



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

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

# Table of Contents

---

Welcome .....	3
Mission Statement .....	5

## Campus Life

---

An Introduction to Eastern .....	10
Student Life .....	16
Location and Facilities .....	21
Admission of Undergraduates .....	23
Financial Assistance .....	30
Schedule of Student Charges .....	46

## Curriculum

---

The Academic Program .....	54
The Templeton Honors College .....	72
Graduate and Professional Programs .....	77
General Academic Regulations .....	80
Grading System .....	84
Academic Standing .....	89
Other Credit Opportunities .....	91
Session Schedule .....	93
Graduation .....	96

## The Courses

---

Course Descriptions .....	102
---------------------------	-----

## Personnel

---

Board of Trustees .....	198
Faculty .....	199
Affiliates of Faculty, College of Arts and Sciences .....	202
Administrative Leadership .....	204
Disclosures .....	206
Academic Calendars .....	208
Maps .....	210
Correspondence Directory .....	212
Index .....	214

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

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

### ***Regulation Change***

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

# President's Welcome

---

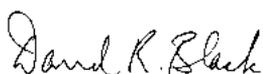


Eastern is one of 4300 colleges and universities in America that prepares students to fill productive roles in our society. The vast majority of these institutions define knowledge as the result of sound scientific and intellectual reasoning. About 200 of them define it as the result of the integration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

Adding justice to the definition has transformed teaching and learning at Eastern in ways that are consequential to society. For example, the University's pioneering work in education has resulted in a Bill and Melinda Gates Foundation invitation to partner in the development of a model for teaching and learning in urban high schools. The Eastern University Academy Charter School opened in September, 2009, with 102 students in grades seven and nine. These urban students are given the opportunity to earn as many as 60 college credits by the time they graduate from the Charter School. Each student has a program tailored to his or her particular interest, making learning relevant and rewarding.

My prayer for each student at Eastern, whether in the new Academy Charter School, or in one of our undergraduate, graduate, Seminary, international, or professional programs, is that his or her wisdom will be like King Solomon's. I also pray that each student will declare with Jesus that "the Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor...proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free..." (Luke 4:18).

I invite you to join us in this vibrant learning community and discover the path that is uniquely yours as you follow God's call on your life.



*David R. Black, President*

# Chancellor's Welcome

---



What is the essence of true education? I believe that the danger exists that the growth of a gifted mind may outdistance a corresponding growth in character. The phrase "studying with the mind in the heart" comes from ancient desert monastic communities. Our monastic friends warn us that all Christian communities can become warped if the search for knowledge is not wedded to a spiritually disciplined life in which each individual is increasingly formed into the image of Christ.

We need to continue to ponder how the formation of our character individually and corporately can be an ever-deepening aspect and emphasis of our institutional life as we allow (as the monks put it) for our minds to descend gracefully into our hearts. Especially during these turbulent, uncertain times, I have been meditating on this ancient phrase.

For many, these are the most troubling of times, but these early Christians, who were no strangers to tough times, challenge us to be motivated and strengthened by taking a long, faith-filled perspective. In both good and turbulent times, I am deeply grateful to have teachers like these ancient encouragers, along with my Eastern University colleagues -- people long on life experience and deep in the Christian faith. Together, we are weathering this storm and will emerge from it stronger. Our commitment to faith, reason and justice is firm and will not waver, because our Christian faith is a faith for all times and all situations.

A handwritten signature in black ink that reads "Christopher Hall". The signature is written in a cursive style with a long, sweeping underline.

*Christopher A. Hall*  
*Chancellor*

# Mission Statement

---

## Mission

---

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

## Vision

---

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

## The Goals of the University

---

Eastern University is dedicated to the following foundational commitments:

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

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

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

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

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

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

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

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

Thus we seek:

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

***To responsible leadership and stewardship:***

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

Thus we seek:

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

*To Christian community:*

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

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

# CAMPUS LIFE



# An Introduction to Eastern

---

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

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

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

## History

---

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

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

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

Today, Eastern University comprises Palmer Theological Seminary, the College of Arts and Sciences, the Templeton Honors College, the Campolo College of Graduate and Professional Studies, and the Esperanza College. Eastern University enrolls over 4,000 students in these undergraduate, graduate, urban, professional, international and Seminary programs.

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

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

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

**To these ends, the residential college has sought to:**

Attract persons who are:

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

Develop a curriculum which includes:

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

Design an environment which fosters:

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

Develop resources which will ensure:

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

**Further, the University has been committed to:**

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

## **Doctrinal Statement**

---

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

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

### **Section I**

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

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

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

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

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

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

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

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

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

## **Section II**

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

## **Section III**

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

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

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

## **Statement of Community Standards**

---

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

As a Christian university and a Christian community, we are concerned with establishing standards of conduct consistent with a Christian lifestyle. We believe these standards flow from biblical values and from our commitment to be

witnesses to one another. We also believe these standards are in the best interests of each individual student as well as the community as a whole.

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

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

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

## **Accreditation and Memberships**

---

Eastern University is accredited by:

- Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; phone: 215.284.5000
- Commission of Accreditation of Allied Health Education Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council on Social Work Education for the Bachelor of Social Work (B.S.W.) Program (Social Work major)

It is a member of the:

- American Association of University Women
- American Association of Colleges of Nursing
- Association of American Colleges
- Association of Baccalaureate Social Work Program Directors
- College Entrance Examination Board
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education  
(of the American Association of Colleges of Nursing)

- Council for the Advancement and Support of Education
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Social Work Education
- International Assembly of Collegiate Business Education
- National Association of State Directors of Teacher Education and Certification
- National League for Nursing
- National League for Nursing Accrediting Commission
- North American Association of Christians in Social Work
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges (PACU)

It is approved by the:

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

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

- Master's – Larger Programs

It is approved for Veterans' Education.

# Student Life

---

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

## Christian Formation Programs

---

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

A wide range of ministry opportunities for students includes serving in inner-city neighborhoods, tutoring children, and sharing the good news of Jesus Christ through the Evangelical Association for the Promotion of Education (EAPE). Eastern University also has active organizations, such as: Habitat For Humanity, the Y.A.C.H.T. club (Youth Against Complacency and Homelessness Today), and Prison Ministry, among others.

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

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

## Windows on the World

---

The theme running through all of Eastern's programs is the development of Christian leaders for the 21st century and beyond. Windows on the World provides a strong intellectual, campus-wide forum where faculty and students enter into dialogue and debate in areas of the arts, culture, marketplace and political engagement. The forum's purposes are to enrich the vision of faculty and students; to stimulate engagement with secular issues from a Christian perspective; to provide an all-campus opportunity to hear leading Christian thinkers present differing Christian perspectives on complex issues; to articulate reasons why Christians should serve the common good, all to the greater glory of God.

## Fall Convocation

---

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

## Residence Life

---

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

## Counseling and Academic Support

---

The Cushing Center for Counseling and Academic Support (CCAS) offers tutoring, writing assistance, counseling, study skills help, EQUIP, and the Act 101 Program to students currently enrolled in the College of Arts and Sciences.

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

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

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

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

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

## Students with Disabilities

---

Eastern University is committed to facilitating access for students with disabilities through the provision of reasonable accommodations and appropriate support services. To begin the process, students must submit a written request for

accommodations and appropriate documentation of disability to CCAS. Interested students should contact CCAS as early as possible for further information and guidance about specific policies and procedures.

## **Careers and Calling**

---

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

## **Student Leadership Development**

---

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

## **Student Government**

---

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

## **Student Publications**

---

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

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

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

## **Honor Organizations**

---

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

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

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

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

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

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

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

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

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

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

## Other Organizations

---

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

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

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

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

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

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

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

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

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

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

## **Social Life**

---

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

## **Cultural Enrichment**

---

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

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

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

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

## **Athletics**

---

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

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

## **Equity in Athletics Disclosure Act of 1994**

---

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

# Location and Facilities

---

## The St. Davids Campus

---

The Eastern University main campus incorporates academic facilities, playing fields and residence halls with three small lakes and beautifully landscaped countryside. About half of its 115 acres remain in a natural state.

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

## Academic and Administrative Facilities

---

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

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

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

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

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

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

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

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

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

## **Athletic Facilities**

---

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

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

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

## **Campus Center**

---

**Walton Hall**, a 40-room estate house overlooking Willow Lake, serves as the University's student center. It contains the Dining Commons and coffee shop, meeting rooms, mail and copy center, prayer chapel and lounge areas. Student Development offices, the Cushing Center for Counseling and Academic Support, student activities, student government, Office of Faith and Practice and the *Waltonian* offices are also located here.

## **Student Health Services**

---

The Health Center is located in Doane Hall off the A section lounge. A registered nurse is available to assist students in the self-care center, to advise students on health-related issues and to coordinate the services of the University physician. College of Arts and Sciences students who have completed their health and immunization records may see the University nurse or physician.

## **Residence Halls**

---

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

# Admission of Undergraduates

---

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

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

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

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

## Campus Visits

---

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

## Basis for Admission

---

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

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

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

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

---

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

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

---

The Act 101 Program, offered at Eastern through the Cushing Center for Counseling and Academic Support (CCAS), offers special academic, personal, and financial support to help motivated Pennsylvania residents with certain academic and financial needs enter and succeed in college. (Only students pursuing their first bachelor's degree through the College of Arts and Sciences are eligible.) Interested applicants can contact the Office of Undergraduate Admissions or CCAS for more information.

## **Transfer Applicants**

---

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

**Transferring Credit** • Graduates of regionally accredited two-year schools (e.g., Middle States Commission on Higher Education) who earned the Associate of Arts or Associate of Science will receive credit for all courses completed in their degree programs. Other transfer students from regionally accredited post-secondary institutions are granted transfer credit for college-level courses with final grades of C (with equivalent of 2.0 quality points on a 4-point scale) or higher. Courses with no Eastern University equivalent may be granted elective credit within the corresponding academic department. Technical, professional and pre-professional courses completed at accredited post-secondary institutions are considered individually and may qualify for up to 30 semester hours of transfer credit. Eastern accepts credit for noncollegiate sponsored instruction and training programs as recommended by the American Council on Education. Distance learning may be accepted in transfer if the credit originates at a regionally accredited college or university and is posted on an official transcript from that institution.

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

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

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

## **International Applicants**

---

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

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

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

## **How to Apply for Admission**

---

1. Apply on-line to Eastern University for free [http://www.eastern.edu/admissions/Applications\\_Online.html](http://www.eastern.edu/admissions/Applications_Online.html) or submit a paper Application for Admission with the \$25 fee payable to "Eastern University."
2. Have the Applicant Reference Form completed and returned to the Office of Undergraduate Admissions.
3. Request the official SAT or ACT score report to be sent to the Office of Undergraduate Admissions. (Eastern University code: 2220.) Applicants whose native language is not English must also submit the official Score Report of the Test of English as a Foreign Language (TOEFL).
4. Request an official copy of the high school record to be sent to the Office of Undergraduate Admissions and a final copy sent after graduation. A GED will be accepted in place of the high school transcript for applicants who did not graduate. Home-schooled students may present a transcript compiled by their home-schooling parents in place of a high school diploma or GED. However, if SAT or ACT scores are below the University's minimum admission standard, applicants will be asked to provide additional information about graduation requirements and record-keeping standards established by their local educational authority. International applicants should submit certified mark sheets and examination results.

5. Transfer applicants: In addition to the above items, have official transcripts of all previous college or university work sent to the Office of Undergraduate Admissions. Request a supplementary transcript to include courses in progress at the time of application as soon as the courses are finished. Transfer applicants may be asked to provide an institutional catalog to aid Eastern in the proper evaluation of courses.

## **When to Apply**

---

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

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

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

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

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

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

## **Previously Approved Applications**

---

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

## **Advanced Placement**

---

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

## **Early Admission**

---

Outstanding candidates who will be 16 years old by the date of enrollment may request admission to Eastern University in place of their senior year of high school. Application must be made by the end of the junior year. A written recommendation by the high school guidance counselor or principal is required and should include: an opinion as to why it is advisable for the applicant to enter college early; an assessment of the applicant’s emotional and social maturity; and a statement that specific college courses will enable the applicant to receive a high school diploma. A personal interview in the Office of Undergraduate Admissions is also required.

## College Credit for High School Students

---

Eastern University encourages above-average high school students who are at least 16 years old to take college courses in fields not available in the high school curriculum and in other fields at a more advanced level. The student earns full college credit for each course. Each applicant is individually considered for admission to this program. Acceptance into this program does not guarantee the applicant admission to the University as a degree candidate. More information may be obtained by writing to the Office of Undergraduate Admissions.

## International Baccalaureate

---

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

## Non-Degree Studies

---

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

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

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

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

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

## Readmission

---

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

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

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

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

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

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

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

## Financial Assistance for Readmission

---

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

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

cause the loan to go into default, making the student ineligible to receive any type of financial assistance including future student loans.

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

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

# Financial Assistance

---

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

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

## **Annual Application Procedures and Deadlines**

---

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

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

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

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

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

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

### **FAFSA Deadlines**

1. New students should complete and submit the FAFSA on the Web by February 1st to ensure that the SAR is received electronically by the March 1st Eastern University priority filing deadline.
2. Returning students should complete and submit the FAFSA on the Web by February 1st to ensure that the SAR is received electronically by the April 1st Eastern University priority filing deadline.
3. Corrections to the SAR should be made as soon as possible, especially if the financial information for student and/or parent(s) was estimated on the FAFSA. Students should also be aware that their housing status must be updated on the SAR if there is a change.

### **Eastern Application Deadlines**

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

Deadlines for merit-based aid:

- Scholarships are awarded on a rolling basis when students' Admissions files are complete.
- Music Scholarships: are awarded on a rolling basis following the student's audition.
- Templeton Honors College Grant: awarded on a rolling basis following the student's interview; limited to 24 incoming students per academic year.
- Leadership Grant: applications must be received by April 1st; limited to 15 first-time students per academic year.
- Goode Scholars Scholarship: awarded on a rolling basis; limited to 20 incoming students per academic year.

Deadlines for need-based aid:

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

### **State Deadlines**

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

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

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

### **FAFSA Exemptions**

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

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

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

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

### **Satisfactory Academic Progress**

---

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

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

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

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

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

### **Quantitative Standards**

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

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

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

### **Qualitative Standards**

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

Up to and including the completion of these credits...	21	38	56	60+
...this cumulative grade point average must be maintained.	1.75	1.85	1.95	2.0

### **Measurement of Academic Progress**

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

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for Satisfactory Academic Progress since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

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

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

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

A student who has not made progress may submit the Satisfactory Academic Progress Appeal Form to the Student 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. A student filing the appeal form should write a letter to the Director of Student Aid indicating why the requirements were not met and submit the letter with the Satisfactory Academic Progress Appeal Form to the Student Aid Office. **APPEALS RECEIVED AFTER THE PUBLISHED DEADLINE WILL NOT BE CONSIDERED.** The student will be contacted in writing regarding the outcome of the appeal.

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

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

---

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

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

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

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

## Federal Assistance

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **State Assistance**

---

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

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

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

## **University Assistance**

---

Eastern provides additional aid to full-time students with and without financial need who are fully accepted (matriculated) in a degree program. Eastern grants and scholarships are awarded to incoming students based on academic criteria at the time of acceptance and are awarded for up to eight (8) semesters as long as the minimum standards for satisfactory academic progress are met and there is no grade-point average specified for the award category. The total of Eastern University grants and scholarships may not exceed full tuition and does not cover the following extra charges: single room, overload credits, fifth year of study and/or double majors.

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

**Templeton Honors College Grant** is a yearly grant awarded to all THC students. The award ranges in size from half- to full-tuition and is contingent upon remaining in good standing within the THC. Admission and curricular requirements are detailed under "Templeton Honors College" in the Curriculum section of this catalog. *Students only interested in accepting their Templeton Honors College Grant and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this award.*

**Goode Scholars Scholarship** was developed to assist incoming urban students who have at least a 2.5 CGPA and who rank in the top 30% of their class. The \$2,000 annual scholarship will enable 20 hard-working, service-minded students, with a demonstrated capacity for leadership, the opportunity to prepare themselves as future leaders in the community. Interested students should contact Admissions for an application. A CGPA of 2.0 after the first year, 2.25 the second year, and 2.5 each succeeding year, as well as meeting other stipulations of this award are required to maintain the scholarship. *Students only interested in accepting their Goode Scholars Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.* Students must file the FAFSA each year to be considered for all need-based institutional, state and federal aid.

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

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

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

**Music Scholarships** are awarded on the basis of merit to a limited number of students who major in music. Auditions are required and are conducted by

the Music Department staff. The scholarship is renewable based on meeting the Music Department's criteria. *Students only interested in accepting their Music Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.*

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

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

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

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

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

## Endowed Scholarship Funds

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lorene P. Guffin Memorial Scholarship Fund** was established for the benefit of financially needy students by Drs. Orville T. Guffin and G. Truett Guffin

in memory of their mother, who was the wife of Eastern's first president, Dr. Gilbert L. Guffin.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Other Assistance**

---

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

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

## **Additional Student Aid Policies**

---

1. Students must reapply for financial aid each academic year. The Free Application for Federal Student Aid (FAFSA) is the form required from students who are applying for Federal Title IV need-based aid, state grants, student loans, need-based Eastern University financial aid, as well as the National Scholastic Award, Tuition Exchange or Eastern University Tuition Remission. (Please see the "Annual Application Procedures and Deadlines" section of the catalog for more information on these programs.)
2. Students who are only accepting their Eastern Academic Scholarship (for example, Trustee's, Presidential, Provost's), Goode Scholars Scholarship, Music Scholarship, Leadership Grant or Templeton Honors College Grant

are not required to file the FAFSA. (Please see the "University Assistance" section of the catalog for more information on the programs.)

3. Eastern University awards University-funded grants and scholarships to full-time undergraduate students matriculated in a degree program. Eastern aid is awarded for a maximum of eight (8) full-time semesters. Fifth-year students may be eligible for Federal Pell Grants, Federal Work-Study and Federal Stafford Loans, but are not eligible for any University-based funds.
4. The total of Eastern University scholarships, grants, awards and discounts may not exceed full tuition and do not cover the following extra charges: single room, overload courses (more than 18 credits per semester), double majors or a fifth year of study.
5. Receipt of Eastern University need-based aid in one year is not a guarantee of award in any other academic year.
6. Federal Regulations require students who are receiving any outside sources of financial assistance (scholarship, grant, award) to notify the Student Aid Office.
7. Federal, State and University regulations prohibit "over-awards" – aid in excess of the Cost of Attendance (COA). All outside awards, whether based on academic merit or financial need, will be counted as a source of aid and will be added to the total financial aid package. This may result in a reduction of other aid, such as loans or work.
8. Students are also required to report any change of enrollment status (part-time to full-time, or full-time to part-time), residence status (on campus to home with parents/relatives, or the other way around), or financial status to the Student Aid Office.
9. The award of federally funded financial assistance (Pell Grants, FSEOG Grants, Federal College Work-Study, Perkins Loan and Stafford Loans) is made subject to the approval, by Congress, of the federal budget. Therefore, the student is required to sign a statement (on the FAFSA) affirming that any funds awarded through these programs will be used for expenses related to attendance at Eastern before the Student Aid Office will credit such funds.
10. Each applicant for need-based student assistance must agree to submit his/her own and parents' completed and signed Federal Income Tax Returns with all schedules and W-2s to the Student Aid Office upon request. A student, or a member of the student's family, that knowingly makes false statements or misrepresentations on any application or form for student assistance, may be liable for prosecution, fines and repayment of all aid. This would not relieve the student of financial obligation to the University. In addition, the student may be refused admission or may be dismissed from the University or may receive another penalty deemed appropriate by the University.
11. All first-time Federal Stafford Loan and/or Federal Perkins Loan borrowers must complete a Loan Entrance Interview with the Student Aid Office and submit the signed forms before any loan funds can be credited to their account.
12. All students leaving the University (due to graduation, withdrawal or leave of absence) who have participated in the Perkins Loan or Stafford Loan Programs, are required to complete an Exit Loan Interview. The purpose of the interview is to make the students familiar with the rights and obligations for repayment of their student loan(s).

13. Eastern University is committed to providing equal educational opportunities to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs or activities on the basis of gender, race, age, handicap, marital or parental status, color or national or ethnic origin.

## **Withdrawals**

---

*An Exit Interview postcard is mailed out.*

### **TITLE IV**

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

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

When Federal Title IV aid is returned due to the student's withdrawal from all classes within a semester, the student may owe a balance to the University. Students owing a balance should contact the Student Accounts Office to make payment arrangements.

The Student Accounts Office can be reached by calling 610.341.5831, Monday through Friday from 9 a.m. to 5 p.m. If a student receiving Federal Title IV Aid withdraws after completing 60% of the semester, no Federal Title IV Aid will be returned. The student is considered to have earned 100% of the Federal Title IV Aid for the semester. The adjustment of aid may have implications for future aid years and it is therefore suggested that all students considering withdrawal contact the Student Aid Office for guidance.

\* Federal Title IV Financial Aid includes:

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

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

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

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- Federal Perkins Loans

- Federal Plus Loans
- Federal Pell Grants
- ACG
- National SMART Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV programs

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

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

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

---

*An Exit Interview postcard is not mailed out.*

#### **TITLE IV and Eastern University INSTITUTIONAL AID:**

Students may apply to the Dean of Students for a Leave of Absence (LOA) under certain situations. Eastern will consider requests for an LOA from students who are required to serve jury duty, for military reasons, and for circumstances related to the Family and Medical Leave Act of 1993. The University Registrar will assign an exit date and an expected return date based on the Dean of Student's approval of the LOA application. A leave cannot exceed 180 days in a 12-month period. The student must submit a written, signed request for the Leave of Absence that includes the reason for the request.

When a student is approved for LOA, all federal, state, and institutional aid will be removed from the semester in which the leave takes place. Once the Student Accounts Office receives confirmation of the approved LOA, all tuition charges will be removed for that semester, as well.

Students must register for the semester indicated by their anticipated return date on the Leave of Absence request. If the student does not return on the expected date, the departure will be considered a withdrawal as of the date of the original request.

Students who are on an approved Leave of Absence (LOA) are considered enrolled and will qualify to have their student loans deferred.

# 2010-2011 Schedule of Student Charges

---

## Tuition Charges

Full-Time (12-18 Credits)	\$12,275.00 per semester
Overload credits	\$520.00 per credit
Part-Time (1-11 Credits)	\$520.00 per credit
Summer School, Guest Student	\$520.00 per credit

## Room Charges

Basic Housing	\$2,475.00 per semester
Single Room Premium	\$485.00 per semester
Apartment	\$3,105.00 per semester
Room with Semi-Private Bath	\$2,890.00 per semester
Suite	\$3,105.00 per semester
Summer Room	\$181.00 per week

## Board Charges

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

Board - Full (20 meals)	\$2,070.00 per semester
Board - Partial (12 meals) (Soph., Jr., Sr.)	\$2,005.00 per semester
Summer Board	\$130.00 per week

## Miscellaneous Fees

Application for Admission	\$25.00
Auditing - Undergraduate	\$275.00 per credit
General Expense Deposit	\$150.00
<i>(General Expense Deposit is for new students, and returning students changing from part-time to full-time)</i>	
Late Enrollment Deposit	(Minimum) \$1,500.00
<i>(Students accepted or making deposit within 30 days of semester start)</i>	
Graduation Fee	\$125.00
Health Insurance for students under age 23 (8/10-8/11)	\$1,152.00
Health Insurance for students age 23 and over (8/10-8/11)	\$1,406.00
Housing Deposit	\$150.00
<i>(Returning students only: this is not an additional charge; it is applied to the housing bill at the beginning of the fall semester)</i>	
Identification Card Replacement	\$35.00
Off-Campus Studies	\$425.00
Parking Registration - Full-time Students (Annual)	\$180.00
Parking Registration - Part-time Students (Annual)	\$105.00
Returned Check Fee (NSF or Closed Account)	\$50.00
Transcript Fee (Lifetime)	\$50.00
Wind Energy Fee (Optional, Annual)	\$30.00
Yearbook (Optional)	\$70.00

## Course Fees

Biokinetics Laboratory	\$135.00
Information Technology Laboratory	\$135.00
Introduction to Faith, Reason and Justice (INST 150)	\$157.00

Music Laboratory	\$135.00
Psychology Laboratory	\$135.00
Science Laboratory	\$135.00
Student Teaching	\$400.00

<b>Music Fees</b>	<i>Majors</i>	<i>Non-majors</i>
Private Lessons	\$310.00 per credit	\$355.00 per credit

### **Late Payment Fee**

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

### **Late Registration**

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

*Registration Due Dates:*

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

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

Late Registration with Late Payment Fee; must register by paper through the Student Accounts Office and include payment plus Late Payment Fee of \$110.00.

### **Monthly Service Charge on Delinquent Accounts**

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

### **Payment Plan Fees**

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

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

*Payment plans are not available for summer sessions.*

### **Wind Energy Program Fee**

The Student Government Association (SGA) has asked that the University assess an annual fee of \$30.00 to each student, so that Eastern can buy electric power from wind energy sources. The SGA's recommendation is based on a report from the Sustainable Peace Initiative (SPI), a group of Eastern students and faculty, who have called the community to a more sacred stewardship of our environment.

The SPI report documents the positive effects of wind-generated energy on our air and health. The fee is included in your bill, but will be deducted if you choose not to participate. (Participation options are provided on your session bill.)

## Annual Charges

---

	<i>Resident Student</i>	<i>Commuting Student</i>
Tuition	\$24,550.00	\$24,550.00
Room & Board (Basic)	\$9,090.00	0.00
Total	\$33,640.00	\$24,550.00

### Tuition

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

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

### Room

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

### Board

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

### Payment and Payment Arrangements Options

All session bills are payable to the Student Accounts Office by the stated due dates. Students are to have their arrangements and payments made by the due dates to avoid unnecessary delays and possible penalties during the *Financial Clearance* period at the beginning of the semester. Financial clearance must be certified by the Student Accounts Office prior to each session of enrollment and must be maintained during enrollment. Financial clearance is obtained by executing a Financial Responsibility Agreement as approved by the Student Accounts Office and keeping all payments current. Students who do not achieve and maintain financial clearance are not fully enrolled and therefore are not permitted to move into or remain in University-owned housing or to attend class(es).

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

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

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

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

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

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

Payments for summer sessions are due in full when billed. *There are no payment plan options other than payment in full in advance of classes for the summer sessions.*

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

---

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

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

### **Housing Deposit**

---

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

### **Late Admission Deposit**

---

Persons applying for admission, being accepted to the University or making deposit after August 1 for the fall semester will be required to pay a minimum \$1,500.00

enrollment deposit. This payment is credited for the GED (see General Expense Deposit) and a portion of the fall tuition charges.

## **Withdrawal and Refund Policy**

---

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

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

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

Withdrawal during regular semester:

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

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

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

## **Monthly Account Statement**

---

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

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

**Please Note:** If the financial assistance that you anticipated is not reflected on the monthly statement, please contact the **Student Aid Office directly** at 610.225.5102.

## **Mailing Policies**

---

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

- 1) *Session bills* are always sent to the Eastern University e-mail address *unless otherwise requested*.
- 2) *Monthly Statements of Account* are always sent to the Eastern University e-mail address *unless otherwise requested*.
- 3) *Warning Notices* and other special notices about the account status are mailed to **both** the home address and campus mailbox (if applicable). This is done to ensure that notices of an urgent nature are handled promptly.
- 4) All other informational materials and newsletters are sent to the Eastern University e-mail address unless otherwise specified.
- 5) All correspondence is addressed to the student.

## **Address Changes**

---

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

## **Financial Holds**

---

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

## **Exit Counseling for Loan Participants**

---

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



# CURRICULUM



# The Academic Program

---

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

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

## **Majors**

---

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

## **Minors**

---

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

## Summary of Majors and Minors Offered

---

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

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

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

\* Audition Required.

\*\* Eastern University is approved to offer pre-licensure Nursing leading to the Bachelor of Science in Nursing

## **General Education at Eastern University**

---

Undergraduate general education at Eastern University strives to advance the University's mission of preparing students for thoughtful and productive lives of Christian faith, leadership, and service. To accomplish this goal, the curriculum explores the liberal arts and sciences from a Christian perspective.

General education shapes students who are proficient in essential, college-level skills and who are knowledgeable about the world, the humanities, the natural sciences, and the social sciences. Moreover, general education enables students to appropriate and give witness to a Christian worldview. This worldview recognizes the unity of God's truth, the importance of character formation and Christian community, the mandate to be stewards of creation and to practice justice, and the call to proclaim the whole gospel to the whole world. Through excellent instruction in a variety of disciplines, a focus on student learning and

transformation, and a shared commitment to the values of faith, reason, and justice, general education is ordered toward the service of God, humanity, and creation.

Toward these ends, Eastern University is committed to developing a common approach to general education for all students in the Associate of Arts and baccalaureate programs.

### **General Education Goals for Students within the College of Arts and Sciences**

#### ***Proficient in Essential Skills:***

- a. Computer Skills
- b. Written Communication
- c. Oral Communication
- d. Critical Analysis and Reasoning
- e. Scientific Reasoning
- f. Quantitative Reasoning
- g. Information Literacy

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

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

***Knowledgeable about the Western Tradition*** — able to demonstrate knowledge and skills necessary to appreciate the historical, theological, and cultural contexts of Western civilization, based on direct engagement with representative texts of the Western intellectual tradition.

***Knowledgeable about Traditions Beyond the West*** — able to demonstrate knowledge and skills necessary to appreciate and to interact productively amid the cultural diversity that characterizes God's world, based on sustained, direct engagement with one or more cultures beyond the Western European mainstream.

***Knowledgeable about Language and Culture (for Bachelor of Arts and Bachelor of Social Work candidates)*** — able to express at least an elementary understanding of a language other than one's native language, including listening, reading, speaking, and writing skills, along with an ability to engage in ways of thinking and living that differ from students' own cultural experiences.

***Fit for Life*** — able to demonstrate a Scripturally based understanding of body stewardship, understand physical fitness as it relates to good health (versus sport performance or physical appearance), and apply this knowledge to develop and carry out a personal fitness program (including practice in a physical activity) which could form the basis for a life-long pursuit of fitness.

*Aesthetically Informed* — able to demonstrate knowledge of the arts as creative and transformative expressions of individuals and cultures through courses grounded in combinations of history, theory, and/or practice of the arts.

*Knowledgeable within the Natural Sciences* — able to demonstrate knowledge of scientific reasoning, quantitative reasoning, and laboratory methodologies, as students explore the workings of God's world.

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

*Knowledgeable in Doing Justice* — able to utilize biblical, theological, and philosophical resources to evaluate specific social justice issues, particularly in North America, and to identify appropriate personal and structural responses.

### **General Education and Core Curriculum of the College of Arts and Sciences**

In order for students to meet the goals outlined above, students in the College of Arts and Sciences at Eastern University complete the following courses as well as courses in a selected major. The distinctive elements of Eastern's mission are explored throughout the general education curriculum and find their culmination in a senior-level course within each major.

REQUIREMENT	COURSES THAT SATISFY REQUIREMENT	CREDIT HOURS
<b>Proficient in Essential Skills</b>		
Computer Skills	<i>Competency in computer skills is demonstrated by the satisfactory completion of skills-based assignments. (effective fall 2011)</i>	
Written Communication	ENG 102 <b>or</b> ENG 103 <i>Competency in written communication is demonstrated by the satisfactory completion of skills-based assignments (including a research paper) resulting in a grade of C or better, in one of the courses.</i>  <i>In addition, students are required to complete one writing-intensive course in their major (designated with a suffix of "W" in the course catalog).</i>	3
Oral Communication	<i>Competency in oral communication is demonstrated by the satisfactory completion of skills-based assignments. (effective fall 2011)</i>	
Critical Analysis and Reasoning	<i>Competency in critical analysis and reasoning is demonstrated by the satisfactory completion of skills-based assignments. (effective fall 2011)</i>	

REQUIREMENT	COURSES THAT SATISFY REQUIREMENT	CREDIT HOURS
Scientific Reasoning	<p>Any 4-credit laboratory course with prefix of ASTR, BIO, CHE or PHYS which does not have a prerequisite and is not specifically excluded in the course description</p> <p><i>Competency in scientific reasoning is demonstrated by satisfactory completion of skills-based assignments and/or exams, resulting in a passing grade, in one of the laboratory science courses.</i></p>	
Quantitative Reasoning	<p>MATH Placement: Students entering with a MATH SAT lower than 480 must pass one mathematics course. MATH 103 and MATH 107 will meet the placement requirement.</p> <p>Any 3-credit course in mathematics (that is, those courses prefixed with MATH), numbered at the 100-level or above, <i>or</i></p> <p>Any 3-credit statistics course in another discipline <i>or</i></p> <p>Any 4-credit laboratory science course with a prefix of ASTR, CHE, or PHYS which does not have a prerequisite and is not specifically excluded in the course description; <i>or</i></p> <p>BIO 103</p> <p><i>Competency in quantitative reasoning is demonstrated by satisfactory completion of skills-based assignments and/or exams, resulting in a passing grade, in one of the courses.</i></p>	0-4
Information Literacy	<p>ENG 102 or ENG 103</p> <p><i>Competency in information literacy is demonstrated by satisfactory completion of skills-based assignments (including a research paper) and/or exams, resulting in a grade of C or better in one of the courses.</i></p>	
<b>Biblically Informed</b>	BIB 101 <i>and</i> BIB 102	6
<b>Formed in Christian Thought</b>	INST 150; <i>and</i> One course from the following: THEO 210, THEO 240, THEO 251, THEO 252, PHIL 211	6
<b>Knowledgeable about the Western Tradition</b>	One course from the following: INST 160, INST 161, PHI 100	3

REQUIREMENT	COURSES THAT SATISFY REQUIREMENT	CREDIT HOURS
<b>Knowledgeable about Traditions Beyond the West</b>	One course from the following: DAN 365, DAN 375, ENG 225, FRE 305, FRE 405, HIS 250, HIS 352, HIS 353, HIS 354, HIS 371, HIS 372, HIS 440, INST 213, INST 214, INST 215, INST 218, MUS 250, SOC 350, SPA 402	3
<b>Knowledgeable about Language and Culture</b> (for B.A. and B.S.W. students)	Two semesters of the same foreign language (other than the student's native language) are required, either through coursework or through credit by examination. Students who attained a score of 550 on a Foreign Language SATII need to complete one semester of the same language. Students will be exempt from the foreign language requirement if they: <ul style="list-style-type: none"> <li>• Earn a score of 650+ on an SATII Foreign Language subject test; or</li> <li>• Speak English as a Second Language and attain a score of 79 on the TOEFL or a score of 6.5 on IELTS, or earn 80% on the ELSI Level 3 exam; or</li> <li>• Spend one semester in a study abroad program in a non-English speaking country and, while there, successfully complete at least one three-credit foreign language course in a language of that country</li> </ul>	0-6
<b>Fit for Life</b>	BKIN 100	3
<b>Aesthetically Informed</b>	One course from the following: COM 220; PHI 222 <i>or</i>  Any course of at least 2 credits with a prefix of DAN, ENG, FA, MUS or THR which does not have a prerequisite and is not specifically excluded in the course description	2-3
<b>Knowledgeable within the Natural Sciences</b>	Any 4- credit laboratory science course with a prefix of ASTR, BIO, CHE, or PHYS which does not have a prerequisite and is not specifically excluded in the course description; <i>and</i>  Any 3- or 4-credit course with a prefix of ASTR, BIO, CHE, CSC, PHYS, MATH (except MATH 103 and MATH 107), or statistics course (any discipline)	7-8
<b>Knowledgeable within the Social Sciences</b>	Any 3-credit course with a prefix of ANTH, ECON, GEOG, POS, PSY, or SOC which does not have a prerequisite and is not specifically excluded in the course description	3
<b>Knowledgeable in Doing Justice</b>	One course from the following: ECON 220, INST 270 or SWK 110	3
<b>TOTAL credit hours</b>		39-51

## **Core Curriculum Course Titles**

*Refer to the table above and course descriptions in this catalog for additional information.*

### ***Written Communication and Information Literacy Skills*** 3

Placement in one course:

ENG 102 College Writing

ENG 103 Skills for College Writing

### ***Biblically Informed*** 6

BIB 101 Nature and Meaning of the Old Testament

BIB 102 Nature and Meaning of the New Testament

### ***Formed in Christian Thought*** 6

INST 150 Introduction to Faith, Reason and Justice  
*and*

One Theology or Philosophy course from this list:

THEO 210 Foundations of Christian Spirituality

THEO 240 Theological Thinking

THEO 251 Early and Medieval Christianity

THEO 252 Reformation and Modern Christianity

PHI 211 Faith and Philosophy

### ***Knowledgeable About the Western Tradition*** 3

One Interdisciplinary Studies or Philosophy course from this list:

INST 160 Heritage of Western Thought and Civilization:  
The Ancient World

INST 161 Heritage of Western Thought and Civilization:  
The Modern World

PHI 100 Heritage of Inquiry: An Introduction to Philosophy

### ***Knowledgeable about Traditions Beyond the West*** 3

One course from this list:

DAN 365 Black Dance History

DAN 375 World Dance

ENG 225 Post-colonial Women's Novels

FRE 305 Francophone World (in English)

FRE 405 Francophone World (in French)

HIS 350 African-American History

HIS 352 Russian History

HIS 353 History of the Middle East

HIS 354 History of Latin America

HIS 371 The Byzantine Empire

HIS 372 Eastern Orthodox History and Theology

HIS 440 The Black Church in America

INST 213 Heritage of India

INST 214 Africa's Triple Heritage and the Modern World

INST 215 Heritage of Native North American Peoples

INST 218 The Heritage of Islam

MUS 250 Music in World Cultures

SOC 350 Poverty, Oppression, and Development in Africa

SPA 402 Latin American Culture and Civilization (in Spanish)

<b><i>Knowledgeable about Language and Culture</i></b> (for B.A. and B.S.W students) Two courses in the same language (according to placement): French, German, Greek, Hebrew, Italian, Japanese, Spanish, or another language offered in a study abroad experience.	0-6
<b><i>Fit For Life</i></b> BKIN 100                      Life Fitness	3
<b><i>Aesthetically Informed</i></b> One course from this list: COM 220 Art of Film PHI 222 Art and Culture any course from Dance, English Literature, Fine Arts, Music or Theatre	2-3
<b><i>Knowledgeable within the Natural Sciences</i></b> One (4) credit laboratory science course from Astronomy, Biology, Chemistry or Physics <i>and</i> One (3) or (4) credit course from Astronomy, Biology, Chemistry, Computer Science, Mathematics (except MATH 103 Mathematical Ideas and MATH 107 Mathematical Perspectives for Educators) or Physics.	7-8
<b><i>Knowledgeable within the Social Sciences</i></b> Choose a (3) credit course from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology	3
<b><i>Knowledgeable in Doing Justice</i></b> One course from this list: ECON 220 Faith and Economic Justice INST 270 Justice in a Pluralistic Society SWK 110 Human Diversity and Social Interaction	3

## **Major Declaration**

---

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

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

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

## **Change of Major**

---

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

## **Second Major**

---

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

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

## **Individualized Major**

---

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

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

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

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

## **Second Baccalaureate Degree**

---

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

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

## **Affiliate Programs**

---

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

## Special Off-Campus Programs

---

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

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

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

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

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

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

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

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

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

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

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

**Danish Institute for Study Abroad** in Copenhagen, Denmark.

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

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

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

- Jerusalem University College** in Israel offers a semester of study in history, language, culture, archeology and geography of biblical lands.
- Latin American Studies Program\*** is based in Costa Rica. Students live with native families, study Spanish and the culture, history, politics, economics and religious life of the area, participate in service projects and travel in Central America. Four academic tracks - International Business and Management, Language and Literature, Tropical Sciences and Sustainability, and Latin American Studies - are available to qualified students.
- LLC International University** provides opportunities for faculty and student exchanges in Klaipeda, Lithuania. Students choose from the regular course offerings; instruction is given in English.
- Los Angeles Film Studies Center\*** was inaugurated in 1991 and is located in Burbank, CA, near major production studios. A semester-long program combines seminar courses with an internship in various segments of the film industry, providing students an opportunity to explore the industry within a Christian context and from a liberal arts perspective.
- Middle East Studies Program\*** in Cairo, Egypt provides students with the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations in Cairo. Students are equipped and encouraged to relate to the Muslim world in an informed and constructive manner. Trips to Israel, Palestine, and Jordan are included.
- Netherlandic Study Program in Contemporary Europe**, in affiliation with Dordt College, provides the opportunity to live near Amsterdam, one of the centers of Western Europe. Participants receive 16 semester credits from course work in language, literature, the arts, history and politics. Options also exist for individualized study in other disciplines.
- Oregon Extension** offers a semester of community living and liberal arts studies. Thirty-two students from across the nation earn college credit in eight disciplines while living in wood-heated cabins in the Cascade Mountains of southern Oregon. Open to juniors and seniors with 3.0 or better grade-point average, the program relates Christian truth to academic study.
- Oxford Study-Abroad Program** provides an opportunity for a self-designed program of tutorial-style study in the arts and sciences at Oxford University.
- Palmer Theological Seminary** offers senior students the opportunity to take selected course work along with their college work (special requirements apply).
- Russian Studies Program\*** enables juniors and seniors to spend a semester living and learning in Russia. Students study the Russian language and attend seminar courses on Russian culture, history and current political and economic issues. Program participants experience a variety of Russian environments, living for 12 weeks in Nizhni Novgorod and visiting both Moscow and St. Petersburg. The semester includes participation in a service project and living with Russian families for part of the stay.
- St. Andrews University** in Scotland welcomes qualified students to study for a semester or full year in classes chosen from the general curriculum.
- Salzburg, Austria** in affiliation with Alderson-Broadbudd College, provides one semester of immersion in Austrian culture and German language study.

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

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

**Universidad de las Americas - Puebla** offers students with appropriate levels of Spanish language ability the opportunity to apply for a semester at a U.S.-accredited institution in Puebla, Mexico.

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

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

## **Financial Assistance for Off-Campus Programs**

---

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

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

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

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

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

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

### 3) Foreign language major. Please note these additional provisions:

- *the student must have an average of B or better in the language of study.*
- *Foreign language majors are the only students currently approved or two semesters of Eastern aid for off-campus study for their major. Both off-campus programs must be related to the student's major and/or minor language.*
- *Foreign language majors are not limited to the programs listed above.*

Additional information for off-campus study:

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

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

- inform the Student Aid Office if any information changes at any time after submitting an *Information Update Form* to the office or sending an e-mail to the office at [finaid@eastern.edu](mailto:finaid@eastern.edu)

- provide the Student Aid Office with a breakdown of their total cost to attend the program or course(s) at least 90 days prior to the start of the program by submitting a *Consortium Agreement* unless they are enrolled in a CCCU Program listed above
- file the *Free Application for Federal Student Aid (FAFSA)* for consideration for aid other than the merit-based scholarship(s) from Eastern.

## Career Opportunities

---

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

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

English (composition and literature): 1 year

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

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

Biology (including laboratory): 1 year

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

### Pre-Engineering

Villanova University and Eastern University established a Dual Admissions Agreement to provide qualified students the opportunity to earn degrees from both Eastern's College of Arts and Sciences and Villanova's College of Engineering in a five-year period. A student in the Dual Admissions Program will attend Eastern for three years, where the student will study liberal arts and science subjects along with pre-engineering courses. The student will then transfer to Villanova's College of Engineering for two years to complete the engineering major degree requirements. Dual Admissions Program candidates may earn the Bachelor of Arts in Applied Mathematics at Eastern University after successful completion of all degree requirements. The Bachelor of Science in Engineering (Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering) is awarded by at Villanova University. Dr. Walter Huddell serves as the advisor.

### Pre-Law

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

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

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

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

### **Pre-Physician Assistant**

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

### **Nursing**

Eastern University is approved by the Pennsylvania State Board of Nursing to offer a traditional pre-licensure Nursing program including clinical nursing education leading to the Bachelor of Science in Nursing. Dr. Mary Anne Peters serves as the advisor.

### **Teacher Certification**

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

### **ROTC**

Valley Forge Military College will provide Senior Division Academic Instruction of the Army Reserve Officers' Training Corps, and Saint Joseph's University will provide either the two-year or four-year curricula of the Air Force Reserve Officers' Training Corps on their respective campuses, for qualified, full-time Eastern students. Registered Eastern University students making satisfactory academic progress will be granted academic elective or activity credit applicable toward graduation for their successful completion of ROTC courses. The maximum

number of credits granted for either program will not exceed two activity credits and 12 academic elective credits.

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

## **Graduate Course Work**

---

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

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

# The Templeton Honors College

---

The Templeton Honors College (THC) is designed to challenge and prepare academically gifted undergraduate students for leadership and service as individuals of influence in culture, society and their professions, by providing a holistic program focused on the life of the mind, character formation and skill development.

The curriculum involves intensive reading, writing and discussion around both great texts of the Western canon and important contemporary works. Within the context of the liberal arts tradition, the THC core reflects our commitment to faith, reason and justice in the service of God, humanity and creation.

The Templeton Honors College accepts up to 36 new students each year. Participation in the Templeton Honors College becomes part of the student's academic record. The Templeton Honors College has been made possible through the generosity of Drs. John, Jr. and Josephine Templeton.

## **Admissions Requirements**

---

1. Acceptance to Eastern University.
2. Students entering from high school must be in the top 9% of their graduating class and have SAT scores of at least 1200/1800 or ACT scores of 27, or extraordinary leadership abilities with significant academic achievements.
3. Transfer students must have a 3.5 grade-point average from prior institution(s) and no more than 36 credits.

## **The Templeton Honors College Core Curriculum**

---

In order to meet university general education goals, students in the Templeton Honors College at Eastern University complete the following core courses. THC students complete requirements for in a major within the College of Arts and Sciences. The distinctives of Eastern's mission are explored throughout the core and find their culmination in a senior-level course in each student's major. This course may require a senior thesis or project. If it does not, THC students must complete a senior thesis or project through alternate means.

REQUIREMENT	COURSES THAT SATISFY REQUIREMENT	CREDIT HOURS
<b>Proficient in Essential Skills</b>	NOTE: Proficiency in these areas is demonstrated by the satisfactory completion of skills-based assignments and/or exams in courses in which each competency is addressed, leading to a passing grade in the course.	
Computer Skills	<i>Competency in computer skills is demonstrated by the satisfactory completion of skills-based assignments. (effective fall 2011)</i>	
Written Communication	INST 160H	
Oral Communication	COM 120H	3
Critical Analysis and Reasoning	<i>Competency in critical analysis and reasoning is demonstrated by the satisfactory completion of skills-based assignments. (effective fall 2011)</i>	
Scientific Reasoning	Any 4-credit laboratory course with prefix of ASTR, BIO, CHE or PHYS which does not have a prerequisite and is not specifically excluded in the course description	
Quantitative Reasoning	Any 3-credit course in mathematics (that is, those courses prefixed with MATH), numbered at the 100-level or above, except for MATH 103 and 107; <i>or</i> Any 4-credit laboratory science course with a prefix of ASTR, CHE, or PHYS which does not have a prerequisite and is not specifically excluded in the course description; <i>or</i> BIO 103.	0-4
Information Literacy	HON 102	
<b>Biblically Informed</b>	BIB 101H <i>and</i> BIB 102H	6
<b>Formed in Christian Thought</b>	HON 101 <i>and</i> HON 202 <i>and</i> HON 480	9
<b>Knowledgeable about the Western Tradition</b>	INST 160H <i>and</i> INST 161H	6

REQUIREMENT	COURSES THAT SATISFY REQUIREMENT	CREDIT HOURS
<b>Knowledgeable about Traditions Beyond the West</b>	One course from the following: DAN 365, DAN 375, ENG 225, FRE 305, FRE 405, HIS 250, HIS 352, HIS 353, HIS 354, HIS 371, HIS 372, HIS 440, INST 213, INST 214, INST 215, INST 218, MUS 250, SOC 350, SPA 402. THC students who study abroad in a non-western country may alternatively meet this requirement with an approved course during their semester abroad.	3
<b>Knowledgeable about Language and Culture (required for all THC students, regardless of major)</b>	Two semesters of the same foreign language (other than the student's native language) are required, either through coursework or through credit by examination. Students who attained a score of 550 on a Foreign Language SATII need to complete one semester of the same language. Students will be exempt from the foreign language requirement if they: <ul style="list-style-type: none"> <li>• Earn a score of 650+ on an SATII Foreign Language subject test;</li> <li>• Speak English as a second language and attain at least a score of 79 on TOEFL, 6.5 on IELTS, or 80% on ESLI Level 3 exam; or</li> <li>• Spend one semester in a study abroad program in a non-English speaking country and successfully complete at least one three-credit foreign language course in the language of that country while there.</li> </ul> All THC students must study abroad for one semester (though they are not required to study language while abroad).	0-6
<b>Fit for Life</b>	BKIN 100	3
<b>Aesthetically Informed</b>	INST 161H	
<b>Knowledgeable within the Natural Sciences</b>	CHOICE of HON201 <i>or</i> HON203; <i>and</i> Any 4- credit laboratory science course with a prefix of ASTR, BIO, CHE, or PHYS which does not have a prerequisite and is not specifically excluded in the course description.	7
<b>Knowledgeable within the Social Sciences</b>	One course from the following: ANTH 201, ANTH 301, ANTH 310, ECON 325, POS 212, POS 321, POS 402, PSY 322, PSY 415, SOC 245, SOC 315, SOC 370, SOC 408, SOC 410, SWK 205	3
<b>Knowledgeable in Doing Justice</b>	HON 102	3
TOTAL credit hours		43-53

## Continuation Requirements

---

To remain in good standing in the College, THC students must achieve a grade-point average of 3.3 after the first year, 3.4 after the second year, and 3.5 in subsequent years. THC students are also expected to attend Honors Forum and participate in other aspects of community life.

