



2016/2017  
Catalog





**EASTERN**  
UNIVERSITY

## Graduate-Level Catalog 2016/2017 Master's and Doctoral Degree Program

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

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

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

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

### **Regulation Change**

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

# 2016/2017 Master's and Doctoral Degree Programs

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# **INTRODUCTION** TO EASTERN UNIVERSITY



## PRESIDENT'S WELCOME

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

Our promise of integrating faith, reason and justice is not just rhetoric; it's something you will sense and feel. It's a commitment to scholarship and academic excellence, and the courage to apply our Christian faith to the hard problems of the world that demand action by those who profess biblical justice. This mission aligns with my passion for promoting education that blends spiritual formation, intellectual substance, and social action.

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

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

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



Robert G. Duffett  
*President*



## WELCOME

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

The University offers 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.

*The mission is confirmed  
and celebrated when  
graduates believe their way  
into knowledgeable action  
that influences their world  
in substantive ways.*

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

### UNIVERSITY MISSION STATEMENT

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.

## ACCREDITATION AND MEMBERSHIPS

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

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

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

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

### Bachelor of Science in Exercise Science

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

### Bachelor of Social Work

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

Eastern University's programs for the preparation of teachers at the bachelor's and master's level, for the preparation of school counselors and school psychologists at the master's degree level, for school nurses and supervisors at the specialist's level, and for school principals and superintendents at the educational administration level are recognized by:

The Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126  
(717.783.6788) [www.education.state.pa.us](http://www.education.state.pa.us).

Upon successful completion of all eligibility criteria, Eastern University's Loeb School of Education forwards applications to the Pennsylvania Department of Education for final review and issuance of teaching, specialist, and educational administration certifications.

## MEMBERSHIPS

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

## APPROVALS

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



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

- Master's – Larger Programs

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

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

### 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 is comprised of Palmer Theological Seminary, the College of Arts and Sciences, The College of Business and Leadership, the College of Education, the College of Health and Social Sciences, the College of Theology and Ministry, Templeton Honors College, and Esperanza College. Eastern University enrolls over 4,400 students in these undergraduate, graduate, urban, professional, international, and seminary programs.

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

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

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

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

Attract persons who are:

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

Develop a curriculum which includes:

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

### Design an environment which fosters:

- Students' management of intellectual and psychological maturation processes in themselves and others;

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

#### **Develop resources which will ensure:**

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

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

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

### **DOCTRINAL STATEMENT**

#### **Section I**

- We believe that the Bible, composed of Old and New Testaments, is inspired by God and serves as the rule of faith and practice, being the authoritative witness to the truth of God embodied in Jesus Christ.
- We believe in one God eternally existing as Three Persons.
  - *We believe in God the Creator, author of all life and our salvation.*
  - *We believe that God created human beings, male and female, in the image of God as an expression of God's eternal love, to live in God's perfect will. As such, human beings are called to be faithful stewards of God's creation and to live in relations with God, each other, and the created world.*
  - *We believe in God the Spirit, Lord and giver of life, who reveals Jesus Christ to human beings to transform them through conversion and sanctification to full humanity as willed by the Creator.*
  - *We believe that Jesus Christ was conceived through the power of the Holy Spirit, born of*

*the Virgin Mary, and is truly God and truly human.*

- *We believe that he lived a fully human life as Jesus of Nazareth, who walked with us, ministered to us, and proclaimed the Reign of God.*
- *Because human beings sinned and suffered the penalty of death, we further believe in the life and death of the Lord for our sins, in the resurrection of his body, in his ascension to heaven, and in his personal and visible future return to the earth.*
- We believe that our salvation is received through faith by grace through Jesus Christ, the only and sufficient mediator between God and humanity.
- We believe that Jesus Christ commanded us to be baptized and to partake of the Supper in his name.
  - *We believe that baptism is the immersion of a believer in water in the name of God the Father, God the Son, and God the Holy Spirit, signifying redemption through the death and resurrection of Jesus Christ together with the believer's death to sin and resurrection to newness of life.*
  - *We believe that the Lord's Supper is a commemoration of the Lord's death until he returns.*
- We believe that the Church is Jesus Christ's body on earth, called to witness and proclaim the good news of God's Reign and salvation to the world. The Church consists of believers, called by Jesus Christ to worship God, serve one another in a spirit of love and truth, and to proclaim God's Reign—not only through word, but also through deeds of love and justice. As a witness to the Reign of God, the Church embodies God's will to be one in diversity, to care for "the least of these," and to proclaim hope. Therefore, the Church is a light unto the world at all times and in all places.