## Templeton Honors College Course Descriptions

---

### HON 101 The Good Life

3

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

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

3

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

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

3

The aim of this course is to read some of the books which made us who we are, so that we may understand ourselves and our world better. This course investigates how the Bible was joined by the tradition of Greek thought and literature to form the culture we now inhabit. Assuming a knowledge of the Bible, we begin by reading great writers of ancient Greece, then look at how Christian writers from Augustine onward used, modified and criticized the Greek heritage in forming the tradition of Western Christian thought.

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

3

This course is a study of Modernity, both as a period and as a concept. We will pay special attention to the interaction between European modernity and the heritage of Christianity. This course traces philosophical, theological, and literary thought from the Reformation, through the Enlightenment, and into the 20th century.

### HON 201 Cosmology

3

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

**HON 202: Introduction to Christian Theology** 3

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

**HON 203: Theories of the Origin of Life** 3

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

**HON 480: Honors Capstone** 3

The Honors College core curriculum has been designed to nurture in students the cultivation of a rich, integrative, and coherent worldview—a worldview devoid of the common artificial divisions between academic pursuits, spiritual formation, cultural appreciation, and community life. The Honors Capstone is designed to revisit and, in some cases, recover the richness and coherence of an integrative humanistic, Christian worldview. Of particular importance for fourth-year students preparing for graduation, the course is posed as an opportunity for reflection and preparation for their vocational future.

# Graduate and Professional Programs

---

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

## General Studies

---

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

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

## Business and Management Programs

---

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

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

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

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

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

The Fast-Track MBA® in Health Administration is designed to address business issues unique to managers in the health care disciplines. The core curriculum seeks to provide a blend of theory and application to guide students through the interactions between the health care industry and the various global, legal, financial, policy and marketing trends.

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

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

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

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

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

## Counseling Psychology Programs

---

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

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

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

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

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

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

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

## Education Programs

---

### **Bachelor of Science (Early Childhood Education)\***

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

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

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

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

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

## Leadership and Development Programs

---

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

The 32-credit program targets leaders, facilitators and managers of development projects who want to enhance their theological framework for development, hone their skills and gain a better understanding of the social, economic and cultural perspectives that impact social transformation in the U.S. and abroad.

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

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

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

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

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

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

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

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

### **Nursing Programs**

---

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

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

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

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

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

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

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

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

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

### **Urban Studies Programs**

---

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

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

# General Academic Regulations

---

## **Class Attendance**

---

The University expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary among disciplines and courses within the same subject field. Accordingly, at the beginning of each course, instructors will notify their students in writing via the course syllabus what constitutes satisfactory attendance in that course.

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

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

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

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

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

## **Class Cancellations**

---

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

## **Absence of Instructor**

---

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

## **Convocations and Lectures**

---

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

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

## **Leave of Absence**

---

A leave of absence (LOA) is a temporary interruption in a student's program of study for up to 180 days in a 12-month period. The student must submit a written request to the Dean of Students providing the reason for the request, supporting documentation, expected return date from the LOA, signature and date. Illness, injury, jury duty, military reasons and family leave (Act of 1993) are the most common reasons students request the LOA. The Dean of Students will conduct an exit interview, determine if the LOA is in the best interest of the student and the institution, and provide written notification of the decision to the University Registrar, who will assign the effective date. Students must register for the semester indicated by their anticipated return date on the Leave of Absence request. If the student does not return on the expected date, the departure will be considered a withdrawal as of the date of the original request. (See Financial Assistance for refund policy.)

## **Withdrawal from the University**

---

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

A student who has been receiving any type of federal loan prior to withdrawing from the University must also complete a Loan Exit Interview with the Student Aid Office. The Stafford Loan Exit Interview may be completed online at [www.aessuccess.org](http://www.aessuccess.org) (contact the Student Aid Office with questions) and the Perkins Loan Exit Interview may be completed online at [www.ecsi.net](http://www.ecsi.net) (contact the Student Aid Office with questions). Adjustments to the student's aid may be necessary when the student does not complete a semester for which aid is given. This in turn may leave a balance owed to the University (payable to the Student Accounts Office). In addition, a student who withdraws from the University should also be aware that when Satisfactory Academic Progress for Student Aid is checked in May, he/she may fall short of the required credits or cumulative GPA (CGPA) to be eligible to receive aid again. The student will be sent a notification of

this deficiency even though the student has withdrawn, so that he/she has the opportunity to correct the situation. For more information on this, please check "Measurement of Academic Progress" and "Grade Point Average Requirements" in the *Financial Assistance* section of the catalog.

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

---

### **Required Withdrawal**

---

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

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

---

### **University Handbook**

---

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

---

### **Unacceptable Academic Behavior**

---

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

1. Plagiarism. Plagiarizing is presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made your own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.
2. Submitting a paper written by another student or another person, including material downloaded from electronic media, as if it were your own.
3. Submitting your paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics which supposedly represent your original research.

5. Cheating of any sort on tests, papers, projects, reports, and so forth. Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty, to the Academic Dean.

### **Penalties for Academic Dishonesty**

---

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

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

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

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

# Grading System

---

## Principal Grades

---

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

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

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

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

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

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

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

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

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

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

## Other Grades and Notations

---

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

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

## Pass-Fail Courses

---

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

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

## Pass-No Credit Option

---

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

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

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

## **Audit Option**

---

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

## **Incompletes**

---

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

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

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

## **Change of Grade**

---

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

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

---

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

## Procedure

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

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

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

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

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

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

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

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

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

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

## **Repeated Course**

---

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

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

# Academic Standing

---

## Dean's and Merit Lists

---

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

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

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

## Academic Classification

---

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

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

## Academic Warning for Unsatisfactory Semester Grade-Point Average

---

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

## Acceptable Progress and Probation

---

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

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

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

## **Review of Scholastic Records**

---

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

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

## **Academic Dismissal**

---

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

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

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

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

## **Appeal Procedure**

---

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

# Other Credit Opportunities

---

## **Course Work Done Elsewhere by Eastern Students**

---

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

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

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

## **Credit by Examination**

---

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

## **AP (Advanced Placement)**

---

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

## **IB (International Baccalaureate)**

---

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

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

---

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

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

# Session Schedule

---

## Advising

---

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

## Registration

---

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

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

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

## Financial Clearance

---

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

## **Course Loads**

---

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

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

## **Student Responsibility**

---

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

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

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

---

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

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

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

## **Mid-Semester Warnings**

---

Students whose estimated course grades are below C level by the mid-point of the semester will receive notification from the Office of the Registrar identifying the course and giving the instructor's suggestions or comments. Students receiving warnings are to meet with their instructor(s) as soon as possible. Faculty advisors will be notified of warnings given to their advisees.

## **Final Examinations**

---

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

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

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

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

## **Final Grades**

---

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

## **Requests for Transcripts**

---

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

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

# Graduation

---

## **Student Responsibility**

---

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

## **Graduation Requirements**

---

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

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

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

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

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

## Declaration of Intent to Graduate

---

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

## Dates on Diplomas

---

Degrees are conferred at the end of the following months: January, March, May, August, October and December.

## Participation in Commencement Ceremonies

---

Commencement ceremonies are held at the close of regular academic semesters in May and December to recognize graduating students and announce honors and awards. Participation is optional.

## Graduation Honors

---

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

- **Summa cum laude:** cumulative grade-point average of 3.90 or better.
- **Magna cum laude:** cumulative grade-point average of 3.75 to 3.899.
- **Cum laude:** cumulative grade-point average of 3.50 to 3.749.

Transfer students are eligible for these honors if they have completed at least 60 semester hours of Eastern University credit.

- **With Distinction:** will be announced for graduating students with cumulative grade-point averages of 3.8 or better and 39-59 credits earned at Eastern University.

## Graduation Prizes and Awards

---

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

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

- Biblical Studies Award** • Awarded to a graduating senior by the department for excellence in Biblical Studies.
- Business Faculty Award** • Awarded to a graduating business major who has displayed academic excellence as well as practical application of business concepts.
- Christian Association for Psychological Studies Award** • Awarded to a graduating senior for outstanding achievement in psychology.
- Dale V. Slaght '66 International Service Award** • Two awards of \$2,500 each given to students to encourage, advance, promote and empower men and women who seek to impact the world for Christ through international missions in a foreign country, becoming a U.S. foreign service officer, or becoming an international business person. Recipients must be U.S. citizens. (Expires May 2010)
- Diane Renich Kelley Award in Missions** (\$1,000) • Presented to a graduating student for excellence in missions, as nominated by the faculty of Missions and Anthropology.
- Elsie Williamson Fraser Award in Education** (\$1,000) • Presented to a graduating student for excellence in education studies, as nominated by the faculty of Education.
- Fox Chase Bank Award** • Awarded to the graduating senior who achieved high academic standing in a business major.
- Gilbert L. Guffin Freedoms Foundation Award** (\$50) • A prize given to a graduating senior for the best paper in some area of American history, particularly as it concerns basic freedoms.
- Heroic Endeavor Awards** (\$100) • Awarded to graduating seniors who have overcome extreme physical limitations, unusual family obligations or other non-academic personal problems to secure their diplomas.
- Jack Geiger Memorial Award** (\$50) • Awarded to the graduating senior majoring in business administration or economics who attained a grade-point average above 3.20 and was very active in the business student organizations, e.g., Society for the Advancement of Management (SAM), Students in Free Enterprise (SIFE), and /or Delta Mu Delta. One year's subscription to *Business Week*.
- Janice Stead Memorial Award** (\$50) • Presented at commencement each year to a student selected by the faculty for the student's contribution to the Christian Life Program of the University. Nominations of two or more persons shall be made to the faculty by the Chaplain.
- Kenneth Eugene Crow Memorial Award** (\$200) • Open only to juniors and seniors. Awarded once a year, at either the Fall Convocation or the Spring Commencement. A paper on the subject "The Christian Faith and Contemporary Thought" is to be submitted to the Christian Studies Department by April 1. Details of application are available.
- Lankenau Hospital School of Nursing Alumni Award** (\$125) • Awarded to a BSN student by the Department of Nursing for academic achievement and leadership.
- Marcus Aurelius Award** (\$100) • Awarded to the student submitting the best paper on any phase of the life of Marcus Aurelius, his papers or his studies.

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



# COURSES



## **COURSE DESCRIPTIONS**

### **NUMBERING SYSTEM**

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

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

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

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

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

Courses are listed in numerical order by academic department.

### **COURSE CREDIT**

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

### **ELECTIVES**

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

### **ACTIVITY COURSES RESTRICTION**

Certain courses in the curriculum, such as DAN 140, 340, THR 100, 150, 250, music ensembles, and instrumental and voice classes are designated as activity courses. Transfer courses are sometimes also accepted as activity hours if they are compar-

able to Eastern's activity courses. Only 12 hours of such activity courses may be applied as elective credit toward the B.A., B.S., or B.S.W. degrees.

### **PREREQUISITES**

Some major courses require specific course work to be taken before a student can take the requisite course. These prerequisites are listed at the end of the course description. Department chairs may waive the course prerequisite if the student has demonstrated competency and the instructor grants permission.

### **MINIMUM GRADE IN MAJOR**

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

### **FIRST-YEAR SCHEDULING**

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

### **COMMON DEPARTMENTAL COURSES**

### **CULMINATING SENIOR EXPERIENCE**

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

### **DIRECTED STUDY**

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

Arrangements must be completed by the end of the Drop/Add period of the session when taken.

### **FIELD EXPERIENCE**

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

### **HONORS COURSES**

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

### **INDIVIDUALIZED INSTRUCTION**

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

### **INTERNSHIP**

The purpose of internships is varied and may include any or all of the following: to meet pre-professional requirements, to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek direction for academic projects/theses. With departmental approval, students may earn from 2 to 12 credits. The supervising faculty should confer with the internship supervisor at least once during the period and oversee the academic expectations, as outlined by the department. A minimum of 40 hours on the job is required for each hour of credit. Departments will establish guidelines for evalua-

tion, which may include a journal or summary paper describing the work performed, learning objectives, problems encountered and solutions developed, a relevant literature review, and faith perspective on the experience. Students will earn a letter grade and will register for the course 495 in the appropriate department.

### **SPECIAL TOPICS**

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

### **TEACHING AND RESEARCH ASSISTANT**

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

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

A minimum of 40 hours of assistantship is required for each academic credit awarded. A student may be selected more than once and accrue up to six credits in each category of assistantship. Undergraduate student assistantship may not fulfill major requirements or substitute for any course requiring the student to be engaged in his or her own research (such as a department Culminating Senior Experience course). Letter grading applies.

### **WRITING INTENSIVE COURSES**

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

## ACCOUNTING AND FINANCE

See Business Programs

## ANTHROPOLOGY

See Missions and Anthropology

## ASTRONOMY AND PHYSICS

### THE MINOR IN ASTRONOMY

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

### COURSE DESCRIPTIONS

**ASTR 111 The Solar System** 4  
A survey of the solar system, concentrating on the earth and other planets, comets and meteors and origins of the solar system itself. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

**ASTR 112 Exploration of the Universe** 4  
The universe beyond the solar system: stars and galaxies, binary stars, stellar evolution, pulsars, black holes, cosmology. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

**PHYS 101, 102 Introduction to Physics** 4, 4  
First semester: classical mechanics. Second semester: oscillations, waves, optics, electricity and magnetism. Prerequisite: Minimum grade of C in MATH 212 or equivalent or permission of instructor. Physics 101 is prerequisite to 102. Three hours lecture, two hours laboratory.

**PHYS 205 Physical Science for Elementary Teachers** 3  
A study of the major areas of physical science that are relevant for teachers at the elementary school level. Required for Elementary Education majors. No prerequisites. Three hours lecture, no laboratory. Restricted to Elementary Education majors.

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

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

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

## ATHLETIC TRAINING

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

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

ATR 195	Introduction to Athletic Training	3
ATR 220	Practicum I	1
ATR 221	Practicum II	2
ATR 250	Foundational Techniques in Athletic Training	2
ATR 275	Sports Nutrition and Conditioning	3
ATR 280	Pharmacology for Athletic Training	1
ATR 301	Care and Prevention	3
ATR 320	Practicum III	2
ATR 321	Practicum IV	2
ATR 370	Therapeutic Exercise and Rehabilitation	4
ATR 371	Lower Extremity Evaluation	3
ATR 372	Upper Extremity Evaluation	3
ATR 375	Therapeutic Modalities	4
ATR 420	Practicum V	2
ATR 421	Practicum VI	1
ATR 425	Medical Aspects of Physical Activity	3
ATR 450	Senior Seminar	3
ATR 475	Pathology and Differential Diagnoses in Athletic Training	3
BIO 152	General Biology II	4
BIO 233,234	Human Anatomy & Physiology I, II (Pre-requisite: BIO 152)	8
EXSC 200	Health Promotion	3
EXSC 350	Research Methods in Biokinetics	3
EXSC 351	Kinesiology	3
EXSC 352	Physiology of Exercise	3
PSY 100	General Psychology	3
<i>Total Credit Hours:</i>		<u>72</u>

### **Admission into ATEP:**

Students who wish to enter the Athletic Training Education Program (ATEP) must formally apply and be accepted through an official application process. Acceptance to the ATEP will be granted according to the following standards:

- An Overall GPA of 2.5
- A GPA of 2.5 in the Pre-Professional Phase courses ATR195: Intro to Athletic Training, BIO 152: General Biology II, EXSC 200: Health Promotion
- All students must demonstrate a minimum grade of "C" in Biology 152 and all other Pre-professional phase courses at the completion of the course (spring semester).
- 2 formal letters of recommendation: (from a former teacher, administrator, a coach or a faculty member who is not a part of the ATEP Selection Committee).
  - ATEP Selection Committee Members: Tom Franek, MS, ABD, ATC; Doug Horton, MS, ATC; Patricia Reger, PhD, PT; John Post, MBA, ATC; and one Approved Clinical Instructor from our ATEP.
  - At least one letter must be from an academic source (a current or former teacher) who can speak to your academic abilities and gifts.
- Completion of 30 hours of Observation
- A complete application packet
- A formal interview by the Athletic Training Selection Committee
- A complete "3-part" professional essay

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

### **Retention in ATEP:**

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

### **Practicum Courses.**

All practicum courses contain an intensive clinical rotation at an approved clinical site. The student

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

### **COURSE DESCRIPTIONS:**

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

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

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

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

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

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

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

This is a technical skills course that provides instruction in the basics skills needed to engage in the clinical setting. Foundational skills sets will provide the students the skills necessary to function

at a proficient level at each clinical site. Skill sets include but are not limited to; Fitting of protective equipment, protective padding/splint fabrication, taping and wrapping skills, modality application, and basic therapeutic exercise techniques. Prerequisite: Minimum grade of C in ATR 195. Lab fee.

### **ATR275 Sports Nutrition and Conditioning 3**

This 200-level course will provide theory and techniques focusing on two content areas: 1) nutritional concepts related to the physically active (Nutritional Aspects, NATA's Education Council Educational Competencies and Clinical Proficiencies 4th edition; and 2) strength and conditional (Exercise, NATA's Education Council Educational Competencies and Clinical Proficiencies 4th edition). The intended outcome of this course is for each student to become eligible to sit for the Certified Strength and Conditional Specialist Certification through the national Strength and Conditioning Association at the end of the professional phase of the Athletic Training Education Program (ATEP).

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

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

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

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

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

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

### **ATR 321 Athletic Training Practicum IV 2**

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

### **ATR 370 Therapeutic Exercise 4**

This course will focus on the therapeutic exercise and rehabilitation of orthopedic disease and injury. Lecture, discussions, and practical lab sessions will focus on exercise and rehabilitation techniques prescribed for the extremities, trunk/thorax and head and neck. Theories and practices of therapeutic exercise techniques are integrated with kinetic chain theory. This course is required in the athletic training concentration, and an elective for exercise science students in pre-OT/PT, and physician assistant tracks. Prerequisite: Minimum grade of C in Bio 233.

### **ATR 371 Lower Extremity Evaluation 3**

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

### **ATR 372 Upper Extremity Evaluation 3**

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

### **ATR 375 Therapeutic Modalities 4**

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

modality type and protocol, legal ramifications, and pain control theory. The incorporation of Christian values into the delivery of therapeutic methods is explored. This course is required for AT students, and an elective for exercise science students in pre-OT/PT, and physician assistant tracks. Prerequisite: Minimum grade of C in Bio 233.

**ATR 420 Athletic Training Practicum V 2**

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

**ATR 421 Athletic Training Practicum VI 1**

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

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

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

**ATR 450 Senior Seminar 3**

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

**ATR 451 Administration in Athletic Training 3**

This course provides students with a thorough survey of administrative procedures for athletic trainers; the structure of management, public relations, marketing, and operations, operational budget formulation, recruiting staff, legal issues, and management through Christian values will be covered. Should be taken fourth year.

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

This course allows the athletic training student to perform evaluations and investigate cases that do not fit all components of a medical diagnosis. The students will diagram signs and symptoms of injuries and develop a differential diagnosis. Physicians are an integral component of this course as they share their expertise. Prerequisites: Minimum grade of C in ATR 371, ATR 372 and ATR 425.

**BIBLICAL STUDIES**

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

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

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

*Required Courses (all tracks):*

<b>BIB201</b>	Research Methods in Biblical Studies	3
<b>PHI 211</b>	Faith and Philosophy	3
<b>THEO</b>	Three Theology electives (including core requirements); one of these must be THEO 240	9

*TWO of the following courses in Old Testament 6*

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

*TWO of the following courses in New Testament 6*

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

ONE of the following advanced Bible courses	3
BIB 460	Biblical Texts in Context
BIB 461	Genesis in Context
BIB 463	Romans in Context
	<i>Subtotal Credit Hours for all tracks</i>
	30

TRACK ONE: Regular Track (without biblical languages)	
THREE additional biblical studies electives	9
	9
	<i>Subtotal Credit Hours:</i>
	39

TRACK TWO: Biblical Languages

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

**MINOR IN BIBLICAL STUDIES**

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

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

**COURSE DESCRIPTIONS**

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

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

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

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

**BIB 201 Research Methods in Biblical Studies** 3  
A course that will help students develop research and writing skills that will allow them to participate in the discourse of biblical studies. Special attention will be given to the appropriate and defensible construction of bibliographies, the development of bibliographic control, and the process of preparing good research papers. The course will also address some basic questions and methodologies in the discipline of biblical studies.

**BIB 216 Praise and Lament in the Psalms** 3  
A study of the Psalms in their cultural-historical, literary, theological, and canonical dimensions.

**BIB 220 1 and 2 Corinthians** 3  
This course is a study of Paul's letters to the Corinthians within their historical, cultural and theological contexts. Special attention will be given to Paul's response to the moral and pastoral situation faced by the Corinthian congregations and the application of his insight to issues confronting Christians today.

**BIB 265 Biblical Hermeneutics** 3  
The art and theory of biblical interpretation will be explored through a historical, philosophical, and theological survey. The primary aim is to prepare students for an academically rigorous course of study in biblical and theological studies, but our discussion will also provide the basis for both personal Bible study and the preaching and teaching of the Bible.

**BIB 308 Genres of the Hebrew Bible** 3  
Among the most important issues in reading any piece of literature is its genre. How did the author compose the text and how did the author expect readers to understand and interpret it? We will tackle this problem as it relates to the Old Testament by examining the various genres used in the ancient world and the Old Testament. Special attention will be given to genre theory and to the nature and benefits of comparison as an interpretative tool.

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

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

**BIB 312 The Hebrew Prophets** 3

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

**BIB 314 I-II Samuel** 3

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

**BIB 320 Jesus and the Gospels** 3

This course will study our main canonical witnesses to Jesus—the Gospels. We will see how the Gospels present Jesus similarly and differently, notice main themes in the canonical presentation of Jesus, attend to post-biblical appropriations of Jesus (e.g., political, cultural, scholarly, literary and cinematic), and think together about how Jesus can and ought to shape Christian faith and faithfulness.

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

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

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

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

**BIB 325 Women in Scripture** 3

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

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

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

**BIB 350 Wisdom Literature** 3

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

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

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

**BIB 370 The Dead Sea Scrolls** 3

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

**BIB 380 Studies in the Pentateuch** 3

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

**BIB 390 Hebrews and the General Epistles** 3

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

**BIB 440 Senior Seminar** 3

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

**BIB 460 Biblical Texts in Context** 3

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

**BIB 461 Genesis in Context** 3

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

**BIB 463 Romans in Context** 3

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

## **BIOKINETICS**

The Department of Biokinetics offers two majors, the B.A. in Athletic Training and the B.S. in Exercise Science and a minor in Sport and Coaching.

### **THE SPORT AND COACHING MINOR**

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

EXSC 140	Concepts in Fitness	2
EXSC 201	First Aid	3
EXSC 204	Principles of Coaching Sports	3
EXSC 220	Basic Nutrition Science	3
EXSC 360	Sports Psychology	3
EXSC 450	Administration of Wellness Programs	3
PSY 100	General Psychology	3
<i>Total Credit Hours:</i>		<u>20</u>

### LIFE FITNESS PROGRAM

#### BKIN 100 Life Fitness Course 3

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

## BIOLOGY

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

#### *Majors include:*

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

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

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

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

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

BIO 151, 152	General Biology I, II	4, 4
BIO 309W	Ecology	4
BIO 311	Cell Biology	4
BIO 312	Genetics	4
BIO 417	Creation, Evolution and the Organization of Biology	3
BIO 425 <i>or</i> 426	Senior Thesis	2
CHE 121, 122	General Chemistry I, II	3, 3
CHE 123, 124	General Chemistry Lab I, II	1, 1
CHE 211, 212	Organic Chemistry I, II	3, 3
CHE 213, 214	Organic Chemistry Lab I, II	1, 1
<i>Choose TWO of the following:</i>		8
BIO 310	Animal Physiology*	
BIO 320	Environmental Issues	
BIO 344, 345	Molecular Biology and Lab	3, 1
BIO 350	Classification and Application (choose one of several versions of BIO 350)	4

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

BIO	Electives from Biology ( <i>may include CHEM 320, EXCS 411, PSY 417 and many AuSable Institute courses.</i> )	4
-----	---	---

*Choose ONE of the following:* 3

MATH 212	Calculus I	
MATH 220	Statistics for the Social and Behavioral Sciences	

*Total Credit Hours* 56

(For pre-med and related tracks in the B.S., MATH 212 is required; for field biology and related tracks in the B.S. and for the B.A. degrees, MATH 220 is recommended.)

#### *Recommended:*

**AuSable Institute field courses (See [ausable.org](http://ausable.org))**  
(Recommended for field biology track and B.A. in environmental studies)

BIO 495	Internship	
CHE 320, 322	Biochemistry (May be taken for major or Chemistry minor)	
PHYS 101, 102	Introduction to Physics (Required for pre-med track)	

*Recommended Schedule:*

**First Year**

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

**Sophomore Year**

BIO 309 or 311; 312 (or take it 3rd year); 310, 320, 344, or 350; CHEM 211, 212, 213, 214; biology elective, math requirement

**Junior Year**

BIO 309 or 311; 310, 312, 320, 344/345 or 350; biology electives

**Senior Year**

BIO 417; biology electives, including internship or thesis

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

BIO 151, 152	General Biology I, II	4, 4
BIO 316	Basic Techniques in Biotechnology	3
BIO 344, 345	Molecular Biology and Lab	3, 1
BIO 417	Creation, Evolution and the Organization of Biology	3
BIO 425 <i>or</i> 426	Senior Thesis	2
BIO 495	Biology Internship	3
CHE 111, 113	Applied Chemistry: Air, Water and Energy and Lab	3, 1
CHE 112, 114	Introductory Organic and Biochemistry and Lab	3, 1
MATH 220	Statistics for Social and Behavioral Sciences	3
<i>Choose THREE of the following:</i>		12
BIO 309W	Ecology	
BIO 310	Animal Physiology*	
BIO 311	Cell Biology	
BIO 312	Genetics	
BIO 320	Environmental Issues	
BIO	Electives	8
<i>Total Credit Hours:</i>		<u>54</u>

*Recommended: A minor in another area reflecting a career interest. An internship reflecting a career interest.*

**THE MINOR IN BIOLOGY**

Eighteen hours are required for a biology minor with no more than two courses at the 100-level. Recommended courses for each of three minor areas are listed below.

- Social Science: BIO 103, 151, 233, 234, 312
- Pre-medical: BIO 151, 152, 216, 310, 311, 312, CHE 320, 322. Note that Pre-medical requirements are listed on page 60 of this catalog.
- Environmental: BIO 103, 151, 152, 290, 309, 350 (A,B,C) and Au Sable courses

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

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

BIO 151, 152	General Biology I, II	4, 4
BIO 309W	Ecology	4
BIO 320	Environmental Issues	4
BIO 420	Introduction to Environmental Regulations and Policy	3
BIO 425 <i>or</i> 426	Senior Thesis	2
BIO	FOUR electives including a minimum of TWO field biology courses (e.g., AuSable Institute of Environmental Studies)	14-16
CHE 111, 113	Applied Chemistry: Air, Water and Energy and Lab	3, 1
CHE 112, 114	Introductory Organic and Biochemistry and Lab	3, 1
<i>Choose ONE of the following:</i>		3
BIO 417	Creation, Evolution, and the Organization of Biology	
BIO 410	Environmental Theology	

<i>Choose ONE of the following:</i>		3
ECON 205	Essentials of Economics	
POS 103	American Government	
POS 104	State and Local Government	
<i>Choose ONE of the following:</i>		3
MATH 220	Statistics for Social and Behavioral Sciences	
BUSA 221	Business Statistics	
PHI 220	Introduction to Logic	
<i>Total Credit Hours:</i>		<u>52-54</u>

**THE MINOR IN ENVIRONMENTAL STUDIES**

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

**COURSE DESCRIPTIONS**

**BIO 103 General Biology: Earth-Keeping** 4  
Basic concepts of ecology will be presented in sufficient detail to allow an examination of our environmental problems within an ecological worldview. There will be an emphasis on devel-

oping stewardship lifestyles. The laboratory will include field studies of terrestrial and aquatic communities and will examine pollution abatement systems. Three hours lecture, two hours laboratory. For non-majors only.

**BIO 104 Human Biology** 4  
A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Three hours lecture, two hours laboratory. For non-majors only.

**BIO 151 General Biology I** 4  
Required course for the student interested in majoring or minoring in biology, or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany and macroevolution. Offered every fall; may be taken before or after BIO 152.

**BIO 152 General Biology II** 4  
Required course for the student interested in majoring or minoring in biology, biochemistry or biokinetics. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms. Offered every spring; may be taken before or after BIO 151.

**BIO 180 Science in Society** 3  
This course is for liberal arts and education majors as well as science majors. Science as a way of knowing and its impact on our society will be critically examined. The logical and empirical reasoning processes of scientific methodology will be compared to other ways of knowing and its scope of influence evaluated. Worldview analysis will help students understand relationships between science and Christianity, and how being a scientist can be a God-given calling for Christians. Issues are presented through the lens of a case study about the way science functions in our society, such as what genetics can tell us about our ethnicities, how ecological knowledge can help us plan our communities, or whether evolution can fit into a biblical worldview. No prerequisites, but a lab science prior to this course is recommended.

**BIO 205 General Biology, Elementary Education Emphasis** 4  
A study of the major areas of biology that are relevant for teachers at the elementary school level. Topics to be covered include ecosystem, community, and population ecology; human impact on creation; an overview of the five kingdoms; how animals and

plants function; cells, tissues and systems; heredity; and evolution/creation. Three hours lecture, two hours laboratory. Required for Elementary Education major. No prerequisites. *Restricted to Elementary Education students.*

**BIO 206 Ornithology** 3  
The biology and natural history of birds. Field work with emphasis on recognition and behavioral observations of local species. Open to majors and non-majors.

**BIO 216 Introduction to Microbiology** 4  
A study of the classification and biology of microbes and application of microbiological techniques. Three hours lecture, two laboratories, each 1 1/2 hours. The course is intended for biology majors and allied health students. Prerequisite: Minimum grade of C in BIO 152 or 233.

**BIO 233 Human Physiology and Anatomy I** 4  
The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the musculoskeletal system, nervous system and senses. The laboratory will emphasize human structure and techniques for studying muscle and nerve function. The course is designed for students in Athletic Training, Exercise Science, BS in Psychology, and Nursing, and as an elective course for Biology students considering graduate work in health professions. For the biology core, BIO 223 and BIO 234 may substitute for BIO 310. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIO 104 or 152.

**BIO 234 Human Physiology and Anatomy II** 4  
The second of a two-semester sequence. Emphasis will be on mechanisms of internal homeostasis, i.e., circulation, nutrition, excretion, etc. Course purpose and format are the same as 233. For the biology core, BIO 223 and BIO 234 may substitute for BIO 310. Prerequisite: Minimum grade of C in BIO 233.

**BIO 290 Tropical Biology** 3  
An introduction to tropical biology, surveying the most common ecosystems, important themes in tropical communities and selected issues involving environmental degradation. A scheduled field trip to a tropical region is required; this will generally occur during Spring Break. Prerequisite: at least one majors biology course or permission of instructor. Offered spring of odd-numbered years.

**BIO 309W Ecology** 4  
The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. This is a writing intensive course.

Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIO 103 or BIO 151. Offered every fall.

**BIO 310 Animal Physiology** 4

An inquiry into the physiological basis of life at the molecular, cellular and systems levels. Physiology of multicellular organisms is stressed with an emphasis on human biology and homeostasis. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIO 152; CHE 111 or 121. Offered upon adequate demand.

**BIO 311 Cell Biology** 4

Emphasis will be on the morphology and physiology of the cell. Biological molecules, reactions and cellular energetics will be studied, as well as membranes and the cell surface, cell motility, and cellular synthesis. Lab work will include fluorescence microscopy, cell culture, and cytological and biochemical analyses. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIO 152, CHE 122. Offered every fall.

**BIO 312 Genetics** 4

A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) molecular and microbial genetics and (3) genetic distribution in populations. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIO 152.

**BIO 313 Embryology** 3

An introduction to classical and current understanding of embryogenesis and development, with an emphasis on the genetic control mechanisms. Prerequisites: Minimum grade of C in BIO 151, 152 or consent of instructor. Recommended elective for biology majors and other majors with interest in medicine and genetics. Generally offered fall of even-numbered years.

**BIO 315 Medical Botany** 3

A survey of "biologically active" plants and the techniques used to study them and develop new medicines. Topics include pharmacokinetics and drug application procedures, cultural concepts of healing, medicinal, allergenic and poisonous effects of plants, plant sources of new anticancer drugs, foods as medicine and some problems in natural products research. Offered every other year.

**BIO 316 Techniques in Biotechnology** 3

The course will introduce students to a wide range of techniques used in research laboratories. Basic skills will be emphasized with hands-on directed experiences. More advanced techniques may be studied via electronic media. Offered upon adequate demand.

**BIO 320 Environmental Issues** 4

This course builds upon principles established in ecology to examine specific environmental issues. Major issues related to environmental degradation will be covered, including problems of ambiguous data and management choices. Three hours lecture, 3 hours laboratory. Prerequisites: Minimum grades of C in BIO 151, 152, 309. Cross-listed as POS 320. Offered spring of even-numbered years.

**BIO 340 Parasitology** 4

An introduction to the general biology of major parasitic groups, parasitic protozoa, monogeneans, digeneans, cestodes, nematodes, acanthocephalans, and parasitic arthropods of humans and domesticated animals. Lectures will emphasize the morphology, physiology (form and function), life cycles, symptomatology, and pathogenesis of representative taxa from these major parasitic groups. The labs will provide students with an opportunity to identify and study commonly occurring parasites. Emphasis will be placed on the taxonomy, morphology, life cycles, and histopathology of parasites of humans and domestic animals. Overall, the course aims at providing a basic theoretical and practical foundation in parasitology so as to enable students to better appreciate the impact that parasites have on society. Recommended elective for Biology majors and other majors with interest in medicine and genetics. Prerequisite: Minimum grade of C in BIO 151 and 152.

**BIO 344 Molecular Biology** 3

This course is designed to provide the science major with a thorough introduction to the biology of nucleic acids. It will cover the theoretical aspects of the field. Topics covered will include molecular cloning, an introduction to genomics, and an in depth study of DNA replication, transcription in prokaryotes and eukaryotes, post-transcriptional events, and translation. Prerequisites: Grade of C or better in BIO 311 and 312 and CHE 122/124 or permission of the instructor. BIO 345 must be taken concurrently. Offered every spring.

**BIO 345 Molecular Biology Laboratory** 1

This laboratory course provides hands-on experience with common experimental techniques used in molecular biology research such as restriction digestion, PCR, electrophoresis of DNA and protein, DNA purification, gene cloning, bacterial transformation, bacterial culture manipulation, PCR primer design, and the analysis of genomes and genes using the basic online bioinformatics tools. Three hours laboratory. BIO 344 must be taken concurrently.

**BIO 350A Classification and Application - Invertebrate Zoology: Entomology** 3-4

Lecture and laboratory. The phyla of the Invertebrates are examined with reference to diversity in taxonomy, morphology and adaptation, with a particular emphasis on insects and consideration of species important in agriculture and medicine. Offered as part of the flexible core on a rotating basis with BIO 350B and 350C. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

**BIO 350B Classification and Application - Vertebrate Zoology** 3-4

Lecture and laboratory. The organization, structure and taxonomy of the major groups of the Chordates. Laboratory work focuses on comparison of anatomy of type-forms of Vertebrates. Application of this discipline to particular research problems will also be made. Offered as part of the flexible core on a rotating basis with BIO 350A and 350C. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

**BIO 350C Classification and Application - Vascular Plants** 3-4

A lecture and laboratory course concerning the classification of vascular plants, with emphasis on family characteristics and relationships. Identification and description of local flora, use of keys and manuals, and field recognition will be emphasized. Application to research problems related to agriculture, biodiversity or medicine will be made. Offered as part of the flexible core on a rotating basis with BIO 350A and 350B. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

**BIO 410 Environmental Theology** 3

This course will survey Christian and non-Christian belief systems about the relationship between the Creation and the Creator, and the place of humanity in that relationship. What is the most consistent biblical position for a Christian to work from in addressing the environmental issues of our day? The course will also introduce applications of ethics to specific moral questions raised by ecologists in this country. Fulfills culminating senior experience with BIO 425 or BIO 426 for Environmental Studies majors. Prerequisite: Minimum grade of C in any 200-level THEO course.

**BIO 417 Evolution, Creation and the Organization of Biology** 3

An advanced course studying the theoretical base of the origin of biological forms. The course discusses the nature of scientific theory, evolution and creation as theories, biological system theory, the mechanisms of population change, fitness and speciation, and the integration of faith and scientific work. Prerequisite: Minimum grades of C in BIO 309, 312 or permission of the instructor. Offered every fall. Fulfills culminating senior experience with BIO 425 or BIO 426.

**BIO 420 Environmental Regulations and Policy** 3

The course will briefly survey environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, mining, aquifer protection, environmental audits. A case study approach will be used with selected areas, and students will gather and use ecological information and relevant government regulations to create cost-effective, workable solutions. Prerequisites: Minimum grades of C in BIO 151, and 309 or consent of instructor. May apply to Political Science major. Offered spring of odd-numbered years.

**BIO 425 Senior Thesis Literature Review** 2

This advanced course involves the selection and approval of a thesis topic, the preparation of a comprehensive literature review, and a seminar presentation describing the proposed research project and its relationship to the existing literature. A formal written proposal is submitted at the end of the semester. Fulfills culminating senior experience with BIO 417 or BIO 410.

**BIO 426, 427 Senior Thesis Directed Research I, II** 2-4

This course involves performing an original experimental research study, analyzing the data, and preparing a written thesis. A seminar will be presented at the end of the semester describing the research findings and the relationship to the existing data in the field of study. Those students who wish to continue the research for another semester may do so in BIO 427. A second paper and seminar will be required. Fulfills culminating senior experience with BIO 417 or BIO 410.

**BIO 495 Internship** 2-12

Qualified students will be assisted in obtaining laboratory / research positions in industry or academia. Up to 5 credits can apply to biology elective requirement.

**AU SABLE INSTITUTE PROGRAM**

In addition to on-campus biology courses, Eastern students may take biology courses offered by Au Sable Institute. Students must have a minimum

GPA of 2.5. For further information and course descriptions, students should consult the Au Sable catalog available in the Registrar's Office and speak to Eastern's faculty representative for Au Sable. Au Sable Institute offers competitive scholarships, but does not qualify for federal and state financial assistance. Professional certification as environmental analyst, land resource analyst, water resource analyst, and naturalist is available.

## BUSINESS PROGRAMS

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

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

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

## Accounting and Finance

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

Accounting is often called the "language" of business. Accountants provide much of the data that is used in business decision making. The task of the accountant is to retrieve and report data gathered in many types of business and non-business organizations. Accounting involves much more than simply gathering financial data; it involves the analysis and communication of the data in a usable format for various types of economic decisions by management, government, consumers, creditors, and stockholders. The Accounting and Finance Major is designed to prepare the graduate to go directly into public accounting, corporate or small business sectors, or to continue on to graduate school for an MBA or similar degree in any area of business.

ACCT 107, 108	Principles of Accounting I, II	6
ACCT 361, 362	Intermediate Financial Accounting I, II	6
ACCT 381	Audit Theory and Philosophy <i>or</i>	3
ACCT 430	Investment Management	
ACCT 420	Advanced Accounting <i>or</i>	3
ECON 390	International Economies	
ACCT 421	Concepts in Federal Taxation <i>or</i>	3
ECON 321	Financial Institutions and Markets	
ACCT 470	E-Commerce and Advanced Accounting Information Systems <i>or</i>	3
BUSA 470	Management Info System	
BUSA 202	Principles of Marketing <i>or</i>	3
BUSA 206	Principles of Management and Leadership <i>or</i>	
ENTR 202	Marketing in Entrepreneurial Organizations <i>or</i>	
ENTR 206	Managing Growing Organizations	
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FIN 360	Business Finance	3
FIN 424	Strategic Finance	3
FIN 460	Business Analysis and Valuation	3
	<i>Total Credit Hours:</i>	<u>60</u>

### THE MINOR IN ACCOUNTING

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

### THE MINOR IN FINANCE

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

## Economic Development

### THE MAJOR FOR THE B.A. IN ECONOMIC DEVELOPMENT

With much of the world mired in desperate poverty, economic theory and analytical approaches provide students with the tools to facilitate progress toward economic justice. Failure to understand economic principles and practices often leads to failure in the effectiveness of well-intentioned social policies. In the B. A. in Economic Development major students will learn sound economic theory, grounded in Christian ethics. Students are strongly advised to take a minor (or major) with the language department, anthropol-

ogy, environmental studies, missions, political science or sociology. The program is designed to prepare students for international work focused on community and economic development within developing country contexts. Graduates will be prepared for careers in financial institutions, the private and public sectors, or to continue their studies at the graduate level.

ACCT 107, 108	Principles of Accounting	6
ANTH 301	Christianity, Anthropology and Economic Systems	3
BUSA 221	Business Statistics	3
ECON 205	Essentials of Economics	3
ECON 220	Faith and Economic Justice	3
ECON 240	Economic Development of Developing Countries	3
ECON 315W	Economic Reasoning Seminar	3
ECON 480	Development Studies Seminar	3
ENTR 202	Marketing in Entrepreneurial Organizations	3
ENTR 320	Social Entrepreneurship	3
FIN 360	Business Finance	3
POS 200	Comparative Government and Politics <i>or</i>	3
POS 212	International Relations	
SOC 372	Community Development in Developing Nations	3

One of the following (this will also fulfill the Cultural Horizons Breadth Core Requirement):

HIST 353	History of the Middle East	3
HIST 354	History of Latin America	
INST 213	Heritage of India	
INST 218	Heritage of Islam	
SOC 350	Poverty, Oppression and Development in Africa	
<i>Total Credit Hours</i>		<u>4 5</u>

*Recommended: ECON 495: Internship (3-6 credits) Minor with the language department, anthropology, environmental studies, missions, political science or sociology.*

## Entrepreneurial Studies

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

The B. A. in Entrepreneurial Studies major is focused on opportunity identification, enhancement, and realization to create value for all stakeholders in the context of Christian faith. Entrepreneurship has evolved to include companies and organizations of all types and stages. The skills the student will learn through the entrepreneurial studies major are vital for the success of any organization - large or small, public or private, corpo-

rate or not-for-profit, local or global. The major places strong emphasis on a broad skill-set for business, while also providing students with customized internship experiences in specific businesses including: new ventures, franchises, corporate ventures, socially responsible companies, and family-controlled enterprises.

ACCT 107	Principles of Accounting I	3
ACCT 108	Principles of Accounting II	3
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 305	Economic Policy Seminar	3
ENTR 202	Marketing in Entrepreneurial Organizations	3
ENTR 206	Managing Growing Organizations	3
ENTR 310	Management of a Family Enterprise	3
ENTR 320	Social Entrepreneurship	3
ENTR 415	Entrepreneurial Business Plan Development	3
ENTR 495	Entrepreneurial Internship	3
FIN 360	Business Finance	3
INFO 100	Web Development Fundamentals	3
<i>Total Major Credit Hours:</i>		<u>51</u>

### Recommended Courses

COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers	

## International Area Studies and Business

### THE MAJOR FOR THE B. A. IN INTERNATIONAL AREA STUDIES AND BUSINESS

The International Area Studies and Business major encourages students to become global business leaders with advanced second language proficiency. This specialized training is designed to give graduates a strong foundation in business fundamentals, an in-depth knowledge of the history and culture of Mexico and the ability to use Spanish proficiently in a wide range of social and professional contexts. This major distinguishes itself from other programs in International Business because the curriculum requires students to take one year (two semester) of business, culture and language courses in Spanish at the Universidad de las Américas in Puebla, Mexico.

### Spanish Language Core taken at EU

SPA 201,202	Intermediate Spanish*	3,3
SPA 301,302	Conversation and Composition	3,3
SPA 310	Spanish Phonetics	3

SPA 402	Latin American Culture and Civilization	3
SPA 408	Advanced Spanish Syntax	3
	<i>Subtotal Credit Hours:</i>	<u>21</u>

*Business Core taken at EU*

ACCT 107	Principles of Accounting (CC 112)	3
FIN 424	Strategic Finance (CC 231 & CC 232)	3
BUSA 206	Principles of Management and Leadership (AD 103)	3
BUSA 221	Business Statistics (AE 240)	3
BUSA 311	Business Ethics and Leadership	3
BUSA 480	Business Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 305	Economic Policy Seminar	3
	<i>Subtotal Credit Hours:</i>	<u>24</u>

*University of the Americas, Puebla, Mexico*

*Fall semester*

AD 224	Análisis de Mercados (Marketing)	3
	One Spanish Language course	3
	Two Area Studies courses in Latin American Culture	6

*Spring semester*

AD 104	Comunicaciones de Negocios (Business Communication)	3
AD 219	Análisis del Compartamiento en las Organizaciones (Organizational Behavior)	3
CC 361	Administración Financiera I (Business Finance)	3
	One Area Studies course in Latin American Culture	3
NI 240	Administración Intercultural	3
	<i>Subtotal Credit Hours:</i>	<u>27</u>

*Other Required Course*

POS 212	International Relations	3
	<i>Total Credit Hours:</i>	<u>75</u>

## Management

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

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

and decision making in the context of Christian faith.

ACCT 107, 108	Principles of Accounting	6
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 270	Management Information Systems	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 340	Human Resources Management	3
BUSA 350	Business Law	3
BUSA 390	Organizational Behavior	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FIN360	Business Finance	3
	<i>Total Credit Hours:</i>	<u>54</u>

### THE MINOR IN MANAGEMENT

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

## Marketing

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

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

ACCT 107, 108	Principles of Accounting	6
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 302	Marketing Research	3
BUSA 303	Consumer Behavior	3
BUSA 305	Principles of Sales Management	3
BUSA 306	International Business	3

BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 403	Contemporary Issues in Marketing	3
BUSA 405	Integrated Marketing Communications	3
BUSA 480	Business Strategy and Policy	3
BUSA 491, 492	Integrative Practices	
COM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FIN 360	Business Finance	3
	<i>Total Credit Hours:</i>	<hr/> 51

### THE MINOR IN MARKETING

Eighteen hours to include BUSA 202 or ENTR 202, BUSA 302, 303, 311 and TWO courses from BUSA 305, 403, 405.

### ACCOUNTING COURSE DESCRIPTIONS

**ACCT 107 Accounting Principles I** 3  
Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals. Prerequisite: Fulfillment of MATH entrance requirement.

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

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

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

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

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

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

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

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

**ACCT 495 Internship** 2-12  
Designed to give the accounting and finance majors a supervised off-campus work experience, full-time or part-time for a minimum of 12 weeks in a public accounting firm or financial services

company. Each credit hour of internship requires 40 hours of work experience. Internships must be approved prior to beginning the work experience. Students should have a junior or senior standing. ACCT 495 can be taken multiple semesters, not to exceed 12 credit hours in total. Prerequisite: Students should have a junior or senior standing.

### **BUSINESS COURSE DESCRIPTIONS**

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

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

**BUSA 221 Business Statistics** 3  
Introduction to statistical techniques used in business to include: data collection, sampling, descriptive statistics, inferential statistics, regression analysis, forecasting. Prerequisite: Fulfillment of math entrance requirement.

**BUSA 270 Management Information Systems** 3  
A basic understanding of Information Technology is essential to anyone entering the business world today. This course will explore topics relevant to a business manager's interaction with Information Systems. Topics include: IT support of business goals and strategies; organizational systems; e-commerce; data management; the role of the Internet as it relates to business; and ethical issues related to privacy and security.

**BUSA 290 Real Estate Practices and Fundamentals** 4  
The course provides a basic understanding of the real estate business and career opportunities. Topics include ownership, law, contracts, leasing, finance, taxes and assessments, real estate appraisal, fair housing, investment and agency relationships. Upon completion of this course, the student is eligible to take the Pennsylvania Real Estate exam for licensing.

**BUSA 302 Marketing Research** 3  
Analysis of the principal internal and external procedures used in collecting, processing and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision making. Prerequisite: Minimum grade of C in BUSA 202 or ENTR 202 and BUSA 221.

**BUSA 303 Consumer Behavior** 3  
Course examines the relationship between buyer behavior and marketing decision making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences. Prerequisite: Minimum grade of C in BUSA 202 or ENTR 202.

**BUSA 305 Principles of Sales Management** 3  
Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products. Prerequisite: Minimum grade of C in BUSA 202 or ENTR 202.

**BUSA 306 International Business** 3  
This course is designed to prepare students to understand issues related to international business practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management. Prerequisite: Minimum grade of C in BUSA 206 or ENTR 206

**BUSA 311 Business Ethics and Leadership** 3  
The course explores contemporary ethical dilemmas facing business persons for the purpose of developing analytical skills and discernment in ethical decision making and policy formation. Following a consideration of various theories of morality, the course utilizes the case method to highlight the relationship between specific normative decisions and broader philosophical/theological issues relating to moral theory. Specific topics to be discussed include corporate social responsibility, governmental regulation of the private sector, the use of cost-benefit analysis in policy formation, consumer protection, ethical issues in personnel management, discrimination, whistle-blowing, hostile corporate takeovers, ethical issues in advertising, and socially responsible investing. Special attention will be devoted to ways in which the

Christian faith informs the motivation and structure of ethical decisions. Prerequisite: Minimum grade of C in BUSA 202 or ENTR 202 and BUSA 206 or ENTR 206.

**BUSA 321 Operations Management** 3  
Survey of the functions and problems of service and production operations. Course includes analysis of the problems and practice of production systems design, production planning and scheduling, materials planning and procurement, capacity and quality control. Prerequisites: Minimum grades of C in BUSA 206 or ENTR 206, ECON 205, and BUSA 221.

**BUSA 340 Human Resources Management** 3  
Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration. Prerequisite: Minimum grade of C in BUSA 206 or ENTR 206.

**BUSA 350 Business Law** 3  
Review of the major legal issues governing business law. Covers federal; state, and local laws; regulatory systems; business organizations; contract, tort, and employment law issues; and the impact of legal structures on business practices. Prerequisite: Minimum grade of C in BUSA 202 or ENTR 202 and BUSA 206 or ENTR 206.

**BUSA 390 Organizational Behavior** 3  
The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially. Prerequisite: Minimum grade of C in BUSA 206 or ENTR 206.

**BUSA 403 Contemporary Issues in Marketing** 3  
This course is designed to address contemporary issues and interests in Marketing. Such topics as supply chain management, branding, customer relationship management, retailing, and others will be offered in various semesters. Prerequisite: Minimum grade of C in BUSA 202, or ENTR 202, BUSA 302 and 303.

**BUSA 405 Integrated Marketing Communications** 3  
This course analyzes the numerous methods used to communicate with customers. Organizations in the private, as well as the public sectors understand that the ability to communicate effectively

and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, and advertising and promotion will be explored. Students will complete the design and implementation of an integrated marketing communication plan. Prerequisites: BUSA 202 or ENTR 203, BUSA 303, and 305.

**BUSA 430 Investment Management** 3  
The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered. Prerequisites: Minimum grades of C in BUSA 206 or ENTR 206, FIN 360 and senior standing.

**BUSA 480 Business Strategy and Policy** 3  
An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and to develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. Prerequisites: Minimum grade of C in BUSA 206 or ENTR 206, FIN 360 and senior standing.

**BUSA 491, 492 Integrative Practices I, II** 3, 3  
These courses are designed to serve as a senior level capstone experience for business majors that incorporates all of the learning that has taken place over the student's tenure at Eastern University and applies that knowledge to actual work situations. Students join Students in Free Enterprise (SIFE) and participate in a variety of community outreach programs that teach free enterprise. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

**BUSA 495 Internship** 2-12  
This course is supervised experience and training in an organization of the student's choosing with approval from both the sponsoring organization and the supervising faculty. The internship will be designed to demonstrate the application of the

principles learned in the classroom to actual business situations. Assignments will cover various aspects of a business firm, including where feasible: the general organization of the business, accounting, use of information technology, flow of orders, and methods of marketing. The student must spend 40 hours on-the-job for every credit hour earned. Prerequisite: Students should have a junior or senior standing

### **ECONOMICS COURSE DESCRIPTIONS**

#### **ECON 205 Essentials of Economics** 3

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

#### **ECON 220 Faith and Economic Justice** 3

An examination of the economics of poverty and discrimination set within a holistic, biblical vision for empowering the poor. Alternative methods for measuring poverty, and a range of policy options for dealing with poverty and discrimination in both the U.S. and globally are covered.

#### **ECON 240 Economic Development of Developing Countries** 3

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

#### **ECON 241 Environmental Economics** 3

Economic principles underlying fundamentally new approaches to controlling pollution, making better use of scarce water supplies, stemming deforestation, and limiting climate change will be studied. The relationship between development, poverty and the environment will be examined.

#### **ECON 305W Economic Policy Seminar** 3

Building on the foundation of "Essentials of Economics," this seminar invites students to explore

contemporary issues in economics policy through readings, roundtable discussions and seminar papers. The writing-intensive course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy. Prerequisite: Minimum grade of C in ECON 205.

#### **ECON 315W Economic Reasoning Seminar** 3

A constructive response to the significant public policy issues of our time calls for both critical discernment and a working knowledge of economic theory. Christians who aspire to be social change agents must be prepared to engage policy makers and other relevant constituencies not only through the eyes of faith but also with a credible understanding of economic realities. The Economic Reasoning Seminar explores critical social and political issues within the conceptual and historical landscape of economic theory and practice. This writing intensive course concludes with a series of seminar discussions--organized around student papers with peer respondents--that highlight the importance of careful economic analysis for public policy reform and realizing the common good. No Prerequisite.

#### **ECON 321 Financial Institutions and Markets** 3

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

#### **ECON 390 International Economics** 3

Survey of the theory of international trade, factor movements and balance-of-payment adjustments. Course analyzes modern international economic problems including problems of developing countries. Prerequisite: Minimum grade of C in ECON 205.

#### **ECON 480 Development Studies Seminar** 3

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of read-

ings and case studies. The course concludes with a consideration of “transformational development” as an intentional, holistic methodology for identifying and developing effective development strategies. Prerequisites: ANTH 301, ECON 240, SOC 372.

**ECON 495 Internship** 3-6  
Supervised experience and training in a private firm, government agency or financial institution, designed to demonstrate the application of the principles learned in the classroom to actual situations. Prerequisite: Students should have junior or senior standing.

### **ENTREPRENEURIAL STUDIES COURSE DESCRIPTIONS**

**ENTR 202 Marketing in Entrepreneurial Organizations** 3  
This course is an in-depth study of entrepreneurial marketing concepts and techniques. We will examine how start-ups and small to mid-sized organizations with distinct needs market within limited budgets. The course compares conventional marketing to “guerilla” marketing where hands-on, creative methods are key to survival. These unconventional marketing tactics also can serve to revitalize larger organizations. Classes focus on case discussions, guest speakers and a team project assignment.

**ENTR 206 Managing Growing Organizations** 3  
This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new or newly acquired business. The course will deal in some depth with selected, generic entrepreneurial issues, viewed from the perspective of the owner/manager. Broad utilization will be made of case material, background readings, visiting experts and role playing. Throughout the course emphasis will be placed on the application of analytical tools to administrative practice.

**ENTR 310 Management of a Family Enterprise** 3  
This course is intended for those students who will be considering a family-owned business, now, or in the future, or expect to establish a business that will involve family members. Some of the topics covered include succession planning, dealing with conflict, managing non-family members and performance expectations. A significant amount of time will be spent on the realistic challenges facing family employees and investigate the progression of the enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 206.

**ENTR 320 Social Entrepreneurship** 3  
This course provides students with an introduction to the theory and practice of social entrepreneurship. Social entrepreneurship can be defined as the

establishment and management of successful social mission-driven ventures. While for-profit organizational entrepreneurship has been studied extensively, the study of entrepreneurship for social gain is in its infancy. This course is designed to provide future nonprofit, for-profit, and government managers and leaders with practical knowledge about how to identify potential opportunities; develop skills for developing social entrepreneurship ideas and examining ways of measuring the success of the activity.

**ENTR 415 Entrepreneurial Business Plan Development** 3  
This course covers various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capitalists and the tasks, decision, and knowledge that are required to turn an idea into a sound business opportunity. The course is organized around a project comprised of two phases: identifying a business opportunity; then evaluation and development of a detailed business plan for pursuing the opportunity. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy, different legal forms of organization, partnerships and taxes. Prerequisites: Prerequisite: Minimum grade of C in ENTR 206.

**ENTR 495 Entrepreneurial Field Experience** 2-12  
The internship provides an opportunity for students to apply entrepreneurship principles learned in the classroom to real-world consulting projects. This off-campus work experience may be full-time or part-time for a minimum of 12 weeks. Each credit hour of internship requires 40 hours of work experience. The student must provide his/ her own transportation and file reports as defined in the syllabus. Enrollment is limited to seniors in Entrepreneurial Studies.

### **FINANCE COURSE DESCRIPTIONS**

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

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

**FIN 460 Business Analysis and Valuation 3**

Basic principles of strategy analysis, accounting analysis, forecasting, prospective analysis, equity security analysis, credit analysis and distress prediction are explored. The structure and operations of the stock exchanges as well as the function of securities dealers and brokers are presented with a detailed examination of the various types of equity shares and bonds. Mergers and acquisitions, corporate financing policies, management communications will also be explored. Prerequisite: Minimum grade of C in FIN 360.

**INFORMATION TECHNOLOGY COURSE DESCRIPTIONS****INFO 100 Web Development Fundamentals 3**

This hands-on course introduces students to the fundamentals of building websites. Topics in this course include: History of the World Wide Web, HTML, including fundamental element sets, tables, frames, and forms; Cascading Style Sheets; HTTP; CGI; JavaScript; Java applets and an introduction to XML. Lab fee.

**INFO 120 Database Management Systems 3**

This foundation course examines different database architecture [relational, hierarchic and network] options and corresponding design/functionality. Topics include: data modeling, database objects, data relationships, SQL, data structure and reporting. Lab fee.

**CHEMISTRY**

The majors offered by the Department of Chemistry prepare students to enter the chemical industry or graduate school and provide an excellent foundation for professional studies in medicine, law, and other areas. Students interested in chemistry/secondary education are encouraged to consider the five-year combined B.S./M.Ed. program.

**Majors:**

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

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

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

Through rigorous studies of chemical principles, hands-on laboratory analysis and original research, we cultivate students for advancement in their fields by equipping them with tools to be careful thinkers, creative problem solvers, clear communicators, and skilled experimentalists. We examine the handiwork of God -- the display of His glory evident in the molecular complexity of the natural

world -- so students called to science can lead meaningful lives of service as effective stewards and agents of God's redemptive purposes.

**THE MAJOR FOR THE B.S. IN BIOCHEMISTRY***Chemistry:*

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

*Biology:*

<b>BIO 152</b>	General Biology II	4
<b>BIO 311</b>	Cell Biology	4
<b>BIO 344, 345</b>	Molecular Biology and Lab	3, 1
<i>Subtotal Credit Hours:</i>		<u>45</u>

*Choose ONE of the following:*

<b>BIO 310</b>	Animal Physiology	
<b>BIO 312</b>	Genetics	
<b>CHE 330</b>	Special Topics	
<b>CHE 360</b>	Advanced Organic Chemistry	
<b>CHE 405</b>	Instrumental Analysis	
<i>Subtotal Credit Hours:</i>		<u>3-4</u>

*Other Required Courses:*

<b>PHYS 101, 102</b>	Physics I, II	4, 4
<b>MATH 212</b>	Calculus I	3
<i>Subtotal Credit Hours:</i>		<u>11</u>
<i>Total Credit Hours:</i>		<u>59-60</u>

*Recommended for Graduate School preparation:*

MATH 213, MATH 220 and PHI 321.

*Recommended schedule:**First Year:*

CHE 121, 122, 123, 124; BIO 152; MATH 212

*Sophomore Year:*

CHE 211, 212, 213, 214; PHYS 101, 102 or BIO 311, 344

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

<b>CHE 121, 122</b>	General Chemistry I, II	3, 3
<b>CHE 123, 124W</b>	General Chemistry Lab I, II	1, 1
<b>CHE 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHE 213, 214</b>	Organic Chemistry Lab I, II	1, 1
<b>CHE 231</b>	Quantitative Analysis	4

CHE 312	Thermodynamics and Kinetics	4
CHE 405	Instrumental Analysis	4
CHE 411	Introductory Quantum Chemistry	4
CHE 420	Chemical Research <i>or</i>	
CHE 495	Internship	5
CHE 425	Project Presentation	1

Choose TWO of the following:

CHE 320, 322	Biochemistry I and Lab	3, 1
CHE 321	Biochemistry II	3
CHE 332	Environmental Chemistry	4
CHE 330	Special Topics	3
CHE 350	Advanced Inorganic Chemistry	3
CHE 360	Advanced Organic Chemistry	3
CHE 408	Industrial Chemistry	3
CHE 420	Chemical Research (additional)	3
<i>Subtotal Credit Hours:</i>		<u>44-46</u>

Other Required Courses:

MATH 212, 213	Calculus I, II	3, 3
PHYS 101, 102	Introduction to Physics I, II	4, 4
<i>Subtotal Credit Hours:</i>		<u>14</u>
<i>Total Credit Hours:</i>		<u>58-60</u>

Recommended for Graduate School preparation:

BIO 152, MATH 214, MATH 300 and PHI 321.

Recommended for Pre-Med:

BIO 152, BIO 311, PHI 210

Required for Secondary Certification

(may be used as electives above):

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

Recommended Schedule:

First Year:

CHE 121, 122, 123, 124; MATH 212 and core requirements

Sophomore Year:

CHE 211, 212, 213, 214; PHYS 101, 102; MATH 213

Junior Year:

CHE 231, 312, or 411 and elective

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

Chemistry:

CHE 121, 122	General Chemistry I, II	3, 3
CHE 123, 124W	General Chemistry Lab I, II	1, 1
CHE 211, 212	Organic Chemistry I, II	3, 3
CHE 213, 214	Organic Chemistry Lab I, II	1, 1
CHE 231	Quantitative Analysis <i>or</i>	

CHE 320, 322	Biochemistry I and Lab	3, 1
CHE 405	Instrumental Analysis	4
CHE 408	Industrial Chemistry	3
<i>Subtotal credit hours</i>		<u>27</u>

Business:

ACCT 107, 108	Principles of Accounting	3, 3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
ECON 205	Essentials of Economics	3
ECON 305	Economic Policy Seminar	3
FIN 360	Business Finance	3
<i>Subtotal credit hours</i>		<u>30</u>

BUS 495	Internship <i>or</i>	3
CHE 495/425	Internship (3) and Project Presentation (1) <i>or</i>	4
CHE 420/425	Chemical Research (3) and Project Presentation (1)	4
<i>Total credit hours</i>		<u>60-61</u>

Recommended Schedule:

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

### THE MINOR IN CHEMISTRY:

Ten hours of chemistry beyond 121, 122, 123, 124.

### COURSE DESCRIPTIONS

#### CHE 111 Applied Chemistry:

**Air, Water and Energy** 3

This is a one-semester introductory chemistry course for the liberal arts student, allied health, biological studies, environmental studies or elementary education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues, including air pollution, ozone depletion, global warming, society's energy sources, water pollution and acid rain. Chemical topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, hydrocarbons, nuclear reactions, electrochemistry, solutions, and acids and bases. CHE 113 recommended concurrently. Can be used as preparation for CHE 121.

#### CHE 112 Introductory Organic and Biochemistry

 3

This course provides an overview of organic and biochemistry in a single semester. Important

themes of organic and biochemistry are introduced through a survey of the following topics: hydrocarbons, alcohols, ethers, thiols, aldehydes, ketones, stereochemistry, carbohydrates, carboxylic acids, esters, lipids, amines, amides, amino acids, proteins, enzymes, vitamins, nucleic acids, protein synthesis, metabolism, and energy production. For the allied health, biological studies, environmental studies or elementary education major or as preparation for Che 211. Three hours lecture. Prerequisite: Minimum grade of C in CHE 111 or 121. CHE 114 recommended concurrently. Offered in spring.

**CHE 113 Applied Chemistry Lab** 1  
Experiments illustrating principles and applications introduced in CHE 111. CHE 111 must be taken concurrently with CHE 113. Two and one-half hours laboratory.

**CHE 114 Introductory Organic and Biochemistry Lab** 1  
This laboratory course provides an overview of organic and biochemistry lab techniques in a single semester. The student gains hands-on experience with the following organic and biochemical laboratory techniques: thin layer chromatography (tlc), extraction, recrystallization, distillation, gas chromatography (GC), use of micropipettes, size exclusion chromatography, electrophoresis of proteins, bioinformatics, and DNA PCR amplification & electrophoresis. Three and one-half hours laboratory. Prerequisite: Che 113 or equivalent. CHE 112 must be taken concurrently.

**CHE 115 Hands-On Chemistry for Children** 3  
A skills course designed for the education major or youth worker to develop and lead hands-on chemistry activities at the elementary school level. Understanding and communicating basic and practical chemical ideas within a constructivist teaching approach is stressed. Students perform field work in under-served urban communities. Offered fall in alternate years.

**CHE 118 Chemistry for Healthcare** 4  
This is a one-semester course in foundational chemistry designed for nursing students or others interested in health-related professions. Major concepts of chemistry are investigated in the context of their medical relevance. Topics such as measurement, unit conversions, nuclear changes, periodic trends, bonding, reactions, energy, solutions, and acids/bases will help develop the language of chemistry and the nature of interactions between atoms. The course culminates in a study of carbon-based compounds, including hydrocarbons, isomers, functional groups, and protein structure. Laboratory work includes a set of experiments and study modules to enhance and expand

on class discussions. Three hours lecture, three hours laboratory per week. Prerequisite: Minimum grade of C in Math 103 or other math course. Offered in spring.

**CHE 121 General Chemistry I** 3  
Intensive introduction to the composition and properties of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions and organic chemistry. Prerequisites: a high school background in chemistry with a grade of B- or better or minimum grade of C in CHE 111. Recommended Math SAT of 500 or above. Three hours lecture. CHE 123 must be taken concurrently. For science majors. Offered in fall.

**CHE 122 General Chemistry II** 3  
This second-semester course builds on skills developed in Che 121. By inquiring about particle action and interaction, theoretical models are developed and chemical behavior is described within the context of gas laws, thermochemistry, kinetics, equilibrium, acid-base theory, complex ions, entropy and free energy, electrochemistry, and nuclear reactions. Prerequisite: Minimum grade of C in CHE 121. Three hours lecture. CHE 124 to be taken concurrently. For science majors. Offered in spring.

**CHE 123W General Chemistry Laboratory I** 1  
Experiments are performed to introduce or illustrate concepts studied in CHE 121. Foundational laboratory skills are introduced and reinforced throughout the semester. Emphasis is given to careful measurement and recording of data in a laboratory notebook. Students also prepare for lab sessions by determining the purpose and questions each lab exercise addresses. Includes use of molecular modeling software, guided inquiry projects, and FT-IR analysis. CHE 121 must be taken concurrently. Three hours laboratory.

**CHE 124 General Chemistry Laboratory II** 1  
Experiments are designed to integrate with and enhance the theory discussed in CHE 122. Laboratory skills in pipetting, titration, dilution, measurement, and visible spectroscopy are further developed. Includes an introduction to calorimetry, pH, qualitative analysis, computer-interfaced data collection, and the use of AAS. This course is designated as a writing intensive course for science majors and includes a scientific writing workshop with emphasis on analyzing results, drawing conclusions, and communicating observations through formal discussion writing. A peer review process is used throughout the semester to further refine writing skills. Minimum grade of C in CHE 123 is prerequisite. CHE 122 must be taken concurrently. Three hours laboratory.

**CHE 180 Science in Society** 3

This course is designed for liberal arts students as well as education majors and science majors. Science as a way of knowing and its impact on our society will be critically examined. The logical and empirical reasoning processes of scientific methodology will be compared to other ways of knowing and its scope of influence evaluated. Worldview analysis will help students understand relationships between science and Christianity, and how being a scientist can be a God-given calling for Christians. Issues are presented through the lens of a case study about the way science functions in our society, such as how stem cells may revolutionize medicine, how ecological knowledge can help us pan our communities, or whether evolution can fit into a biblical worldview. No prerequisites, but a lab science prior to this course is recommended.

**CHE 211 Organic Chemistry I** 3

This course introduces the student to the terminology, symbolism and logic that are needed to understand and solve organic chemistry problems involving nomenclature, functional group reactions, synthesis, mechanisms, and nuclear magnetic resonance. This includes the introduction to 3-D structure, a survey of functional groups, alkanes, alkenes, alkynes, alkyl halides, stereochemistry, and introductory problems in synthesis, reaction mechanisms, and NMR. Three hours lecture. Prerequisite: Minimum grade of C in CHE 122. CHE 213 must be taken concurrently.

**CHE 212 Organic Chemistry II** 3

This course reinforces concepts from CHE 211 and equips the student with the ability to solve organic chemistry problems involving nomenclature, functional group reactions, stereoselective synthesis, mechanisms, and structure proofs through the interpretation of mass, infrared, ultraviolet, and nuclear magnetic resonance spectra. This includes an introduction to the chemistry of the following functional groups: aromatic rings, alcohols, thiols, ethers, epoxides, sulfides, amines, and common carbonyl compounds. Three hours lecture. Prerequisite: Minimum grade of C in CHE 211. CHE 214 must be taken concurrently.

**CHE 213 Organic Chemistry Laboratory Techniques I** 1

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

**CHE 214 Organic Chemistry Laboratory: Techniques and Multi-Step Synthesis** 3

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

**CHE 231 Quantitative Analysis** 4

A study of the theory and practice of commonly used classical analytic techniques. Lecture material includes: statistics and evaluation of analytical data; theory of simple and complex equilibria; theory of acid-base, precipitation, redox, and complexation reactions; titrations; analytical electrochemistry; spectrophotometry; and the use of separation techniques in analysis. Laboratory experiments provide opportunity to apply theory in everyday situations. Includes formal Scientific writing. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in CHE 122, 124. Offered in fall.

**CHE 304 Chemistry Laboratory Management** 1

Course for secondary education majors desiring certification in chemistry and also useful for students preparing for work in industry. Under faculty supervision students will design, instruct and grade a chemistry laboratory section. Responsibilities will also include stock room management, inventory, waste disposal, safety training and ordering of supplies. May be combined with work-study scholarship. Six hours per week. Prerequisites: junior class standing and permission of department.

**CHE 312 Thermodynamics and Kinetics** 4

The laws of thermodynamics are described and then applied to the gas phase, changes of state, chemical equilibria, and electrochemistry. Chemical kinetics and reaction dynamics are examined. Course is divided into two-thirds thermodynamics and one-third kinetics. Laboratory projects emphasize group work and extensive peer review of written reports. Prerequisites: Minimum grades of C in CHE 122, PHYS 101, MATH 212. Three hours lecture, four hours laboratory. Offered in spring.

**CHE 320 Biochemistry I** 3

This course surveys the structure and basic biochemical properties of nucleic acids, proteins, carbohydrates, and lipids within the context of living systems. Specific themes include the architecture and basic function of proteins, the storage and

flow of genetic information, and the catalytic strategies and regulation of enzymes. Three hours lecture. Prerequisite: Minimum grade of C in CHE 212. BIO 152 is recommended. CHE 322 must be taken concurrently. Offered in fall.

**CHE 321 Biochemistry II** 3  
Building upon the foundation laid in CHE 320, this course surveys the major biochemical pathways through which cells harvest and store chemical energy from the environment and then utilize that energy to drive the synthesis of macromolecules needed to sustain life. Specific emphases include the metabolism of carbohydrates and fatty acids, oxidative phosphorylation and photosynthesis. Three hours lecture. Prerequisite: Minimum grade of C in CHE 320. Offered in spring.

**CHE 322 Biochemistry Laboratory** 1  
This laboratory course provides hands-on experience with common experimental techniques used in biochemical research. These techniques include expression and purification of recombinant protein from *E. coli*, affinity chromatography, size exclusion chromatography, protein and nucleic acid gel electrophoresis, Western blotting, characterization of enzyme function by spectrophotometric assay, DNA amplification by PCR, and an introduction to protein bioinformatics. Includes formal scientific writing. Three and one-half hours laboratory. CHE 320 must be taken concurrently.

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

**CHE 350 Advanced Inorganic Chemistry** 3  
An advanced level course with emphasis on bonding theories, inorganic reactions and structures. Emphasis will be placed upon symmetry, isomerism, properties and reactions of coordination compounds. Prerequisite or corequisite: Minimum grade of C in CHE 411 or permission of department.

**CHE 360 Advanced Organic Chemistry** 3  
This course is primarily a lecture and problem-solving course which builds upon the first year of organic chemistry to prepare the student for employment in the field of chemistry or for graduate school. The curriculum is divided between advanced topics in three areas of organic chemistry: 1) mechanistic theory; 2) synthesis; and 3) interpretations of spectra. The course is composed of a series of lectures, guided problem sets, projects, and exams that equip the student to rationalize novel reactions with mechanistic logic, design advanced multi-step syntheses of target molecules, and identify unknowns from  $^{13}\text{C}/^1\text{H}$  NMR, UV, IR, Raman, and mass spectral data. Prerequisite: C or better in CHE 212. Offered in alternate years.

**CHE 405 Instrumental Analysis** 4  
Lectures involve the study of the theory, design and operation of analytic instrumentation common to modern laboratories in industry and research. Lab work provides hands-on experience in sample preparation and operation of such instruments as UV/VIS, FT-IR, AAS, FT-NMR, GC-MS and HPLC. Computerized data acquisition and manipulation is included through the use of interfaced data stations. 2-3 hours lecture, 4-5 hours laboratory per week. Includes formal lab report writing. Three hours lecture, four hours laboratory per week. Prerequisite: Minimum grade of C in CHE 212. Offered in spring.

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

**CHE 411 Introductory Quantum Chemistry** 4  
Introductory quantum mechanics and its application to atoms, bonding and fundamental theory of spectroscopy. Statistical thermodynamics is introduced as the link between quantum theory and thermodynamics. Laboratory includes molecular modeling research projects and symbolic math programming. Prerequisites: Minimum grades of C in CHE 122; PHYS 102; MATH 213. Three hours lecture; three hours laboratory. Offered every other fall.

**CHE 420 Chemical Research** 2-10  
The student will perform an original chemical or biochemical research project, designed and supervised by a research advisor. The student will conduct a comprehensive literature search, perform the original laboratory and/or computational work, manage the overall project, and keep a laboratory notebook. A minimum time commitment of three laboratory hours per week is expected for each credit hour. Graded P/F. The research may be performed at Eastern University or at an approved research program off campus. There is no tuition charge either for overload credit or for summer work. May be taken more than once. Prerequisite:

permission of the department. CHE 425 is designed to follow CHE 420.

**CHE 425 Project Presentation** 1  
Results of an original research or internship project completed in CHE 420 or 495 are presented by the student in the form of a seminar and a journal-formatted paper. The course is designed to improve the student's ability to communicate scientific results orally and in writing. There is no tuition charge either for overload credit or for summer work. Prerequisite: completion of CHE 420 or 495.

**CHE 450 Chemistry Seminar** 1  
This one-credit seminar course is designed to contribute to the culminating student experience for majors in the Department of Chemistry by addressing issues and advancing dialogue at the interface of science and the Christian faith. Students will study the nature of science in terms of its epistemology and certain facets of its historical roots to make comparisons to a Christian worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued. Prerequisite: Junior or Senior status with 19 credits of Chemistry courses completed or permission from the department.

**CHE 495 Internship** 2-12  
Students may do approved chemical laboratory work in a local company. Work will be evaluated by the company supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic during the cooperative experience is to be completed. With the supervisor's approval, the paper is to be presented in CHE 425 following the completion of CHE 495. Hours credit will be determined by the department. May be taken more than once. Prerequisites: junior or senior status and permission of the department.

## COMMUNICATION STUDIES

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

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

*Core Major Courses (required of all concentrations)*

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

## INTERPERSONAL/ORGANIZATIONAL COMMUNICATION CONCENTRATION

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

## MEDIA CONCENTRATION

COM 108	Mass Media as Profession	3
COM 215	Writing for Media	3
COM 220	Art of Film	3
COM 315	Communication and Technology	3
COM 322	Mass Media and Cultural Studies	3
COM 495	Internship	3
Plus two (2)	Communication Studies electives	6
	<i>Subtotal Credit Hours:</i>	<u>24</u>
	<i>Total Credit Hours:</i>	<u>54</u>

## RHETORIC CONCENTRATION

COM 290	Rhetorical Theory- Classical to Middle Ages	3
COM 295	Rhetorical Theory- Renaissance to the Present	3
COM 300	Rhetorical Criticism	3
COM 370	Political Communication	3

COM 402	Advanced Rhetorical Criticism	3
Plus three (3) Communication Studies electives		9
		<hr/>
<i>Subtotal Credit Hours:</i>		24
<i>Total Credit Hours:</i>		54

### THE MINOR IN COMMUNICATION STUDIES

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

### COMMUNICATION STUDIES COURSE DESCRIPTIONS

#### COM 104 Introduction to Communication:

**Relational Communication** 3  
An introduction to the study of human communication. The nature of communication, how it works and the role it plays in human social relations is introduced and applied to the major contexts of communication: interpersonal, small group, and organizations.

#### COM 105 Introduction to Communication:

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

#### COM 108 Media as Profession

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

#### COM 120 Public Speaking

3  
This course introduces students to the theory and practice of public speaking. Students are encouraged to think critically about situation and audience analysis, methods of speech organization, the uses of different types of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective informative, persuasive, and ceremonial speeches.

#### COM 201 Interpersonal Communication

3  
This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships. Prerequisite: COM 104

#### COM 203 Group Communication and Leadership

3  
The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups is also emphasized. Prerequisite: COM 104, COM 201 recommended or permission of instructor.

#### COM 215 Writing for Media

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

#### COM 220 The Art of Film

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

#### COM 221 Public Relations

3  
An introduction to the theory and practices of public relations and its role in influencing attitudes and actions of both internal and external publics to businesses or other complex social organizations. The course includes analysis of the policies and actions of organizations with respect to public attitudes and the development of communication programs intended to affect public attitudes. Prerequisite: COM 215.

#### COM 222 Analysis of Argument/Discourse

3  
The study of argumentation as applied to public and mediated discourse. Topics include: patterns of reasoning, identification and analysis of fallacies, types of supporting evidence, presentation and refutation of cases. Specific topics for analysis will be taken from contemporary discussions of political, social, and economic issues.

#### COM 240 Persuasion

3  
Persuasion is the study of the theories and strategies that affect the attitudes, beliefs, values, and

practices of others. This course analyzes strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in critically analyzing persuasive communication.

**COM 260 Intercultural Communication 3**

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

**COM 280 Introduction to Communication Theory 3**

An introductory survey of the history, utilization and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course. Prerequisites: COM 104, COM 105.

**COM 285 Introduction to Research Methods 3**

A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions by which various methodological approaches rest, the appropriateness of various methods in the study of communication behavior and effects, the nature of data and data analysis, and the design of appropriate studies. Students will learn to read published research and design studies appropriate to particular research questions common in the study of communication. Prerequisite: COM 104; COM 280 is strongly recommended.

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

This course covers the origins and evolution of rhetorical theory in western civilization through a critical examination of the surviving texts of historical figures from Gorgias to Robert Basevorn. Prerequisite: COM 104, COM 105 or permission of instructor.

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

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

**COM 300 Rhetorical Criticism 3**

Rhetoric is concerned with efforts to influence the beliefs, attitudes, values and practices of others through discourse. While the public address has been the form most often studied for its effectiveness to influence individuals and societies, other forms of discourse are also important. This course studies the methods of analysis and evaluation of rhetorical discourse and texts in a society or culture. Prerequisite: Junior standing or permission of instructor.

**COM 303 Organizational Communication 3**

Complex organizations are created and sustained through communication. This course analyzes the communication that occurs within such organizations and considers how it is shaped because of the organization or acts to influence or affect organizational practices. Prerequisite: COM 201 or permission of instructor.

**COM 304 Family Communication 3**

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

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

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

**COM 315 Communication and Technology 3**

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

**COM 321 Public Relations Case Studies 3**

This course invites students to study the strategies and effectiveness of public relations case incidents. The focus is on the levels of professional practice and product as well as issues of values and ethics. Prerequisite: COM 221.

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

The mass media provide materials out of which we forge our identities, including gender and eth-

nic identities. This course examines media and identity using a multiperspectival approach, analyzing the production and political economy of culture, media texts, the audience reception of those texts, and their potential effects. Prerequisite: COM 105.

**COM 325 Advertising Communication** 3  
The course focuses on the economic and social effects of advertising, the organization and practices of the advertising industry, the nature of advertising campaigns, and the creation of message product. Course also focuses on analysis of the implications, effectiveness, and ethics of advertising content and campaigns. Prerequisite: COM 215.

**COM 340 Conflict Management and Mediation** 3  
This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational and other contexts where conflict occurs. Recommended for juniors and seniors.

**COM 345 Media Theory** 3  
This course presents advanced theories of media and society and applies these theories to the analysis of media practice and products. Theories of media's role in society, the effects of media and its content on social structure and behavior, and perspectives on media ethics are the primary focus. Prerequisite: COM 105, COM 280.

**COM 370 Political Communication** 3  
An analysis of the types and distribution of discourse related to political campaigns and advocacy on public issues. This course analyzes the role of media in the presentation and interpretation of political discourse and the shaping of public opinion and acceptance that may result. Prerequisite: Junior Standing or permission of instructor.

**COM 390W Seminar I: Advanced Research Methods** 3  
The purpose of the culminating senior experience in Communication Studies is to provide students an opportunity to think critically about the discipline. In Seminar I, we will focus on: developing a topic area and research questions; reviewing relevant literature; and proposing data collection procedures. Writing intensive course. Prerequisite: COM 280, COM 285.

**COM 402 Advanced Rhetorical Criticism** 3  
This course is the culminating experience in the Rhetoric Concentration. The course will focus on the application of rhetorical theory and critical thinking skills in the service of writing a major essay of rhetorical criticism. Prerequisite: COM 300.

**COM 425 Training and Development** 3  
A seminar course in improving organizational communication through training and human resource development. Students will read widely in the scholarship of training and human resource development and will create and deliver an original training session. Prerequisite: COM 303 or permission of instructor.

**COM 435 Health Communication** 3  
This course connects students to the health communication field's fundamental principles. These include an overview of health communication practices, its societal impact, and the tools one can use to reach a diverse audience. Prerequisite: COM 201 or permission of instructor.

**COM 440 Mediation** 3  
This seminar course deals with methods of third party intervention with an emphasis on mediation and facilitation. The course takes an academic approach to the study of mediation but includes practical applications and experiences. The course initially addresses mediation theory. Following that, the course focuses on mediation in specialized settings. Prerequisite: COM 340 or permission of instructor.

**COM 490 Seminar II: Thesis** 3  
In this capstone course, students will analyze primary data collected as a result of the work done in COM 390, draw conclusions, and provide a discussion related to research questions. Each student will present her/his research in a formal, public colloquium. Prerequisite: COM 390.

**COM 495 Internship** 2-12  
A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication. Prerequisites: COM 104, COM 105, COM 120, COM 280, COM 285 and junior standing with minimum major G.P.A. of 3.0.

## DANCE

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

Audition required.

#### Dance Technique Courses:

<b>DAN 122</b>	Global Dance Forms	2
<b>DAN 231</b>	Intermediate Modern Dance: Theory and Technique	2
<b>DAN 232</b>	Intermediate Jazz Dance: Theory and Technique	2
<b>DAN 234</b>	Intermediate Ballet Dance: Theory and Technique	2
<b>DAN 331</b>	Advanced Modern Dance: Theory and Technique	2
<b>DAN 332</b>	Advanced Jazz Dance: Theory and Technique	2
<b>DAN 334</b>	Advanced Ballet Dance: Theory and Technique	2
<i>Subtotal Credit Hours:</i>		<u>14</u>

#### Dance History Courses:

<b>DAN 233W</b>	Liturgical Dance History and Practice	3
<b>DAN 250W</b>	Modern Dance History	3
<b>DAN 260</b>	Classical Ballet History <i>or</i>	
<b>DAN 365</b>	Black Dance History	3
<b>DAN 375</b>	World Dance	3
<i>Subtotal Credit Hours:</i>		<u>12</u>

#### Creative Process/Performance Courses:

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

#### Dance Education Courses:

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

#### Independent Work:

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

#### Additional Courses Required:

<b>BKIN 100 O</b>	Introduction to Dance Studies	3
<b>DAN 310</b>	Dance Anatomy and Kinesiology	3
<i>Subtotal Credit Hours:</i>		<u>6</u>
<i>Total Credit Hours</i>		<u>51-52</u>

#### Recommended Courses:

<b>DAN 140</b>	Sacred Dance	2
<b>DAN 355</b>	Methods of Teaching Beginner and Intermediate Pointe	3
<b>DAN 395</b>	Field Experience	1-3
<b>DAN 495</b>	Internship	2-12

### THE MINOR IN DANCE

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

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

#### Dance Theory Courses:

<b>DAN 250W</b>	Modern Dance History <i>or</i>	
<b>DAN 375</b>	World Dance	3
<b>DAN 233W</b>	Liturgical Dance History and Practice	3
<b>DAN 386</b>	Dance Composition	3

#### Dance Education Courses:

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

#### Dance Performance Courses:

<b>DAN 140</b>	Sacred Dance Group <i>or</i>	
<b>DAN 340</b>	Dance Repertory	2
<i>Total Credit Hours:</i>		<u>24-25</u>

*Note: BKIN 100 O is required as the Physical Fitness core course.*

### DANCE COURSE DESCRIPTIONS

#### DAN 103 Movement and Rhythms for Children 2

This course is designed to provide background theory for teaching movement and dance education as well as to provide opportunities for practical application of knowledge gained. The course will enable students to develop an approach to teaching movement education that focuses on cre-

ativity and includes the psychomotor, cognitive, and affective domains of learning. Concept areas and activities to be explored include: the purposes and components of movement/dance education; the basic elements of dance; dance imagery, narrative and thematic dance; rhythm instruments and props; movement exercises and games; lesson planning; and teaching.

**DAN 122 Global Dance Forms** 2

Each time this course is offered, one particular global dance form will be the focus. The course primarily will be offered as a technique course. Topics included will be historical perspectives, cultural constructs of gender, societal influences, and aesthetic meaning unique to the dance form studied.

**DAN 122X Global Dance Practice** 1

The course extends a student's technical proficiency in a particular global dance form studied. Students who have completed Global Dance Forms may take the Practice course to enhance learning in technique, history, culture and aesthetics.

**DAN 140 Sacred Dance Group** 2

This course focuses on dance as prayer, ritual, and performance. It consists of students from a variety of dance backgrounds who come together to explore theological themes through dance, using story, imagery, poetry or scripture.

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

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

**DAN 231X Practice in Modern Dance** 1

The course extends a student's technical proficiency in modern dance by increasing practice in the areas of body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Students who have completed Intermediate Modern Dance may take the Practice course to enhance learning in technique.

**DAN 232 Intermediate Jazz Dance: Theory and Technique** 2

The course focuses on the development beyond the basics of jazz dance technique and progresses to complex work in a variety of jazz dance styles (African, lyric, modern, musical theatre and popular). Technical proficiency will be based on the replication and composition of intricate combina-

tions. Jazz dance will be placed within its appropriate historical and cultural contexts.

**DAN 232X Practice in Jazz Dance** 1

The course extends a student's technical proficiency in jazz dance by increasing practice in jazz dance styles and intricate combinations. Students who have completed Intermediate Jazz Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DAN 233W Liturgical Dance History and Practice** 3

This course is designed to provide experience in the practice of dance as a vehicle for religious expression and ritual. The history of liturgical dance will be traced, and a rationale for the inclusion of dance in worship services will be investigated. Students will participate in the experience of dance movement as it relates to theological and spiritual themes. Writing intensive course.

**DAN 234 Intermediate Ballet Dance: Theory and Technique** 2

This course is designed to provide students with the theory and technique of ballet dance beyond the introductory level. The course moves from basic barre work to complexities of ballet performance. Ballet dance is placed within its appropriate historical and cultural contexts.

**DAN 234X Practice in Ballet Dance** 1

The course extends a student's technical proficiency in ballet by increasing practice in barre, center, and across the floor combinations. Students who have completed Intermediate Ballet may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DAN 250W Modern Dance History** 3

This course is an introduction to the study of modern dance as a reflection of the individual, society and culture. Instruction in the technique of modern dance is the focus of the movement experience. Within this framework, the historical, cultural and aesthetic contexts of 20th and 21st century modern dance are examined. Writing intensive course.

**DAN 260 Ballet History in Western Culture** 3

This course will focus on the history of ballet in Western culture. The history, worldview and aesthetic development of ballet will be studied, beginning with its European roots and continuing to contemporary time, with special focus on American ballet. Ballet styles and specific works will be examined through theory and practice.

**DAN 310 Dance Anatomy and Kinesiology 3**

Students will develop an understanding of basic anatomic terms and principles as well as movement analysis, alignment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laboratory sessions. Prerequisite: Minimum grade of C in BIO 104.

**DAN 331 Advanced Modern Dance: Theory and Technique 2**

This course is designed to provide students with the theory and technique of modern dance beyond the intermediate level. The course continues the dance student's training in the foundational elements of time, space and energy in the development of technical proficiency, improvisational exploration, composition techniques, and expressive movement performance. Specific focus is given to total body integration through the use of Bartenieff Fundamentals. The course also addresses creativity and aesthetic understanding in dance. Prerequisite: DAN 231 or demonstrated proficiency.

**DAN331X Advanced Modern Dance Practice 1**

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

**DAN 332 Advanced Jazz Dance: Theory and Technique 2**

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts. Prerequisite: DAN 232 or demonstrated proficiency.

**DAN 332X Advanced Jazz Dance Practice 1**

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced

Modern Dance may take the Practice course to enhance learning in technique.

**DAN 334 Advanced Ballet Dance: Theory and Technique 2**

The course will expand the student's knowledge of classical ballet technique beyond the intermediate level. The student will participate in individual tracking of technical and artistic progress. The course also will address basic anatomical principles and creative experiences. Prerequisite: DAN 234 or demonstrated proficiency.

**DAN 334X Advanced Ballet Practice 1**

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

**DAN 340 Dance Repertory 2**

This is an ensemble course for advanced dancers who participate in the rehearsal and performance of highly technical dance works. The group learns dance repertory based on text, story, poetry and/or music. The course is designed for those who have had an extensive level of previous performance experience. Audition required.

**DAN 345 Methods and Techniques of Dance Instruction 3**

The course is designed to provide methods for the instruction of a variety of dance genres and styles. Contexts for teaching dance include K-12 public education, private school education, community center programs and dance studio classes. The course will enable students to gain theoretical and somatic knowledge in dance, as well as to provide practical classroom teaching experiences. Prerequisite: one dance technique class.

**DAN 355 Methods of Teaching Beginning and Intermediate Pointe 3**

This course is designed to provide methods for the instruction of pointe dance. The course will focus on arts intensive public high schools and dance studio populations. Students will develop theoretical and somatic knowledge of pointe dance as well as participate in practical classroom teaching experiences. Prerequisite: DAN 234 or demonstrated proficiency.

**DAN 365 Black Dance History 3**

This course is designed to generally inform students how dance has functioned and continues to function in African-American culture through theory and practice. The aesthetic transformation of dance in the history of African-American peoples

will be traced, beginning with its African roots. The course will context the black experience within the broader American context.

**DAN 375 World Dance** 3  
This course will focus on various dances from around the world, placing them in historical, cultural, social and aesthetic contexts through theory and practice. Students will examine cultures from Africa, Asia, Polynesia, Europe and the Americas. Historical perspectives, cultural constructs of gender, societal influences, worldview, and aesthetic meanings unique to various cultures will be studied.

**DAN 385 Dance Improvisation** 3  
This course is designed to provide students with knowledge and practical application of dance improvisation in the discipline of modern dance. Focus will be on the creative process and the manipulation of the elements of time, space, and energy. The course covers both free and structured improvisation.

**DAN 386 Dance Composition** 3  
This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography and performance. Pre-requisite: DAN 231, or 331.

**DAN 395 Field Experience** 1-3  
The purpose of a dance field experience is to offer students the opportunity to observe and participate in real-life work experiences in the dance world. Participation must be in a setting appropriate to a student's interest in particular dance careers. Students will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour earned. Pre-requisite: permission of department chair. Graded Pass/Fail.

**DAN 410 Senior Seminar** 3  
This is a culminating senior experience through which senior dance majors will design senior projects with consistent feedback from the professor and their peers. The course also will address critical response procedures, resumés, portfolios, careers in dance, and Senior Showcase concert planning.

**DAN 435 Choreographic Project** 3  
The course is designed to provide a theoretical basis for the choreographic process as well as to provide practical experience in the content learned. The course will provide the student with the appropriate tools through which to create a full-length dance work. The Choreographic Project serves as a developmental bridge from the exploration of the choreographic process

(DAN 386 Dance Composition) to the Senior Project/Performance (Dan 440).

**DAN 440 Senior Project/Performance** 0  
Students who have completed Senior Seminar (DAN 410) will complete a dance project or a dance performance piece as part of their graduation requirements in the Dance Major program. Students will develop their work with the assistance of both faculty advisors and peers. The course will have no credit valued attached, but will be graded and required for the successful completion of the Dance Major.

**DAN 495 Internship** 2-12  
The purpose of a dance internship is varied and may include any or all of the following: to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek direction for academic projects/themes. The supervising faculty member should confer with the internship supervisor at least once during the period and oversee the academic expectations as outlined by the dance program. A minimum of 40 hours on the job is required for each hour of credit. The dance program will establish guidelines for evaluation based upon the particular internship. Highly recommended for senior dance majors.