#### **Section II**

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

#### **Section III**

Whenever a member of the Board of Trustees, administrative officer, professor, teacher, or instructor is not in complete accord with the foregoing Doctrinal Statement (set forth in the preceding statements, Sections 1 and 2), he or she shall forthwith withdraw from the Board and all



positions and connections with the University, and his or her failure to do so shall constitute grounds for his or her immediate removal from such positions by the Trustees.

### Statement of Behavioral Standards and Expectations

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

As a Christian university and a Christian community, we are concerned with establishing standards of conduct consistent with a Christian lifestyle. We believe these standards flow from biblical values and from our commitment to be witnesses to one another. We also believe these standards are in the best interests of each individual student as well as the community as a whole.

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

1. All forms of dishonesty, including cheating, plagiarism, furnishing false information to the

University, altering documents with the intent to defraud.

2. The use, sale, distribution and/or the possession of marijuana and other illegal drugs.
3. Unauthorized use of tobacco products. The campus is smoke free.
4. The use or possession of alcoholic beverages on campus or in areas adjacent to the campus.
5. Inappropriate behavior including returning to campus drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in men's and women's residence halls.
7. Inappropriate sexual activity between unmarried students.

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





# ADMISSION TO GRADUATE PROGRAMS

## ADMISSION TO GRADUATE PROGRAMS

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

- Possess a bachelor's degree in any field from a regionally accredited college or university. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade-point average of at least a 2.5 (professional/state requirements may require a higher standard for specific graduate programs).
- Obtain acceptable scores on admission or professional tests, if required by the specific graduate program.
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.

*NOTE: Admission of F-1 students is based on the decision of the academic department. International students are not admitted into master's level Organizational Leadership programs.*

For applicants who studied in educational systems outside the United States

- Official evaluation of academic credentials in English from a NACES member organization is required. An evaluation from World Education Services is preferred.

For applicants whose language of instruction was not English

- Minimum test of English as a Foreign Language (TOEFL) score of 79 (internet-based) or 213 (computer-based) or minimum international English language testing system (IELTS) score of 6.5
- Specific programs may require interviews, essays, letters of recommendation, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for graduate students who do not have adequate preparation to benefit from the graduate courses offered.

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

## READMISSION POLICIES

Readmission after an absence of less than five years:

Students who withdrew from Eastern University and plan to resume their studies within the five year period following the exit date must apply for readmission through the Office of the Registrar.

*NOTE: Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office and fulfill the graduation requirements in effect at the time of their return.*

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

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

## ADMISSIONS STATUSES AND DEFINITIONS

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

**Conditional Acceptance** – The candidate provided all required credentials and fully meets the standards for admission once the baccalaureate degree is awarded.



An official letter was received from the registrar of the degree-granting institution stating current enrollment status in an undergraduate degree program and the date (month and year) that the degree will be conferred. A final official transcript will be provided after the degree conferral date.

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

#### STUDENT CLASSIFICATIONS AND DEFINITIONS

**Enrolled Student** – A student is enrolled as of the first date of the semester, term or academic session if all admissions requirements have been met, a registration is properly submitted, and payment arrangements have been approved by the Student Accounts Office.

The University reserves the right to cancel a student's registration if admission or payment processes are not complete by the end of the full refund period.