---

## **ECONOMIC DEVELOPMENT**

---

See Business Programs

---

## **EDUCATION**

---

### **MISSION STATEMENT**

The Loeb School of Education affirms the mission statement of Eastern University with its commitment to scholarship and teaching, Scripture, the church, evangelism, justice, the world, and community. The Loeb School of Education at Eastern University seeks to develop individuals with a clear understanding of the University's mission of faith, reason, and justice so that they are capable of:

- Improving the learning of all students;
- Pursuing educational equity and justice through creative solutions;
- Modeling Christian thought and action;
- Serving public and private institutions of learning as change agents.

The School meets the needs of its students to assume positions in this society through both undergraduate and graduate programs.

**The average institutional pass rate for the last three years is 97% on the Praxis Series Professional Assessment for Beginning Teachers.**

## THE PROGRAMS

The Loeb School of Education is in the process of changing from the current Pennsylvania Department of Education certifications of Elementary Education (K-6) and Special Education (N-12) to new certifications of Early Childhood Education (N-4), Middle Level Education (4-8), Elementary Special Education (N-8) and Secondary Special Education (8-12) which are mandated to be in place by January 1, 2013. The current programs will be carried in addition to the new programs until December 31, 2012, after that date only the new programs will be offered. In order to be certified under the current programs students must apply for certification before December 31, 2012. Students are advised to consult with the Education Department for more information.

The department offers a program of study to qualified students who desire to be certified as teachers. The student who wishes certification is responsible for completing the approved course of study and must be recommended by the Education Department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern University, as well as upon the student's successful completion of academic requirements. The Commonwealth of Pennsylvania also requires evidence of passing scores on The Praxis tests before granting a certificate.

Current areas of certification at Eastern University include: Elementary Education (K-6), Elementary Education with Early Childhood (N-3), Elementary Education (K-6) with Special Education (K-12), Teaching English as a Second Language (K-12), Foreign Language (K-12, French, Spanish), Music (K-12), Elementary and Secondary Principal, School Nurse (N-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), Superintendent, and Secondary Education (7-12) in Biology, Chemistry, Citizenship Education, English, English with Communications, Health and Physical Education (K-12), Mathematics, and Social Studies.

New areas of certification being implemented at Eastern University include: Early Childhood Education (N-4), Early Childhood with Elementary Special Education (N-8), Middle Level Education (4-8), Middle Level Education with Elementary Special Education (N-8), Teaching English as a Second Language (K-12), Foreign Language (K-12, French, Spanish), Music Education (K-12), Elementary and Secondary Principal, School Nurse (K-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), Superintendent, Secondary Education with Secondary Special Education (8-12), and Secondary Education (7-12) in Biology, Chemistry, Citizenship Education, English, English with Communications,

Health and Physical Education (K-12), Mathematics, and Social Studies.

## FORMAL APPLICATION TO THE EDUCATION DEPARTMENT

Students who wish to enter the department need to fill out a Major Declaration card (available at the Registrar's Office). Those who intend to be certified in the secondary education major must also major in an academic subject certifiable by Eastern University (Biology, Chemistry, Communication, English, French, History, Math, Political Science, Spanish, and Arts). Admission to the department does not guarantee acceptance in the certification track.

## FORMAL APPLICATION TO THE CERTIFICATION TRACK

Students who wish to be certified in their major must formally apply for and be admitted to the certification track in their major after they are admitted to the department. To be admitted to the certification track, students must show evidence of:

- Successful completion of 2 English courses (1 writing and 1 literature)
- Successful completion of 2 math courses (MATH220 Statistics is required for those who plan to pursue five-year combined B.S./Master's in Multicultural Education)
- Completion of forty-eight (48) undergraduate credits.
- Passing scores on the Pre-professional Praxis tests in Reading, Writing, and Mathematics (we suggest these be taken in the first or second year of college)
- Required cumulative GPA: 3.0 or above

Students must submit to the department a certification track application (available at the department) signed by their academic advisor and the Education Department Chair no later than a full-semester prior to their intended student teaching semester.

Acceptance for the professional semester is not automatic upon admission to the certification track. An application process must be completed, as specified in the *Education Department Handbook*, a semester prior to the intended student teaching semester. Those who are admitted to the certification track must complete a B.A./B.S. degree, maintain the 3.0 GPA, successfully complete Professional Praxis tests in their major subject, and successfully complete student teaching before they are certified in Pennsylvania. Professional Praxis tests must be completed prior to student teaching.

**Mandatory Clearances for Observations:** Students enrolled in a class requiring observing or working with students in any way, must request the following at least 60 days before expecting to observe to

allow ample time to process the application. Clearances are valid for one year.

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse clearance
- Act 114 FBI Criminal History Clearance  
Go to [www.umasd.org](http://www.umasd.org) Employment/ Student Teaching to find forms and procedures.
- TB Test done within the last 9 months.

### GRADUATES OF OTHER COLLEGES

Graduates of other colleges who wish to apply for certification must submit an application and an official undergraduate transcript to the Graduate Admissions Office. Transcripts will be reviewed for the requirements of two (2) math and two (2) English courses, one literature and one writing, and for the specific requirements of the certificate for which the student wishes to apply.

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

### THE MAJOR FOR THE B.S. IN ELEMENTARY EDUCATION

Those desiring to teach nursery to elementary students may select this major. They may also pursue certification in elementary, early childhood, ESL (teaching English as a Second Language) and Special Education. This major includes all of the requirements below. This major allows students to do student teaching and practicum as part of the graduate program if they are formally admitted to the graduate program. See also Five-Year B.S./M.Ed. listing.

*NOTE: Listed below are the Elementary Education requirements for current students who will apply for certification before December 31, 2012.*

*The Commonwealth of Pennsylvania has changed the requirements for those who will apply for teaching certification after January 1, 2013. The new certifications will be: Early Childhood (Age 3-Grade 4); Middle Level (Grades 4-8); Elementary Special Education (N-8); and Secondary Special Education (8-12). Once the Pennsylvania Department of Education approves Eastern's new certifications, students will be notified through advisors and the Loeb School of Education so they may officially declare their majors and receive updated courses of study.*

Required Courses:

<b>EDU 200*</b>	Social and Philosophical Foundations of Modern Education	3
<b>EDU 201*</b>	Introduction to Special Education	3
<b>EDU 207</b>	Child, Adolescent and Educational Development	3
<b>EDU 250*</b>	Field Experience: Elementary	3
<b>EDU 371</b>	Teaching Math, Science and Health	3

<b>EDU 372</b>	Teaching Language Arts and Social Studies	3
<b>EDU 382</b>	Methods of Classroom Management	3
<b>EDU 400</b>	Early Literacy Foundation	3
<b>EDU 401</b>	Literacy Foundations for Intermediate Grades	3
<b>EDU 417</b>	Multicultural Education	3
<b>FA 300</b>	Arts Integration in the Classroom	3
	<i>Subtotal Credit Hours:</i>	<u>33</u>

*\*At least 20 hours of urban observation required that can occur in any of these three courses (see Education Department for tracking form).*

### AUGMENTED CORE REQUIREMENTS FOR ELEMENTARY MAJOR

Elementary Education majors must fulfill the core curriculum requirements with the following additions or specifications:

#### Humanities

<b>HIS 201 or 202</b>	American History	3
<b>ENG</b>	Literature elective	3
	<i>Subtotal Credit Hours:</i>	<u>6</u>

#### Social Sciences

<b>GEOG 201</b>	World Geography <u>or</u>	
<b>ANTH 201</b>	People in Places	3
<b>POS 103 or 104</b>	American or State/Local Government	3
	<i>Subtotal Credit Hours:</i>	<u>6</u>

#### Natural Science

<b>BIO 205</b>	General Biology, Elementary Education Emphasis	4
<b>PHYS 205</b>	Physical Science for Elementary Teachers <u>or</u>	3
<b>CHE 111, 113</b>	Applied Chemistry <u>or</u>	4
<b>PHYS 111</b>	The Solar System	4
<b>MATH</b>	two courses	3, 3
	<i>Subtotal Credit Hours:</i>	<u>13-14</u>

### CERTIFICATION TRACK

Students who are formally admitted to the certification track and graduating after May 2010 are required to complete the following courses (See Additional Areas of Certification and requirements on page 123):

<b>EDU 303</b>	Education and Assessment of Exceptional Students	3
<b>EDU 405</b>	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
<b>EDU 410</b>	Student Teaching	12
<b>EDU 412</b>	Teaching English as a Second Language	3
<b>EDU 420</b>	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>24</u>

Students who desire to combine the certification in Elementary Education with Early Childhood Education, ESL or Special Education must complete additional courses listed in the Early Childhood, ESL or Special Education concentration and split student teaching hours between elementary and the other certification area. Students who complete Early Childhood and/or Special Education requirements and Professional Praxis tests in these subjects will receive certification in Elementary and Early Childhood, and/or Special Education. Students who complete ESL requirements will receive certification in both elementary and ESL.

### AREAS OF CONCENTRATION (REQUIRED)

This is a focus of 15 or more credits in a certifiable academic area as defined by the State of Pennsylvania. The purpose of the Area of Concentration is for elementary education students to pass the Middle School Praxis test in an area in which they can be certified.

#### Biology

<b>BIO 205</b>	General Biology, Elementary Education Emphasis	4
----------------	---	---

Choose 3 of 5: (Note: if BIO 205 is not needed as a prerequisite, choose 4 of 5)

<b>BIO 151</b>	General Biology I	4
<b>BIO 152</b>	General Biology II	4
<b>BIO 233</b>	Human Physiology and Anatomy I	4
<b>BIO 234</b>	Human Physiology and Anatomy II	4
<b>BIO 295</b>	Natural History of Spring <i>Offered at the Au Sable Institute of Environmental Studies, Michigan, May Term</i>	4

#### Chemistry

<b>CHE 111, 113</b>	Applied Chemistry and Lab	3,1
<b>CHE 112, 114</b>	Introductory Organic and Biochemistry and Lab	3, 1
<b>CHE 115</b>	Hands-on Chemistry for Children	3
<b>CHE 121,123</b>	General Chemistry I and Lab	4
<b>CHE 122,124</b>	General Chemistry II and Lab <i>or</i> Introductory to Organic and Biochemistry and Lab	4

#### Environmental Education

<b>BIO 103</b>	Earthkeeping	4
<b>BIO 309</b>	Ecology	4
<b>CHE 111, 113</b>	Applied Chemistry and Lab	4

Choose ONE course from:

<b>BIO 290</b>	Tropical Biology <i>Offered odd-numbered spring semesters, with sign-up early in even-numbered falls, on a first-come, first serve basis; requires approx. \$1,000 travel expense.</i> Approved field biology course from Au Sable Institute of Environmental Studies	3 4
	<i>Offered May term, Summer I or Summer II</i>	
	Approved science course from Creation Care Study Program <i>Offered in Belize or New Zealand, fall or spring semesters</i>	4

#### General Science

<b>BIO 205</b>	General Biology, Elementary Education Emphasis	4
<b>CHE 115</b>	Hands-On Chemistry for Children	3
<b>PHYS 205</b>	Physical Science for Elementary Teachers	3

Choose 2 of the following:

<b>BIO 295</b>	Natural History of Spring, Au Sable May term <i>or</i> approved science course from Creation Care Study Program, Belize or New Zealand	4
<b>CHE 111, 113</b>	Applied Chemistry and Lab	4
<b>PHYS 111</b>	The Solar System	4

#### Social Studies

<b>HIS 201, 202</b>	U.S. History	3
<b>POS 103</b>	American Government	3
<b>SOC 100</b>	Introduction to Sociology <i>or</i>	
<b>ANTH 101</b>	Introduction to Anthropology	3
<b>INST 160 or 161</b>	Heritage of Western Civilization	3

#### Math

<b>MATH 103</b>	Mathematical Ideas	3
<b>MATH 212</b>	Calculus I	3
<b>MATH 220</b>	Statistics	3
<b>MATH 240</b>	Discrete Mathematics	3

Choose:

<b>CSC 150</b>	Problem Solving with Computers <i>or</i>	
<b>CSC 200</b>	Introduction to Computer Programming <i>or</i>	3

#### English

For English Literature, choose from these courses:

<b>ENG 205, 206</b>	Survey of British Literature	6
---------------------	------------------------------	---

One genre course:

ENG 207	Studies in Drama	3
ENG 208	Studies in Poetry	3
ENG 210	The Literature of Women	3
ENG 220	Studies in the Novel and Short Fiction	3
ENG 225	Post-Colonial Women's Novels	3
ENG 301 <i>or</i> 302	American Literature	3
ENG 312	Shakespeare	3

For English Writing, choose three from the following writing courses:

ENG 340	Advanced Writing: Essay	3
ENG 341	Advanced Writing: Poetry	3
ENG 342	Advanced Writing: Drama	3
ENG 343	Advanced Writing: Autobiography and Biography	3
ENG 344	Advanced Writing: Short Fiction	3
ENG 345	Advanced Writing: Journalism	3

Choose two of the following:

ENG 207	Studies in Drama	3
ENG 208	Studies in Poetry	3
ENG 210	The Literature of Women	3
ENG 220	Studies in the Novel and Short Fiction	3
ENG 225	Post-Colonial Women's Novels	3

### Foreign Language-French

FRE 201, 202	Intermediate French	
FRE 301, 302	Conversation and Composition	
FRE 405	Francophone Literature	

### Foreign Language-Spanish

SPA 201, 202	Intermediate Spanish	
SPA 301, 302	Conversation and Composition	
SPA 401 <i>or</i>	Spanish Culture/Civilization	
SPA 402	Latin American Culture/Civilization	

### Reading

Elementary Requirements plus

EDU 370	Literature for Children and Adolescents	3
EDU 402	Reading and Learning Differences	3
EDU 403	Reading Strategies for Middle and Secondary Content Areas	3

### ADDITIONAL AREAS OF CERTIFICATION

Admission to the University does not guarantee acceptance by the Loeb School of Education or to the Certification Track. Formal admission to the Loeb School of Education or to the Certification Track is by application and interview. Student

teaching and practicum is also available as part of the five-year B.S./M.Ed. program for those who are formally admitted to the graduate program.

### EARLY CHILDHOOD CERTIFICATION

Elementary Requirements plus

EDU 250	Field Experience	3
EDU 328	Early Childhood Education: Principles and Practices	3
EDU 329	Early Childhood Education: Curriculum and Assessment	3
EDU 383	Early Intervention in Inclusive Settings	3

### TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION

Elementary or Secondary Requirements plus

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

### SPECIAL EDUCATION CERTIFICATION

Elementary Requirements plus:

EDU 250	Field Experience: Special Education	3
EDU 303	Education and Assessment of Exceptional Students	3
EDU 383	Early Intervention in Inclusive Settings	3
EDU 402	Reading and Learning Differences	3
EDU 405	Classroom Procedures and Teaching Techniques for the Multihandicapped	3
MATH 220	Statistics	3
<i>Subtotal Credit Hours:</i>		<u>18</u>

### SECONDARY EDUCATION CERTIFICATION

Students elect a major in an academic area certifiable by Eastern University. The degree which they receive (B.A. or B.S.) will be determined by their academic major. The B.A. requires two semester of language, while the B.S. does not require language study.

Required Education Courses:

EDU 200*	Social and Philosophical Foundations of Modern Education	3
EDU 201*	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3

<b>EDU 250*</b>	Field Experience: Middle School/ Secondary	3
<b>EDU 403</b>	Reading Strategies for Middle and Secondary Content Areas	3
<b>EDU 409</b>	Seminar for Secondary Education <i>or</i>	
<b>LAN 350</b>	Teaching of Modern Languages and ESL ( <i>for language majors</i> ) <i>or</i>	
<b>MATH 410</b>	Teaching of Mathematics- Secondary Level ( <i>for math majors</i> )	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

\*At least 20 hours of urban observation required that can occur in any of these three courses (see Education Department for tracking form).  
*Recommended Electives:*

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

Areas of certification include: Biology, Chemistry, English-Communications, English, French, Mathematics, Citizenship Education, and Social Studies. Students who are formally admitted to the certification track and graduating after May 2010 are required to complete the following courses:

<b>EDU 303</b>	Education and Assessment of Exceptional Students	3
<b>EDU 405</b>	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
<b>EDU 410</b>	Student Teaching (in the certification area)	12
<b>EDU 412</b>	Teaching English as a Second Language	3
<b>EDU 420</b>	Practicum	3
	<i>Total Credit Hours:</i>	<u>24</u>

### Biology, Chemistry

Students desiring secondary certification in biology or chemistry should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

	Biology	4
<b>PHYS</b>		4
<b>MATH</b>		3
	<i>Subtotal Credit Hours:</i>	<u>7</u>

Chemistry (*take the following as your Chemistry electives*)

<b>CHE 115</b>	Hands-On Chemistry for Children	3
<b>CHE 304</b>	Chemistry Laboratory Management	1
<b>CHE 320, 322</b>	Biochemistry I and Lab	3, 1
	<i>Subtotal Credit Hours:</i>	<u>8</u>

### Citizenship Education

Students desiring secondary certification in Citizenship Education should complete the Secondary Education courses and the academic requirements in the History or Political Science major with the additional courses listed below. Students with this certification will be able to teach history, geography, civics, government, and economics on the secondary level.

<b>ANTH 201</b>	People in Places <i>or</i>	
<b>GEOG 201</b>	World Geography	3
<b>ECON 203</b>	Macroeconomics <i>or</i>	
<b>ECON 204</b>	Microeconomics	3
<b>HIS 201 or 202</b>	History of the United States ( <i>history major</i> )	3
<b>POS 103</b>	American Government <i>or</i>	
<b>POS 104</b>	State and Local Government	3
	<i>Subtotal Credit Hours:</i>	<u>12</u>

### English, English-Communications

Students who wish to be certified in English or English with Communications must add the following courses to their academic major, along with the Secondary Education courses:

#### Communications Major

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

*Recommended:*

<b>EDU 370</b>	Literature for Children and Adolescents	
----------------	--	--

#### English (Literature) Major

<b>COM 220</b>	The Art of Media <i>or</i>	
<b>COM 322</b>	Images in Media	3
<b>EDU 370</b>	Literature for Children and Adolescents	3
<b>LAN 310</b>	Introduction to Linguistics	3
	<i>Total Credit Hours:</i>	<u>9</u>

*Recommended:*

<b>ENG 250</b>	Writing Assistant Training Seminar	
----------------	------------------------------------	--

### English Writing Major

COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
EDU 370	Literature for Children and Adolescents	3
ENG 205, 206	British Literature	3, 3
LAN 310	Introduction to Linguistics	3
	<i>Total Credit Hours:</i>	<u>15</u>

#### Recommended:

ENG 250	Writing Assistant Training Seminar
---------	------------------------------------

### Mathematics

Students desiring secondary certification in Mathematics should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

MATH 402	History of Mathematics*	3
MATH 407	Geometry*	3
MATH 410	Teaching of Mathematics – Secondary Level	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>

\*Mathematics major elective courses

### Social Studies

A student may be certified to teach social studies (psychology and sociology in addition to all citizenship courses) with a major in history by completing the Secondary Education courses and the History major requirements as listed in this catalog with the following courses:

ANTH 201	People in Places <i>or</i>	
GEOG 201	Geography	3
ECON 203	Macroeconomics <i>or</i>	
ECON 204	Microeconomics	3
POS 103	American Government <i>or</i>	
POS 104	State and Local Government	3
PSY 100	General Psychology	3
SOC 100	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

### BI-LINGUAL CERTIFICATION

#### Elementary Education Certification

Students must declare a major in elementary education and follow requirements for elementary education and Foreign Language area of concentration. During the professional semester, students will complete student teaching in a bi-lingual elementary school.

#### Required:

LAN 350	The Teaching of Modern Languages and ESL	3
---------	--	---

### Dual Certification

(Elementary Education and Language Certification, K-12): Students must double major in elementary education and Spanish or French language and follow requirements in both majors.

#### Required:

LAN 350	The Teaching of Modern Languages and ESL	3
---------	--	---

#### Professional Semester

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
	<i>Total Credit Hours:</i>	<u>24</u>

### Language Certification (K-12)

Certification to teach foreign language (K-12) requires a foreign language major. Students must declare the major and complete the requirements listed below. See Languages in this catalog. Consult with the head of the language department.

#### Required Courses:

ANTH 101	Introduction to Cultural Anthropology <i>or</i>	
EDU 417	Multicultural Education*	3
EDU 200	Social and Philosophical Foundations of Modern Education	3
EDU 201	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3
EDU 250	Field Experience	3
EDU 403	Reading Strategies for Middle and Secondary Content Areas	3
LAN 350	The Teaching of Modern Languages and ESL	3
	<i>Subtotal Credit Hours:</i>	<u>21</u>

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

#### Professional Semester

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3

<b>EDU 410</b>	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
<b>EDU 412</b>	Teaching English as a Second Language	3
<b>EDU 420</b>	Practicum	3
	<i>Total Credit Hours:</i>	<u>24</u>

*Recommended:*

First Aid and CPR certificate

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

*(PA Department of Education approval is "in process" for Pre-K – 4 certification)*

Students who wish to teach Pre-K through 4th grade, and who have entered in the fall of 2009 or later must select this major. This is a new certification in the State of Pennsylvania beginning January 1, 2013. Certification courses for special education or ESL can be combined with the major in Early Childhood. All required courses are listed below. Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Early Childhood or complete the requirement at the graduate level if they have completed the core, the Early Childhood Education major, and earned a total of 121 credits. If students opt to take Student Teaching and Practicum at the graduate level, they must formally apply to the graduate program. See also Five-Year B.S./M.Ed. listing.

*Required Courses:*

<b>EDU 200</b>	Foundations of Education	3
<b>EDU 201</b>	Introduction to Special Education	3
<b>EDU 205</b>	Child Development	3
<b>EDU 211</b>	Educational Psychology	3
<b>EDU 301</b>	Evaluation & Assessment of Students in the Inclusive Classroom	3
<b>EDU 306</b>	Science and Health for Children	3
<b>EDU 308</b>	Teaching Social Studies	3
<b>EDU 310</b>	Mathematics for the Teacher	3
<b>EDU 328</b>	Early Childhood: Principles and Practices	3
<b>EDU 329</b>	Early Childhood: Curriculum and Assessment	3
<b>EDU 380</b>	Communication Arts	3
<b>EDU 384</b>	Inclusive Education	3
<b>EDU 395</b>	Field Experience	3
<b>EDU 400</b>	Early Literacy Foundations	3
<b>EDU 401</b>	Literacy Foundations for Intermediate Grades	3
<b>EDU 412</b>	Teaching English as a Second Language	3

<b>EDU 417</b>	Multicultural Education	3
<b>EDU 418</b>	Family and Community Collaborative Partnerships	3
	<i>Total Credit Hours:</i>	<u>54</u>

*Optional (can be taken at the graduate level if 121 credits have already been reached)*

<b>EDU 410</b>	Student Teaching	12
<b>EDU 420</b>	Practicum	3

*Courses Strongly Recommended (not required)*

<b>EDU 231</b>	Computers in the Classroom	3
<b>EDU 382</b>	Classroom Management	3

**AUGMENTED CORE FOR EARLY CHILDHOOD MAJORS:**

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

*Skilled in the Written Word*

<b>ENG 102 or 103</b>		3
-----------------------	--	---

*Aesthetically Literate*

<b>FA 300</b>	Arts Integration in the Classroom	3
---------------	-----------------------------------	---

*Knowledgeable About the Natural Sciences*

<b>BIO 205</b>	General Biology for Teachers	4
<b>BIO 205L</b>	Lab	
<b>PHYS 205</b>	Physical Science for Teachers	3

*Knowledgeable about Social Sciences*

<b>GEOG 201</b>	World Geography <i>or</i>	
<b>ANTH 201</b>	Anthropology	3
<b>POS 103</b>	American Government <i>or</i>	
<b>POS 104</b>	State and Local Government	3

*Other Academic Classes Required*

2 Mathematics courses		6
1 English literature course		3
<b>HIS 201 or 202</b>	American History	3

**Study Abroad in New Zealand**

Eastern University participates with Laidlaw College, Auckland, New Zealand, in an exchange program for Education students. Contact Mr. Harry Gutelius for information.

**ELEMENTARY (N-8) AND SECONDARY (8-12) SPECIAL EDUCATION CERTIFICATION**

*(PA Department of Education approval is "in process" for elementary and secondary special education certification)*

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

EDU 201	Introduction to Special Education	3
EDU 205	Child Development (Elementary) or	
EDU 206	Pre-Adolescent / Adolescent Development (Secondary)	3
EDU 301	Evaluation and Assessment of Students in Inclusive Settings	3
*EDU 302	Evaluation and Assessment of Exceptional Children	3
EDU 384	Inclusive Education	3
*EDU 385	Emotional and Behavioral Disorders	3
*EDU 386	Autistic Spectrum Disorders	3
*EDU 387	Early Intervention with PDD and Other Exceptionalities (Elementary) or	
*EDU 388	Transition and Working with Families and Community Agencies (Secondary)	3
EDU 395	Field Experience	3
*EDU 402	Reading and Learning Differences	3
*EDU 405	Teaching Techniques for Low Incidence Learners	3

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

#### DUAL CERTIFICATION

(*Early Childhood Education and Language Certification, K-12*) Students must double major in Early Childhood Education and Spanish language and follow the requirements in both majors.

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

(PA Department of Education approval is "in process" for 4-8 certification):

EDU 200	Foundations of Education	3
EDU 201	Issues in Special Education	3
EDU 209	Early Adolescent and Adolescent Development	3
EDU 211	Educational Psychology	3
EDU 301	Evaluation and Assessment of Students in Inclusive Classrooms	3
EDU 371	Methods of Teaching Math and Science	3
EDU 372	Methods of Teaching Language Arts and Social Studies	3
EDU 384	Inclusive Education	3

EDU 395	Field Experience	3
EDU 412	Teaching English as a Second Language	3
EDU 418	Community and Family Collaborative Partnerships	3
	<i>Total Credit Hours:</i>	<u>33</u>

#### Certification in Middle Grades 4-8

Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Middle Level Education or complete the requirements at the graduate level if they have completed the core, the Middle Level Education major, and earned a total of 121 credits. If students opt to take Student Teaching and Practicum at the graduate level, they must formally apply to the graduate program. See also Five-Year B.S./M.Ed. listing.

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

#### Option One: Concentration in One Content Area

This option requires one concentration (English/ Reading *or* Math *or* Science *or* Social Studies) and three generalist (focus) academic content areas.

#### Option Two: Concentration in Two Content Areas

This option requires concentration in two content areas *and* two generalist (focus) academic content areas.

#### FIVE-YEAR COMBINED B.S./M.Ed. IN MULTICULTURAL EDUCATION

This program is designed for Eastern undergraduate students who are in either teaching certification or non-certification programs. To apply for this program, students must have a bachelor's degree and a 3.0 grade-point average. All graduate application procedures must be complete before an admissions decision will be made. The initial registration for the graduate year is processed through the Graduate Admissions Office.

#### Teaching Certification Concentration

This concentration is designed for those who wish to complete their secondary, middle level or early childhood teaching certification program in the graduate year while earning a Master's degree in Multicultural Education.

Students **must pass** the Praxis Series PPST I tests - reading, writing and math-- before entering this concentration. If students intend to student teach upon entering this program, they must complete undergraduate course work and pass PPSTII tests in their certification area.

## Secondary

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

## Early Childhood and Middle Level

Complete Early Childhood and Middle Level without EDU 410, Student Teaching and EDU 420, Practicum.

## Foundation Courses

Students seeking Pennsylvania teaching certification should complete the following foundation courses: American/English literature, English writing, statistics, mathematics

*(Prerequisites: EDU 200, 412, 417, Statistics)*

*Core Requirements (9 credits)*

EDU 517	Multicultural Education <i>or</i>	
EDU 617	Advanced Seminar in Multicultural Education (Prerequisite: EDU 417 <i>or</i> 517)	3
EDU 535	Urban Education <i>or</i>	
EDU 545	Education in a Global Context	3
EDU 635	Research Design (Prerequisite: Statistics)	3

*Culmination Requirements (9 credits)*

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

*Electives (12 credits)*

Any graduate course in Education.	
EDU 606 highly recommended.	12
<i>Total:</i>	<hr/> 30

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

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

EDU 514	Second Language Acquisition	3
LAN 510	Linguistics	3
EDU 600	Early Literacy Foundations or	
EDU 601	Literacy Foundations for Intermediate Grades <i>or</i>	
EDU 603	Reading Strategies for Middle and Secondary Content Area	3
EDU 550	ESL Field Experience	3
<i>Total:</i>		<hr/> 30

## COURSE DESCRIPTIONS

### EDU 200 Social and Philosophical Foundations of Modern Education 3

This course looks at the social foundations of education in American life, the historical foundations of American educational philosophies, and current tension points in American education. Two hours of observation weekly in a school classroom are required for this course.

### EDU 201 Introduction to Special Education 3

This course is designed to provide a full overview of the historical analysis of Special Education: classifications/ definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. Twenty hours of observation required. Prerequisites: Minimum grade of C in EDU 200 or permission of instructor.

### EDU 205 The Developing Child: Pre-K through 4th Grade 3

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

### EDU 207 Child, Adolescent and Educational Development 3

This course provides a study of individual development from childhood to young adulthood and investigates the implications of physical, cognitive and psychological development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include child and adolescent growth and development, conflicts and issues associated with different developmental levels, learning and cognition, approaches to instruction, cultural and socioeconomic diversity, motivation and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for the elementary and secondary educational settings.

### EDU 209 Early Adolescent and Adolescent Development 3

This course provides an introduction to early adolescent and adolescent development and investigates the implications of physical, cognitive, and

psychosocial development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include adolescent growth and development, conflicts and issues associated with different developmental levels, approaches to instruction, and cultural and socioeconomic diversity. The emphasis will be on the practical relevance of this material for students in grades 4-8.

**EDU 211 Educational Psychology 3**

This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Undergraduate students will find this course useful in helping them improve their understanding of the scientific and sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.

**EDU 231 Computers in the Classroom 3**

A course designed to acquaint the teacher with the uses of computers in modern classrooms. Topics include: word processing, grade books, data bases, LOGO, and evaluations of educational software. A hands-on course based in the computer lab. Prerequisite: computer literacy or permission of instructor.

**EDU 235 Urban Education 3**

This survey course examines major issues in urban education from historical, political, economic, and social perspectives. Students are exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.

**EDU 250 Field Experience 3**

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, middle-school/secondary, Christian school or special education. A combination of settings may be approved by Education Department. Minimum grade of C in EDU 200 (for all majors) and in EDU 201 and EDU 250 in Special Education (for Special Ed. majors) Social and Philosophical Foundations of Education. Field Experience in Special Education Prerequisite: Minimum grade of C in EDU 201.

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

This course examines the assessment and evaluation processes used for determining progress for students with and without Individual Educational Programs. The Individuals with Disabilities Education Act mandates that all students have access to the general education classroom and curriculum. The course will provide teachers with the necessary knowledge and skills to assess and evaluate all students. We examine historical, philosophical and legal considerations and models of the assessment process and various types of assessments will be examined.

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

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

**EDU 303 Education and Assessment of Exceptional Students 3**

This course is designed to present traditional procedures employed in the referral, screening, assessment, identification, and placement of exceptional children. Also included is the development of Individual Education Plans (IEPs) to insure appropriate educational programming. Emphasis will be placed on socially and emotionally maladjusted persons and methods of developing their positive self-concept. Students will have the opportunity to examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor.

**EDU 304 Music for Children 2**

A workshop approach to music methods and materials for children is used. The course includes how to use music creatively and basic music elements and notation.

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

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

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

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

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

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

**EDU 328 Early Childhood Education: Principles and Procedures 3**

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach. Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, etc. Two hours field work per week are required in varied preschool settings.

**EDU 329 Early Childhood Education: Curriculum and Assessment 3**

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs. Two hours of field work per week are required.

**EDU 340 Teaching in the Christian School 3**

A study of the philosophy of the Christian school movement and the integration of faith and learning for such institutions. The implementation of Bible studies into everyday life through drama, discussion, flannelgraphs, art, music, choral renditions, puppetry, role playing and identification will be explored.

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

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

**EDU 371 Teaching Math, Science and Health 3**

The class looks at contemporary methods of teaching mathematics, science and health for all students.

The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Classroom observation of 10 hours is required.

**EDU 372 Teaching Language Arts and Social Studies 3**

The class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Classroom observation of 10 hours is required.

**EDU 380 Communication Arts for Children 3**

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

**EDU 381 Methods of Nonverbal Communication 3**

This course provides the pre-service teacher with an overview of alternative augmentative communication systems, such as signing, language boards, gestures, computers, adaptive devices. Assessment, interventions and related services and psycho-social issues will be examined. A 20-hour observation in an approved setting is required.

**EDU 382 Methods of Classroom Management 3**

Course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom. A 20-hour observation/field placement in an approved setting is required.

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

Course presents practical and useful procedures for working with special needs infants and young children and their families. Emphasis is placed on social, cognitive and sensory motor development and appropriate service delivery as required by major legislation mandates. Field observation of at least 2 hours per week (20 hours total) in an approved classroom or agency is required. This may be completed in conjunction with any education methods or special education course. Prerequisite: Minimum grade of C in EDU 201.

**EDU 385 Emotional and Behavioral Disorders** 3

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

**EDU 386 Autistic Spectrum Disorders** 3

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

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

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

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

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

**EDU 400 Literacy Foundations for Primary Grades** 3

Literacy Foundations for Primary Grades foundational literacy course will focus on beginning reading and the interrelated language arts. Emphasis will be given to the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students will examine the developmental stages of

reading, writing and spelling as well as the four systems of language. Students will learn integrative instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as using technology to enhance instruction and curriculum-based assessment. The scope of the course covers a historical perspective, reading theory, curriculum-based instruction and instructional alignment with state standards and the PA Literacy Framework. Appropriate current research literature will also be investigated. Students will tutor a child (grades K-3) for a minimum of 10 hours during the semester.

**EDU 401 Literacy Foundations for Intermediate Grades** 3

This course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 3-6. Methods/Strategies/Materials for teaching the interrelated language arts will be stressed. Emphasis will be given to comprehension, spelling, vocabulary, grammar, handwriting, creative expression, varying reading rate according to purpose and difficulty and technology to enhance instruction as well as curriculum-based assessment. A variety of current research literature will also be investigated. Students will develop a literacy unit demonstrating alignment with state standards and will evaluate materials and literacy programs. Students will attend a professional meeting and/or become members of a professional education organization. Prerequisite: EDU 400

**EDU 402 Reading and Learning Differences** 3

The student will be guided in writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological, neurological and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories, research findings and diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student is expected to conduct reading assessments and write a case study on one youngster including an IEP. Prerequisites: EDU 400, 401

**EDU 403 Reading Strategies for Middle and Secondary Content Areas** 3

A course in developmental reading for reading specialists, middle level and secondary education majors that meets state standards for certification in a content area. Focuses on expository reading development in content areas such as language arts, mathematics, science, social studies and

music, as well as the use of literature to supplement content texts. Emphasizes the reading process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying and writing. Reviews current research. Students will create a portfolio of reading strategies that may be employed before, during or after reading a middle level or secondary level content area textbook.

**EDU 405 Classroom Procedures and Teaching Techniques for Low Incidence Learners** 3  
A hands-on experience in techniques for teaching the multiple handicapped and severely retarded. Specialized techniques will include: behavior management, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. A field placement of two hours per week is required. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor.

**EDU 409 Seminar in Secondary Education** 3  
A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools. Prerequisites: Minimum grade of C in EDU 250 or permission of instructor.

**EDU 410 Student Teaching** 12  
Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least one year in advance. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

**EDU 412 Teaching English as a Second Language** 3  
The methodology for teaching English as a Second Language. Appropriate for the classroom teacher who has non-English speaking students in the class.

**EDU 413 Theories of Second Language Acquisition** 3  
This course reviews the theories and research that attempt to explain how the acquisition of the second language takes place, the developmental sequences of learning a second language and how learner characteristics influence the process. The course will also explore the practical implications of these findings to classroom teaching.

**EDU 415 Art for the Teacher** 3  
Students will learn basic drawing techniques, theories and methods which enable them to successfully teach art to elementary or secondary classes.

**EDU 417 Multicultural Education** 3  
In this interactive course, students will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, write critical responses to reading assignments and produce a creative project to be implemented in instructional settings. Experiential learning, reflection and dialogue are integral strategies of instruction. This course is recommended for juniors and seniors and a prerequisite for the five-year B.A. or B.S./M.Ed. in Multicultural Education.

**EDU 418 Community and Family Collaborative Partnerships** 3  
Children need supportive adults, as well as other children; adults need a supportive community, including other adults; and children are the core of society, nurtured by it and for it. This class utilizes ecological systems theory as a model for organization and demonstrates the influence of changes over time on contexts in which children grow. It includes the contexts in which children develop, the relationships of the people in those contexts, and the interactions that take place within and between contexts. Students will be able to articulate and apply a Christian world-view to the profession of teaching.

**EDU 420 Practicum** 3  
A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

## ENGLISH

The English Department offers three concentrations within the English major: Literature, Writing and Journalism.

### THE MAJOR FOR THE B.A. IN ENGLISH ENGLISH LITERATURE CONCENTRATION

ENG 205, 206	Survey of British Literature	6
ENG 301, 302	American Literature	6
ENG 312	Shakespeare	3

<b>ENG 422</b>	Research Seminar	3
<b>ENG</b>	FOUR 300 and 400-level English Literature electives ( <i>only one 330 course permitted</i> )	12
	<i>Subtotal Credit Hours:</i>	<u>30</u>

Choose TWO genre courses: 6

<b>ENG 207</b>	Studies in Drama	
<b>ENG 208W</b>	Studies in Poetry	
<b>ENG 220W</b>	Studies in the Novel and Short Fiction	
<b>ENG 225</b>	Post-Colonial Women's Novels	
	<i>Subtotal Credit Hours:</i>	<u>6</u>
	<i>Total Credit Hours:</i>	<u>36</u>

*Recommended:*

<b>ENG 203, 204</b>	Masterpieces of European Literature
<b>ENG 310</b>	Critical Theory
<b>LAN 310</b>	Introduction to Linguistics
<b>HIS 333</b>	Medieval and Renaissance England
<b>HIS 334</b>	Great Britain Since 1603

### ENGLISH WRITING CONCENTRATION

<b>ENG 423</b>	Writing Seminar	3
----------------	-----------------	---

Choose FOUR from the following: 12

<b>ENG 250</b>	Writing Assistant Training Seminar	
<b>ENG 340</b>	Advanced Writing: Essay	
<b>ENG 341</b>	Advanced Writing: Poetry	
<b>ENG 342</b>	Advanced Writing: Drama	
<b>ENG 343</b>	Advanced Writing: Autobiography and Biography	
<b>ENG 344</b>	Advanced Writing: Short Fiction	
<b>ENG 345</b>	Advanced Writing: Journalism	
<b>ENG 495</b>	Internship	
	<i>Subtotal Credit Hours:</i>	<u>15</u>

*English Literature courses:*

<b>ENG 312</b>	Shakespeare	3
<b>ENG</b>	TWO English Literature electives	6

Choose TWO genre courses: 6

<b>ENG 207</b>	Studies in Drama	
<b>ENG 208W</b>	Studies in Poetry	
<b>ENG 220W</b>	Studies in the Novel and Short Fiction	
<b>ENG 225</b>	Post-Colonial Women's Novels	

Choose ONE Modern Period course: 3

<b>ENG 302</b>	American Literature
<b>ENG 415</b>	Twentieth Century British Literature

Choose ONE Communications course: 3

<b>COM 105</b>	Introduction to Mass Media	
<b>COM 220</b>	Art of the Film	
<b>COM 240</b>	Persuasion and Debate	
<b>COM 260</b>	Communicating Across Cultures	
<b>COM 322</b>	Images in Media Communication	
<b>COM 325</b>	Advertising	
	<i>Total Credit Hours:</i>	<u>36</u>

*Recommended:*

<b>ENG 200W</b>	Applied Journalism
<b>ENG 240</b>	College Newspaper Practicum
<b>ENG 310</b>	Critical Theory
<b>LAN 310</b>	Introduction to Linguistics

### JOURNALISM CONCENTRATION

*English Writing courses:*

<b>ENG 200W</b>	Applied Journalism	3
<b>ENG 240</b>	College Newspaper Practicum	6
<b>ENG 340</b>	Advanced Writing: Essay	3
<b>ENG 345</b>	Advanced Writing: Journalism	3
<b>ENG 495</b>	Internship	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

*English Literature courses:*

<b>ENG 312</b>	Shakespeare	3
<b>ENG 302</b>	American Literature	3
	<i>Subtotal Credit Hours</i>	<u>6</u>

*Communications courses:*

<b>COM 105</b>	Introduction to Mass Media	3
----------------	----------------------------	---

Choose THREE Communication Studies courses: 9

<b>COM 221</b>	Public Relations	
<b>COM 222</b>	Analysis of Argument/Discourse	
<b>COM 305</b>	Mass Media in the Lives of Young People	
<b>COM 315</b>	Communication and Technology*	
<b>COM 321</b>	Public Relations Case Studies	
<b>COM 322</b>	Images in Media: Gender, Race, Religion, and Culture	
<b>COM 325</b>	Advertising Communication	
<b>COM 370</b>	Political Communication	
	<i>Subtotal Credit Hours</i>	<u>12</u>
	<i>Total Credit Hours</i>	<u>36</u>

\*Requires signature of COM chair to exempt COM 280

*Recommended:*

<b>INFO 100</b>	Web Development Fundamentals	3
<b>FA 160</b>	Computer Graphics	3
<b>MATH 220</b>	Statistics for the Social and Behavior Sciences	3

POS 103	American Government	3
POS 104	State and Local Government	3
POS 380	American Political Thought	3

### THE ENGLISH MINOR: LITERATURE

Eighteen hours from literature. One course from ENG 330, COM 105 or 220 may be used.

### THE ENGLISH MINOR: WRITING

Four courses from ENG 250, 340, 341, 342, 343, 344, 345, 495 and six credits of English Literature courses. One course from COM 105, 220, or 322 may be used.

### COURSE DESCRIPTIONS

**ENG 90 Reading Improvement** 2  
Group instruction and individual exercise to develop speed and comprehension and vocabulary skills. Does not meet core curriculum requirements.

**ENG 91 Fundamentals of Writing** 3  
A course designed for students to gain proficiency in writing. Work will include instruction in grammar and in the basic elements of style. Entering students whose scholastic records indicate that they need additional practice in writing are required to take ENG 91. Does not meet core curriculum requirements.

*NOTE: Students taking ENG 91 must take ENG 103 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. English 91 does not satisfy the core curriculum requirements and must be passed with a grade of C or better before the student enrolls in ENG 103.*

**ENG 102 College Writing** 3  
A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper. A minimum grade of C is required.

**ENG 103 Skills for College Writing** 3  
A second course in the writing sequence for first-year students who gained proficiency in grammar and style in ENG 091. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper. Prerequisite: ENG 091 with a grade of C or better. A minimum grade of C is required.

**ENG 200W Applied Journalism** 3  
An introductory writing-intensive course teaching the basics of news and feature writing as well as current trends in convergent journalism, including training in news gathering and ethics. Story assignments are geared toward opportunities to publish

in the campus newspaper. Prerequisite for Advanced Writing: Journalism. Enrollment is limited.

**ENG 203, 204 Masterpieces of European Literature** 3, 3  
Recommended background for students intending to major in English. Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. First semester: to the Renaissance. Second semester: from the Neo-classical Period to the present. Open to all students.

**ENG 205, 206 Survey of British Literature** 3, 3  
A survey of the important periods, movements, genres and writers of British literature from the Old English to the modern period. Intended as a context for upper-division courses and as a bridge for gaps in the student's knowledge. First semester: Beowulf through the eighteenth century. Second semester: the nineteenth and twentieth centuries. Open to all students. Required for English Literature majors.

**ENG 207 Studies in Drama** 3  
A study of the development of drama, considering older models but emphasizing major themes, genres, and stylistic developments in twentieth century drama. Open to all students.

**ENG 208W Studies in Poetry** 3  
A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression. Open to all students. A writing-intensive course.

**ENG 210 The Literature of Women** 3  
A study of the work of women writers who have made significant contributions to literature in the English language, using the tools of literary criticism and feminist theory. Open to all students.

**ENG 220W Studies in the Novel and Short Fiction** 3  
A writing-intensive course that examines the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.

**ENG 225 Post-Colonial Women's Novels** 3  
A study of novels written by women from the developing world, in the post-colonial period (generally the 1960s on). Students read theory of the novel and post-colonial literary theory, as well as novels from Africa, the Middle East, Asia and Latin America. These novels are considered in regional and international context.

**ENG 240 College Newspaper Practicum 1-9**

This course provides an on-campus learning experience on staff at the student newspaper, *The Wal-tonian*. One credit is awarded for 40 hours on the job up to a maximum of three credits in one semester. Hours calculation shows that a staff writer can earn one credit in a semester; a section editor, two credits in a semester; a managing editor or editor-in-chief, three credits in a semester. The course may be repeated, up to a maximum of 9 credits. Prerequisite: ENG 200 or permission of the instructor.

**ENG 250 Writing Assistant Training Seminar 3**

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

**ENG 301, 302 American Literature 3, 3**

A survey of the development of literature in the United States. First semester: from colonial writers to Walt Whitman. Second semester: from Emily Dickinson to contemporary writers. Recommended for upper-division students.

**ENG 310 Critical Theory 3**

This course begins with the consideration of contemporary forms of literary theory (Structuralism/Deconstructionism), then reviews the history of literary theory from Plato to the present. Open to junior and senior English majors and minors and those who have the permission of the instructor. Offered in alternate years.

**ENG 312 Shakespeare 3**

A study of the development of Shakespeare's art and thought within the context of the Early Modern Period. Recommended for juniors and seniors.

**ENG 314 Chaucer and Medieval Literature 3**

A study of Chaucer in the context of other medieval writers (Malory, Langland, the Pearl Poet, etc.) with attention to continuities from the Old English period. Recommended for juniors and seniors. Offered in alternate years.

**ENG 326 Renaissance Studies 3**

A study of important authors and themes of the Elizabethan and Jacobean eras, with an emphasis on the development of poetry from Wyatt to Marvell. Recommended for juniors and seniors. Offered in alternate years.

**ENG 327 Milton and the Seventeenth Century 3**

A study of the major poet and selected additional writers in an age of transition in society and

religion. Recommended for juniors and seniors. Offered in alternate years.

**ENG 328 English Literature of the Restoration and Eighteenth Century 3**

A study of the major themes and writers of the period 1660-1800, with an emphasis on poetry but with attention also to drama, fiction and non-fictional prose. Writers such as Dryden, Pope, Swift and Johnson will be emphasized. Recommended for juniors and seniors. Offered in alternate years.

**ENG 340 Advanced Writing: Essay 3**

A workshop course that includes study of contemporary and classic essays as well as practice in the writing of personal essay and the formal essay. Attention is given to interview and citation methods, manuscript preparation, and the selection of publishing sources. Enrollment is limited; junior and senior.

**ENG 341 Advanced Writing: Poetry 3**

Practice in writing poetry. Consideration is given to the formal properties of poetry, and students are asked to produce work in several forms (e.g., sonnet, lyric). Enrollment is limited; junior and senior English majors are given first consideration. Prerequisite: Eng. 208 strongly recommended

**ENG 342 Advanced Writing: Drama 3**

A workshop course that provides practice in writing drama from exploratory character biography, monologue, and scene planning to a 10-minute play. Incorporates exercises in set design and casted readings to simulate the elements of drama that are outside the script. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 343 Advanced Writing: Autobiography and Biography 3**

A workshop course that provides practice in writing creative nonfiction that arises out of personal experience and life stories and includes notions of travel, boundary, home, and private and public language. Assignments anticipate the use of primary source material and artifact. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 344 Advanced Writing: Short Fiction 3**

A workshop course that provides practice in writing short fiction, with emphasis on invention and the craft of revision. Exploration of classic forms such as the sketch, parable, tale, and realistic fiction as well as more recent developments in the short short and metafiction. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 345 Advanced Writing: Journalism 3**

A workshop course that offers advanced practice in journalistic research and writing of news, study

of classic and contemporary examples of journalistic excellence in article and book form, and development of a code of ethics. Students write on speculation for a magazine. Prerequisite: ENG 200. Required of journalism concentration majors, normally in the senior year. Enrollment is limited.

**ENG 403 The Romantic Movement** 3

A study of the major themes and poets of the English Romantic movement with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Recommended for juniors and seniors. Offered in alternate years.

**ENG 405 The Victorian Age** 3

An examination of the literature of the Victorian period to see its relation to the tradition of English literature and to gain an understanding of the age and its relevance to the twentieth century, emphasizing the novel and poetry. Recommended for juniors and seniors. Offered in alternate years.

**ENG 410 The Teaching of English** 3

Designed for junior and senior English majors who are interested in developing teaching of English skills as well as improving their own writing. Each participant will team-teach with a faculty member in one of the basic writing courses or in a public high school. Admission is by permission of the instructor. 3.0 GPA required.

**ENG 412 James Joyce Seminar**

This course provides an analysis of the major works of James Joyce, one of the leading figures of modernist literature. The student will become familiar with Joyce's life and the influences on his work, as well as the important contributions he made to 20th century English literature. Offered in alternate years.

**ENG 415 Twentieth Century British Literature** 3

A study of selected writers from the British Isles from about 1900 to the present. Recommended for juniors and seniors. Offered in alternate years.

**ENG 422 Research Seminar** 3

Directed research and writing of a substantial paper on a topic to be negotiated by student and instructor. The course will emphasize advanced research techniques and literary analysis, and will culminate in delivery of the paper in a public forum. Required of and limited to English Literature majors, normally in the senior year.

**ENG 423 Writing Seminar** 3

Directed writing of a major work in a genre to be selected by the student. The work will be performed or presented in a reading to English majors and the English faculty at the culmination

of the semester. The work should also be suitable for publication. Required of and limited to English writing majors, normally in the senior year.

**ENG 495 Internship** 3

An internship provides the opportunity for English majors to gain practical experience.

---

## **ENVIRONMENTAL STUDIES**

---

See Biology

---

## **ENTREPRENEURIAL STUDIES**

---

See Business Programs

---

## **EXERCISE SCIENCE**

---

The goal of the Exercise Science program is to prepare students for entry-level exercise science careers involving people on a broad continuum of health and physical fitness, and in a wide variety of settings. The Exercise Science program is formed on the biological and physiological sciences and focused on human work, which encompasses recreation, athletic competition, occupation, and medical therapy. The rigorous curriculum builds upon the foundational study of health, fitness concepts, and nutrition to lead students through the more advanced study of exercise biochemistry, physiology, and prescription in populations that range from elite athlete to end-stage heart failure. The technical standards set forth by the program establish the essential qualities considered necessary for students to achieve the knowledge, skills, and abilities established by the American College of Sports Medicine (ACSM). The program is enriched by major requirements that intentionally attend to verbal and written discourse in the discipline, and research literacy. Finally, our mission is one of Christian service to our community, local and global, through faith, reason, and justice. Application for accreditation was submitted in May 2009 to the ACSM through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Candidates for retention in the Exercise Science Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use

equipment and materials during the assessment and treatment of clients.

3. The ability to communicate effectively and sensitively with clients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish a rapport with clients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the exercise science program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality care.

Upon the declaration of major, students will be required to verify understanding of these technical standards in writing. In the event that a student is unable to fulfill these technical standards, with reasonable accommodation, the student will not be retained in the program.

### THE MAJOR FOR THE B.S. IN EXERCISE SCIENCE

<b>BIO 233, 234</b>	Human Anatomy and Physiology I, II (Pre-requisite: BIO 152)	8
<b>EXSC 140</b>	Concepts of Fitness	2
<b>EXSC 200</b>	Health Promotion	3
<b>EXSC 201</b>	First Aid	3
<b>EXSC 220</b>	Basic Nutrition Science	3
<b>EXSC 250W</b>	Research Methods in Biokinetics	3
<b>EXSC 351</b>	Kinesiology	3
<b>EXSC 352</b>	Physiology of Exercise	3
<b>EXSC 395</b>	Field Experience in Biokinetics	3
<b>EXSC 398</b>	Fitness Leadership	2
<b>EXSC 411</b>	Cardiovascular Physiology and Pathophysiology	3
<b>EXSC 416</b>	Metabolic Interactions	3
<b>EXSC 451</b>	Administration in Exercise Science	3
<b>EXSC 453</b>	Exercise Prescription and Rehabilitation	3
<b>EXSC 465</b>	Exercise for Special Health Populations	3

<b>PSY 100</b>	General Psychology	3
<i>Total Credit Hours:</i>		<u>51</u>

Choose ONE from the following exercise science electives:

<b>EXSC 240</b>	Medical Terminology	
<b>EXSC 360</b>	Sports Psychology	
<b>EXSC 445</b>	Exercise Science Research	
<i>Subtotal Credit Hours:</i>		<u>3</u>

Choose ONE of the following pre-professional courses:

<b>EXSC 495</b>	Internship	3
<b>BIO 216</b>	Microbiology	4
<b>BIO 312</b>	Genetics	3
<b>CHE</b>	(CHE 111 / 113 or CHE 121 / 123)	4
<b>PHYS 101</b>	Introduction to Physics	4
<i>Subtotal Credit Hours:</i>		<u>3-4</u>
<i>Total Credit Hours:</i>		<u>63-64</u>

Students pursuing the undergraduate course requirements for physical therapy or occupational therapy graduate programs can do so in the exercise science major. Most of these programs admit students to an 18-24 month graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs require these additional courses:

- English Composition
- Statistics
- Calculus
- Physics (one year)
- Additional Biology (1 more general, cell, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

Students pursuing an undergraduate preparation for physician assistant programs can do so in the exercise science major. Most of these programs admit students to an 18-24 month graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs require these additional courses:

- Medical Terminology
- Statistics
- Additional Biology (1 more general, micro-, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

## **COURSE DESCRIPTIONS**

### **EXSC 140 Concepts of Fitness**

2

This course is foundational in the preparation of individuals as fitness professionals. It provides the fundamental theories, paradigms, and history necessary for a basic and complete understanding of fitness as a profession and a lifestyle. Concepts related to physical, mental and social fitness will be explored. Practical participation in fitness activities reinforces these concepts.

### **EXSC 200 Health Promotion**

3

This course addresses attitudes and lifestyle behaviors as they influence life-long health. Personal health issues, such as health habits, fitness, nutrition, safety, and emergency measures, heart health, mental health, sexuality, and family living will be addressed. Concepts of preventative medicine, disease prevention, and health education will be considered. Students are introduced to, and practice, different mechanisms for communication: oral presentations, bulletin board presentations, and informational newsletters.

### **EXSC 201 First Aid**

3

This course presents topics of prevention, safety and treatment of illnesses, injuries and accidents in order to provide prompt and efficient action in times of emergency. The course integrates lecture with practical drills to learn techniques of administering CPR, cardioversion, rescue breathing, and emergency treatment for injuries and acute illness. Students earn Red Cross Community CPR and First Aid certification upon successful completion of the course.

### **EXSC 204 Principles of Coaching Sport**

3

The foundational principles and techniques of teaching and coaching sports are presented in this course. Areas such as team selection, psychology of coaching, women in sports, parental involvement, and ethics will be discussed. Embedded in the topics will be presentations and discussions of coaching sport using Christian principles. Not open to first-year students.

### **EXSC 220 Basic Nutrition Science**

3

This course focuses on the basic functions of nutrients, their influence on disease prevention and health promotion, and the specific nutrient requirements throughout the lifecycle. Tools for designing a healthy diet, weight control, nutrition for fitness and sports, and consumer issues will be addressed. Prerequisite: a biology or chemistry course.

### **EXSC 240 Medical Terminology**

3

The objective of this course is foundational fluency in the language of medicine. To that end, it introduces concepts of word construction and basics of

medical language organized by organ systems. A case study approach, reinforces previously learned material and builds in its complexity throughout the semester. Instruction and practice in SOAP note construction puts medical terms in a written context commonly used by health care providers. This is a prerequisite course for admission to most physician assistant programs and a suggested elective for any student pursuing a career in health care. Prerequisite: Minimum grades of C in BIO 233 and BIO 234 (or enrolled concurrently).

### **EXSC 250W Research Methods in Biokinetics**

3

This course will examine contemporary research methods utilized in exercise science and athletic training. Emphasis will be placed upon learning science sufficiently well with the goal of preparing the students for critical consumption of research. It introduces the design and application of research projects measuring cognitive, affective and psychomotor performance. It includes the introduction of statistical procedures and the interpretation of published research in the disciplines of exercise science and athletic training. This class includes lectures, discussions and a variety of written projects.

### **EXSC 310 Aging, Health, and Physical Activity**

3

This course is designed to assist the student in developing an understanding of the multifaceted changes which occur with age and an appreciation of how these changes impact future behavior. Emphasis is placed on the evaluation of physical, psychological and social changes which accompany advancing age. The impact of lifestyle factors on the quality of life are examined with special emphasis on the role of physical activity in healthy aging. The social responsibility of Christians to respect and care for older adults is also discussed. Open to Social Work and Psychology majors. Prerequisite: Minimum grade of C in one of these courses: BIO 104, 151, 152, or 233.

### **EXSC 351 Kinesiology**

3

This course involves the study of human movement from anatomical, biomechanical and neuromuscular perspectives. Emphasis is placed on muscles, joints and connective tissues. Students are required to analyze specific motions and or exercises with respect to joint actions, muscle activity and the mechanical principles that apply to the specific skill. Prerequisite: Minimum grade of C in BIO 233.

### **EXSC 352 Physiology of Exercise**

3

Exercise physiology is the study of human work. This course focuses on the body systems, their inter-relationships and adjustments during exercise and stress as a result of training, physical activity,

and physical inactivity. Emphasis is on current research findings and what remains to be discovered in humans as moving beings. Prerequisite: Minimum grade of C in BIO 234.

**EXSC 360 Sports Psychology** 3

This course focuses on the importance of mental preparation in sport. It studies psychological assessment methods of sport participation and applications that enhance athletic performance. In examining human behavior within the context of competitive sports, special emphasis is placed on integrating Christian faith. Not open to first-year students. Prerequisite: Minimum grade of C in PSY 100.

**EXSC 395 Field Assessment Skills and Techniques** 3

This comprehensive, interactive course teaches a variety of health and fitness assessments that are utilized in the health care industry. Students will actively participate in the measuring of body composition, blood pressure, flexibility, muscular strength, endurance and aerobic fitness. Prerequisite: Minimum grade of C in EXSC 352.

**EXSC 398 Fitness Leadership** 2

This course prepares students to promote fitness in a variety of venues and to a range of population groups. Students apply previously learned concepts of health and fitness to the process of leading groups in exercise and presenting educational seminars. Prerequisite: Minimum grade of C in EXSC 140 and EXSC 200.

**EXSC 411 Cardiovascular Physiology and Pathophysiology** 3

This course is an extensive study of the structure and function of the cardiovascular system, on the biochemical, cellular, and organismal levels, integrated with the etiology of cardiovascular dysfunction. Other areas covered include diagnostic tools of cardiovascular disease, EKG interpretation, and current treatments. Prerequisite: Minimum grade of C in EXSC 352 or concurrent enrollment.

**EXSC 416 Metabolic Interactions** 3

Advanced concepts of physiological responses and adaptations to exercise are explored in relation to pharmacological intervention, human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, pharmacological interactions and cardiovascular responses to exercise. Prerequisite: Minimum grade of C in EXSC 220 and 352.

**EXSC 445 Exercise Science Research** 3

This is an advanced elective course that pairs an exercise science faculty member with a student interested in research. The student selects a thesis topic of interest in the field of exercise science, and

prepares a comprehensive literature review. Under the direction of the faculty member, the student establishes the method for testing the thesis, collects appropriate data, and analyzing the findings. Analysis and discussion of findings are presented in a poster. This course can only be taken with approval by the chair. Prerequisite: Minimum grade of C in EXSC 352.

**EXSC 451 Administration in Exercise Science** 3

Principles and philosophies pertinent to the development of organizational policies and administrative practices in the fields of athletics, physical education and exercise science will be covered. Topics include fiscal practices, legal liability, facility development, staff management and case analysis. Course to be taken in 3rd or 4th year of study in Exercise Science.

**EXSC 453 Exercise Prescription and Rehabilitation** 3

This course will focus on developing individualized prescriptive exercise programs with regard to physical assessments, fitness test evaluations and individual contraindications. The influence of environmental conditions along with frequency, intensity and duration of physical activity will be studied in order to develop programs to improve or maintain high levels of wellness in normal and high risk populations. Prerequisite: Minimum grade of C in EXSC 352 and EXSC 395.

**EXSC 465 Exercise for Special Health Populations** 3

This course serves as a culminating senior experience and will study exercise as a therapeutic regimen for the most prevalent diseases in North America. Important interactions between medications and physical activity will be investigated through the exploration of current medical research and evidence-based practices. The synergy of faith and physical activity in the treatment of people with special physical needs and diseases will be explored through personal, spiritual and scientific evidence. Prerequisite: Minimum grade of C in BIO 234 and EXSC 353 (or concurrent).

**EXSC 495 Internship** 2-12

Internships are independent field experiences arranged and supervised by a designated Biokinetics faculty member. They offer exercise science students an opportunity to learn the practical aspects of their area of interest in a chosen community setting. The cooperative arrangement involves a pre-determined onsite preceptor who provides direct supervision and instruction. A collaboration of approved internship sites are provided by the department of Biokinetics. Additional sites may be considered upon approval of the Biokinetics faculty member. Application must be

made during registration in the semester prior to the intended experience. Objectives are available from Biokinetics faculty and evaluation is made by on-site preceptor(s) and by Biokinetics faculty review of a student prepared portfolio. Prerequisite: Minimum grade of a "C" in EXSC395 and EXSC453 or concurrent with EXSC453 or with permission of the chair.

## FINE ARTS

### THE MINOR IN FINE ARTS

FA 110	Introduction to Music	3
FA 120	History and Appreciation of Art	3
THR 204	Introduction to Theatre	3

Choose one of the following:

DAN 233	Liturgical Dance History and Practice <i>or</i>	
DAN 250	Modern Dance <i>or</i>	
DAN 260	Classical Ballet History <i>or</i>	
DAN 365	Black Dance History <i>or</i>	
DAN 375	World Dance History	3
	Electives in Music, Dance, Art, or Theatre	6
<i>Total Credit Hours:</i>		<i>18</i>

### COURSE DESCRIPTIONS

**FA 110 Introduction to Music** 3  
This course traces the evolution of musical style through history. Includes the basic elements of music, the instruments of the orchestra, important forms and types of music, and representative works of great composers. The course is designed to promote greater enjoyment in music listening.

**FA 120 History and Appreciation of Art** 3  
The study and enjoyment of art and its various expressions, particularly painting, sculpture and architecture. The course uses an historical approach in which each of the great periods of art is considered in relation to its social, religious and philosophical conditions.

**FA 140 Opera: Total Art** 3  
In the process of listening to the great masterpieces of the musical genre, opera, this course enables the student to appreciate opera as a collaboration of many arts (music, theater, dance, visual arts), united in one great artistic event. From its origins in the Baroque period to the 20th century, the student will gain insight into the history of classical music through the development of opera as represented by the hallmark characteristics of the great operatic composers from each

period of music (i.e., Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's reflections on the spirit of the times.

### FA 160 Computer Graphics

 3

This course is designed to provide the basic skills necessary for the successful use of an industry standard graphics program, Adobe Photoshop and is specifically intended for the inexperienced student. The basics of computer based image sourcing and creation, manipulation and use of special effects will lead to familiarity with resources and skills needed for the composition, editing, transfer and storage of images. Basic design concepts including unity, balance, rhythm and color will be discussed and integrated into projects. The course will increase skills for those who have some experience with the programs, and offer a solid introduction to them and the Mac OS for those who have no such experience. *Due to limited space, registration will be forfeited if the student does not attend the first class or make arrangements to be excused.*

### FA 280 Text in Context

 3

A travel course starting with classroom study and concluding with on-site application of the studied material. The aim is to experience, explore, analyze and understand the interrelation of various arts (literature, painting, sculpture, theater, music), history, environment (geographical, architectural, political) within the larger context of faith. Different countries and cities and different themes will be emphasized in different years. Spring 2010 London and Rome.

### FA 300 Arts Integration in the Classroom

 3

The course investigates creative process within the educational framework. Primary focus is given to concepts of multiple intelligences theory, multicultural literature, and integrated arts curricula. Both theory and practice are included in this experiential class.

## GEOGRAPHY

### COURSE DESCRIPTION

### GEOG 201 World Geography

 3

A survey of world geography and an intensive study of the relationship of humankind to their natural environment. Climate, topography and natural resources in various regions of the world are examined for their effect on the culture, economy and welfare of the population.

## HISTORY

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

A minimum grade of C in INST 160, 161 is a requirement for all History majors.

#### Required

HIS 201/202	U.S. History Survey	3,3
HIS 210W	Historiography: Varieties of the Historical Interpretation	3

#### Pre-Modern Europe

Choose ONE from the following courses: 3

HIS 315	Ancient Greece	
HIS 316	Rome: Republic and Empire	
HIS 317	Early Middle Ages	
HIS 318	High Middle Ages	
HIS 319	The Renaissance	
HIS 320	Age of Reformation: 1500-1648	

#### Modern Europe

Choose ONE from the following courses: 3

HIS 321	The Age of Reason: 1648-1789	
HIS 322	The Age of Revolutions: 1789-1848	
HIS 323	The Age of Empires: 1848-1914	
HIS 324	Twentieth-Century Europe	
HIS 325	Cultural & Intellectual Origins of the Holocaust	
HIS 420	European Intellectual History	

#### American

Choose ONE from the following courses: 3

HIS 435	U.S. Legal History	
HIS 440	The Black Church in America	
HIS 450	Colonial and Revolutionary	
HIS 460	The Early American Republic	
HIS 470	American Intellectual History	
HIS 480	Civil War and Reconstruction	
HIS 485	The Gilded Age and Progressivism	
HIS 490	The Modern United States	

#### National, Regional or Topical

Choose TWO from the following courses: 6

HIS 333	Medieval and Renaissance England	
HIS 334	Great Britain since 1603	
HIS 335	World since World War II	
HIS 341	History of Women	
HIS 342	Topics in the History of Science	
HIS 350*	African-American History	
HIS 352*	Russian History	
HIS 353*	History of the Middle East	
HIS 354*	History of Latin America	
HIS 370	History of Economic Thought	

HIS 371*	The Byzantine Empire	
HIS 372*	Eastern Orthodox History and Theology	

(\*fulfills Cultural Horizons, breadth Core criterion)

Electives in History	18
Total Credits	42

### THE MINOR IN AMERICAN HISTORY

HIS 201, 202 and 12 additional hours selected from HIS 435, 440, 450, 460, 470, 480, 485, 490.

### THE MINOR IN EUROPEAN HISTORY

INST 160, 161 and 12 additional hours selected from HIS 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 333, 334, 352, 371, 372, 420.

### COURSE DESCRIPTIONS

Courses are normally offered on alternate years, with HIS 201, 202, offered each semester; 210 is offered in the spring; and 416 offered annually in the fall.

**HIS 201 U. S. Survey to 1877** 3  
Survey of the history of the United States from its colonial beginnings to the close of reconstruction following the Civil War. Political, economic, social and cultural developments will be stressed. Offered in fall and spring.

**HIS 202 U. S. Survey Since 1877** 3  
Survey of the history of the United States from the close of reconstruction to the present time, stressing political, economic, social and cultural developments. Offered in fall and spring.

**HIS 210W Historiography: Varieties of the Historical Interpretations** 3  
This course will introduce students to the state-of-the-art in critical thinking about history and history writing. It will assist students in developing a sound appreciation of the recent challenges to historians and their craft from (largely) literary quarters—especially from deconstructionists of various stripes and commitments. We will negotiate what is actually an old problem in epistemology—the essential tension as it were between knowing everything and knowing nothing, in this case about the past. Integral to this pursuit will be to cultivate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. The course normally will be taken in the spring semester of the junior year. Offered every spring. Writing-intensive course.

**HIS 315 Ancient, Classical, and Hellenistic Greece** 3  
Covers the history of Ancient Greece and the rise of the Greek peoples from 1400 BC to its eventual subjugation by the Romans in the second century, BC. Covers major epochs, political actors, thinkers, writers, institutions, cults and religion, apologists, and political and cultural expansion.

**HIS 316 Roman Republic and Empire** 3  
Covers the history of Rome from the Earliest Republic to its supremacy as Empire, till its collapse in the West under the Barbarian invasions. The major epochs, political actors, thinkers, writers, institutions, religions and cults, apologists and controversies, and its expansion politically, materially, and culturally will be covered.

**HIS 317 Early Middle Ages (c.410-c.1000)** 3  
Beginning with the collapse of the Western Roman Empire, this course treats the origins of the new western European civilization through its troubled birth among various invaders, Germanic, Nordic, Magyar, and Saracen, and the synthesis that emerged between the old and new orders as tempered by the Christian Church, through the 10th century.

**HIS 318 High Middle Ages (c.1000-c.1330)** 3  
Covers western European history from the eleventh through the early fourteenth centuries, emphasizing the conflicts of Church and state, the development of the medieval synthesis, the rise of the Feudal monarchies, the relations of the West with Byzantium and Islam, and the intellectual, cultural, and economic expansion of western Europe.

**HIS 319 The Age of the Renaissance (c.1330-1536)** 3  
This course covers the fourteenth, fifteenth, and early sixteenth centuries of western European history, emphasizing the period's literary, artistic, cultural, intellectual, and religious elements generally termed as Renaissance Humanism. Emphasis is also placed on the conflicts within the late medieval church, the decline of the Byzantine Empire and its impact on the Renaissance, and the rise of the nation state.

**HIS 320 The Age of the Reformation (1500-1648)** 3  
A study of the political, economic, cultural and religious developments in the age of the Reformation in the sixteenth and early seventeenth centuries against the background of the later Middle Ages and the Renaissance.

**HIS 321 The Age of Reason (1648-1789)** 3  
An in-depth study of the intellectual, political, social, and religious aspects of Western Europe in the late seventeenth and eighteenth centuries, emphasizing the growing secularization of European thought in the period.

**HIS 322 The Age of Revolution (1789-1848)** 3  
Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic and literary movements that transformed the face of Europe in the nineteenth century.

**HIS 323 The Age of Empires (1848-1914)** 3  
Beginning with the Revolutions of 1848, this course will study the growth of nationalism, imperialism, and colonialism, examining how these forces became major factors in the outbreak of the First World War.

**HIS 324 Twentieth Century Europe** 3  
A study of European civilization in the twentieth century beginning with the causes of World War I, the events of that conflict, including the Russian Revolution and the peace treaties, the rise of dictatorships leading to World War II, decolonization, the Cold War through the collapse of Communism, the growth of socialism, the welfare state, and the European Economic Community.

**HIS 325 Cultural and Intellectual Origins of the Holocaust** 3  
Explores the historical, cultural, psycho-sexual, social, and religious roots of the totalitarian (Nazi) mind, in an effort to comprehend one of the great enormities of the 20th century: the systematic mass murder of Jews and other groups in Europe, from the late 1930's through the Allied Liberation of the Death Camps in 1945.

**HIS 333 Medieval and Renaissance England** 3  
A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.

**HIS 334 Great Britain Since 1603** 3  
A study of the political and social history of Great Britain and the British Empire from the reign of King James I to the present.

**IS 335 The World Since World War II** 3  
A study of the history of the world from the close of World War II with a focus on Europe, the United States, China, the Far East, and the Third World nations. Major topics: post-war reconstruction, the Cold War, the end of colonialism, the emergence of Third World nations, the decline of Communism, and the new world order.

**HIS 341 The History of Women** 3

An examination of the roles women have played in Western history, with special attention to the social attitudes that defined women and their activities. May be used in the Gender Studies Minor.

**HIS 342 Topics in the History of Science** 3

Treats variously the several branches of science, technology, medicine, and psychiatry, inter alia, and their interplay with social values, intellectual currents, cultural assumptions, and scientific pursuits. Case studies will emphasize the relationship of the respective sciences with their cultural and intellectual life.

**HIS 350 African-American Historical Survey** 3

A study of the emergence of the African-American community including the African roots, the American system of slavery, slave resistance and the abolitionist movement, Civil War and Reconstruction, growth of the Jim Crow system, the Civil Rights movement, and the impact upon the family, church, and social structures of the community. This course fulfills the Cultural Horizons core requirement.

**HIS 352 Russian History** 3

Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present. This course fulfills the Cultural Horizons core requirement.

**HIS 353 History of the Middle East** 3

A study of the history of Western Asia and North Africa from the time of Muhammad to the present, with emphasis on the development of Islamic civilization, the growth and decline of the Ottoman empire, and the development of modern nationalism in the region. This course fulfills the Cultural Horizons core requirement.

**HIS 354 History of Latin America** 3

A study of Latin American history from the Indian and colonial periods to the present with concentrated study on the major problems of the twentieth century. This course fulfills the Cultural Horizons core requirement.

**HIS 370 History of Economic Thought** 3

This course examines major developments in the history of economic analysis, placing special emphasis on the way that respective social milieus of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism. Prerequisites: Minimum grades of C in ECON 203, 204.

**HIS 371 The Byzantine Empire** 3

A survey of the history and culture of the Byzantine Empire (c. 300-1453) in art, literature, theology,

diplomats, statecraft, the writing of history, and military administration; noting its place in the medieval world, the writers and voices of Byzantium itself, and its impact on the world to the present. This course fulfills the Cultural Horizons core requirement.

**HIS 372 Eastern Orthodox History and Theology** 3

This course introduces the historical trends and doctrinal themes of the Eastern Orthodox Church by the use of materials both theological and historical; tracing developments through the early Christological and Trinitarian controversies, and how these influenced Orthodoxy's later mystical piety, iconography, liturgy, and prayer. (Applies as a Theology Elective.) This course fulfills the Cultural Horizons core requirement.

**HIS 416 Senior Seminar in History** 3

The theme of the seminar will be determined by professors in the department, who will teach the course on a revolving basis. Emphasis will be placed on student presentation and discussions, as opposed to the more standard lecture format. These presentations will, in turn, prepare students to write a seminar paper that will be exemplary of their best writing for purposes of job and graduate school applications. Prerequisite: 3.4 grade-point average in the History major and selection for the History Honors track.

**HIS 420 European Intellectual History** 3

This course surveys principal patterns of European intellectual and philosophical life, from the early 1600's to the collapse of Marxism at the end of the twentieth century.

**HIS 435 United States Legal History** 3

An introduction to the history of American law and legal institutions from the Declaration of Independence in 1776 to the establishment of women's suffrage in 1920. Topics include constitutional change, the development of American judicial and legislative institutions, the history of the franchise, the law of slavery, the law of marriage and divorce, economic regulation, and criminal law.

**HIS 440 The Black Church in America** 3

The development of the religious experience among African-Americans beginning with the African roots, the slave and free black churches, the impact of emancipation, the struggle for status and Civil Rights, and the modern alternatives; emphasis will be given to the leadership of the movement. This course fulfills the Cultural Horizons core requirement.

**HIS 450 Colonial and Revolutionary America 3**

From the early encounter of European and Native American cultures at the close of the fifteenth century to the ratification of the United States Constitution in 1788. Particular attention is paid to the rise of slavery, the meaning and impact of the Great Awakening, the growth of the colonial economy, and the emergence of a distinct colonial political culture. The course concludes with discussion of the Revolutionary War era, from the breakdown of the British imperial system to the formation of an independent United States under a republican constitution.

**HIS 460 The Early American Republic 3**

From the ratification of the Constitution in 1788 to the close of the Mexican War in 1848. Particular attention is paid to the development of political parties, geographic expansion, the market revolution, religious renewal and change, and the racial and sectional tensions arising from the institution of slavery.

**HIS 470 American Intellectual History 3**

A course in the origins and development of the various ways in which Americans invoked ideological or philosophical interventions to change or protect their lives, whether those interventions took the form of literature, philosophical treatises, protest writings, or writing about art and architecture. We will concentrate especially on several salient themes in American intellectual history: the interaction of America as a province with Europe, the long-term influence of Christianity and especially Calvinism, the role of the Lockean Enlightenment and its controversy with Christianity, and the impact of ideas on social structure, as exercising either a conserving or reforming influence.

**HIS 480 Civil War and Reconstruction 3**

From the close of the Mexican War in 1848 to the end of Reconstruction in 1877. Focuses on the political crises leading up to the Civil War; the course of the war on the battlefields and among civilian populations; the internal social and political conflicts arising from the war in both the Union and the Confederacy; and the impact of Reconstruction on race relations in the South.

**HIS 485 Gilded Age and Progressivism 3**

This course focuses on Reconstruction of the American Republic after the Civil War, and the conflicts generated by post-war disillusion with the republican ideal and development of mass market industrial capitalism. Special emphasis is placed on the Progressive critique of industrialism and the period's consummation in World War I.

**HIS 490 The Modern United States 3**

This course will study the emergence of the United States as a world economic and political power. Particular attention will be given to post-1945 ideological and political struggles between the United States and the Soviet Union and the long-term economic after-effects of that struggle.

**INTERDISCIPLINARY STUDIES**

**THE MINOR IN GENDER STUDIES**

Eighteen hours in gender studies chosen from Special Topics courses, such as Women in Scripture and Tradition, as well as ANTH 220, ENG 210, ENG 225, HIS 341, PHI 340, POS 316, PSY 322, SOC 310, SWK 110 and SWK 258. Contact Dr. Mary Stewart VanLeeuwen.

**THE MINOR IN LEGAL STUDIES**

This minor emphasizes that law and legal institutions should be understood within a liberal arts, interdisciplinary setting. Its focus is on helping students to become informed, active, well-rounded critical thinkers. Because law pervades our society, legal literacy can be viewed as important for many careers. This minor does not focus so much on obtaining legal skills as on law as a central liberal art. The minor consists of seven courses with a core of five required courses. Contact Dr. Kathryn Lee.

<b>HIS 435</b>	United States Legal History	3
<b>INST 270</b>	Justice in a Pluralistic Society	3
<b>POS 214</b>	Political Theory	3
<b>POS 318</b>	Introduction to Law and the Legal System	3
<b>POS 342</b>	American Constitutional Law	3

*Choose ONE course from:* 3

<b>PHI 100</b>	The Heritage of Inquiry: An Introduction to Philosophy	
<b>PHI 220</b>	Logic	
<b>PHI 305</b>	Modern Philosophy: The Quest for Foundations	

*Choose ONE course from:* 3

<b>BIO 420</b>	Environmental Regulations and Policy	
<b>BUSA 350</b>	Business Law	
<b>POS 380</b>	American Political Thought	

*Total Credit Hours:* 21

**COURSE DESCRIPTIONS**

**INST 100 Introduction to Leadership 2**

A seminar designed to provide the academic and experiential knowledge of leadership theory and

practice. Each participant will understand and use her or his own leadership style and be able to identify and analyze leadership issues as they are played out within groups on campus. Prerequisite: leadership grant or permission of the instructor.

**INST 150 Introduction to Faith, Reason and Justice** 3

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church. Students are assigned sections by major area of interest. The instructor is their academic advisor for the first year. Twenty hours of service learning is part of the course requirement. Required of all students with fewer than 24 hours of college classroom credit, to be taken in the first semester on campus.

**INST 160 Heritage of Western Thought and Civilization: The Ancient World** 3

This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.

**INST 161 Heritage of Western Thought and Civilization: The Modern World** 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.

**INST 213 Heritage of India** 3

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

as well as appreciation for the thoughts and practices that this civilization has produced.

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

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

**INST 215 Heritage of Native North American Peoples** 3

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

**INST 216 The Heritage of (Country or Region)** 3

Under the rubric, *The Faith and Art Series*, a series of travel courses for students who seek to know the meaning and function of artistic expressions within the faith communities of the world. Offered throughout the year, and in selected locations around the world, students will dialogue and participate with artists and their music, dance, poetry, and art. Participants will gain first-hand knowledge of a culture's worldview and the role of the arts in worship and life within urban contexts. Specific emphasis is placed on the arts in community transformation.

**INST 218 The Heritage of Islam** 3

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

and dialogue with – and Christian witness to – the Muslim community.

**INST 270 Justice in a Pluralistic Society** 3

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

**INST 300 Leadership Development Practicum** 1

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

**INST 480J Sport in American Culture** 3

A course designed to challenge students to analyze current theories and research in the area of sport from a Christian perspective. Special attention will be given to moral, ethical, racial, economic, and gender-based issues in sports, and these often controversial areas have made to the evolution of American culture.

**INST 480N Christian Marriage** 3

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

## **INTERNATIONAL AREA STUDIES AND BUSINESS**

See Business Programs

### **LANGUAGES**

The LAN prefix designates foreign language and linguistics study when the language offered is not one listed (e.g., Chinese).

Language majors study abroad to assure a certain level of fluency and first hand experience living in the target culture. Most students go abroad for one semester; however, majors may opt to study for two semesters abroad to assure greater proficiency in the language. Only in exceptional cases of unavoidable family obligations may a student be permitted to fulfill this requirement with 6 university credits taken abroad in the summer.

Students seeking certification to teach languages must satisfy all requirements of the Commonwealth of Pennsylvania (contact the Education Department). Students are tested in the methodology of teaching languages and in oral proficiency.

#### **COURSE DESCRIPTIONS**

**LAN 310 Introduction to Linguistics** 3

Analysis and structure of language with emphasis on phonetics, morphology and syntax. Special attention given to the Indo-European languages which led to the formation of modern European languages. Offered every fall.

**LAN 350 The Teaching of Modern Languages and English for Speakers of Other Languages** 3

This course is designed to give students an introduction to the prominent theories and applied research in the field of second language acquisition that have informed the language teaching profession in recent years. At the same time, the course offers guidance and practice in the practical matters of teaching language courses at the K-12 level: proficiency-based instruction, lesson planning, textbook evaluation, testing, individual learning styles, materials design and use of new technologies in instruction.

**LAN 495 Internship** 2-12

A supervised internship in an off-campus organization, in the United States or abroad, that is language and missions focused. Student must provide his/her own transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and

appropriate documentation must be filed with student's advisor.

### **THE MINOR IN FRENCH**

Eighteen hours in French which may include FRE 101-102 and 201, 202.

### **COURSE DESCRIPTIONS**

**FRE 101–102 Elementary French** 3-3  
Basic grammar, vocabulary and composition with drills in reading and conversation. Language laboratory.

**FRE 201, 202 Intermediate French** 3, 3  
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

**FRE 301, 302 Conversation and Composition** 3, 3  
Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included.

**FRE 310 French Phonetics and Phonology** 3  
The course is designed to help students improve their pronunciation of French while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the French language.

**FRE 305 Francophone World** 3  
This course will look at the Francophone cultures from different regions of the world: West Africa, South East Asia, the Caribbean and North America (Quebec). Starting with an analysis of "Francophone" from geographical, historical, social, economical, colonial/postcolonial perspectives, students will read novels and view films, placing them within specific cultural, political, critical and social contexts. Themes will include colonization, independence, ethnic/religious/racial diversity, post colonialism and globalization. This course is taught in English and does not count as a language course or toward the French minor.

**FRE 405 Francophone Literature** 3  
A selection of literature in French from Africa, Canada, and the Caribbean in all genres will be studied. Taught in French. Minimum grades of B in FRE 301, 302. Offered in alternate years.

**FRE 408 Advanced Grammar and Conversation** 3  
This course includes intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic French through conversation, debates and oral presentations. Prerequisite: Minimum grade of B in FRE 301, 302.

### **German**

**GER 101-102 Elementary German** 3-3  
Development of the four basic skills: listening, speaking, reading and writing and an introduction to German culture. This course favors a communicative approach in these four skills for language proficiency. Class attendance and the language lab are mandatory.

**GER 201, 202 Intermediate German** 3,3  
This course is designed for those students who have taken three or more years of high school German or have previously taken German 102 at Eastern. Students will review the grammar of more complex structures and incorporate these structures in tasks the students must do in their interaction with others in the classroom. Short literary texts help to gain knowledge of historical, political and social issues of the German society.

### **Greek**

**GRE 101–102 Biblical Greek** 3–3  
An introductory study of biblical (Koine) Greek. Two semesters.

**GRE 201 Intermediate Greek** 3  
Continuing study of biblical (Koine) Greek. Two semesters. Prerequisites: Minimum grades of C in GRE 101-102.

**GRE 301 Greek Exegesis** 3  
Reading, translation and exegesis of selected texts from the Greek New Testament. Prerequisite: Minimum grade of C in GRE 202 or permission of the instructor. Offered infrequently. This course counts as a biblical studies electives for students who are earning a major in Biblical Studies on the Biblical Languages track.

### **Hebrew**

**HEB 101-102 Biblical Hebrew** 3  
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

**HEB 201 Intermediate Hebrew** 3  
Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEB 101-102.

**HEB 301 Hebrew Exegesis** 3  
Reading, translation and exegesis of selected texts from the Hebrew scriptures. Prerequisite: Minimum grade of C in HEB 202 or permission of the instructor. Offered infrequently. This course counts as biblical studies electives for students who are earning a major in Biblical Studies on the Biblical Languages track.

**Italian**

**ITA 101-102 Elementary Italian** 3,3  
The course is designed for beginning students of Italian. It focuses on developing basic listening, speaking, reading, writing and comprehension skills.

**Japanese**

**JPN 101-102 Elementary Japanese** 3,3  
This sequence of two elementary level courses focus on learning daily Japanese. Students practice spoken language used on real-life settings such as greetings, introducing each other, shopping, asking the date and time, talking about families and hobbies, etc. Students will practice their reading and writing by using authentic written materials such as menus in restaurants, ads in newspapers and short essays.

**Spanish**

**THE MAJOR FOR THE B.A. IN SPANISH**

*Cannot be combined with either the Minor in Spanish or with the Minor in Latin American Studies.*

*The following requirements are beyond the Spanish 201, 202 level.*

<b>SPA 301, 302W</b>	Conversation and Composition	3, 3
<b>SPA 310</b>	Spanish Phonetics and Phonology	3
<b>SPA 401</b>	Spanish Culture and Civilization	3
<b>SPA 402</b>	Latin American Culture and Civilization	3
<b>SPA 403, 404</b>	Survey of Spanish Literature	3, 3
<b>SPA 408</b>	Advanced Spanish Syntax	3
<b>SPA 409</b>	Colonial and 19th Century Spanish-American Literature	3
<b>SPA 410</b>	Modern Spanish-American Literature	3
	<i>Total Credit Hours:</i>	<hr/> 30

At least six credit hours of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern.

**THE MINOR IN LATIN AMERICAN STUDIES**

*Cannot be combined with either the Major for the BA in Spanish or with the Minor in Spanish.*  
The minor in Latin American Studies requires SPA 201,202, 301,302, 402, 409 or 410. It is recommended that two of these courses be taken abroad.

**THE MINOR IN SPANISH**

*Cannot be combined with either the Major for the BA in Spanish nor with the Minor in Latin American Studies.*Eighteen hours in Spanish may include SPA 101-102 and 201, 202. Courses taught in English will not count towards a major or minor in Spanish.

**COURSE DESCRIPTIONS**

**SPA 101-102 Elementary Spanish** 3-3  
Basic grammar and vocabulary, written and oral exercises, introductory readings. Language laboratory.

**SPA 201, 202 Intermediate Spanish** 3, 3  
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school Spanish.

**SPA 301, 302W Conversation and Composition** 3, 3  
Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included. Writing-intensive course.

**SPA 310 Spanish Phonetics and Phonology** 3  
Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.

**SPA 401 Spanish Culture and Civilization** 3  
A cultural study of the Spanish Civilization from Pre-Roman and Roman Spain, the Germanic invasions, and the Moslem occupation through Spain's glory and decline to the present place of Spain in

the world. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**SPA 402 Latin American Culture and Civilization** 3

A wide and comprehensive study of the geography, ethnic groups, languages, traditions, history, economics, religion, literature and art of Latin America as a necessary background to examine the present status of the contemporary Latin American republics. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent. Satisfies cultural horizons requirement.

**SPA 403, 404 Survey of Spanish Literature** 3, 3

Readings from the Medieval Epic to the present with attention to the major literary movements through reading selections from representative works. Prerequisites: Minimum grades of B in SPA 301, 302 or the equivalent.

**SPA 408 Advanced Spanish Syntax** 3

This course includes an intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic Spanish through conversation, debates and oral presentations. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**SPA 409 Colonial and 19th Century Spanish-American Literature** 3

This course will cover some of the most notable indigenous and Spanish-American literary texts prior to the 20th century, beginning with pre-Columbian texts.

**SPA 410 Modern Spanish-American Literature** 3

This course will survey the major developments in Spanish-American literature of the 20th century to the present. Authors studied include: Darío, Azuela, Rulfo, Borges, Cortáza, Garcia Márquez, Neruda, Ferré and Poniatowska.

**SPA 420 Spanish Senior Thesis** 3

An honors course open to seniors. A research paper and an oral presentation on a literary theme or cultural topic is required. Prerequisite: Permission of the department.

**MANAGEMENT**

See Business Programs

**MARKETING**

See Business Programs

**MATHEMATICS**

**THE MAJOR FOR THE B.A. IN MATHEMATICS**

<b>MATH 212,</b>	Calculus I, II, III	9
	213, 214	
<b>MATH 224</b>	Linear Algebra	3
<b>MATH 240</b>	Discrete Mathematics	3
<b>MATH 350</b>	Advanced Calculus	3
<b>MATH 422</b>	Foundations and Philosophy of Mathematics	2
	<i>Choose two of the following three courses:</i>	6
<b>MATH 404W</b>	Real Analysis	
<b>MATH 414W</b>	Abstract Algebra	
<b>MATH 415</b>	Topology	
<b>MATH</b>	Four MATH electives beyond MATH 240 (excluding MATH 410)	12

*Other Required Courses*

<b>CSC 200</b>	Introduction to Programming (C++)	3
<b>PHYS 101,102</b>	Introduction to Physics	8
	<i>Total Credit Hours</i>	<u>50</u>

*Recommended: A minor in another subject, such as astronomy, business, chemistry or philosophy.*

**THE MINOR IN MATHEMATICS**

Eighteen hours to include MATH 212, 213, 214, and nine credits from MATH 240, 244, 300, 350, 404, 414 or 415.

**COMPUTER SCIENCE COURSE DESCRIPTIONS**

**CSC 150 Problem Solving With Computers** 3

This course will teach students the skills of problem solving and algorithmic thinking. Topics include web development using HTML and scripting, the internet, UNIX, and some work in application software such as spreadsheets and databases.

**CSC 200 Introduction to Computer Programming** 3

An introduction to computer programming using the C++ language. The course will teach the concepts of problem solving and procedural design, and will introduce object-oriented programming through the use of C++. Students will learn to design, code, test, debug and document computer programs.

**MATHEMATICS COURSE DESCRIPTIONS**

**MATH 103 Mathematical Ideas** 3

The objectives of this course are to develop an appreciation for mathematics, to provide an

insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors. *This course satisfies the math competency requirement, but does not count towards the core requirement in the Natural Sciences.*

**MATH 107 Mathematical Perspectives for Educators** 3  
This course will explore the fundamental concepts of geometry and algebra along with their historical development. Computer topics that are useful for educators will also be addressed along with the historical development of personal computers. This course is appropriate for any student who intends to teach at the elementary or middle school level. *This course does not count towards the core requirement in the Natural Sciences.*

**MATH 140 College Algebra** 3  
This course will explore techniques for solving a variety of algebraic equations including linear, quadratic, fractional, radical, exponential, and logarithmic equations. In addition, inequalities, systems of equations, and variation and proportion will be studied. This course is intended for any student who is preparing to take Pre-calculus or any other course requiring these algebraic skills. Any student who has received credit for Pre-calculus (Math 150) or any higher level math course may not take this course for credit.

**MATH 150 Pre-calculus** 3  
An in-depth study of functions and graphical analysis, including trigonometric, inverse trig, exponential, logarithmic, polynomial, and rational functions. The binomial expansion will be developed. A student who has successfully taken calculus in high school may not take this course for credit.

**MATH 212 Calculus I** 3  
This first semester calculus course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean value theorem and the fundamental theorem of calculus. Prerequisite: adequate preparation in trigonometry and analytic geometry.

**MATH 213 Calculus II** 3  
This second semester calculus course continues the development of single variable calculus. Topics include applications of integration, integration techniques and infinite series. Prerequisite: Minimum grade of C in MATH 212. Offered every spring.

**MATH 214 Calculus III** 3  
This third semester calculus course introduces the concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Prerequisite: Minimum grade of C in MATH 213. Offered every fall.

**MATH 220 Statistics for the Social and Behavioral Sciences** 3  
Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling; confidence levels; inference; t-test, analysis of variance; chi square; correlation; Man-Whitney U Test. Theory and practice application of above operations with use of computer where applicable. *This course does not count toward the requirements for the major or minor in mathematics.*

**MATH 240 Discrete Mathematics** 3  
This course develops basic symbolic logic and proof techniques, and introduces students to discrete structures including sets, relations, functions, matrices and graphs. Also includes an introduction to combinatorics and other mathematical topics related to the study of computer science. Prerequisite: Math SAT score of 480 or better. Offered every spring.

**MATH 244 Linear Algebra** 3  
An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigen values, linear transformations and vector spaces. Offered every fall.

**MATH 300 Differential Equations** 3  
A study of first-order and linear differential equations, linear systems and Laplace transforms. Prerequisite: Minimum grade of C in MATH 213. Offered fall of alternate years.

**MATH 350 Advanced Calculus** 3  
A rigorous development of multivariable calculus and vector analysis. Topics include Green's, Stokes' and Gauss' theorems; vector fields; transformations and mappings. Prerequisite: Minimum grade of C in MATH 214. Offered in spring.

**MATH 402 History of Mathematics** 3  
A survey of how mathematics has developed over the past 5000 years, beginning with the origin of math in the ancient civilization of antiquity progressing through the twentieth century. Consider-

able prominence is given to the lives of the people responsible for progress in the mathematical enterprise. The course will concern itself primarily with mathematical content.

**MATH 404W Real Analysis** 3

This course provides an axiomatic construction of the real number system. Topics include sequences, Cauchy sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 213. Offered fall of alternate years.

**MATH 407 Geometry** 3

A study of Euclidean geometry and the axiomatic method, with an introduction to non-Euclidean geometries and Hilbert's axioms.

**MATH 410 Teaching of Mathematics**  
—Secondary Level 3

A variety of activities to facilitate the development of competent mathematics teachers and knowledge related to the development and implementation of strategies for teaching mathematics. These activities include the use of technology in the classroom as well as teaching benefits of both pure mathematics (as it relates to the development of analytical thinking) and applied mathematics with some treatment of word problem solving. Offered alternate years to meet demand.

**MATH 414W Abstract Algebra** 3

The properties of formal systems such as groups, rings and fields. The approach is axiomatic. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 240. Offered fall of alternate years.

**MATH 415 Topology** 3

An introduction to topology. This course provides a basic introduction to the definitions and concepts of point set topology, and a brief introduction to algebraic topology (homotopy and the fundamental group).

**MATH 422 Foundations and Philosophy of Mathematics** 3

An introduction to mathematical philosophy with a consideration of the logical foundations of mathematics, its culture and practices. Also includes a development of the number systems. A broad review of mathematics will be done in preparation for the ETS Major Field test.