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

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

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

**Non-degree Student** — A non-degree student is one who meets all requirements for admission to a specific

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

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

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





# **STUDENT** SERVICES



## STUDENT SERVICES

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

### ADVISING

Each student is assigned a Student Success Advisor to be with them for comprehensive support from the beginning to the end of their time at Eastern University. Students may also work with a faculty advisor within their program. Depending on the nature of the program, the Student Success Advisor may be able to assist the student with the following functions: changes of status, requests for Incompletes, petitions for exceptions to policy, grade appeals, graduation clearances, course selection and registration, academic plans or programs of study, professional and career advising, and other matters that will contribute to the student's successful and timely completion of the chosen program.

### STUDENT RESPONSIBILITY

It is the student's responsibility to be knowledgeable about academic policies, curricula and services of the University, as stated in this publication and posted to [www.eastern.edu](http://www.eastern.edu), particularly with regard to degree requirements. A student experiencing personal and/or academic difficulties should contact her/his Student Success Advisor at the earliest possible time to ensure appropriate interventions and remedies.

### CAREER SERVICES

Career Services equips current students and alumni with the tools and skills needed to manage their careers in constantly changing work environments. Services include résumé critique, mock interviews, networking tips, job search strategies, and helpful online resources, such as articles on job market trends and current salaries, as well as a list of career fairs. Contact the Office of Talent and Career Development for more information.

### DISABILITY SERVICES

Eastern University is committed to facilitating access for students with disabilities through the provision of reasonable accommodations and appropriate support services. To begin the process, students must submit a written request for accommodations and appropriate documentation of disability to The Cushing Center for Counseling and Academic Support (CCAS). Interested students should contact CCAS as early as possible for

further information and guidance about specific policies and procedures ([ccas@eastern.edu](mailto:ccas@eastern.edu)/610.341.5837).

### CHAPLAINCY SERVICES

Opportunities for corporate worship, prayer, and counseling are facilitated by the University Chaplain, Dr. Joseph B. Modica ([jmodica@eastern.edu](mailto:jmodica@eastern.edu)/610.341.5826).

### DATA AND IDENTITY SECURITY

Eastern has taken a layered approach to IT security. Physical access to enterprise systems is very limited and strictly controlled. Electronic access to those systems and data is dependent upon who the user is and their specific relationship to the University, and what they need to know in order to function in that relationship. The IT infrastructure limits the kind of communication that can reach the systems and from where, both internally and externally. In addition to the University firewall, an intrusion detection system adds another layer of security. Other layers of security are being constantly evaluated.

Identity theft is more likely to happen in ways that are controllable by individual technology users. You can help to protect your own information by following these guidelines:

- Do not answer any e-mail that asks for personal information.
- Make online purchases only at established, reputable sites.
- Do not leave logins, passwords, PINS, and personal information easily accessible to others.
- If you store passwords and financial information on your portable devices, be careful where they are kept and be sure to protect your files.
- Shred personally identifiable records.

### E-MAIL SERVICES

Eastern University issues a unique user name (login), password, and e-mail account to each enrolled student. The Eastern University e-mail account is the primary method of communicating with students about community events, important announcements, and last-minute changes such as class cancellations. Therefore, it is very important to check the Eastern email account regularly and/or follow the online instructions to redirect this account to a primary e-mail account. For detailed instructions on Eastern Email, visit the Help Desk ([www.eastern.edu/technology-services](http://www.eastern.edu/technology-services)).

### EMERGENCY AND CRISIS INFORMATION

It is advisable to create an account for the EU Emergency Messaging System. Go to [www.eastern.edu](http://www.eastern.edu) and find Safety and Security using the Search command. In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Security at 610.341.1737

for emergencies on the St. Davids campus or building security at other sites.

1. Carry identification, including an emergency contact card, with you at all times.
2. Keep a flashlight, a battery-powered radio and extra prescription medication on hand.
3. If you wear contact lenses, carry glasses with you at all times.
4. Set up a contact plan. Ask someone who lives outside of your area to be your family's contact, and include that phone number on your emergency contact card.
5. If the building you are in is affected, go to another place of safety.
6. As you use your E-Card/key to access buildings, do not allow people unknown to you to enter.