**MISSIONS AND ANTHROPOLOGY**

**THE MAJOR FOR THE B.A. IN MISSIONS AND ANTHROPOLOGY**

ANTH 101	Cultural Anthropology	3
ANTH 201	People in Places	3
ANTH 251	The Discovery of Foreign Worlds	3
ANTH 320	Language and Culture	3
ANTH/MIS	Elective	3
ANTH/MIS	elective may include	3
MUS 250	Music in World Cultures <i>or</i>	
PSY 324	Cross-Cultural Psychology	
MIS 100	Introduction to Christian World Missions	3
MIS 220	Biblical Perspectives on Missions	3
MIS 310	Missionary Anthropology: Theory and Practice	3
MIS 420	Contemporary Issues in Missions and Anthropology	3

*Choose one of the following:* 3

BIB 265	Biblical Hermeneutics <i>or</i> a course on a book of the New Testament	
	<i>Subtotal Credit Hours:</i>	<u>3 0</u>

**Anthropology Concentration**

ANTH 102	Introduction to Archeology	3
ANTH 103	Physical Anthropology	3
ANTH 301	Christians, Anthropology, and Economic Systems	3
ANTH 395	Field Experience	3
ANTH 401	Ideas in Anthropology	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

**Missions Concentration**

ANTH 310	Comparative Religions	3
MIS 200	Expansion of the World Christian Movement	3
MIS 395	Intercultural Field Experience	3
MIS 401	Ideas in Missiology	3
THEO 240/ HON 202	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>
	<i>Total Credit Hours:</i>	<u>45</u>

*Other Requirements:*

Beyond the West requirement must be filled by INST 213-218.

Theology core requirement must be filled by THEO 210.

## THE MINOR IN ANTHROPOLOGY

Eighteen credits, to include ANTH 101; 102 or 103; 251; 320 plus two ANTH or INST 213-218 as electives.

## THE MINOR IN MISSIONS

Twenty-one hours of Missions courses including MIS 100, 200, 220, 310 and ANTH 101. May include Missions-related courses, ANTH or an INST 213-218 course.

## ANTHROPOLOGY COURSE DESCRIPTIONS

### ANTH 101 Cultural Anthropology 3

This course is a survey of the field of cultural anthropology. The class will compare and contrast cultures around the world, discussing topics such as: the nature of culture, race and ethnicity, making a living in the environment, gender and marriage, family and kinship, stratification and poverty, political and economic systems, language, culture and personality, religion, the arts and world views. A Christian framework will provide the means of determining both the value and limits of cultural relativism.

### ANTH 102 Introduction to Archeology 3

This course will study the procedures and methods of archaeology and studies of the material remains of cultures such as tools, ceramics, fibers, wood, bone and antler, stone, burials, housing. In many instances students will have opportunities for hand-on examination, analysis and even replication. Theoretical approaches of cultural functionalism, cultural materialism and cultural ecology; the applications of archaeology to both physical and cultural anthropology; and ethical matters pertaining to the practice of archaeology will be covered. Prerequisite: Minimum grade of C in ANTH 101.

### ANTH 103 Physical Anthropology 3

Physical anthropology, or biological anthropology, includes such concerns as human genetics, disease, race and environmental adaptations, and the search for human origins in the fossil record. Though this course approaches the question of human origins from a Christian and Biblical point of view, students will be expected to become familiar with a variety of origin models, and with the tools to evaluate them. Prerequisite: Minimum grade of C in ANTH 101.

### ANTH 201 People in Places 3

Cultural geography deals with the ways in which different cultures adapt to, use, and affect the landscape. Topics include cultural perceptions of

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

### ANTH 210 Race and Ethnicity 3

The course will begin by examining the validity of the concept of race. Does it exist biologically? And if not, why do people around the world make use of this notion? The latter question will bring us to a discussion of ethnicity and of how people make use of cultural symbols to mark themselves or others off as distinct groups. Our perspective will be global, so we will examine issues of race and ethnicity not only for our own culture but for Africa, India, and many other cultures.

### ANTH 251 The Discovery of Foreign Worlds 3

This course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings, students will become familiar with the ethnographic process and with the cultures analyzed in the literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods. Prerequisite: ANTH 101.

### ANTH 301 Christians, Anthropology and Economic Systems 3

This course is an anthropological survey of production and exchange systems from a Christian perspective. Along with the data from the field on different types of economies, we will investigate underlying principles and ethics that are the bases for human economic and social interaction. Particularly, our concern will be with revealing the ethic of reciprocity found in all human societies in either overt or covert forms. Ultimately, we will analyze and critique the modern market economy and propose ways to live as Christians "in it and yet not of it."

### ANTH 310 Comparative Religions 3

This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious

leadership, myth, formal belief systems and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.

**ANTH 320 Language and Culture** 3

Language and culture, or ethnolinguistics, examines the relationship between the cognitive categories of language and the worldview of culture. Anthropologists have long investigated this relationship as they have done fieldwork in remote places, often learning languages never before encountered by Westerners. This course will approach the field of ethnolinguistics from the perspective of its usefulness for language learning, for identification of a culture's core values, and for contextualization of the message of the Bible.

**ANTH 401 Ideas in Anthropology** 3

Anthropological explanations for the nature of human social and cultural life have varied greatly. We will survey the history of anthropological theories, including theories in cultural evolution, rationalism, functionalism, semiotics and psychology. Our aim will be to understand the interrelated nature of various aspects of culture and to witness ways in which Christian transformation can bring about appreciation for traditional ways as well as radical change. Prerequisite: ANTH 101.

**MISSIONS COURSE DESCRIPTIONS**

**MIS 100 Introduction to Christian World Missions** 3

A comprehensive introduction to the World Christian Movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Emphasis on what has happened and is happening to complete the task of world evangelization.

**MIS 200 Expansion of the World Christian Movement** 3

An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day. Special attention is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach.

**MIS 220 Biblical Perspectives on Missions** 3

Old and New Testament perspectives which illuminate the nature and meaning of missions today. The Kingdom and people of God are explored along with the missionary nature of the Apostolic Church. Prerequisites: Minimum grades of C in BIB 101, 102.

**MIS 310 Missionary Anthropology** 3

This course presents anthropological models of cross-cultural ministry, addressing theoretical and practical concerns. Topics include: Christianity and culture, cross-cultural interpretation of the Bible and the Gospel, contextualization of theology, and the missionary role, gifts and calling, support networks, ministry goals, leadership skills, second language acquisition, and models of interpersonal, ethical and spiritual reconciliation. Prerequisite: MIS 100.

**MIS 395 Field Experience** 1-3

Supervised participation in the field efforts of a Christian missions organization that involves direct ministry responsibilities appropriate to the individual's level of prior experience. Typically, such placement will require one to cross a significant cultural boundary.

**MIS 401 Ideas in Missiology** 3

This course will consider the development of missiological thought from the first world conferences of mission to the present. We will survey missiological ideas, including contextualization, globalization, ecumenicism, as well as responses to pluralism, and neo-colonialism among others. Most importantly we will consider varying understandings and contemporary conclusions concerning the nature and task of mission. The relevance of mission both for the present and the future will be emphasized. Prerequisite: MIS 100

**MIS 420 Contemporary Issues in Missions and Anthropology** 3

This course is a senior seminar synthesizing missiological and anthropological issues and developments as they apply to the 21st century context. It presumes the interpenetration of biblical studies, missiological theories, and ethnographic and ethnolinguistic processes. Both nonWestern and Western approaches to understanding the missio Dei (the mission of God) will be considered in the context of the history of the growth of God's Kingdom. Prerequisite: ANTH 401 or MIS 401.

## MUSIC

Audition Required.

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

Core courses required for all concentrations:

MUS 101	Music Skills (may be exempt by examination)	3
MUS 104, 203, 204, 304	Musicianship I, II, III, IV	3, 3, 3, 3
MUS 302	Introduction to Composition, Orchestration and Arranging	3
MUS 305, 306W, 405	Music Connections I, II, III	3, 3, 3
MUS 381	Instrumental Conducting and Procedures	2
MUS 382	Choral Conducting and Procedures	2
MUS 105, 106	Piano Class I, II (may be exempt by examination)	1, 1
MUS 125, 126	Voice Class I, II (may be exempt by examination)	1, 1
MUS 438	Music Career Management Ensemble	2 6
	<i>Subtotal Credit Hours:</i>	<u>37-43</u>

### GENERAL CONCENTRATION

Applied Major	(Private lessons in student's performing medium)	8
Senior Recital		0
Music electives		6
MUS 999	Music Recital and Repertory	0
	<i>Subtotal Credit Hours:</i>	<u>14</u>
	<i>Total Credit Hours:</i>	<u>48-55</u>

Note: Voice majors must take *Vocal Diction: Italian, Latin and English, German, and French* to satisfy four credits of music electives.

### MUSIC EDUCATION CONCENTRATION

All Music Education Concentration students must elect SPA 101-102 for satisfaction of the Core Curriculum Language requirement for the Bachelor of Arts. Refer to the Education section for additional requirements and information.

Applied Major	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 10 credits of voice lessons)	14
MUS 173, 174	String Instruments I, II	1, 1
MUS 250	Music in World Cultures	3
MUS 273, 274	Woodwind Instruments I, II	1, 1
MUS 333, 334	Elementary/Secondary Music Methods and Materials	3, 3

MUS 371, 372	Brass Instruments I, II	1, 1
MUS 440	Senior Recital	0
MUS 473	Percussion Class	1
	<i>Subtotal Credit Hours:</i>	<u>30</u>

Professionally related courses:

EDU 200	Social and Philosophical Foundations of Modern Education	3
EDU 201	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3
EDU 250	Field Experience	3
EDU 303	Education and Assessment of Exceptional Students	3
EDU 403	Reading Strategies for Middle and Secondary Content Area	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>39</u>
	<i>Total Credit Hours:</i>	<u>103-110</u>

NOTE: Music Education Concentration may require an extra semester due to student teaching requirements. Also, please refer to the Education Department section of the catalog for additional requirements and information.

### CHURCH MUSIC CONCENTRATION

Applied Major	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 12 credits of voice lessons)	16
Applied Minor	(Private lessons in student's secondary performing medium)	4
MUS 351	Church Music Repertoire	2
MUS 352	The Philosophy and Administration of Music Ministry	2
MUS 411	The History and Practice of Christian Worship	2
MUS 412	Hymnology	2
MUS 415	Graded Choir Methods and Materials	2
MUS 440	Senior Recital	0
MUS 441, 442	Church Music Internship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>32</u>

Professionally related courses:

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking (or equivalent)	3
THEO	Theological Studies elective	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>75-82</u>

**COMPOSITION/ELECTRONIC MUSIC  
CONCENTRATION**

MUS 145	Electronic Music	2
MUS 223, 224	Composition I, II	2, 2
MUS 323, 324	Composition III, IV	2, 2
MUS 423, 424,	Composition V, VI,	2, 2
MUS 434	Writing for Instruments	3
MUS 438	Music Career Management	2
MUS 440	Senior Recital	0
MUS 461, 462	Apprenticeship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	<u>55-62</u>

**PERFORMANCE CONCENTRATION**

*(This concentration requires the successful completion of an audition near the end of the second semester of private study.)*

<b>Applied Major</b>	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 18 credits of voice lessons)	22
<b>Junior Recital</b>		0
<b>Senior Recital</b>		0
MUS 157, 158	Chamber Music	1, 1
MUS 437	Pedagogy and Literature	2
MUS 438	Music Career Management	2
	<i>Subtotal Credit Hours:</i>	<u>28</u>
	<i>Total Credit Hours:</i>	<u>62-69</u>

**THE MINOR IN MUSIC**

MUS 101, 104, 203, 204; FA 110; 4 credits of electives (7 credits if exempt from MUS 101) from Music history and conducting courses. Music electives may include 1 credit from MUS 105, 106, 125, 126, 155, and no more than 2 credits of ensemble.

**COURSE DESCRIPTIONS**

**MUS 101 Music Skills** 3  
A course designed to introduce the student to the elements of music, these being melody, harmony, rhythm and form. Emphasis will be placed on developing aural and visual skills so that the student will be able to sight sing and read music. Computer instruction will be included. This course also prepares the student for Musicianship I, offered in spring. Priority to music majors.

**MUS 104 Musicianship I** 3  
A course designed to develop the aural, performing and analytical skill of the student. Compositional skills are studied and practiced and the ability to sight sing and take dictation is developed through exercise in and out of class. Included will be music materials from the 17th and 18th centuries as well as the 20th century. Prerequisite: Minimum grade of C

in MUS 101 or demonstrated proficiency in treble and bass clef reading as approved by the instructor. Meets four hours weekly including MUS 104L Musicianship I Lab.

**MUS 105 Piano Class I** 1  
A course designed to acquaint the student with the skills necessary for beginning piano study. This course is part of a two-semester sequence designed to prepare students for the keyboard proficiency exam. Priority to music majors.

**MUS 106 Piano Class II** 1  
A course designed to lead the student to keyboard proficiency. The course consists of weekly classes during which individual students will be given instruction at the keyboard. Each student will develop his/her repertoire and monitor his/her own growth as a pianist. Students must have taken Piano Class I or have equivalent performance ability, as approved by the course instructor.

**MUS 125, 126 Voice Class I, II** 1, 1  
A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

**MUS 137 Vocal Diction: Italian** 1  
The first of the four-semester sequence covering the principles of accurate pronunciation in specified languages. Intended for the music student's first and second year of vocal study, the courses instruct the student of voice on the basic skills in International Phonetic Alphabet (IPA). The first semester introduces students to the basic principles of the IPA and Italian diction. The second semester continues the study of IPA in Latin and English. The third semester continues to promote diction skills in the German language. The fourth semester completes the course sequence in the study of French diction. Students must take the sequence in chronological order and must study private voice during each semester.

**MUS 138 Vocal Diction: Latin and English** 1  
The second of the four-semester sequence covering the principles of accurate pronunciation in Latin and English. The third semester continues to promote diction skills in the German language. The fourth semester completes the course sequence in the study of French diction. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 137.

**MUS 145 Electronic Music 2**

This course is designed to provide the basic skills necessary for the successful use of the electronic music studio and its related software and audio equipment. The course is specifically intended for the inexperienced student.

**MUS 155 Basic Guitar Class 1**

A course offered for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, chords, strumming patterns, and assembling a large song list. Offered each semester.

**MUS 157, 158 Chamber Music 1, 1**

An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments and voices. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

**MUS 165, 166 Vocal Ensembles 1, 1**

The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Women's Chorale is designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources. Both semesters must be taken to earn credit. Angels of Harmony is a Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary Black Gospel music. This group performs throughout the tri-state area during the academic year. All ensembles are open to all students by audition.

**MUS 168 Touring Choir 0-1**

The touring choir is selected from University Choir members by the director during the fall semester. Students selected for touring choir are expected to participate in rehearsals and a limited number of performances during the fall even though no credit is awarded for the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including any University Choir performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

**MUS 173, 173L String Instruments I 1, 0**

A course designed to prepare the prospective music teacher to teach violin and viola in the elementary and secondary public school environ-

ments. This course is the first of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**MUS 174, 174L String Instruments II 1, 0**

A course designed to prepare the prospective music teacher to teach cello and string bass in the elementary and secondary public school environments. This course is the second of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Minimum grade of C in String Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**MUS 191, 192 Instrumental Ensembles 1, 1**

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

**MUS 195, 196 Private Lessons 1, 2 or 3**

Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Non-majors may take private lessons for credit. Registration through Music Office. Note: Not an activity credit. See course fees.

Bass Trombone	Organ
Bassoon	Percussion
Clarinet	Piano
Computers in Music	Saxophone
Double Bass	Trombone
Flute	Trumpet
French Horn	Tuba
Guitar	Viola
Harp	Violin
Oboe	Violoncello
	Voice

**MUS 203 Musicianship II 3**

A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries. Listening skills of harmonic, melodic and rhythmic dictation as well as sight singing skills are emphasized. Designed to develop in the student an understanding of larger forms and various tonal systems. Included is music from various cultures. Meets

four hours weekly including MUS 203L Musicianship II Lab. Prerequisite: Minimum grade of C in MUS 104.

**MUS 204 Musicianship III** 3  
A course designed to examine chromatic harmony and modulation. The course also will introduce counterpoint, with emphasis on the 18th century. Included will be analysis, transcription and composition. Sightsinging and ear training are also a regular part of this course. Meet four hours weekly including MUS 204L Musicianship III Lab. Prerequisite: Minimum grade of C in MUS 203.

**MUS 223, 224 Composition I, II** 2, 2  
Composition I is an introduction to composition through private instruction. Prerequisite: Minimum grade of C in MUS 104. Private lesson fee applies. Composition II is a continuation of private study in composition. Prerequisite: Minimum grade of C in MUS 203. Private lesson fee applies.

**MUS 237 Vocal Diction: German** 1  
The third of the four-semester sequence covering the principles of accurate pronunciation in German. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 138.

**MUS 238 Vocal Diction: French** 1  
The fourth of the four-semester sequence covering the principles of accurate pronunciation in French. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 237.

**MUS 250 Music in World Cultures** 3  
This course is an exploration into the music of various ethnic groups in their cultural contexts. It will examine basic assumptions about the study of music, both within and outside an academic setting, and the relationship between music and society. Basic knowledge of music is an asset, but not a requirement. This course fulfills the Cultural Horizons core requirement.

**MUS 255 Intermediate Guitar Class** 1  
A course offered for those who have completed Basic Guitar Class or who are comfortable playing the guitar's basic chords. This class will seek to advance guitar skills for the playing of praise and worship guitar. The student will assemble a large praise song list, learn about the history and theology of hymns and praise songs, practice strumming and finger-picking patterns, and learn basic music theory. Techniques learned are applicable to various styles of music. Offered each semester.

**MUS 273, 273L Woodwind Instruments I** 1, 0  
A course designed to prepare the prospective music teacher to teach flute, clarinet, and saxophone in the elementary and secondary public school environments. This course is the first of a two-semester sequence in woodwind instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies

**MUS 274, 274L Woodwind Instruments II** 1, 0  
A course designed to prepare the prospective music teacher to teach oboe and bassoon in the elementary and secondary public school environments. This course is the second of a two-semester sequence in woodwind instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Woodwind Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**MUS 302 Introduction to Composition, Orchestration and Arranging** 3  
A study of the basic elements of music in various contexts for the purpose of understanding and creating original and adapted works of music. Designed to equip the student with skills to compose and develop musical ideas. Included will be arranging and orchestration with consideration of theological assumptions of musical creativity.

**MUS 304 Musicianship IV** 3  
A course introducing the harmony of jazz and popular music and other modern music theories. This course will include sight singing and ear training as well as work in the electronic music studio. Meets four hours weekly including MUS 304L Musicianship IV Lab. Prerequisite: Minimum grade of C in MUS 204.

**MUS 305 Music Connections I** 3  
A course designed to familiarize the student with the music of Baroque, Renaissance and Medieval periods. Included will be independent and group research and class presentations. An interdisciplinary approach to music history is expected with examination into concurrent social, theological, philosophical and artistic developments.

**MUS 306W Music Connections II 3**

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

**MUS 323, 324 Composition III, IV 2, 2**

Intermediate study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course. Private lesson fee applies.

**MUS 333 Elementary Music Methods and Materials 3**

A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the elementary and middle school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**MUS 334 Secondary Music Methods and Materials 3**

A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the high school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**MUS 340 Junior Recital 0**

A program of prepared repertoire demonstrating the performing achievement of the student.

**MUS 351 Church Music Repertoire 2**

A course designed to provide an exposure to the large body of music literature that comprises the heritage and diversity of the Christian Church. Music will be drawn from European, Anglo and African-American church music. Offered in fall, even years.

**MUS 352 The Philosophy and Administration of Music Ministry 2**

A course designed to prepare the church music major for the varied tasks of music leadership in the Church. Included will be development of bibliography, appropriate computer programs, management and ministry principles and music resources. Exposure to different models of music in the Church and methodology for implementation. Offered in spring, even years.

**MUS 371, 371L Brass Instruments I 1, 0**

A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. This course is the first of a two-semester sequence in brass instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**MUS 372, 372L Brass Instruments II 1, 0**

A course designed to prepare the prospective music teacher to teach trombone, baritone, and tuba in the elementary and secondary public school environments. This course is the second of a two-semester sequence in brass instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Brass Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**MUS 381 Instrumental Conducting and Procedures 2**

A course designed to deal with techniques particular to instrumental work, such as baton technique, score reading and preparation. The course includes organization and administration of bands and orchestras. Practice conducting will be in both class and ensemble situations. This will be an advanced survey of the important conducting techniques, gaining an in-depth knowledge of beat patterns, expressive gestures, tuning, balance, ensemble, entrance and release, embellishments, clefs and mastery of the full score. Prerequisite: Minimum grade of C in MUS 204.

**MUS 382 Choral Conducting and Procedures 2**

A course that includes developing the techniques of beat pattern, entrances and releases, cueing, score preparation and rehearsing. Included is choral interpretation and vocal production, selection of materials, organization and administration of choral groups. This course will also include conducting in class and ensemble situations. Prerequisite: MUS 381.

**MUS 405 Music Connections III 3**

A course designed to acquaint the student with the music of the 20th century. It will consist of the

study of classical, jazz and popular music and an examination of significant developments in the music of popular culture and “high” or aesthetic culture. Major composers, compositions and performers will be examined through writings, recordings and concerts. Prerequisite: Minimum grade of C in MUS 306.

**MUS 411 The History and Practice of Christian Worship** 2  
A course designed to assist students in developing an understanding of the history and traditions of Christian worship and to introduce methods of worship planning and practices. Students will be encouraged to examine music and worship practices and to evaluate ongoing developments. Offered in fall, odd years.

**MUS 412 Hymnology** 2  
A course dealing with the development of the hymn form from the early church to the modern period. Included will be discussion of theological and sociological influences that affected hymn writing and hymn tune composition. Offered in spring, odd years.

**MUS 415 Graded Choir Methods and Materials** 2  
A course designed to examine the repertoire and techniques for developing a multi-choir church music program based on classifications of age and educational level. Primary emphasis is on choral activities with secondary inclusion of instrumental resources.

**MUS 423, 424 Composition V, VI** 2, 2  
Advanced study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course. Private lesson fee applies.

**MUS 434 Writing for Instruments** 3  
Writing for Instruments is an advanced orchestration course. The course is designed to familiarize the student with principles of writing involving strings, woodwinds, brass, percussion, and to a lesser extent, world instruments and experimental and unconventional sound making objects. Ranges, sound properties, performance techniques, and notation will be included.

**MUS 437 Pedagogy and Literature** 2  
The course is offered in conjunction with private study. Methods of private teaching and repertoire development will be examined. Will include observation and teaching. Private lesson fee applies.

**MUS 438 Music Career Management** 2  
A culminating senior experience designed to assist the music performance major in planning a per-

forming career/ministry. Artistic representation, audition and competition preparation will be explored. Legal issues and grant request writing will be included.

**MUS 440 Senior Recital** 0  
A program of prepared repertoire demonstrating the performing achievement of the student. The recital length will be thirty minutes for those whose concentration is Music Education; sixty minutes for all other concentrations.

**MUS 441, 442 Church Music Internship I, II** 1, 1  
A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

**MUS 461, 462 Apprenticeship I, II** 1, 1  
A course designed to provide professional monitoring and apprenticeship in student's major area of music.

**MUS 473, 473L Percussion Instruments** 1, 0  
A course designed to introduce the student to the instruments and performing and teaching techniques of the percussion family. Includes class instruction for music majors in the fundamentals of the percussion instruments. The course will include one lecture session and one lab section per week. Lab fee applies.

**MUS 999 Music Recital and Repertory** 0  
This required non-credit course reserves Mondays from 3:00-3:50 p.m. for professional concerns such as recitals, repertoire classes, master classes, and departmental meetings. Each semester, all students majoring in music are required to register for MUS 999 Music Recital and Repertory.

## PHILOSOPHY

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

ONE of the following *INTRODUCTORY* courses: 3

**PHI 100** Heritage of Inquiry:  
An Introduction to Philosophy

**PHI 211** Faith and Philosophy

ONE of the following *LOGIC* courses: 3

**PHI 220** Introduction to Logic

**PHI 321** Symbolic Logic

The following course: 3

**PHI 303** Ancient Philosophy: Origins

<i>THREE of the following courses:</i>		9
<b>PHI 302</b>	Medieval Philosophy: The Christian Tradition	
<b>PHI 303</b>	Modern Philosophy: The Quest for Foundations	
<b>PHI 306</b>	Continental Philosophy: Existentialism and Postmodernism	
<b>PHI 350</b>	Epistemology and Metaphysics	
<i>FIVE Philosophy electives</i>		15
<i>ONE of the following Culminating Senior Experience courses: (offered alternating years, with the other course available as an elective)</i>		3
<b>PHI 440</b>	Truth and Meaning: Hermeneutics	
<b>PHI 450</b>	The Christian Mind	
<i>Total:</i>		<hr/> 36

### THE MINOR IN PHILOSOPHY

PHI 100 or 211, 303, one of 304, 305, 306, 350, either 440 or 450, and six additional elective hours in Philosophy.

### COURSE DESCRIPTIONS

#### **PHI 100 The Heritage of Inquiry: An Introduction to Philosophy** 3

An introduction to philosophical inquiry as it has been practiced since Socrates, with attention to classic problems of philosophy such as the relation of mind and body, the nature of learning and knowledge, and the concept of truth.

#### **PHI 211 Faith and Philosophy** 3

A course on learning to reason about matters of faith. Topics include classic arguments for the existence of God, the rationality of believing without "proof," and theistic responses to the problem of evil.

#### **PHI 220 Introduction to Logic** 3

Focus on learning the art of critical thinking and its application to the kinds of arguments found in everyday life (e.g., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

#### **PHI 222 Art and Culture** 3

Christian reflection on selected topics and figures in aesthetics and cultural analysis.

#### **PHI 225 Christian Sexual Ethics** 3

In this introductory-level course, we will interact with contemporary and foundational philosophers

and moral theologians in an effort to think clearly and Christianly about issues such as the significance of the body, contraception, chastity, the goods of marriage, and so on. The course will be divided roughly into two portions: 1) A History of Christian Sexual Ethics; 2) Inhabiting the Body, Catholic and Evangelical Models of Christian Sexual Ethics.

#### **PHI 303 Ancient Philosophy: Origins** 3

Readings from the ancient classical texts that originated the Western philosophical tradition, focusing especially on Plato and Aristotle and investigating both their usefulness and their provocativeness for Christian thought.

#### **PHI 304 Medieval Philosophy: The Christian Tradition** 3

Readings from medieval philosophical texts in which Christians such as Augustine, Anselm and Aquinas use, criticize and transform ancient philosophy for specifically Christian purposes.

#### **PHI 305 Modern Philosophy: The Quest for Foundations** 3

Readings from texts in the Western philosophical tradition from Descartes to Hegel, with attention to how they have shaped modernity and its understandings of knowledge, morality and human nature.

#### **PHI 306 Continental Philosophy: Existentialism and Postmodernism** 3

A survey of key thinkers and movements in the history of Continental philosophy from the 19th century through the present (e.g., Kierkegaard, Nietzsche, Heidegger, Buber, Sartre, Levinas, Derrida, Marion) with special attention to implications for Christian belief.

#### **PHI 311 Ethics and Justice** 3

A historical investigation of the development of moral reflection in the Western tradition. Through careful readings of key texts, we will trace the movement from ancient concerns with the good life and the virtues it requires, through the patristic and medieval attempt to synthesize Judeo-Christian law traditions with ancient virtue ethics, to the modern emergence of more deontological or consequentialist systems, such as divine command theories, Kantianism, and utilitarianism.

#### **PHI 321 Symbolic Logic** 3

An introductory course that emphasizes the development of systematic techniques for assessing the validity of arguments such as the following: symbolizing English sentences, truth tables, set theory, propositional calculus, and others.

**PHI 350 Epistemology and Metaphysics 3**

A survey of key thinkers and problems in recent Anglo-American philosophy (e.g., Ayers, Wittgenstein, Ryle, Kuhn, Quine, Davidson, Rorty, Plantinga, Lonergan) with special attention to implications for Christian belief.

**PHI 360 Philosophy and Literature 3**

Readings from literary texts (poems, plays or stories) that conduct philosophical inquiries in literary form, with attention to why the irreducible literary form, with its special challenges and pleasures, is inseparable from the pursuit of philosophy.

**PHI 440 Truth and Meaning: Hermeneutics 3**

A seminar course on selected problems and topics in the area of hermeneutics (e.g., the nature of understanding, the place of horizon and tradition in interpretation, the status of objectivity) with special focus on the transformative power of hermeneutics to read as Christians. Prerequisite: one 300-level Philosophy course.

**PHI 450 The Christian Mind 3**

A seminar course on selected topics on the tasks and promises of Christian philosophy, including the question of whether there is such a thing as Christian philosophy. Attention is paid to both theory and praxis of the Christian philosopher and intellectual. Prerequisite: one 300-level Philosophy course.

**PHYSICS**

See Astronomy and Physics

**POLITICAL SCIENCE**

**THE MAJOR FOR THE B.A. IN POLITICAL SCIENCE**

*Required courses for the Political Science major:*

POS 103	American Government	3
POS 200W	Comparative Government	3
POS 212	International Relations	3
POS 214	Political Theory	3
POS	Electives, may include BIO 420, independent study <u>or</u> nternship	24
	<i>Total Credit Hours:</i>	<u>36</u>

**THE MINOR IN POLITICAL SCIENCE**

POS 103; choose one of the following: POS 200, 212, or 214; and twelve hours of Political Science electives (may include BIO 420).

**THE MINOR IN LEGAL STUDIES**

See Interdisciplinary Studies.

**COURSE DESCRIPTIONS**

**POS 103 American Government 3**

Surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government. Examines contending theories of American democracy.

**POS 104 State and Local Government 3**

American state and local government in a federal system of government. Structure, function, problems and federal-state relations are considered. Offered every spring.

**POS 200W Comparative Government 3**

Comparative analysis of leading governments of other nations contrasted with each other and the government of the United States. Political institutions, political parties, and electoral processes will be examined. Writing-intensive course. Prerequisite: Minimum grade of C in POS 103.

**POS 205 Model United Nations 1**

This course provides a hands-on introduction to the structure and function of the United Nations. The focus of the course is participation as a delegate for an assigned country in the National Model United Nations sponsored by Harvard University in Boston, attended by university students from North American and other countries of the world. The course is offered each spring and may be repeated for credit if students serve on different committees.

**POS 212 International Relations 3**

Course covers geographic, economic, demographic, strategic and ideological factors of world politics. Also considers problems attending the development of a new international political system.

**POS 214 Political Theory 3**

An examination of the main political thinkers in the Western tradition with special emphasis on philosophical foundations.

**POS 316 Women and Politics 3**

Explores the history of the suffrage movement. Examines how feminism has affected women's entry into politics and how women have participated in legislative, executive and judicial branches. Topics in public policy issues related to women also included.

**POS 318 Introduction to Law and the Legal System** 3

Introduction to the role of law in our society. Looks at the nature of legal decision making, then at various actors in the system: lawyers, judges, police and jurors. The adversary process is analyzed.

**POS 321 War and Terrorism** 3

Political violence is intensely dramatic, poignantly tragic, and quite complex, a phenomenon that has prompted soldiers, poets, historians, strategists, theorists, theologians and ethicists to spill much ink for millennia. In this course, we will explore the experience, meaning, causes, and morality of war with an eye toward how Christians might properly respond to it.

**POS 324 Politics of the Middle East** 3

This course is designed to help deepen and broaden students' knowledge and understanding of the politics of the contemporary Middle East. Topics include the legacy of colonialism, varieties of Islamic politics, the politics of nationalism and state building, the political effects of oil wealth, and the prospects for civil society and democracy in the region. We will also survey the Israeli/Palestinian conflict and U.S. foreign policy toward the Middle East, assessing Christian perspectives on these critical issues.

**POS 331 Politics, Parties and Interest Groups** 3

Examines the role of political parties in contemporary American government and the implications of weakened parties for governing. Surveys the place of interest groups and political action committees in politics, both in policymaking and in campaigns and elections.

**POS 332 The American Presidency** 3

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

**POS 342 American Constitutional Law** 3

A study of the U.S. Supreme Court and its special role in American government and society. Leading court opinions in separations of powers, federalism and civil liberties and civil rights are analyzed. Recommended for students interested in law school. Prerequisite: Minimum grade of C in POS 103.

**POS 380 American Political Thought** 3

Explores historical and contemporary perspectives on such key American ideas and ideals as constitutionalism, equality, freedom, individualism,

relationship between state and economy and relationship between state and religion.

**POS 382 Modern Political Thought** 3

Examines major texts of European political thought from Machiavelli to Marx.

**POS 402 Political Ideologies** 3

Examines major ideologies that shape debates about politics, such as liberalism, conservatism, socialism, anarchism, and feminism

**POS 495 Internship** 2-6

A supervised field experience in an organization, association, corporation or office that relates to the student's career objective and is relevant to the field of political science. Supervised readings may be required, and 35 hours work per semester is required in the field for each hour's credit. The student is responsible for travel; the instructor for supervision and evaluation. Maximum of six credits may be used in the major.

## **PSYCHOLOGY**

### **THE MAJOR FOR THE B.A. AND B.S. IN PSYCHOLOGY**

*Courses required for all psychology majors:*

PSY 100	General Psychology	3
PSY 205	Child Psychology <u>or</u>	
PSY 207	Lifespan Development	3
PSY 220	Statistics for Social and Behavioral Sciences	3
PSY 221	Statistics Lab	1
PSY 300	Psychological Testing	3
PSY 301	Abnormal Psychology	3
PSY 308	Psychology of Personality	3
PSY 341W	Research Methods	3
PSY 415	History and Systems of Psychology	3
	<i>Subtotal Credit Hours:</i>	<u>25</u>

### **THE B.A. TRACK**

*Required courses:*

PSY 495	Internship <u>or</u>	
PSY 443	Senior Thesis	3
	One elective from the B.S. track	3

*Choose FOUR of the following:*

PSY 201	Industrial/Organizational Psychology	
PSY 206	Adolescent Psychology	
PSY 304	Social Psychology	
PSY 320	Techniques of Individual Counseling	
PSY 322	Psychology of Gender	
PSY 324	Cross-Cultural Psychology	

*Subtotal Credit Hours:* 18

*Total Credit Hours:* 43

## THE B.S. TRACK

Required courses:

<b>BIO 233</b>	Human Physiology and Anatomy I (lab course)	4
<b>PSY 443</b>	Senior Thesis	3
	One elective from the B.A. track	3

Choose **THREE** of the following:

<b>PSY 250</b>	Psychopharmacology	3
<b>PSY 302</b>	Experimental Psychology (lab course)	4
<b>PSY 303</b>	Sensation and Perception	3
<b>PSY 318</b>	Learning and Cognition	3
<b>PSY 417</b>	Physiological Psychology (lab course)	4
	<i>Subtotal Credit Hours:</i>	<u>20-21</u>
	<i>Total Credit Hours:</i>	<u>45-46</u>

## THE MINOR IN PSYCHOLOGY

Eighteen hours in Psychology must include PSY 100. PSY 395 and 495 may not be included in the minor.

### COURSE DESCRIPTIONS

#### **PSY 100 General Psychology** 3

A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study. Offered in fall and spring.

#### **PSY 110 The Dynamics of Individual and Group Development** 1

Presents theoretical models for use by resident assistants in Eastern's residence hall program. Course looks at the developmental tasks of college students and provides an overview of the role of paraprofessional counselors. Prerequisite: Open only to resident assistants. This course does not apply to a Psychology major or minor. Offered in fall.

#### **PSY 201 Industrial and Organizational Psychology** 3

An overview of the practical application of psychology to business, industry and organizations. Attention is given equally to two major areas: A. Individual Work Behavior (selection, placement, testing, training, job analysis) and B. Organizational Psychology (job satisfaction, supervision, productivity, motivation, communication). Prerequisite: Minimum grade of C in PSY 100.

#### **PSY 205 Child Psychology** 3

Study of individual development from the prenatal period through late childhood, including details of physical, cognitive and psychosocial development. Includes opportunity to observe and record child behavior. Students may not receive credit for this course if credit has been earned for a lifespan devel-

opment course (e.g., PSY 207). Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.

#### **PSY 206 Adolescent Psychology** 3

Human development from late childhood to the early twenties. Course covers the interrelatedness of the biological, intellectual, emotional, social and religious dimensions of development as well as major conflicts that adolescents encounter. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.

#### **PSY 207 Lifespan Development** 3

A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person. Students may not receive credit for this course if credit has been earned for a child psychology course (e.g., PSY 205). Prerequisite: Minimum grade of C in PSY 100. Offered in fall.

#### **PSY 220 Statistics for the Social and Behavioral Sciences** 3

Course covers meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency and variability; normal distribution; probability; random sampling; confidence levels; inference; t-test; analysis of variance; chi square; correlation. Factors influencing statistical power (effect size, sample size, etc.) are emphasized for each procedure. This course stresses practical application of theory within the field of psychology. Prerequisite: Minimum grade of C in PSY 100 or permission of instructor. Offered in fall and spring. Should be taken before the junior year.

#### **PSY 221 Statistics Lab** 1

Using SPSS software, students will define and enter data, add and delete cases, retrieve and merge files, transform data by recoding it or by computing new variables, run appropriate analyses for various research questions, and interpret statistical output. Students must register for this course concurrently with PSY 220, and with the same instructor with whom they are taking PSY 220. This course may be taken as a stand-alone course only by students who have been granted transfer credit for a statistics course that did not include SPSS instruction. Prerequisite: Minimum grade of C in PSY 100 or permission of instructor. Offered in fall and spring.

#### **PSY 240 Basic Counseling Skills** 3

This course will introduce students to basic counseling skills for use in ministry, social work, and human relationships. Active listening, empathy,

paraphrasing, clarification, and summarizing will be the focus of class discussion. Skill development will be enhanced through demonstrations and role-plays. Open to all students *except* Psychology majors. Offered in fall and spring.

**PSY 250 Psychopharmacology 3**

Psychopharmacology is the study of the effects of psychoactive drugs on behavior and experience, including the direct and indirect effects that motivate drug use. The course will include introductory surveys of 1) the history of drug use, drug classification schemes, and laws enacted to combat abuse; principles of pharmacology and psychopharmacology; 3) pharmacological and psychological factors that contribute to the use, abuse and dependence associated with major classes of psychoactive drugs; 4) treatments for substance abuse and dependence. Offered in fall.

**PSY 300 Psychological Testing 3**

Study of basic criteria which an authentic psychological test should meet: standardization, validity, reliability. Course also includes overview of many prominently known tests of achievement, intelligence, aptitude, interests and personality. Students take several psychological tests and create a comprehensive assessment portfolio. Prerequisites: Minimum grades of C in PSY 100 and 220. Offered in fall and spring.

**PSY 301 Abnormal Psychology 3**

Etiology, dynamics, symptoms and treatment of the more common types of psychological disorders, both functional and organic. Concepts of mental health and prevention are also considered. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring. Not recommended for first year students.

**PSY 302 Experimental Psychology and Laboratory 4**

An introductory course in behavioral research based on single-N, one-way, and factorial designs. An introduction to single-N designs emphasizes the procedures of classical and operant conditioning using virtual and live animals in individually scheduled laboratories that meet 2 hours each week. Research with human participants includes laboratory and field work. Lectures will address principles of classical and operant conditioning as well as topics in experimental design, including data analysis procedures in SPSS. Prerequisites: Minimum grades of C in PSY 100 and PSY 220. Students not majoring in psychology may substitute MATH 220 for PSY 220. Satisfies lab science core. Offered in spring.

**PSY 303 Sensation and Perception 3**

This course addresses sensation, which is the registration of information related to the nature of the physical universe and the human receptors; perception, which is the interpretation of information related to the pathways of neural processing; and the cumulative memory bank, which is the basis for cognitive reality. Prerequisites: Minimum grades of C in PSY 100, BIO 151 or 233. Offered in spring 2010, 2012.

**PSY 304 Social Psychology 3**

A general survey of social psychology with emphasis on current research findings. Topics include social influence, attitudes, interpersonal interactions and group behavior. Prerequisite: Minimum grade of C in PSY 100. Offered in spring.

**PSY 308 Psychology of Personality 3**

A study of selected theories of personality development representing the major approaches to understanding personality and behavior in modern psychology. Prerequisite: Minimum grades of C in PSY 100 and one course from PSY 205, 206 or 207. Offered in fall and spring.

**PSY 318 Learning and Cognition 3**

Survey and critical review of existing theories of learning and cognition to include the behaviorist perspective, an overview of cognitivism and how it evolved from behaviorism, and a study of perception and attention processes and their relationship to the memory system. In addition, social learning theory, theories of memory, and problem solving are reviewed. Prerequisite: Minimum grade of C in PSY 100. Prerequisite or co-requisite: PSY 341. Offered in fall.

**PSY 320 Techniques of Individual Counseling 3**

The course involves academic study of the counseling process and extensive practice of problem assessment and counseling skills. Focus is on counseling techniques, with less emphasis on theory. Prerequisites: Minimum grades of C in PSY 100, 301 and 308. May not be taken if credit has been earned for PSY 240. Offered in spring.

**PSY 322 Psychology of Gender 3**

This course focuses on the development of gender identity and gender roles from a psychological perspective. Topics include stereotypes, comparisons of male and female cognitive, physical, social and sexual functioning, an historical perspective on gender roles, socialization theories and agents, family relationships, love and marital relationships, communication styles, mental health issues and issues of power. The course will use materials from both a male and female perspective and will discuss gender roles from a Christian worldview. Prerequisite:

Minimum grade of C in PSY 100 or permission of the instructor. Offered in fall.

**PSY 324 Cross-Cultural Psychology** 3

Explores how Western-based theories (in perception, cognition, developmental, social, and clinical psychology) are altered in, and affected by, cross-cultural settings and indigenous psychologies, and how the results can be critically understood and practically applied. Offered in spring.

**PSY 341W Research Methods** 3

A course required of all psychology majors usually taken during their junior year. The course covers basic research design, both quasi-experimental and experimental. Topics include the case study, naturalistic observation, correlational studies, survey techniques, and controlled experiments in the field and in the laboratory. Writing-intensive course. Prerequisites: Minimum grades of C in PSY 100 and 220. Offered in fall and spring.

**PSY 415 History and Systems of Psychology** 3

This course presents an historical study of the development of psychology as a natural and social science, from the time of the Ancient Greeks to the present. Topics include the philosophical and natural science roots of psychology, the interrelated development of the various theories of psychology and progress in the major areas of psychological research. Prerequisite: Senior status as a psychology major or permission of instructor. Offered in fall and spring.

**PSY 417 Physiological Psychology and Laboratory** 4

This course is an introduction to the biological bases of behavior. Specific topics include philosophical and scientific perspectives on mind or consciousness, intra- and inter-neuronal signaling, basic neuroanatomy, behavioral neuroscience methods, psychopharmacology and drug abuse, motor systems, biological rhythms of sleep and waking, emotion, and the biological substrates of selected psychological disorders. Three lectures per week with laboratory exercises in synaptic transmission, neuroanatomy, behavioral pharmacology, behavioral toxicology, and motor systems. Prerequisites: Minimum grades of C in PSY 100, 220 and BIO 233. Offered in spring 2009, 2011.

**PSY 443 Senior Thesis** 3

Recommended for all psychology majors with an interest in pursuing graduate studies, the focus of this course is the empirical investigation of a research topic selected by the student and described in a manuscript prepared in the editorial style of the American Psychological Association. The manu-

script includes (a) a brief review of the scholarly (i.e., peer-reviewed) literature addressing the selected topic; (b) the formulation of an original research hypothesis; (c) a description of the method of participant selection, instruments, research procedures, and data collection and analysis appropriate to the hypothesis; and (d) a discussion of the results of the investigation, with emphasis on theoretical as well as practical application. Students are encouraged to present their findings at a regional undergraduate research conference that meets each spring. Required of psychology majors enrolled in the BS track. Prerequisite: Minimum grade of C in PSY 341. Offered in fall.

**PSY 495 Internship** 2-12

An off-campus supervised work experience in psychological or related services offered at institutions providing treatment and rehabilitation for children, adolescents or adults. Specific placements depend on the needs of the institutions and the students' interests and experience. Each hour of academic credit requires 40 hours of work for the agency. Interns are evaluated by their clinical and faculty supervisors. Prerequisite: Senior status as a psychology major or permission of instructor. Internships may be arranged for fall, spring or summer. Consult with instructor prior to registration.

## **SOCIAL WORK**

### **MISSION, GOALS AND COMPETENCIES OF THE BACHELOR OF SOCIAL WORK (B.S.W.) PROGRAM (SOCIAL WORK MAJOR)**

The mission of the Social Work major is to educate students to be general social work practitioners who are knowledgeable, skilled and compassionate agents of God's mercy and justice in meeting common human needs, with particular attention to people who are vulnerable, oppressed, and living in poverty.

The goals of the B.S.W. Program (Social Work major) are:

- to prepare graduates for beginning professional social work practice with individuals, families, groups, organizations, and communities, from the perspective of a Christian understanding of humanity, society, and the world; and
- to provide graduates with the educational background needed for graduate study in social work and to be considered for advanced standing.

Graduates of the B.S.W. Program (Social Work major) will have acquired the following core competencies:

1. Identify as professional social workers and conduct themselves accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking and communication skills to formulate and communicate professional judgments.
4. Engage human diversity and difference in social work practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human development and action in the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape social work practice.
10. Practice social work with individuals, families, groups, organizations, and communities.

### ADMISSION

Admission to Eastern University does not guarantee admission to the Bachelor of Social Work (B.S.W.) Program (Social Work major). Students considering the major should indicate their interest upon entering the University and seek the assistance of a social work faculty member in evaluating their vocational goals and in planning an academic program. They should declare the major as soon as possible. Application for admission to the Social Work major normally is made during the spring semester of the sophomore year but no later than the fall semester of the junior year. During the admission process, students evaluate themselves and are evaluated by the social work faculty. Students are encouraged to seek employment or volunteer experience in social service agencies during their first and sophomore years in order to explore their interest in, and aptitude for, social work and to prepare for their field practicum.

### FIELD PRACTICUM

Field experience, supervised by an experienced social worker, is a central feature of education for the profession of social work. Students enrolled in the B.S.W. Program (Social Work major) gain practical experience by working in field agencies, two days per week during the spring semester of their junior year and throughout both semesters of their senior year, while concurrently studying social work practice theory in the classroom.

### ACCREDITATION

Eastern University has been accredited since 1974 (the earliest year in which accreditation was available) by the Council on Social Work Education (CSWE) for the baccalaureate Social Work major. The University is authorized by the Commonwealth of Pennsylvania to confer the Bachelor of Social Work (B.S.W.) degree. Most accredited graduate schools of social work offer advanced standing of up to one year, in a normally two-year Master of Social Work (M.S.W.) degree program, to graduates of baccalaureate social work programs that are accredited by CSWE.

### THE MAJOR FOR THE B.S.W. IN SOCIAL WORK

#### Professional Requirements:

<b>SWK 105</b>	Introduction to Social Work	3
<b>SWK 110</b>	Human Diversity and Social Interaction	3
<b>SWK 205W</b>	Human Need and Social Response	3
<b>SWK 340</b>	The Social Work Agency	3
<b>SWK 360</b>	Social Work Practice I	3
<b>SWK 370</b>	Social Work Field Practicum I	4
<b>SWK 420</b>	Individual Growth and Activity in Social Environment	3
<b>SWK 440</b>	Social Welfare Policy Issues	3
<b>SWK 461-462</b>	Social Work Practice II	3-3
<b>SWK 471-472</b>	Social Work Field Practicum II	4-4
<b>SWK 481</b>	Social Work Research	3
	<i>Subtotal Credit Hours:</i>	42

#### Professionally Related Requirements:

<b>ANTH 101</b>	Introduction to Cultural Anthropology	3
<b>BIO 104</b>	Human Biology	4
<b>ECON 203</b>	Principles of Economics – Introductory Macroeconomics <i>or</i>	
<b>ECON 205</b>	Essentials of Economics <i>or</i>	
<b>ECON 220</b>	Faith and Economic Justice	3
<b>POS 104</b>	State and Local Government	3
<b>PSY 100</b>	General Psychology	3
<b>SOC 100</b>	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	19
	<i>Total Credit Hours:</i>	61

### THE MINOR IN SOCIAL WELFARE

Students majoring in other disciplines who want to learn more about social welfare may declare the minor in Social Welfare. Although students participate in some of the same courses as those majoring in social work, the minor is *not* accredited by the Council on Social Work Education and does not prepare graduates for social work practice. Students wishing to qualify as social workers upon graduation should declare the Social Work major. The Social Welfare minor is not open to students majoring in Social Work.

SWK 105	Introduction to Social Work	3
SWK 110	Human Diversity and Social Interaction	3
SWK 205	Human Need and Social Response	3

*Electives (choose a minimum of THREE courses from the following):*

SWK 230	Special Topics	
SWK 251	Child Welfare	
SWK 253	Social Work with Families	
SWK 254	Services to the Aging	
SWK 256	Health and Social Welfare	
SWK 258	Women's Issues and Services	
	<i>Subtotal Credit Hours:</i>	9
	<i>Total Credit Hours:</i>	18

### COURSE DESCRIPTIONS

**SWK 105 Introduction to Social Work** 3  
An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures. Offered in the fall and spring semesters.

**SWK 110 Human Diversity and Social Interaction** 3  
A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, within the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures. Offered in the fall and spring semesters. Fulfills justice requirement of the Core Curriculum.

**SWK 205W Human Need and Social Response** 3  
A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field interviews, and classroom lectures. This is a writing-intensive course. Offered in the fall and spring semesters.

**SWK 251 Child Welfare** 3  
A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse and marital conflict, as well as less traditional services dealing with problems such as adolescent flight, spouse abuse, and addictions.

**SWK 253 Social Work with Families** 3  
A family systems approach will be used to explore the beliefs, rituals, roles, and structures that are a part of family life, and to understand the dynamics and developmental processes of families, their social context, and policy implications. Home-based and community-based social services that help families deal with a wide range of issues will be identified.

**SWK 254 Services to the Aging** 3  
An exploration of the physical, social, emotional and spiritual needs of the aging and the services available to meet them. Attention will be given to the role of the church in meeting the needs of the elderly.

**SWK 256 Health and Social Welfare** 3  
Current concepts of "health" and "illness" will be critically examined in light of their manifest and latent definitions. A framework incorporating social, psychological, political, economic, biological and spiritual factors will be used to explore the developmental life cycle process. Major sub-groups which evidence vulnerability to repeated episodes of physical and/or mental illness will be identified and discussed. The role of the social worker in the health care setting, both direct and indirect, will be explored.

**SWK 258 Women's Issues and Services** 3

An exploration of current issues facing women and social services that have developed in areas such as child welfare, mental health and domestic violence. Consideration will be given to social, political and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical response of secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs.

**SWK 340 The Social Work Agency** 3

An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major), and a minimum grade of C in SWK 205. Corequisite: SWK 370.

**SWK 360 Social Work Practice I** 3

An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major), and a minimum grades of C in SWK 105, 110, 205, PSY 100, and SOC 100. Corequisite: SWK 370.

**SWK 370 Social Work Field Practicum I** 4

Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major). Corequisites: SWK 340, 360.

**SWK 420 Individual Growth and Activity in Social Environment** 3

An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions

between these qualities. Attention will be given to the concepts of freedom, will, choice and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Offered in the fall semester only. Prerequisites: Senior status in the B.S.W. Program (Social Work major); and minimum grades of C in SWK 110, ANTH 101, BIO 104, PSY 100, SOC 100. Corequisite: SWK 471.

**SWK 440 Social Welfare Policy Issues** 3

An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Offered in the spring semester only. Prerequisites: Senior status in the B.S.W. Program (Social Work major) and minimum grades of C in SWK 205 and 340, ECON 203, 205 or 220, and POS 104. Corequisite: SWK 472.

**SWK 461–462 Social Work Practice II** 3–3

Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Must be taken during one academic year. Prerequisites: Senior status in the B.S.W. Program (Social Work major) and minimum grade of C in SWK 360. Corequisites: SWK 420, 471, 481. SWK 462 corequisites: SWK 440, 472.

**SWK 471–472 Social Work Field Practicum II** 4–4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year. Prerequisites: Senior status in the B.S.W. Program (Social Work major), and minimum grade of P in SWK 370. Corequisites: SWK 420, 461, 481. SWK 472 corequisite: SWK 440.

**SWK 481 Social Work Research** 3

An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Offered in the fall semester only. Prerequisite: Senior status in the B.S.W. Program (Social Work major). Corequisite: SWK 471.

## SOCIOLOGY

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

#### Sociology Core

SOC 100	Introduction to Sociology	3
SOC 105	Contemporary Social Problems	3
SOC 220	Social Statistics	3
SOC 245	Socialization & Group Relations	3
SOC 312	Majority/ Minority Relations	3
SOC 315	Social Stratification	3
SOC 318	Research Methodology	3
SOC 402	Classical Sociological Theory	3
SOC 404	Contemporary Sociological Theory	3
SOC 418	Senior Seminar	3
<i>Subtotal Credit Hours:</i>		<u>30</u>

Each student must choose 4 additional sociology courses of which one must be at the 400 level. If a concentration is chosen, a student must take at least 3 courses in that concentration of which one must be at the 400 level.

<i>Subtotal Credit Hours:</i>	<u>12</u>
<i>Total Credit Hours:</i>	<u>42</u>

#### Social Institutions and Processes

SOC 305	Collective Behaviors	3
SOC 310	The Family	3
SOC 320	Church-based Economic Development	3
SOC 340	Urban Sociology	3
SOC 405	Sociology of Religion	3
SOC 408	Social Institutions and Justice	3

#### Global Processes

SOC 350	Poverty, Oppression and Development in Africa	3
SOC 370	Immigration and Transnationalism	3
SOC 372	Community Development in Developing Nations	3
SOC 395	Field Experience (International or Study Abroad Program)	3
SOC 408	Social Institutions and Justice	3
SOC 410	Social Change and Globalization	3

#### Urban Engagement

URBN 312	Urban Planning and (CDEV 575) Policy Analysis*	3
SOC 321	Crime and Delinquency	3
SOC 322	Criminal Justice	3
SOC 340	Urban Sociology	3
URBN 380	Neighborhood Economic (CDEV 545) Development*	3

URBN 401	Urban Issues in a Global Context* (URBN 501)	3
----------	--	---

\*Note: These courses may be taken either on the graduate or undergraduate level.

#### Other Sociology Course Options

(Courses not a part of the core or a concentration):

SOC 416	Research and Data Analysis	3
SOC 417	Senior Thesis	3
SOC 495	Sociology Internship	3
URBN 100	Introduction to the City	3

#### THE MINOR IN SOCIOLOGY

Eighteen hours, including SOC 100, 105, 245 and any three additional courses in SOC.

#### COURSE DESCRIPTIONS

**SOC 100 Introduction to Sociology 3**  
The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

**SOC 105 Contemporary Social Problems 3**  
Selected social problems such as poverty, ethnic relations, the population explosion and pollution are examined. How sociological insights can inform Christian value judgments concerning social structural conditions will be emphasized.

**SOC 220 Social Statistics 3**  
An introduction to descriptive and inferential statistics employed in the social sciences. This course emphasizes the organizing, calculating, and interpreting of data.

**SOC 245 Socialization and Group Relations 3**  
This course (a) explores the process of socialization across different social environments and how, through this process, people construct their sense of reality, values, and worldviews, (b) examines intergroup processes focusing on the sociocognitive, motivation, prejudice, language, social status, and cultural factors in these intergroup processes with the objective of learning about how socialization is a springboard for these determinants of people's roles in intergroup processes, and (c) analyzes socialization contexts and how these contexts frame people's worldviews, thought patterns, and service orientations. Prerequisite: minimum grade of C in SOC 100.

**SOC 305 Collective Behaviors 3**  
This course will review national and international social movements in the context of recent social movement theory and research, considering whether they reflect Christ's call to usher in the Kingdom of God. Prerequisite: Minimum grade of C in SOC 100.

**SOC 310 The Family** 3

Course covers historical background and cultural comparisons of families, premarital and marital behavior and family disorganization and reorganization.

**SOC 312 Majority/Minority Relations** 3

This course focuses on the nature of relationships between the privileged and underprivileged across race, gender, and class. This course attempts to understand these subgroups in terms of their sociopolitical heritage, their lifestyles, their social identities, and their social circumstances. A wide variety of subgroups - such as racial, ethnic, cultural, gender, class, religious, and age populations - in the American society are examined.

**SOC 315 Social Stratification** 3

The course deals with the unequal and stratified distribution of wealth, income, social power and life changes in society, focusing on how class, race/ethnicity and gender pattern these uniquely and in interlocking ways. Prerequisite: Minimum grade of C in SOC 100.

**SOC 318 Research Methodology** 3

A survey of research methods employed in the social sciences. Emphases will include theory construction, measurement and data gathering techniques, sampling, data analysis and research ethics. Prerequisite: Six hours credit in sociology and/or anthropology with minimum grades of C.

**SOC 320 Church-Based Economic Development** 3

This course will survey models for the organization of micro and macro programs in the context of urban churches. The theological dimensions of community development also will be explored. The purpose of this course is to develop a rudimentary model for microeconomic programs in a church setting. Recommended for juniors and seniors.

**SOC 321 Crime and Delinquency** 3

A critical analysis of various theories of crime and delinquency, emphasizing how well the theories explain empirical data. The implications of theory for treatment will be examined. Prerequisite: Minimum grade of C in SOC 100 or permission of department.

**SOC 322 Criminal Justice** 3

This course will attempt to convey an understanding of how the criminal law actually operates. It will deal in part with the following areas: the concept of punishment, role of the police, the role of the attorney, bail, trials, pleas, sentencing and corrections. One objective of the course is to raise questions about the purposes of the criminal

law and how those purposes can best be realized in modern society. Prerequisite: Minimum grade of C in SOC 100 or POS 103 or permission of department chair. May count as a Political Science course.

**SOC 340 Urban Sociology** 3

The course is designed to cover the basic concepts of urban sociology. Special attention will be given to problems related to the contemporary urban crises such as ethnic tensions, poverty and environmental degradation.

**SOC 350 Poverty, Oppression and Development in Africa** 3

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

**SOC 370 Immigration and Transnationalism** 3

This course is a critical examination of immigration as a social phenomenon. It draws upon the tools of sociological theory and research to analyze causes, contours and repercussions of migration flows worldwide, while focusing more specifically on contemporary immigration in the United States. Modes of incorporation, patterns of assimilation and mobility, and second generation trends are some of the issues of interest in the course. Also of interest are increasingly intense patterns of transnationalism among immigrant groups and individuals, whether in terms of politics, religion, citizenship or other. The impact and significance of these and other dimensions of today's immigration are considered. Recommended for juniors and seniors.

**SOC 372 Community Development in Developing Nations** 3

The course starts by defining nation in ethnic terms, developing nation, community, and community development then discusses the issues of concern, approaches, and strategies of community development. Of note, the course underlines the role of religious, political, economic, social, and cultural systems in community development, explaining the responsibilities of the systems as God intended for community development to take place, how the systems fail to fulfill their responsibilities, and what needs to be done for the systems to be able to carry out their responsibilities as God intended. The course ends with a discussion of how communities in developing nations can best use their systems in inventorying, sourcing, mobilizing, and utilizing relationships, resources, assets, and valued goods in their development. Recommended for juniors and seniors.

**SOC 402 Classical Sociological Theory 3**

The history of the development of Social Theory in the West. Major attention will be given to Karl Marx, Emile Durkheim, and Max Weber as the most significant formulators of classic sociological models. Prerequisite: Minimum grade of C in SOC 100 and junior standing.

**SOC 404 Contemporary Sociology Theory 3**

A survey of contemporary sociological schools of thought by reviewing the criteria and classification categories for "mapping" the major approaches to studying and understanding social reality. Emphasis is given to acquaintance with the classic formulators of major schools of theory as well as to development of a systematic understanding of the major questions all forms of social theory must answer. Prerequisite: Minimum grade of C in SOC 402.

**SOC 405 Sociology of Religion 3**

A survey of major sociological theories of religion. Topics include theories of conversion and retention, rational choice theory, new religious movements and cults. Class will consider the secularization debate and recent theories of religious growth. Prerequisite: Minimum grade of C in SOC 100 and one other sociology course.

**SOC 408 Social Institutions and Justice 3**

The course explores the social justice opportunities and shortfalls in the social institutions of religion, economy, politics, education, family, healthcare, and entertainment. We examine the nature and how each social institution operates with the objective of identifying the opportunities and shortfalls in the practice of social justice in the institution. We draw upon biblical insights and sociological arguments to explain how social institutions have compromised social justice, and propose ways of how they can uphold social justice. Prerequisite: Minimum grade of C in SOC 100 and must be at least a junior.

**SOC 410 Social Change and Globalization 3**

This course is an exploration of major transformations and processes that underscore and inform human social experience in the (post-) modern world, whether at the local, national or global levels. Its approach is primarily an analytical rather than exhaustive one. That is, the course does not attempt to provide a comprehensive survey of social change throughout human history. Instead, it seeks to make use of the tools of sociological inquiry to gain understanding of some of the essential dimensions of social change that affect our lives today. Examples include changes related to the environment, population growth and movement, colonialism and post-colonialism, development and underdevelopment, globalization, technology, and others.

**SOC 416 Research and Data Analysis 3**

An introduction to how data is analyzed in the social sciences with the computer. The student will learn how to enter, analyze, and interpret data. Several data analyses (from univariate to multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

**SOC 417 Senior Thesis 3**

The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor. Prerequisite: Minimum grade of C in SOC 318.

**SOC 418 Senior Seminar 3**

A topical seminar, the content of which will vary year by year. Emphasis on integrating one's faith with sociological knowledge and examining the viability of such integrative endeavors. Prerequisite: Minimum grade of C in SOC 402 and 404.

**SOC 495 Sociology Internship 3**

Internship provides a supervised work experience in a related field of sociology for those students desiring an opportunity for "hands-on" experience in an area of their choice. Prerequisite: Minimum grade of C in SOC 100 and must be at least a junior.

**URBN 100 Introduction to the City 3**

This foundational course introduces students to the city. This course gives students "first hand" experience in the city through a variety of field trips, excursions, and personal assignments in the City of Philadelphia. A wide selection of topics, lectures, and readings are explored pertaining to the urban context. Lab fee.

**URBN 300 Urban Prophets and Artistic Expression 3**

This course looks at prophecy as a vehicle for calling an unjust world into justice and righteousness and at music, dance, theatre, and art as vehicles of urban prophets throughout history. Lives and unique experiences of urban artists/prophets will be explored. Students will develop critical thinking skills for evaluating art and will use art to express their perceptions. Offered only in Summer Session I as a residential program. Recommended for juniors and seniors.

**URBN 312 Urban Planning and Strategies 3**

Discussion and analysis of current urban problems, especially inner city, and of forces responsible for urban and regional growth. An historical perspective on the planning profession and the

planning approach to urban phenomena will be reviewed. Issues to be considered within the matrix of planning: affordable housing, blight, public transit, community-based development, public policy, crime, and redevelopment of open space. Prerequisite: Junior standing. Recommended for juniors and seniors.

**URBN 380 Neighborhood Economic Development** 3

Course will focus on role of cities and city governments in faith-based economic development, need for neighborhood vision and community organization, how to initiate a program or project, and relation of such projects to welfare-to-work, daycare and other support services. Recommended for juniors and seniors.

**URBN 401 Urban Issues in a Global Context** 3

This capstone course introduces transformational theories and concepts that form the basis for faith-based urban social change. With a focus on globalization and local community service, the course is based on guest lectures and seminar discussion throughout the year. Students will explore major urban problems around the world, and integrate theory and practice from urban and interdisciplinary perspectives. Students are encouraged to begin exploring models for social change collaboratives that apply specific and diverse disciplines in a single community. Students will complete required reading in global urban issues, book reviews and a collaborative community research project.

**THEATRE**

**THE MINOR IN THEATRE**

THR 100	Actors' Lab	1
THR 135	Acting I	3
THR 150	Performance Production I	1
THR 151	Basic Stage Craft and Design	3
THR 202	The Active Voice	3
THR 204	Introduction to Theatre	3
THR 250	Performance Production II	2
THR 308	Directing I	3
THR 318	Advanced Acting/Directing <i>or</i>	
THR 335	Acting II <i>or</i>	
THR 351	Advanced Stage Craft	3
<i>Total Credit Hours:</i>		<u>22</u>

**THEATRE COURSE DESCRIPTIONS**

**THR 100 Actor's Lab** 1

This activity course invites students to engage in integration of faith, physicality and imagination through a process of exercises, theatre games and improvisation. The course is very experiential,

communal, participatory and cumulative, intended to train, prepare and promote growth in performing. It is designed to be taken repeatedly, especially by Eastern University theatre performers. Prerequisite: audition.

**THR 135 Acting I** 3

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

**THR 150 Performance Production I** 1

For students with some experience or interest in dramatics; involves participation in University play productions or other group projects. This course is an activity course. May be taken more than once for credit. Graded on a P/F basis.

**THR 151 Basic Stage Craft and Design** 3

An introduction to the basics of technical theatre, including design principles, construction techniques, and stage management procedure and preparation. Prerequisite: Minimum grade of C in THR 150 or permission of instructor.

**THR 195 Communicating Gospel Through Performance** 1

A course designed around helping students develop skills needed to use theatre as a medium for communication of the gospel. Graded P/F.

**THR 202 The Active Voice** 3

Students will be introduced to and engage in an exploration of vocal life as an active, powerful and transformational component of their entire physical, emotional, intellectual and spiritual selves. Attention will be paid to breath awareness, vocal production, speech and diction by way of study of the physiological and psychological nature of voice, lab-style participation, practice and evaluation of exercises, text presentations and performances. Not a singing class. Prerequisite: Minimum grade of C in THR 100 or 135.

**THR 204 Introduction to the Theatre** 3

A survey of drama and the theatre from historical and generic perspectives. The great periods in the theatre will be examined and a brief introduction to technical theatre and problems of direction and production given. Class trips to view plays will supplement the lectures.

**THR 250 Performance Production II** 2  
 Individual study of the dramatic arts, depending upon needs and interest, and intensive work within the play productions. Prerequisite: one year of work with the campus drama group or THR 150 or recommendation of the instructor. Not to be taken concurrently with 150. This course is an activity course. Graded on a P/F basis.

**THR 308 Directing I** 3  
 This class introduces students to the skills of directing (live or recorded performance) through a process of mastering fundamentals of theatre direction. This lab-style class places a very high premium on attendance, participation and thorough outside-of-class preparation: reading, writing, research, analysis, organization and rehearsal. Class time is devoted to presenting, observing and evaluating prepared work and culminates in a Final Scene. The Final Scene will require a minimum of 12 hours of in and out-of-class rehearsal. Prerequisite: Minimum grade of C in THR 135 or permission of instructor.

**THR 318 Advanced Acting/Directing** 3  
 This advanced course will focus intensely on a particular style/playwright (e.g. Shakespeare, Moliere, Pinter, Albee) within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/improvisational approaches, adaptation, working with new plays. Prerequisite: Minimum grade of C in THR 135 or 308 or permission of instructor.

**THR 335 Acting II** 3  
 This advanced course will present a detailed study of characterization, text analysis, rehearsal technique, scene study and auditioning. Students will be exposed to and be expected to integrate a wide variety of approaches to acting and style, including realism, dance-theatre and non-western performance. Challenging character scene work will require greater responsibility to scene partners and to the issues of collaboration and self-direction. Prerequisite: Minimum grade of C in THR 135.

**THR 351 Advanced Stage Craft and Design** 3  
 An advanced study of stage craft, including advanced design principles, construction techniques, style and special effects. Prerequisite: Minimum grade of C in THR 250 or permission of instructor.

## THEOLOGICAL STUDIES

The department of Christian Studies offers the major in Theological Studies.

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

*Beyond Bible core, the following courses are required for the major in Theological Studies:*

<b>THEO 240*</b>	Theological Thinking	3
<b>BIB 201</b>	Research Methods in Biblical Studies	3
<b>PHI 211</b>	Faith and Philosophy	3

*\*THEO 240 fulfills the core requirement for "formed in Christian thought."*

*TWO additional 200-level THEO courses:* 6

<b>THEO 210</b>	Foundations of Christian Spirituality
<b>THEO 251</b>	Early and Medieval Christianity
<b>THEO 252</b>	Reformation and Modern Christianity
<b>THEO 260</b>	Introduction to Christian Ethics

*ONE systematic focus course:* 3

<b>THEO 341</b>	God and God's World
<b>THEO 342</b>	Jesus Christ: Savior and Lord
<b>THEO 343</b>	On Being Human
<b>THEO 344</b>	The Spirit, the Church and the Word

*ONE global focus course:* 3

<b>THEO 315</b>	Theological Foundations of World Religions
<b>THEO 335</b>	Global Christianity
<b>THEO 337</b>	Theology of Culture

*ONE contemporary focus course:* 3

<b>THEO 435</b>	Modern Theology
<b>THEO 436</b>	Postmodernism and Pluralism
<b>THEO 437</b>	20th Century Women Spiritual Writers

*THREE THEO electives (300- or 400-level)\*\** 9

*\*\*NOTE: May include HIS 372 Eastern Orthodox History and Theology, PHI 304 Medieval Philosophy: The Christian Tradition.*

*ONE BIB elective (200-, 300- or 400-level)* 3

*ONE additional THEO or BIB elective* 3

*Total Credit Hours:* 39

### MINOR IN THEOLOGICAL STUDIES

Beyond Bible core, ONE THEO core course plus ONE Biblical Studies elective and FOUR Theological Studies electives constitute a minor in Theological Studies.

## **COURSE DESCRIPTIONS**

### **THEO 210 Foundations of Christian Spirituality** 3

This course explores the historic foundations of the Christian spiritual life. It considers key biblical texts and selected classical Christian writings in order to understand the nature and development of mature Christian faith, the connection between faith development and human development, the relationship between Christian faith and the various doubts and conflicts faced by contemporary believers, and the significance of classical spiritual disciplines in the formation of authentic Christian character. Prerequisite: BIB 101, 102; minimum grade of C in BIB 101, 102 for Theological Studies majors.

### **THEO 240 Theological Thinking** 3

A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated. Prerequisite: BIB 101, 102; minimum grade of C in BIB 101, 102 for Theological Studies majors.

### **THEO 251 Early and Medieval Christianity** 3

This class involves a survey of the institutional and intellectual history of Christianity from its beginnings until the 15th century. Particular attention will be given to the development of Trinitarian and Christological doctrine in the early church, Christian understandings of sin and grace, monasticism, sacramental theology and scholasticism. Prerequisite: BIB 101, 102.

### **THEO 252 Reformation and Modern Christianity** 3

A survey of the development of European Christianity in the Reformation and early modern periods. Attention is given to the reformations of the 16th century (Lutheran, Reformed, Radical, English, Catholic), to the subsequent development of Catholic and Protestant orthodoxy, rationalism, and pietism, and to nineteenth-century developments in mission and theology. Prerequisite: BIB 101, 102.

### **THEO 260 Introduction to Christian Ethics** 3

A study in practical theology, this course will examine Christianity as a coherent vision of life. We will explore how central biblical and theological themes, such as community, fall, cross, and new creation, are to be embodied in the lives of Christians. We will focus especially on how the confession that Jesus is Lord ought to inform our approach to the ethical issues and controversies of our day. Prerequisite: BIB 101, 102.

### **THEO 315 Theological Foundations of World Religions** 3

A detailed exploration of the explicit and implicit theologies of Buddhism, Hinduism, and Islam, aimed at grasping the internal logic and coherence of each tradition. Special attention will be given to comparing and contrasting these faiths with historic Christianity. Prerequisite: Minimum grade of C in THEO 240, or 251, or 252.

### **THEO 316 Theology and the Body** 3

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

### **THEO 325 Martin Luther** 3

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

### **THEO 328 Karl Barth: Theologian and Witness** 3

An introduction to one of the most significant Christian theologians in the history of the Church, and certainly the most significant Christian theologian of the 20th century: Karl Barth. The historical background of Barth's life and key themes in his thought will be explored through close readings of secondary and primary texts, course discussion and through student précis presentations.

### **THEO 329 C. S. Lewis** 3

A study of the theological vision of C. S. Lewis through his own writings, both fiction and non-fiction. Special attention is given to the features of Lewis's thought that make it an integrated whole, and also to aspects that are not widely known, or that are controversial, or that have made a distinctive contribution to Christian theology in the last hundred years. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

### **THEO 335 Global Christianity** 3

Western forms of Christian faith are becoming increasingly marginalized as the church grows dramatically in the southern hemisphere, where highly contextual, conservative and charismatic forms of the faith abound. This course will explore how the Christian faith is being embodied and carried forth in these contexts through the close reading of texts that consider how these commu-

nities read the Bible and contextualize the theological themes and liturgical forms that characterize the Christian tradition. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 337 Theology of Culture** 3

This course will look at the phenomena of human culture from a theological perspective. In particular, we will consider how culture and cultural plurality arise from interrelationships between God, humanity and creation, and that the ultimate purpose of culture is human flourishing and divine witness. At the end of the course this framework will be used to critique a selected aspect of human culture, usually through interaction with a specific text chosen by the instructor. Past selections have dealt with cultural pluralism and enhancement technologies. Prerequisites: Minimum grades of C in BIB 101, 102 and THEO 240.

**THEO 341 God and God's World** 3

An investigation of the Christian doctrine of God in its biblical foundations and its historical development, with particular attention to the life of God as Trinity and to the relationship between God and the world. Specific topics may include the relationship between transcendence and immanence, the efficacy of natural theology, the impassibility and immutability of God, the character of divine foreknowledge and providence, the nature of divine "personhood" and the debate over "social trinitarianism", and the relationship between equality and order among the divine persons. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 342 Jesus Christ: Savior and Lord** 3

This course will offer students a theological portrait of the person and work of Jesus Christ. We will consider Jesus as both mediator of revelation, creation and reconciliation and lord of culture and history. This goal will be accomplished through a consideration of the central Christological (person of Christ) and soteriological (work of Christ) doctrines of the Christian faith: their historical development, theological coherence and cultural significance. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 343 On Being Human** 3

This course will offer students a theological portrait of the human person as a creature created in the image of a triune God. Interpreting the phrase "image of God" will occupy a great deal of our time in this course. We will also reflect on texts, film and music that suggest the unique tensions that characterize human life as finite, fallen, redeemed, social and cultural. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 344 The Spirit, the Church and the Word** 3

This course will offer students a theological portrait of the person and work of the Holy Spirit and the nature and mission of the Church in the world. We will consider the identity and function of the Holy Spirit as the Spirit of Jesus Christ, and the formation of the Christian community as the body of Jesus Christ in the world. These two themes will be considered in terms of their historical development, theological coherence and cultural significance. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 360 Theological Themes in Children's Literature** 3

This course will explore a particular subset of children's literature, namely 20th- and early 21st-century British and American middle-grade and young-adult fiction (with a little bit of biography and memoir thrown in), with the dual intention of introducing students to this large and wonderful literature and of reflecting theologically on the stories told by these books. What questions do they raise about human life and love, about God and the world, about good and evil and sin and redemption, about fear and hope and happiness and one's place in the universe? How might they confirm or challenge or expand a Christian theological understanding of these questions and the possible range of responses that might be given them? And how do these books appear to function in the lives of the children (and others) who read them?

**THEO 370 Catholics and Protestants in Conversation** 3

An exploration of the theological encounter between Roman Catholic and Protestant Christians over the past five centuries, aimed at understanding the key points of disagreement, such as the relationship between Scripture and Tradition, the nature of justification, and the status of the Virgin Mary and the saints. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**THEO 435 Modern Theology** 3

The course examines the central figures, themes and movements in theology during the 19th and 20th centuries with particular attention to what is distinctive about modern theology, how it is related to philosophical and cultural developments and how traditional Christians may critically appropriate modern insights. Prerequisite: Minimum grade of C in THEO 240.

**THEO 436 Postmodernism and Pluralism** 3

A critical, theological study of contemporary postmodernism and religious pluralism, aimed at

developing an appropriately complex understanding of Christianity's truth and of Christianity's place in a diverse religious world. Prerequisite: Minimum grade of C in THEO 240.

**THEO 437 20th Century Women Spiritual Writers** 3  
 An exploration of the writings of such authors as Roberta Bondi, Joan Chittister, Dorothy Day, Annie Dillard, Frederica Mathewes-Greene, Anne Lamott, Madeleine L'Engle, Kathleen Norris, Virginia Stem Owens, Barbara Brown Taylor, and Phyllis Tickle, with particular attention given to these authors' perspectives on the themes of church membership and ministry (that is, ecclesiology) and one's life work (that is, vocation).

## YOUTH MINISTRIES

### THE MAJOR FOR THE B.A. IN YOUTH MINISTRIES

YMIN 101	Introduction to Youth Ministry	3
YMIN 102	The Gospel and Adolescent Culture	3
YMIN 205	Youth Ministry and the Small Group Process	3
YMIN 207	Youth Ministry Programming Skills	3
YMIN 305	Youth Ministry Administration	3
YMIN 402	Discipling Youth	2
YMIN 404	Senior Seminar	2
<i>Subtotal Credit Hours:</i>		<u>19</u>

YMIN 313, 314	Field Placement I	1-3
<i>or</i> 315		
YMIN 413, 414	Field Placement II	1-3
<i>or</i> 415		
<i>Subtotal Credit Hours:</i>		<u>4</u>

*Choose ONE of the following courses:* 3  
 (may include courses taken to meet CORE requirements)

PSY 206	Adolescent Psychology
PSY 240	Basic Counseling Skills
SOC 310	The Family

*Choose ONE of the following courses:* 3

YMIN 203	Youth Ministry in the Wilderness
YMIN 303	Ministry in the Urban Setting
YMIN 304	Issues in Urban Youth Ministry
YMIN 316	Practicum: International Youth Ministry
YMIN 317	Cross-Cultural Mindset in Ministry

*Choose TWO of the following courses:* 4-5

YMIN 202	Youth Ministry and Evangelistic Strategy
----------	--

YMIN 217	Youth Ministry Teaching Lab	
YMIN 406	Youth Ministry Skills Clinic	
<i>Subtotal Credit Hours:</i>		<u>10</u>

### Bible and Theology Courses:

*TWO courses in Theology:*

(to include CORE requirements)

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking	3
<i>Subtotal Credit Hours:</i>		<u>6</u>

*Choose TWO from BIB at the 200-level or above (in addition to CORE requirements)* 6  
*Subtotal Credit Hours:* 6

*Choose TWO additional electives from BIB or THEO at the 200-level or above (in addition to CORE requirements)*  
*Subtotal Credit Hours:* 6  
*Total Credit Hours:* 51-52

## COURSE DESCRIPTIONS

**YMIN 101 Introduction to Youth Ministry** 3  
 This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

**YMIN 102 The Gospel and Adolescent Culture** 3  
 This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

**YMIN 202W Youth Ministry and Evangelistic Strategy** 3  
 The ministry of outreach and evangelism is a critical component of any effective youth ministry. This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and will survey various modes and means of personal and group evangelism. This course will also focus on developing significant writing skills or students in the major.

**YMIN 203 Youth Ministry in the Wilderness** 3  
 This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting,

and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The context of the course is a two-week wilderness trip that will include backpacking, rock-climbing and whitewater rafting. Limit: 10 students. Offered in Summer Session I. Additional fees.

**YMIN 205 Youth Ministry and the Small Group Process** 3

By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Principles of biblical interpretation and Bible study activities appropriate to youth ministry will be explored. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 207 Youth Ministry Programming Skills** 3

This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation. Offered in fall. Prerequisite: Minimum grade of C in YMIN 101.

**YMIN 211 Seminar in Campus Ministry I** 2

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

**YMIN 217 Youth Ministry Teaching Lab** 2

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

**YMIN 303 Youth Ministry in the Urban Setting** 3

The objective of this course is to give students a vision for youth ministry in an urban environment. Students will not only have opportunity to see and

experience various approaches to urban youth ministry, but will also be challenged to explore their attitudes toward cross-cultural ministry, racism and poverty. Prerequisites: Minimum grades of C in IN 101, 102.

**YMIN 304 Issues in Urban Youth Ministry** 3

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

**YMIN 305 Youth Ministry Administration** 3

This course will focus on some of the "nuts-and-bolts" areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills. Offered every spring. Prerequisites: Minimum grades of C in YMIN 101, 102, 207.

**YMIN 313, 314 Field Placement I** 1-3

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

**YMIN 315 Summer Field Placement I** 1-3

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

**YMIN 316 Practicum: International Youth Ministry** 3  
 This course is designed to help students reflect on a cross-cultural ministry experience to help them integrate their calling to youth ministry and their own identity. Following a practical, hands-on youth ministry experience in a cross-cultural setting overseas for at least one semester, students will enroll in this course for a reflective process in which they will evaluate their personal and ministry experiences from their international ministry setting. Prerequisite: Permission of the Youth Ministries program director.

**YMIN 317 Cross-Cultural Mindset in Ministry** 3  
 The call to serve as Christians implies finding new ways of contextualizing the Gospel. This course is designed to encourage students to think creatively when serving in today's world. In order to break stereotyped patterns and allow creativity to emerge, the student will be exposed to different cultural experiences and will reflect on the need to embrace a cross-cultural approach in ministry. This course includes a ten-day spring break trip to a location outside of the United States.

**YMIN 402 Discipling Youth** 2  
 Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course uses lecture, classroom discussion, independent research and a five-day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session I. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 404 Senior Seminar** 2  
 Using a seminar format, special focus and attention will be given to questions that often emerge in youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline? What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. The Culminating Senior Experience (CSE) project will be part of this course. Limit: 10 students. To be offered every spring. Prerequisites: Minimum grades of C in YMIN 305.

**YMIN 406 Youth Ministry Skills Clinic** 2  
 This course will be designed to give students opportunities to exercise their skills in speaking to

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

**YMIN 413, 414 Field Placement II** 1-3  
 See description for YMIN 313, 314.

**YMIN 415 Summer Field Placement II** 1-3  
 See description for YMIN 315.

## OREGON EXTENSION

Eastern University provides transcript service for students participating in the Oregon Extension. A fall semester is divided into four month-long segments of study. Students choose one course as their focus for each segment. Course descriptions are available upon request and are expressed in very general terms in order to honor the courses' interdisciplinary character as well as their individualized, guided-study format, allowing maximum flexibility in meeting students' true interests.

### Segment One: Contemporary Issues

<b>HIS 395 OE</b>	Selected Issues in Contemporary World History	4
<b>SOC 395 OE</b>	Selected Issues in Contemporary Social Criticism	4

### Segment Two: Social Thought

<b>ARH 396 OE</b>	Topics in the Intersection of Art and Society	3
<b>BIB 396 OE</b>	Selected Social Issues in Biblical Perspective	3
<b>COM 396 OE</b>	Topics in the Relationship of Society and Human Communications	3
<b>EDU 396 OE</b>	Topics in Educational Theory and Practice	3
<b>ENG 396 OE</b>	Literary Perspectives on Society	3
<b>HIS 396 OE</b>	Selected Topics in Social Thought in Historical Perspective	3
<b>PHI 396 OE</b>	Selected Social Issues in Philosophical Perspective	3
<b>POS 396 OE</b>	Topics in the History of Political Thought	3
<b>PSY 396 OE</b>	Selected Social Issues in Psychological Perspective	3
<b>SCI 396 OE</b>	Topics in the Relationship of Science and Society	3

<b>SOC 396 OE</b>	Topics in the Study of Society	3
<b>THEO 396 OE</b>	Topics in the Relationship of Religion and Society	3
<b>INST 396 OE</b>	Directed Study	3
	<i>An individualized course of study which includes lectures, readings in related disciplines and a research project, examining a topic of critical interest to a student in an academic area not included in the Human Stories course listings. Topic will be approved by the student's academic advisor and the Oregon Extension faculty.</i>	

**Segment Three: Human Stories**

<b>ARH 396 OE</b>	Artistic Perspectives on the Human Experience	3
<b>BIB 397 OE</b>	Biblical Perspectives on the Human Experience	3
<b>ENG 397 OE</b>	Literary Perspectives on the Human Experience	3
<b>HIS 397 OE</b>	Historical Perspectives on the Human Experience	3
<b>PHI 397 OE</b>	Philosophical Perspectives on the Human Experience	3
<b>PSY 397 OE</b>	Psychological Perspectives on the Human Experience	3
<b>SCI 397 OE</b>	Biological Perspectives on the Human Experience	3
<b>SOC 397 OE</b>	Sociological Perspectives on the Human Experience	3
<b>THEO 397 OE</b>	Religious Perspectives on the Human Experience	3
<b>INST 397 OE</b>	Directed Study	3

**Segment Four: Living Faith**

<b>ARH 398 OE</b>	Topics in the Relationship of Religion and the Arts	3
<b>BIB 398 OE</b>	Topics in Biblical Exegesis	3
<b>COM 398 OE</b>	Topics in the Relationship of Religion and the Media	3

<b>ENG 398 OE</b>	Topics in the Relationship of Religion and Literature	3
<b>HIS 398 OE</b>	Topics in Religious History	3
<b>PHI 398 OE</b>	Topics in the Philosophy of Religion	3
<b>PSY 398 OE</b>	Topics in the Psychology of Religion	3
<b>SCI 398 OE</b>	Topics in the Relationship of Religion and the Natural Sciences	3
<b>SOC 398 OE</b>	Topics in the Sociology of Religion	3
<b>THEO 398 OE</b>	Topics in the Study of Religion	3
<b>INST 398 OE</b>	Directed Study	3

**Semester-long course for all students:**

<b>COM 399 OE</b>	Composition and Rhetoric	3
	<i>Individualized and group instruction in discussion participation, research skills, essay writing and formal oral presentation.</i>	

**Women's Studies May Term**

May Term is an individualized three-credit course of study comprised of lectures, reading, academic journaling, group discussions and a research project examining texts relevant to issues in women's studies.

<b>BIB 390 OE</b>	Selected Women's Studies Topics in Biblical Perspective	
<b>ENG 390 OE</b>	Selected Women's Studies Topics in Literature or Creative Writing	
<b>PSY 390 OE</b>	Selected Women's Studies Topics in Psychological Perspective	
<b>SOC 390 OE</b>	Topics in Social Issues and Theory	
<b>THEO 390 OE</b>	Selected Women's Studies Topics in Theology	3
<b>INST 390 OE</b>	Individualized Study	

*An individualized course of study examining a topic of critical interest to a student in an academic area not included in the course listings. Topic will be approved by the student's academic advisor and the May Term faculty.*



# PERSONNEL



## THE BOARD OF TRUSTEES

---

- Dr. Stacey R. Sauchuk '81**, *Chair of the Board of Trustees*, Eastern University, *Senior Vice President Academic Programs and Student Affairs*, Education Management Corporation, Wynnewood, PA
- David R. Black, Ph.D.**, *President*, Eastern University, St. Davids, PA
- Hon. Louise Williams Bishop**, *Pennsylvania State Representative*, Philadelphia, PA
- Mr. John W. Boyer, Jr.**, *CEO (retired)*, Aqua Water Company, Media, PA
- Marjean B. Brauch, D.O.**, *Physician (retired)*, Isle of Palms, SC
- Mrs. Delores Brisbon**, *(retired) Brisbon Associates; Chief Operations Officer (retired)*, University of Pennsylvania Hospital, Philadelphia, PA
- Dr. Jacob Chatman**, *Senior Pastor*, Pinn Memorial Baptist Church, Wayne, PA
- Mr. Steven Clemens '91**, *Partner*, Kirkland and Ellis, LLP, Larchmont, NY
- Rev. Danny Cortés '83**, *Senior Vice President*, Esperanza, Philadelphia, PA
- Rev. Albert G. Davis, Jr.**, *Senior Pastor*, Mt. Calvary Baptist Church, Ardmore, PA
- Dr. Rev. Richard A. Dent**, *Pastor*, First African Baptist Church, Sharon Hill, PA
- Mr. Ronald B. Evans**, *Owner*, Mustard Seed Bookstores, Wayne, PA
- Ms. E. Shepard Farrar**, *Chief, Investment Management*, Inter-American Development Bank, Arlington, VA
- Rev. Dr. W. Wilson Goode, Sr.**, *Senior Advisor for Congregational Transformation*, Public/Private Ventures, Philadelphia, PA
- Mr. W. Donald Gough '67**, *President*, Gough Management Company, *Past Chairman of the Board of Trustees*, Eastern University, New Castle, NH
- Ms. Eleanore V. Guzewicz**, *Business Professional (retired)*, Blue Bell, PA
- Mr. Arthur W. Hill**, *Headmaster (retired)*, Lexington Christian Academy, Spruce Head, ME
- Mr. John C. Honor, Jr.**, *Executive Director*, H.R. (retired), KPMG, Oakton, VA
- Mrs. Lucy Huff**, *Marriage and Family Therapist (retired)*, Spring Branch, TX
- Mrs. Teresa Klaassen**, *Co-Founder and Chief Cultural Officer*, Sunrise Senior Living, McLean, VA

- Dr. Cheryl R. Lombard**, *Assistant Principal*, Boca Raton Community High School, Boca Raton, FL
- Mr. Richardson T. Merriman**, *President and CEO*, The Pennsylvania Trust Company, Radnor, PA
- Mr. Steven O'Hearn**, *Vice President*, Sysorex Federal, Inc.; *President*, Information Systems Consortium, Inc., Bowie, MD
- Mr. Charles A. Olson, III '90**, *President*, Olson Research Group, Inc, Warminster, PA
- Mr. Thomas M. Petro**, *President and CEO*, Fox Chase Bank, Malvern, PA
- Dr. Janis Plostnieks**, *Corporate Director (retired)*, Science and Technology, Johnson & Johnson, Blue Bell, PA
- Mr. James H. Rogers**, *Chairman*, Vision Business Products, Inc., Winter Park, FL
- Dr. Richard E. Rusbult '54**, *Denominational Executive (retired)*; *Chair*, PTS Board of Governors, Spring City, PA
- Mr. Malcolm Street**, *Assisted Living*, Fort Worth, TX
- Dr. John A. Sundquist**, *Executive Director (retired)*, American Baptist International Ministries, Sawyer, MI
- Dennis Tanner, Ph. D.**, *Vice President of Marketing*, PrincetonIM, Malden, MA
- John M. Templeton, Jr., M.D.**, *President*, John Templeton Foundation, Bryn Mawr, PA
- F. Ardell Thomas, M.D. '63**, *Physician (retired)*, North Country Physicians; *Past Chairman of the Board of Trustees*, Eastern College, Wellsboro, PA
- Mr. Wallace Wadman**, *Chairman and Chief Investment Officer*, Constitution Research and Management Corporation, Boston, MA
- Rev. Dr. Alyn E. Waller**, *Pastor*, Enon Tabernacle Baptist Church, Philadelphia, PA
- Mrs. Kelly Wilbraham '02**, *Homemaker*, Downers Grove, IL

## TRUSTEES EMERITI

---

- Mr. Conrad J. Fowler**, *Chairman of the Board (retired)*, AEL Industries, Inc., Blue Bell, PA
- A. Gilbert Heebner, Ph.D.**, *Chief Economist (retired)*, Corestates Financial Corporation; *Executive Vice President and Chief Economist (retired)*, Corestates; *Professor Emeritus of Economics*, Eastern University, Jenkintown, PA

**Mr. Leon E. Lombard**, *Land Developer and Builder (retired)*, Arlington, MA

**J. Grant McCabe, Esq.**, *Attorney, Media*, PA

**Mr. Earl G. Russell, Sr.**, *Consulting Civil Engineer (retired)*, Day and Zimmerman, Havertown, PA

**Dr. Cora Sparrowk**, *President (retired)*, American Baptist Churches U.S.A., Lodi, CA

**Mr. Maurice C. Workman**, *President (retired)*, Benjamin Moore & Company; *Past Chairman of the Board of Directors*, Eastern Baptist Theological Seminary and Eastern College, Lakewood, NJ

**Dr. J. Eugene Wright**, *Pastor Emeritus*, First Baptist Church of Fresno, Fresno, CA

## **FACULTY OF THE COLLEGE OF ARTS AND SCIENCES**

**Christopher J. Anderson** ('08), *Associate Professor of Psychology* (B.A., M.A., University at Albany, SUNY; Ph.D., Binghamton University, SUNY)

**Monir Atta-Alla** ('08) *Director of ESL Programs, Associate Professor of Education* (B.A. Assiut University, Egypt; M.A., Assiut University; Ph.D. Glasgow University, Scotland)

**Lyndell D. Backues** ('06), *Associate Professor of Economic Development* (B.E.S., University of Missouri; M.Div., Asbury Theological Seminary; M.S., Eastern University; D.Phil., University of Leeds)

**Sandra L. Bauer** ('77), *Associate Professor of Social Work* (B.A., Miami University, Ohio; M.S.W., Tulane University; Ph.D. Bryn Mawr College)

**J. Christopher Bittenbender** ('98), *Professor of English* (B.A., Middlebury College; MA., Bloomsburg; M.A., Bucknell University; Ph.D., University of St. Andrews)

**Jack E. Bower** ('84), *Associate Professor of Accounting* (C.P.A.; A.A., Northeastern Christian Junior College; B.S., Abilene Christian University; M.B.A., Widener University; L.L.M.; Villanova University; Ph.D., University of Warsaw)

**Steven D. Boyer** ('98), *Professor of Theology* (B.A., University of South Carolina; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University)

**David H. Bradstreet** ('76), *Professor of Astronomy, Observatory/Planetarium Director* (B.S., Eastern College; M.S., Ph.D., University of Pennsylvania)

**Zbyszek Brezina** ('10), *Assistant Professor of History* (B.A., M.A., Zapadoceska Univerzita (Western

Bohemian University; M.A., Ph.D., in History, Boston University)

**David H. Bryant** ('07), *Lecturer of Music* (B.M. Philadelphia College of the Performing Arts; M.M., Temple University; M.M., Royal Scottish Academy of Music and Drama)

**Jeanne W. Bundens** ('93), *Professor of Chemistry* (B.A., B.S., Eastern College; M.A., Ph.D., Bryn Mawr College)

**Andrew F. Bush** ('04), *Associate Professor of Missions* (B.A., Princeton University; M.A., Alliance Biblical Seminary; Diplôme Elève Titulaire, Honors, Ecole Biblique et Archéologique; DMin., Princeton Theological Seminary)

**Phillip Cary** ('98), *Professor of Philosophy* (B.A., Washington University; M.A., Ph.D., Yale University)

**Caroline L. Cherry** ('68), *Professor of English* (A.B., Randolph Macon Woman's College; M.A., Ph.D., University of North Carolina)

**Karen Clemente** ('95), *Professor of Dance and Communication Arts* (B.A., Grove City College; M.Ed., Ed.D., Temple University)

**Rosemary Cowan** ('06), *Assistant Professor of Political Science* (B.A., Ph.D., Queens University, Belfast)

**Joselli A. Deans** ('00), *Associate Professor of Dance* (B.A., Franciscan University of Steubenville; M.Ed., Ed.D., Temple University)

**Beth Doriani** ('09), *Professor of English* (B.A., Calvin College; M.A., Kent State University; Ph.D., University of Notre Dame)

**Calenthia Dowdy** ('01), *Associate Professor of Youth Ministry* (B.A., Temple University; M.A.R., Westminster Theological Seminary; M.A., University of Pennsylvania; Ph.D., American University)

**Benjamin Dube** ('05), *Associate Professor of Biology* (B.S., University of Sierra Leone; M.S. University of Florida; Ph.D. University of Zimbabwe)

**Bryan Edgett** ('98), *Associate Professor of Music* (B.S., Indiana University of Pennsylvania; M.M., Bowling Green State University; D.A. University of Northern Colorado)

**Julie Vermeer Elliott** ('03), *Senior Lecturer* (B.A., Northwestern College; M.T.S., Duke University)

- Paul Felker** ('10), *Lecturer of Social Work* (B.S., Eastern University; M.S.W., Widener University)
- Maria E. Fichera** ('98), *Professor of Biology* (B.S., Manhattan College; Ph.D. University of Pennsylvania)
- Eric G. Flett** ('04), *Associate Professor of Theology and Culture* (B.A., Prairie Bible College; M.A., Fuller Theological Seminary; Ph.D., University of London)
- JoAnn Flett** ('07), *Lecturer of Business* (B.A., Prairie College; M.B.A., Eastern University)
- Tyler B. Flynn** ('06), *Assistant Professor of History* (B.A., Miami of Ohio; M.A., Ph.D., The Pennsylvania State University)
- Anne M. François** ('00), *Associate Professor of French* (B.A., M.A., Ph.D., French, New York University)
- Thomas B. Franek** ('05), *Lecturer of Biokinetics* (B.S., Slippery Rock University; M.S., Indiana State University)
- Stephen H. Gatlin** ('98), *Associate Professor of History* (B.A., University of Tennessee at Chattanooga; M. S., Ph.D., Virginia Polytechnic Institute and State University)
- Joseph M. Giammarco** ('07), *Associate Professor of Physics* (B.S., Ursinus College; Ph.D., Temple University)
- Rebecca Lauren Gidjunis** ('07), *Instructor of English* (B.A., Eastern University; M.F.A., Old Dominion University)
- Tod H. Gilmore** ('07), *Lecturer of Business* (M.S., M.B.A., The Pennsylvania State University)
- John Greenland** ('93), *Lecturer of Music* (B.F.A., Beaver College)
- Tracy Greenwood** ('06), *Associate Professor of Biokinetics* (B.S., University of Delaware; M.S. St. Joseph's University; Ph.D., Temple University)
- Leslie Gregory** ('95), *Lecturer of Social Work* (B.S.W., Eastern College; M.S.W., Widener University)
- Christopher A. Hall** ('92), *Professor of Biblical and Theological Studies* (B.A., University of California, Los Angeles; M.A., Fuller Theological Seminary; Th.M., Regent College; M.Phil., Ph.D., Drew University)
- Mark Hallen** ('98), *Associate Professor of Theatre* (B.A., Wheaton College; M.F.A., University of Iowa; M.F.A., Southern Methodist University)
- Mark A. Herman** ('05), *Lecturer of Mathematics and Computer Science* (B.S., M.A., Lehigh University; M.A., Villanova University)
- Kathy-ann Hernandez** ('04), *Assistant Professor of Education* (B.A., M.A., Andrews University; Ph.D., Temple University)
- David W. Hoferer** ('05), *Assistant Professor of Biology* (B.A., Drake University; M.A., Lutheran School of Theology; Ph.D., Gaylord Nelson Institute for Environmental Studies of the University of Wisconsin-Madison)
- Douglas J. Horton** ('04), *Lecturer of Biokinetics* (B.S., Eastern University; M.S., Indiana University)
- Walter B. Huddell, III** ('00), *Associate Professor of Mathematics* (B.A., The King's College; M.A., West Chester University; Ph.D., Bryn Mawr College)
- Chris Hummer** ('90), *Senior Lecturer of Anthropology* (B.S., M.A., St. Joseph's University; M.Div., Reformed Episcopal Theological Seminary; Ph.D., Temple University)
- Gary Jenkins** ('96), *Professor of History, John H. Van Gordon Chair in History* (B.R.E., Manahath Christian College; M.Div., Reformed Episcopal Seminary; M.A., University of Maryland; Ph.D., Rutgers University)
- Mary Jo Jones** ('96), *Lecturer of Business* (A.S., Northeastern Christian Junior College; B.S., C.P.A., David Lipscomb College; M.S., University of Kentucky; M.B.A., University of Evansville)
- Rick Jonsen** ('09), *Lecturer of Business* (B.A., San Francisco State University; M.H.R.O.D., University of San Francisco)
- Bret Kincaid** ('06), *Associate Professor of Political Science* (B.A., Fresno Pacific University; M.A., University of Notre Dame; M.A., Associate Mennonite Biblical Seminaries; Ph.D., University of Notre Dame)
- Christine Bayles Kortsch** ('09), *Assistant Professor of English* (B.A., Eastern University; M.A., University of Virginia; Ph.D., University of Delaware)
- Jeffrey Alan Lawton** ('05), *Associate Professor of Biochemistry* (B.S., Chemistry, LeTourneau University; Ph.D., Baylor College of Medicine)
- Kathryn A. Lee** ('93), *Professor of Political Science* (B.A., Wake Forest University; M.A., Ph.D., Johns Hopkins University; J.D., Temple University)

- Michael Lee** ('10) *Assistant Professor of History* (B.A., Yale University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Notre Dame)
- Vickie Blue Lemay** ('08), *Assistant Professor of English* (B.A., University of New Hampshire; M.Ed., University of Utah; M.A., Boston College; Ph.D., Indiana University)
- George Lorenzo** ('99), *Associate Professor of Chemistry* (B.S., St. John Fisher College; Ph.D., Syracuse University)
- Robin Lowery** ('01), *Lecturer of Business* (C.P.A., B.S., Drexel University; M.B.A., Eastern College)
- Kenneth H. Maahs** ('72), *Abram Clemens Professor of Biblical Studies*, (B.A., Simpson College; M. Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Southern Baptist Theological Seminary)
- David E. Maness** ('70), *Associate Professor of Music* (B.M., Oklahoma Baptist University; M.C.M., Southwestern Baptist Theological Seminary; M.M., Temple University)
- Kevin Maness** ('06), *Assistant Professor of Communication Studies* (B.A., Eastern College; M.A., University of Pennsylvania; Ph.D., New York University)
- Ronald A. Matthews** ('92), *Professor of Music* (B.Mus., Westminster Choir College; M.Mus., Temple University; D.Mus., Combs College of Music)
- Charlene Chen McGrew** ('10), *Assistant Professor of Social Work* (B.A., University of California at Santa Cruz; Th.M., Dallas Theological Seminary; M.S.W., University of Pennsylvania)
- Steven McGuire** ('10), *Assistant Professor of Political Science* (B.A., University of Lethbridge; M.A., University of Saskatchewan; Ph.D., The Catholic University of America)
- Nicola Whitley McLallen** ('00), *Senior Lecturer of Mathematics* (B.S., M.S., University of Natal in South Africa; Ph.D., University of Illinois)
- Eloise Hiebert Meneses** ('92), *Professor of Anthropology* (B.A., University of Washington; M.A., Ph.D., University of California, San Diego)
- Wendy Mercier** ('97), *Associate Professor of Biokinetics and Biology* (B.S.N., Pennsylvania State University; Ph.D., Temple University)
- Joseph B. Modica** ('93), *Associate Professor of Biblical Studies* (B.A., Queens College, CUNY; M.Div., Alliance Theological Seminary; M.Phil, Ph.D., Drew University)
- Joao M. Monteiro** ('05), *Associate Professor of Sociology* (B.A., M.A., Olivet Nazarene University; M.A., Ph.D., Drew University)
- Kesha M. Morant** ('08), *Assistant Professor of Communication Studies* (B.A., West Chester University; M.A., Pennsylvania State University; Ph.D., Howard University)
- Julie W. Morgan** ('92), *Associate Professor of Communication Studies* (B.S., M.S., Radford University; Ed.D., Nova Southeastern University)
- Carl A. Mosser** ('05), *Assistant Professor of Biblical Studies* (B.A., LIFE Bible College; M.A., M.A., M.A., Talbot School of Theology, Biola University; Th.M., Fuller Theological Seminary; Ph.D., University of St. Andrews)
- Teresa Nevola Moyer** ('92), *Professor of Music* (B.A., Rutgers University; Artist's Diploma, M.M., Curtis Institute of Music)
- Michael Mtika** ('01), *Professor of Sociology* (B.S., Bunda College of Agriculture, University of Malawi; M.S., Reading University, United Kingdom; Ph.D., Washington State University)
- Joyce C. Munro** ('94), *Senior Lecturer of English* (B.A., Eastern College; M.A., Villanova University)
- M. Catherine Neimetz** ('09) *Director, Early Childhood Education, Assistant Professor of Education* (B.S., Clarion University of Pennsylvania; M.Ed., Rutgers, the State University of New Jersey; Ph.D., University of Pittsburgh)
- Joon-Seo Park** ('09), *Assistant Professor of Chemistry* (B.S., M.S., Sogang University Seoul; Ph.D., University of Houston)
- John Lester Pauley, II** ('07), *Professor of Communication Studies* (B.A., Southwestern College; M.Div., Denver Seminary; M.A., Ph.D., University of Texas at Austin)
- Darrell Pearson** ('99), *Associate Professor of Youth Ministry* (B.S., Colorado State University; M.Div., Bethel Theological Seminary; D.Min., Palmer Seminary of Eastern University)
- Dwight N. Peterson** ('98), *Professor of Biblical Studies* (B.A., Southern Nazarene University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Duke University)

**Margaret Kim Peterson** ('98), *Associate Professor of Theology* (B.A., Mount Holyoke College; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Duke University)

**Eduardo Ramirez** ('04), *Associate Professor of Youth Ministries* (B.Th., Instituto Biblico Buenos Aires; M.A. in Education, Universidad de Moran; M.A. Wheaton College; D.Min., Eastern Baptist Theological Seminary)

**Elvira Ramirez** ('00), *Associate Professor of Spanish* (Th.B., IBBA, Buenos Aires; M.A., Universidad de Moron, Buenos Aires; M.A., Wheaton College; M.A., Ph.D., Temple University)

**Patricia Reger** ('06), *Associate Professor of Biokinetics* (B.A., M.S., Ph.D., Temple University)

**David W. Robbins** ('84), *Professor of Youth Ministry* (B.A., University of North Carolina; M.Div., Gordon-Conwell Theological Seminary; D.Min., Fuller Theological Seminary)

**Michael K. Roberts** ('02), *Professor of Sociology* (A.B., Olivet Nazarene College; M.Div., Nazarene Theological Seminary; M.S. (Ed) Indiana University; M.S., Ph. D. Purdue University)

**Monica Smith** ('01), *Senior Lecturer of Social Work* (B.S.W., Eastern College; M.S.W., University of Pennsylvania)

**Russell J. Snell** ('08), *Associate Professor of Philosophy* (B.S., Liberty University; M.A., Boston College; Ph.D., Marquette University)

**Albert C. Socci** ('04), *Associate Professor of Business* (B.S., Bentley College; M.A., Framingham State College; Ph.D., Nova Southeastern University)

**Kenton Sparks** ('00), *Professor of Biblical Studies* (B.A., Johnson Bible College; M.B.A., Kennesaw State University; M.A., Columbia Bible Seminary; Ph.D., University of North Carolina, Chapel Hill )

**Julia Aguilar Stewart** ('99), *Professor of Foreign Languages* (B.A., Oral Roberts University; M.A., University of Arizona; M.A., Ph.D., University of Pennsylvania)

**Tara Stoppa** ('09), *Assistant Professor of Psychology* (B.A., Moravian College; M.S., Millersville University, M.S., Ph.D., Pennsylvania State University)

**Michael Thomas** ('10), *Visiting Assistant Professor of Psychology* (B.S., Philadelphia Biblical University; M.A., Psy.D., Regent University)

**Nancy Thomas** ('93), *Senior Lecturer of English* (A.B., Wheaton College; M.A., Villanova University)

**Yolanda Turner** ('97), *Lecturer of Psychology* (B.A., Bates College; M.A., Hahnemann Medical University; Ed.D., Widener University)

**David W. Unander** ('92), *Professor of Biology* (B.S., M.A., Southern Illinois University; Ph.D., University of Minnesota)

**Mary Stewart Van Leeuwen** ('93), *Professor of Psychology and Philosophy* (B.A., Queen's University; M.A., Ph.D., Northwestern University)

**Raymond C. Van Leeuwen** ('96), *Professor of Biblical Studies* (B.A., Calvin College; B.D., Calvin Theological Seminary; M.A., Ph.D., University of St. Michael's College)

**R. Terry Weathersby** ('00), *Associate Professor of Psychology* (A.A., Spartanburg Methodist College; B.S., Wofford College; M.A., Ph.D., University of South Carolina)

**Van B. Weigel** ('84), *Professor of Ethics and Economic Development* (B.A., Oral Roberts University; M.Div., Eastern Baptist Theological Seminary; Ph.D., University of Chicago)

**David L. Wilcox** ('76), *Professor of Biology* (B.S., Geneva College; Ph.D., The Pennsylvania State University)

**Jonathan Yonan** ('07), *Assistant Professor of Christian Studies* (B.A., Gordon College; M.St., D.Phil., University of Oxford)

**Heather Young** ('10), *Lecturer of Spanish* (B.A., The College of New Jersey; M.A., Temple University)

---

## AFFILIATES OF THE FACULTY, COLLEGE OF ARTS AND SCIENCES

**Raymond Acker** ('03), *Instructor of History and Biblical Studies* (A.A., Fulton-Montgomery Community College; B.A., Nyack College; M.Div., M.A., Biblical Theological Seminary; M.Th., St. Vladimir's Orthodox Theological Seminary; D. Min., Pittsburgh Theological Seminary)

**Nathan Coleman** ('03), *Instructor of Interdisciplinary Studies* (B.A., Eastern College; M.Div., Eastern Baptist Theological Seminary)

**James Correnti** ('02), *Instructor of Music* (B.Mus., Juilliard School of Music; M.Div., Reformed Episcopal Theological Seminary)

**Christine DeVault** ('92), *Instructor of Music* (B.M., Temple University; Artist's Diploma, The Curtis Institute of Music; M.M., University of the Arts)

**Monica Figueroa** ('09), *Instructor of Spanish* (B.A., University of Pittsburgh; M.A., Ohio State University)

**Richard Frost** ('00), *Instructor of Music* (B.A., St. Olaf College; M.A. University of Iowa)

**Laura C. Hartley** ('06), *Instructor of Communication Studies* (B.A., Wheaton College; M.A., Ph.D., Michigan State University)

**Francis E. Kawtoski** ('04), *Instructor of Education* (B.S., The Pennsylvania State University; M.A., Ed.D., Lehigh University)

**Carole Latimer** ('01), *Instructor of Music* (B.M., M.M., Cincinnati College and Conservatory of Music)

**Ronald Lipscomb** ('92), *Instructor of Music* (Manhattan School of Music, Temple University)

**Wayne H. Lutz** ('06), *Instructor of Biology* (B.A., Muhlenberg College; D.C., Palmer College of Chiropractic)

**Robin L. MacDonald** ('04), *Instructor of German* (B.A., Houghton College; M.A., Villanova University; Ph.D., Middlebury College)

**David Manley** ('03), *Instructor of Music* (The New School/Mannes College of Music)

**John L. Marshall** ('03), *Instructor of History and Biblical Studies* (B.A., University of North Carolina at Charlotte; M.Div., Ph.D., Westminster Theological Seminary)

**Greg McCord** ('00) *Instructor of Education* (B.S., Kutztown State College; M.A., Millersville State College)

**Jean McIntire** ('99), *Instructor of Education* (B.A., Eastern College; M.Ed., Cabrini College)

**Harry Mercurio** ('95), *Instructor of Education* (B.A., West Chester University; M.Ed., Widener University)

**Douglas Mountz** ('09) *Director, Secondary Education, Director, Middle Level Education, Instructor of Education* (B.S. West Chester

State College; M.S., West Chester State College; M.S., Wilkes University; Ed.D., Immaculata University)

**Rebecca Nadelhoffer** ('04), *Instructor of Biokinetics* (B.S., Wheaton College; M.A.T., Aurora University)

**Saleana Pettaway** ('07), *Instructor of Dance* (B.A., M.Ed., Temple University)

**Karen Piscopo**, ('06), *Director, Special Education, Instructor of Education*, (B.A., Holy Family College; M.Ed., Trenton State College)

**Harry W. Plichta** ('00), *Instructor of Biokinetics* (B.S., Delaware Valley College; International Certificate in Taekwon-do)

**Katrina Rutt** ('08), *Instructor of English* (B.A., Eastern University; M.A., West Chester University)

**George (Jo) Saba** ('09), *Instructor of Psychology* (B.S., M.A., Eastern University)

**Larry Saporta** ('98), *Instructor of Fine Arts* (B.A., St. John's College; M.A., Ph.D., Bryn Mawr College)

**Talli Sperry** ('00), *Instructor of Communication Studies* (B.F.A., University of the Arts; M.A., Villanova University)

**Robert Stremme** ('92), *Instructor of Education* (B.A., Eastern College; M.Ed., The Pennsylvania State University; doctoral equivalency)

**Kim Trolier** ('92), *Instructor of Music* (B.M., M.M., Peabody Conservatory of Music; D.Mus., Temple University)

**Stephen Turley** ('97), *Instructor of Music* (Performer's Certificate, Artist's Diploma, Johns Hopkins University)

## EMERITUS FACULTY

---

**Jonathon Barron**, *Associate Professor of Mathematics* (B.A., Rutgers University; M.S., Stevens Institute; M.A., Bryn Mawr College)

**Gordon C. Bennett**, *Associate Professor of Communications* (A.B., Dickinson College; M. Div., Berkeley Baptist Divinity School; M.A., Temple University)

**Frederick J. Boehlke, Jr.**, *Professor of History* (B.A., University of Pennsylvania; B.D., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania)

**Patricia Boehne**, *Professor of Romance Languages* (B.A., M.A., Ph.D., University of Indiana)

**Anthony Campolo**, *Professor of Sociology* (A.B., Eastern Baptist College; B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., Temple University)

**James Engel**, *Distinguished Professor of Marketing and Research* (B.S., Drake University; M.S., Ph.D., University of Illinois)

**Enrique Fernandez**, *Professor of Spanish* (B.A., S.T.B., Metropolitan Seminary of Oviedo, Spain; B.th., Latin American Biblical Seminary, San Jose, Costa Rica; M.A., Temple University; Ph.D., University of Pennsylvania)

**Peter Genco**, *Professor of Philosophy* (B.A., Houghton College; M.A., Ph.D., New York University)

**Donald C. Gray**, *Associate Professor of Sociology* (B.App.Math., University of Minnesota; B.D., Fuller Theological Seminary; M.A., Ph.D., University of Kentucky; M.S., Villanova University)

**A. Gilbert Heebner**, *Distinguished Professor of Economics* (B.A., University of Denver; M.A., Ph.D., University of Pennsylvania)

**Helen W. Loeb**, *Professor of Education* (B.S., Rowan University; Ed.M., Temple University; Ph.D., Bryn Mawr College)

**Marvin W. Meyer**, *Professor of Biology* (B.A., Wabash College; M.A., Ph.D., Northwestern University)

**Sara J. Miles**, *Founding Dean of Esperanza College* (B.A., Ball State; M.R.E., Texas Christian University; M.S., University of Illinois; Ph.D., University of Chicago)

**Elizabeth A. Morgan** ('74), *Professor of English* (A.B., Eastern Baptist College; M.A., University of North Carolina; Ph.D., Drew University)

**Martha Shalitta**, *Professor of Psychology* (B.S., West Chester University; M.Ed., D.Ed., The Pennsylvania State University)

**John E. Stapleford** ('95), *Professor of Economic Development* (B.S., Denison University; M.A., Southern Illinois University; Ph.D., University of Delaware)

**David J. Tyson** ('81), *Associate Professor of Psychology* (B.A., Gordon College; M.S., University of Southern California; Ph.D., Pennsylvania State University)

## **ADMINISTRATIVE LEADERSHIP**

### **PRESIDENT**

David R. Black (B.S., M.S., Ph.D.), *President*  
Christopher Hall (B.A., M.A., Th.M., M.Phil., Ph.D.),  
*Chancellor*

M. Thomas Ridington (B.A., M.A.R., Ph.D.),  
*Senior Vice President*

### **ACADEMIC AFFAIRS**

David King (B.S., M.S., Ed.D.), *Provost*  
Beth Doriani (B.A., M.A., Ph.D.), *Dean of the College of Arts and Sciences*

### **ADMINISTRATION AND TECHNOLOGY**

Diana S. H. Bacci (B.A., M.B.A.), *Vice President for Administration and University Registrar*  
Thomas A. Dahlstrom (B.S., M.B.A.), *Director of Institutional Research*

Dwight Fowler (B.A., M.B.A.), *Executive Director of Administrative Computing*

Philip Mugridge (B.A.), *Director of Academic Computing/IT.S.C.*

Lauren Pizzo (B.A.), *Director of Student Aid*

### **ADMISSIONS AND ENROLLMENT**

David A. Urban (B.A., M.B.A.), *Vice President for Enrollment*

Michael T. Dziedziak (B.A., M.B.A.), *Director of Admissions, College of Arts and Sciences*

E. Frann Nutter-Mawusi (B.S., M.Ed.), *Director of Recruitment and Retention Initiatives*

### **ADVISING**

Julie Vermeer Elliott (B.A., M.T.S.), *Director of Advising and First-Year Programs*

### **BUSINESS AND FINANCE**

A. Wesley Bryan (B.S.), *Vice President for Business and Finance*

Francisco Milan (B.S.), *Director of Finance*

Lisa Holland (B.S.), *Director of Student Accounts*

## **COMMUNICATIONS**

Linda A. Olson (B.A., M.Ed.), *Executive Director of Communications*

## **DEVELOPMENT**

Derek C. Ritchie (B.S., M.B.A.), *Vice President for Development*

## **GENERAL COUNSEL**

Richard Eisenstaedt, Esq. (B.S., C.E., J.D.),  
*Executive Director of Human Resources and General Counsel*

## **LIBRARY**

James L. Sauer (B.A., M.A., M.L.S.), *Director of the Library*

Jonathan O. Beasley (B.A., M.A., M.A.L.S.),  
*Technical Services Librarian*

Fran Decker (B.A., M.L.S.) *Computer Services Librarian*

Joy Dlugosz (B.S., M.L.S.), *Reader Services Librarian*

Mark Puterbaugh (B.S., M.A.Th., M.S.),  
*Information Services Librarian*

Andrea Reed (B.A., M.L.S.) *Digital and Media Librarian*

## **STUDENT DEVELOPMENT**

Bettie Ann Brigham (B.A., M.A.), *Vice President for Student Development*

Catherine (Tess) Bradley (B.A., M.B.A.), *Director of Career and Leadership Development*

Daryl Hawkins (B.S., M.A.), *Dean of Students*

Lisa Hemlick (B.S., M.S., Ph.D.), *Director of the Cushing Center for Counseling and Academic Support (CCAS)*

Andrew Horvath (B.A., M.Div., D.Min.) *Director of Service Learning and Campus Ministries*

Jackie Irving (B.S., M.S.), *Multicultural Student Advising*

James Magee (B.S.), *Director of Campus Security*

Patti McHugh (B.A.), *Director of Auxiliary Services*

Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.),  
*University Chaplain*

Janet Topper (R.N., B.S.N., C.S.N.), *Director of Student Health Services*

W. Bradley Fields (B.S., M.S.), *Director of Athletics*

## **ALUMNI ASSOCIATION**

---

Mary Gardner (B.A.), *Director of Alumni Relations*

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

e-mail: [alumni@eastern.edu](mailto:alumni@eastern.edu)

1.800.600.8057

## **EXECUTIVE COUNCIL MEMBERS**

Donna (Gillenardo) Duffy '83, *Co-Chairperson*

Jeremy Gudgeon '03, *Co-Chairperson*

Joe Tatta '55, *Vice Chairperson*

Edward Warner '58, *Treasurer*

Sherri (Wilcox) Bwint '83, *Secretary*

Esther (Sprowls) Ashbaugh '72

Adam Brittin '06

Don MacNeill '78

Jane (Longhurst) MacNeill '80

Matt Read '95

Paul Taub '79

Brittany (Smith) Welding '08

Mary (Chaplin) Gardner '83, *EU Representative*

Laura Manger '98, *EU Representative*

# Disclosures

---

## **Equal Opportunity**

---

Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

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

---

Students have the right to:

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

## **Student Right to Know and Campus Security**

---

In compliance with the Pennsylvania College and University Security Information Act 73 of 1988 and Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available on Eastern's Web site [http://www.eastern.edu/campus/university\\_wide\\_services/security/index.html](http://www.eastern.edu/campus/university_wide_services/security/index.html) or by request to the Security Office 610.341.1720.

## **Veterans and Active Military**

---

Eastern University honors the service and sacrifices of our nation's veteran and active military personnel. University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

**Enrollment Certification Services for Educational Benefits** – Eastern's VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.

**College Level Examination Program (CLEP) Testing Services** – Eastern University offers three testing sites for current and former military personnel to

validate college-level learning that was acquired through experience and non-collegiate instruction

**Requests for Reviews by the Vice President for Enrollment** – Eastern is committed to providing “military friendly” procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty or veteran’s affairs issues cause a delay in the prospective student’s planned enrollment, the applicant may submit a written request to the Vice President for Enrollment for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

**Convenient Communication** – Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

**Web site Resources** – Online application and payment services are available via [www.eastern.edu](http://www.eastern.edu). Costs, course offerings, financial aid information, forms, policies, procedures and programs of study are among the many resources located on Eastern’s Web site.

## Information Security

---

The Vice President for Administration provides oversight for the University’s information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:

- Employee training and management
- Information systems, including network and software design, as well as information processing, storage, transmission and disposal
- Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:

Academic Computing	Administrative Computing
Admissions	Alumni
Deans	Faculty
Financial Aid	Human Resources
Institutional Research	Registrar
Security	Student Accounts
Student Development	Student Health Center
Student Services	

Each relevant area is responsible to secure student information in accordance with all privacy guidelines. Eastern University will select appropriate service providers that are given access to customer information in the normal course of business and will contract with them to provide adequate safeguards.

## 2010-11 SEMESTER CALENDAR

---

### FALL 2010 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 25
Fall Convocation	Friday	August 27
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 1
Labor Day Holiday - No Classes	Monday	September 6
Homecoming/Family Weekend	Friday-Sunday	October 8-10
Fall Free Day - No <u>Daytime</u> Classes (Evening classes will meet as scheduled.)	Thursday, Friday	October 14, 15
Registration for Spring 2011	Online Begins	Late October
Mid-semester Warnings Issued to Undergraduates	Tuesday	October 26
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 3
Thanksgiving Vacation	Wednesday-Sunday	November 24-28
Classes End	Friday	December 3
Final Examinations	Monday-Friday	December 6-10
Commencement Ceremonies	Saturday	December 11

### SPRING 2011 SEMESTER

Martin Luther King Holiday Observed – No Classes	Monday	January 17
Classes Begin/Last Day to Register	Tuesday	January 18
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 25
Faith Forum	Wednesday-Friday	February 9-11
Mid-semester Vacation	Saturday-Sunday	March 5-12
Mid-semester Warnings Issued to Undergraduates	Wednesday	March 23
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 31
Registration for Fall 2011	Online Begins	Late March
Easter Break	Friday-Monday	April 22-25
Graduate and Evening Classes Resume at 4:30 p.m.	Monday	April 25
Classes End	Monday	May 2
Study Day	Tuesday	May 3
Final Examinations	Wednesday-Tuesday	May 4-10
Baccalaureate	Friday	May 13
Commencement Ceremonies	Saturday	May 14

### SUMMER I 2011 (Optional Session)

Classes Begin	Wednesday	May 18
Memorial Day Holiday	Monday	May 30
Classes End/Final Examinations	Tuesday, Wednesday	June 28-29

### SUMMER II 2011 W(Optional Session)

Classes Begin	Tuesday	July 5
Classes End/Final Examinations	Wednesday, Thursday	August 10, 11

NOTE: Fall 2011 classes begin on August 31, 2011

## 2011-2012 SEMESTER CALENDAR

---

### FALL 2011 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 31
Fall Convocation	Friday	September 2
Labor Day Holiday - No Classes	Monday	September 5
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 7
Homecoming/Family Weekend	Friday-Sunday	October 14-16
Fall Free Days – No Daytime Classes (Evening classes will meet as scheduled)	Thursday, Friday	October 20, 21
Registration for Spring 2012	Online Begins	Late October
Mid-semester Warnings Issued to Undergraduates	Tuesday	November 1
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 9
Thanksgiving Vacation	Wednesday-Sunday	November 23-27
Classes End	Friday	December 9
Final Examinations	Monday-Friday	December 12-16
Commencement Ceremonies	Saturday	December 17

### SPRING 2012

Martin Luther King Holiday Observed – No Classes	Monday	January 6
Classes Begin/Last Day to Register	Tuesday	January 17
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 24
Faith Forum	Wed-Friday	February 8-10
Mid-Semester Vacation	Saturday-Sunday	March 3-11
Mid-semester Warnings Issued to Undergraduates	Wednesday	March 21
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 29
Registration for Fall 2012	Online Begins	Late March
Easter Break	Friday-Monday	April 6-9
Graduate and Evening Classes Resume at 4:30 pm	Monday	April 9
Classes End	Monday	April 30
Study Day	Tuesday	May 1
Final Examinations	Wednesday-Tuesday	May 2-8
Baccalaureate	Friday	May 11
Commencement Ceremonies	Saturday	May 12

### SUMMER I (Optional Session)

Classes Begin	Wednesday	May 16
Memorial Day Holiday	Monday	May 28
Classes End/Final Examinations	Tuesday, Wednesday	June 26-27

### SUMMER II (Optional Session)

Classes Begin	Monday	July 2
Independence Day Holiday	Wednesday	July 4
Classes End/Final Examinations	Wednesday, Thursday	August 8, 9

NOTE: Fall 2012 classes begin on August 29, 2012

# DIRECTIONS TO EASTERN UNIVERSITY

## ST. DAVIDS, PENNSYLVANIA

**From I-476,** Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

**From Philadelphia,** Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions "From I-476."

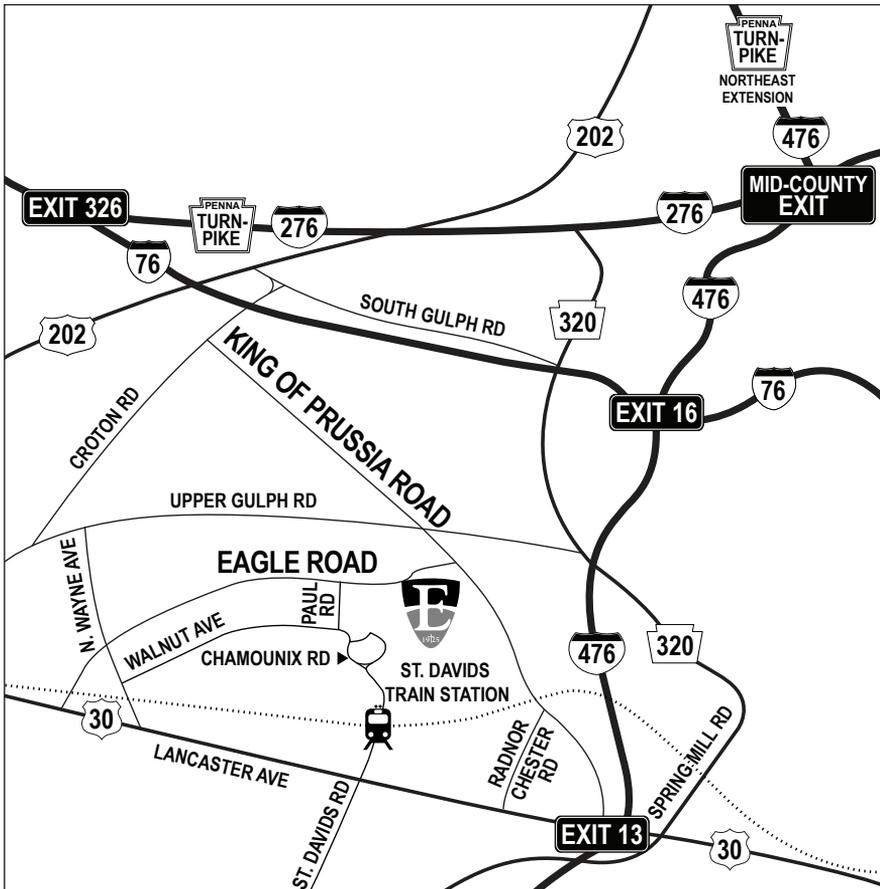
**From Pittsburgh and Points West,** Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions "From I-476."

**From Northern PA and New York,** Take I-81 South to the Northeast Extension (I-476 South) Follow directions "From 476."

**From New York City and New England,** Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions "From I-476."

**From Washington, D.C., Baltimore, MD and Points South,** Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

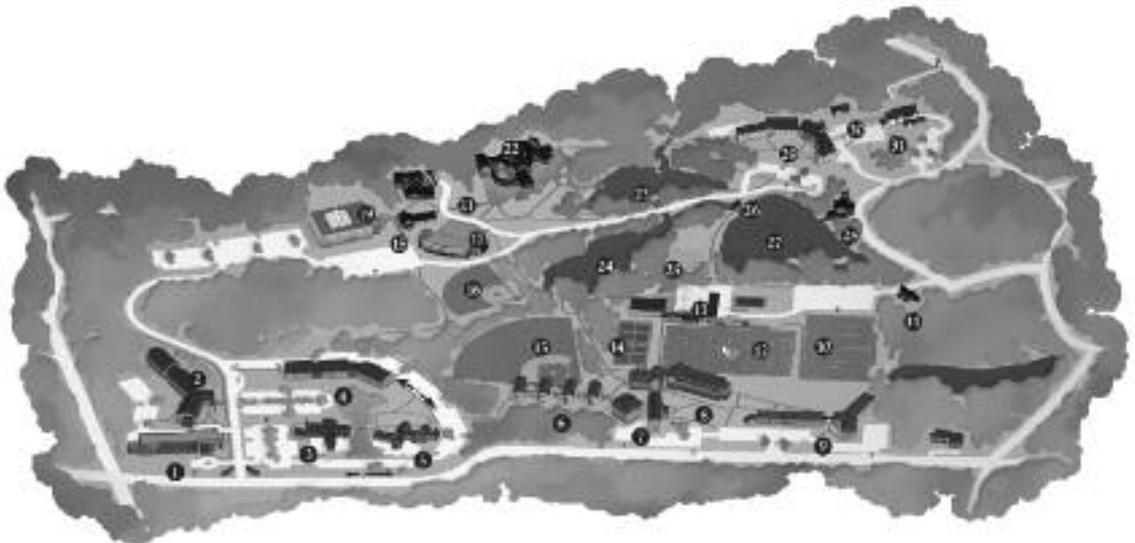
**From the Train,** get off at St. Davids and follow Chamounix Road to Fairview Drive.



# ST. DAVIDS CAMPUS

1. **Eagle Learning Center**
2. **Eagle Residence Hall**
3. **Fowler Hall**  
*Chancellor's Office, Evangelical Association for the Promotion of Education (EAPE), Human Resources, President's Office, Provost's Office, Templeton Honors College, Undergraduate Admissions Office*
4. **Sparrowk Residence Hall**
5. **Workman Hall**  
*Music Department*
6. **Gallup Residence Halls**
7. **Hainer Residence Hall**
8. **Gough Residence Hall**  
*Conference Room*
9. **Kea and Guffin Residence Halls**  
*Breezeway Café*
10. **Auxiliary Field**
11. **Gym Cottage**  
*Conferences and Special Events*
12. **Olson Field**
13. **Gymnasium and Recreational Gymnasium**  
*Athletics Department, Athletic Training Center, Dance Studio, Fitness Center*
14. **Tennis Courts**
15. **Baseball Field**
16. **Softball Field**
17. **Harold C. Howard Center/Warner Library**  
*Bookstore, Classrooms, Sociology, Missions/Anthropology, Youth Ministry*
18. **Mall Cottage**  
*Institutional Research Office, Student Accounts Office, Student Aid Office*

19. **McInnis Learning Center**  
*Arts and Sciences Dean's Office, Academic Computing, Administrative Computing, Auditorium, Biokentics Lab, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Planetarium, Registrar's Office*
20. **Andrews Hall**  
*Business, Chemistry, Communication Studies*
21. **Eastern Eagle**
22. **Walton Hall**  
*Baird Library, Careers and Calling Office, Conference Rooms, Cushing Center for Counseling and Academic Support (CCAS), Dining Commons, Jammin' Java Coffee Shop, Mail and Copy Center, Office of Faith and Practice, Prayer Chapel, Security Office, Student Development Offices, Student Government Office*
23. **Gate House**
24. **Lower Lake**
25. **Sand Volleyball Court**
26. **Historic Waterwheel**
27. **McGraw Lake**
28. **Gate House**  
*Department of Nursing*
29. **Doane Residence Hall**  
*Student Health Center*
30. **Adams Hall**  
*Campus Services/Plant Operations*
31. **Ott Hall**  
*Alumni Relations, Business and Finance Office, Communications Office, Development Office, Security Office*



## **CORRESPONDENCE DIRECTORY**

---

EASTERN UNIVERSITY  
1300 Eagle Road, St. Davids, PA 19087-3696  
610.341.5800 www.eastern.edu

For prompt and personal attention to specific questions, please consult the following directory.

### Admissions, Program Information

#### Graduate

610.341.5972

FAX: 610.341.1468

#### Undergraduate

610.341.5967

FAX: 610.341.1723

### Advising and First-Year Programs

610.341.1583

### Alumni Affairs

610.341.1456

### Athletics

610.341.1736

### Billing

610.341.5831

FAX: 610.341.1492

### Campolo College of Graduate and

#### Professional Studies

1.800.732.7669

### Career Planning

610.341.5827

### Christian Life Activities

610.341.5826

### Curricular Matters, Records, Transcripts

610.225.5011

FAX: 610.341.1707

### Cushing Center for Counseling and

#### Academic Support

610.341.5837

### Dean of Arts and Sciences

610.341.5893

### Dean of Students

610.341.5822

### Graduate Education Advising

610.341.1458

### International Student Services

610.341.5870

### Off-campus Study

610.225.5010

### Public Relations

610.341.5930

### Registrar

610.341.5853

FAX: 610.341.1707

### School of Leadership and Development

610.341.4367

### Student Accounts

610.341.5831

FAX: 610.341.1492

### Student Aid

610.341.5842

FAX: 610.341.1492

### Student Health Center

610.341.5955

### Student Housing

610.341.5840

FAX: 610.341.1705

## **LOCATION**

---

Eastern University in St. Davids, Pennsylvania, is on Philadelphia's Main Line. This residential area is one-half mile north of Lancaster Pike (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 of I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Bryn Mawr-Paoli Local) run on the average of every half-hour from the St. Davids station to the downtown area of Philadelphia. The traveling time is under thirty minutes.

In Philadelphia there are historic sites such as Independence Hall, Carpenters' Hall and the old Congress Hall which won the name "Cradle of Liberty" for the city.

Philadelphia is unique as an educational and cultural center. There are 1300 churches in the city. Rare collections of historical and anthropological interest are displayed in the University of Pennsylvania Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences, and those of the Academy of Natural Sciences and Wistar Institute, the biological sciences. The exhibits of the Museum of Art on the Parkway and of the Pennsylvania Academy of Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

With its many fine hospitals and its five medical colleges, Philadelphia occupies an enviable position as one of the country's leading medical centers.

King of Prussia Plaza and The Court, one of the largest shopping malls on the east coast, is only a ten-minute drive. Valley Forge National Historical Park, a famous national landmark, is just north of the King of Prussia area.

# INDEX



# INDEX

Absence of Instructor	80
Academic Calendars	208-209
Academic Classifications	89
Academic Dishonesty	82-83
Academic Dismissal	29, 90
Academic Facilities	21-22
Academic Program	54-71
Academic Progress	32-34, 90
Academic Regulations	80-83
Academic Standing	89
Academic Study Abroad	65-69
Academic Support	17, 24
Academic Warning (GPA)	89
Accounting and Finance	115, 118
Accreditation	14-15
Activity Courses Restriction	102
Add/Drop/Withdraw (courses)	94
Address Changes	51
Administrative Leadership	204
Administrative Facilities	21-22
Admission	23-29
Adult Learner Applicant	27
Advanced Placement (AP Exams)	26, 91
Advising	93
Affiliate Programs	64-67
American History Minor	157
American Studies Program	65
Annual Charges	48
Anthropology Minor	168
Appeal Procedure (Academic)	86, 90
Appeal Procedure (Financial Aid)	34
Applying for Admission	25-26
Applying for Financial Aid	30-32
Astronomy and Physics	104
Astronomy Minor	104
Athletics	20, 22
Athletic Training	104-107
Au Sable Program	65, 111, 114-115
Auditing a Course	27, 86
Basis for Admission	23
Biblical Studies	107-109
Bi-Lingual Program	141
Biochemistry	123
Biokinetics	109-110
Biological Studies	111
Biology	110-115
Board Charges	46, 48
Board of Trustees	198-199
Business Programs	115-123
Campus	21-22, 211
Campus Employment	36, 39
Campus Visits	23
Career Services	18
Career Opportunities	69-71
Change of Grade	86
Chemistry	124-128
Christian Formation Programs	16
Church Matching Grant	39
Church Music	170
Class Attendance	80
Class Cancellations	80
CLEP Credit	92
College Credit, High School Student	27
Commencement	97
Communication Studies	128-131
Community Standards	13-14
Composition, Music	171
Computer Science	165
Convocations and Lectures	16, 17, 81
Core Curriculum	56-62
Correspondence Directory	212
Counseling Support	17, 24
Course Credit	102
Course Fees	46-47
Course Descriptions	102-194
Course Load	94
Course Numbering System	102
Course Prerequisites	102
Course Work Elsewhere	91
Credit Opportunities	91-92
Culminating Senior Experience	102
Cultural Enrichment	20
Cushing Center for Counseling and Academic Support	17, 24
Dance	132-135
Dean's List	89
Declaring a Major	62
Declaration of Intent to Graduate	97
Degrees Offered	55-56, 77-79
Diploma Dates	97
Directed Study	102
Directions to Eastern University	210
Disability Accommodations	17-18
Doctrinal Statement	12-13
Early Admission	26
Early Childhood Education	142
Eastern University History	10
Economic Development	115-116
Economics Courses	121-122
Education, Teaching Certification	135-148
Electives	102
Electronic Music	171

Elementary Education . . . . .	137-139	Incomplete Grades . . . . .	86
Endowed Scholarships . . . . .	40-42	Individualized Instruction . . . . .	103
Engineering Agreement . . . . .	69	Individualized Major . . . . .	63-64
English . . . . .	148-152	Information Technology Courses . . . . .	123
English as a Second Language . . . . .	139, 144	Interdisciplinary Studies . . . . .	160-162
English Literature . . . . .	148-149, 150	International Area Studies/Business . . . . .	116-117
English Writing . . . . .	149, 150	International Baccalaureate . . . . .	27, 89
Environmental Studies . . . . .	111	International Students . . . . .	19, 25
Entrepreneurial Studies . . . . .	116, 122	Internship . . . . .	103
EQUIP Workshop . . . . .	24	Intramurals . . . . .	20
Equity in Athletics Disclosure Act . . . . .	20	Italian . . . . .	164
European History Minor . . . . .	157	Japanese . . . . .	164
Exercise Science . . . . .	152-156	Journalism . . . . .	149
Exit Interviews . . . . .	50, 81	Language Teaching Certification . . . . .	141
Expenses . . . . .	46-49	Languages . . . . .	162-164
Faculty . . . . .	199-204	Late Admission Deposit . . . . .	49-50
Fees . . . . .	46-47	Late Registration Payment . . . . .	47
FERPA . . . . .	206	Latin American Studies Minor . . . . .	164
Field Experience . . . . .	103	Leave of Absence . . . . .	45, 81
Final Examinations . . . . .	95	Legal Studies Minor . . . . .	160
Final Grades . . . . .	95	Library . . . . .	21
Finance Minor . . . . .	115	Loans . . . . .	36-37
Financial Assistance . . . . .	30-45	Location and Facilities . . . . .	21-22, 211
Financial Aid Policies . . . . .	28, 29-39, 42-45, 51, 67-68, 81-82, 86, 88	Mailing Policies (Billing) . . . . .	51
Financial Clearance . . . . .	93	Majors . . . . .	54-56, 62, 63, 102-194
Financial Holds . . . . .	51, 93	Management . . . . .	117
Fine Arts . . . . .	156	Maps . . . . .	210-211
First Year Scheduling . . . . .	102	Marketing . . . . .	117-118
Five-Year B.S./M.Ed. . . . .	143-144	Mathematics Placement . . . . .	59
French Minor . . . . .	163	Mathematics . . . . .	165-167
Gender Studies Minor . . . . .	160	McInnis Learning Center . . . . .	21
General Academic Regulations . . . . .	80-83	Merit List . . . . .	89
General Education . . . . .	56-62	Middle Level Education . . . . .	143
General Expense Deposit . . . . .	49	Mid-Semester Warnings . . . . .	94
Geography . . . . .	156	Minimum Academic Standards (Student Aid) . . . . .	33, 34
German . . . . .	163	Minimum Major Grade . . . . .	102
Grade Appeal Process . . . . .	86-88	Ministerial Discount . . . . .	39
Grade Point Average . . . . .	84, 90	Minors . . . . .	54-56, 102-194
Grading System . . . . .	84-88	Miscellaneous Fees . . . . .	46
Graduate Course Work . . . . .	71, 77-79	Mission Statement . . . . .	5-7
Graduation . . . . .	96-99	Missions Minor . . . . .	168
Graduation Prizes, Awards . . . . .	97-99	Missions and Anthropology . . . . .	167-169
Graduation Honors . . . . .	97	Monthly Account Statement . . . . .	50
Graduation Requirements . . . . .	96	Music . . . . .	170-175
Grants (University Assistance) . . . . .	37-39	Non-Degree Studies . . . . .	27
Greek . . . . .	163	Nursing . . . . .	70, 79
Hebrew . . . . .	163-164	Observatory and Planetarium . . . . .	21
History . . . . .	157-160	Off-Campus Programs . . . . .	65-69
Honor Organizations . . . . .	18-19	Oregon Extension . . . . .	194-195
Honors Courses . . . . .	72-76, 103	Palmer Theological Seminary . . . . .	10, 99
Housing Deposit . . . . .	49	Pass-Fail Courses . . . . .	85
Hyphenated Courses . . . . .	102	Pass-No Credit Option . . . . .	85

Payment Plans	48-49
Penalties, Academic Dishonesty	.83
Performance, Music	.171
Philosophy	.175-177
Physical Science	.104
Political Science	.177-178
Praxis Series Pass Rate	.135
Pre-Dental	.69
Pre-Law	.69
Pre-Medical	.69
Pre-Occupational Therapy	.70
Pre-Physical Therapy	.70
Pre-Physician Assistant	.70
Prerequisites	.102
Previously Approved Applications	.26
Principal Grades	.84
Probation (Academic)	.89
Psychology	.178-181
Readmission	.28
Refund Policy	.50
Registration	.93
Repeated Course	.88
Research Assistant	.103
Residence Life, Halls	.17, 22
ROTC	.70-71
Room Charges	.46, 48
Scholarships	.37-42
Scholastic Records Review	.32-34, 90
Second Baccalaureate Degree	.64
Second Major	.63
Secondary Education	.139-141
Session Schedule	.93-95
Social Welfare Minor	.182-183
Social Work	.181-184
Sociology	.185-188
Spanish	.164-165
Special Education Certification	139, 142-143
Special Topics Courses	.103
Sport and Coaching Minor	.109
Standards of Conduct	.13-14
State Assistance (Financial Aid)	.37

Student Charges	46-49
Student Government	.18
Student Health Services	.22
Student Leadership Development	.18
Student Life	.16-20
Student Organizations	.18-19
Student Publications	.18
Student Responsibility	.94, 96
Student Right to Know, Campus Security Act and FERPA	.206
Students with Disabilities	.17-18
Study Abroad	.65-69
Teaching Assistant	.103
Teaching Certification	.70, 135-148, 170
Teaching English as a Second Language	.139, 144
Templeton Honors College	.72-76
Theatre Minor	.188-189
Theological Studies	.189-192
Transcripts	.95
Transfer Applicants	.24
Transfer Credits	.24, 91
Transient Student	.27
Tuition	.46, 48
Tutoring Center	.17
Unacceptable Academic Behavior	.82-83
University Handbook	.82
Urban Engagement	.185
Veteran's Benefits	.15
Walton Campus Center	.22
Welcome	.3-4
When to Apply	.26
Windows on the World	.16
Withdrawal from a Course	.50, 86, 94
Withdrawal from the University	.44, 49, 50, 81-82
Work Study	.36, 39
Writing Center	.17
Writing Intensive Courses	.103
Youth Ministries	.192-194