### FACULTY/ COURSE EVALUATIONS

Students evaluate instructors and curriculum regularly using an electronic evaluation system. Students receive notifications via their eastern.edu e-mail addresses informing them that course evaluations are available for completion. Instructions to access the evaluations are provided in the notifications.

### ID CARDS (E-CARDS)

Students must have their ID cards in order to use the library, to obtain borrowing privileges at area libraries, and to participate in activities on the St. Davids campus. Students may also be asked to identify themselves to Security or other University personnel.

### FITNESS CENTER

A state of the art 8,200 square foot fitness center was completed in the winter of 2016 at the St. Davids campus location. The fitness center is open to every Eastern University student both undergraduate and graduate, and all Eastern faculty and staff. The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities. Each participant must sign a waiver form before they are allowed to use the Fitness Center.

*The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities.*

### INCLEMENT WEATHER AND SCHOOL CLOSING PROCEDURES

As adult students, you will have to use your own judgment regarding travel conditions from your area. If you



determine that it is unsafe to travel and the class has not been cancelled, the attendance policy will apply.

Go to [www.eastern.edu](http://www.eastern.edu) and enter **School Closing Info** into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University. If the University is closed or classes are delayed due to inclement weather (snow, ice, extreme weather conditions) you may also find out by listening to your local radio station or signing up for Emergency Text Alerts from the University.

#### RADIO

##### Philadelphia Area

Should we close or delay classes in the Philadelphia area, a radio announcement will be made on KYW News Radio, 1060 AM; our school closing number is listed in Delaware County and is 1207.

##### Central PA Area

Should we close or delay classes in the Central PA area, a radio announcement will be made on WARM 103 FM; schools are listed alphabetically, by name, and according to the type of closure (full closing, delay of 2 hours, etc.).

#### TEXT ALERTS

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to EU Emergency Messaging System. Fees

may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

#### LIBRARY INFORMATION

Forty-four (44) TCLC (Tri-State College Library Cooperative) libraries are listed on the Eastern Library homepage. Libraries may be used with a letter from Eastern University's Warner library and a valid Eastern ID.

Also, be aware that books may be borrowed through direct interlibrary loan, on a three-day delivery shuttle, from "PALCI E-Borrow," with 36,000,000 titles from 54 libraries in Pennsylvania, New Jersey, and West Virginia. Access is available on the library homepage. [www.eastern.edu/library](http://www.eastern.edu/library)

#### ONLINE COURSES/BRIGHTSPACE

Eastern University uses Brightspace for the e-learning environment. The Brightspace system is easy to navigate and is specifically designed for online and hybrid learning in today's classrooms. This system allows students and faculty access to their courses anytime, anywhere.

In order to access an Eastern University online course, your computer and internet service must meet minimum system requirements.

- System
  - *XP Service Pack 3, Vista Business or Premium, Windows 7, Apple Leopard or above*
- Processor
  - *1 Ghz or better, 2 + Ghz preferred*
- Hard Drive
  - *80 GB for new equipment (20 GB minimum), 160 + GB preferred*
- Memory/RAM
  - *2 GB, 3 GB preferred*
- Software
  - *Microsoft Office 2007, Microsoft Office for Mac 2008 (Word, PowerPoint, Excel)*
  - *Current versions of: Anti-virus software (e.g., McAfee 8.x)*
  - *Adobe Reader 8.x or higher Anti-spyware software for PC (Adaware or Spybot, downloadable free from the web)*
- Internet Connection
  - *Dial-up is not permitted*
  - *Broadband connection (DSL, FiOS, cable, etc.)*
  - *Wireless— 802.11 b/g*
- Web Browser
  - *Current version of either: Mozilla Firefox 5.x,*
  - *Internet Explorer 7 or higher*
  - *For Macs: Safari or Mozilla Firefox 5.x*
  - *Java 6.x*
- Communications Tools
  - *Web cam (optional)*



- *Microphone and headset (needed for Adobe Connect)*

### **PARKING PERMITS FOR ST. DAVIDS CAMPUS**

Vehicle registration forms are completed as a part of the registration process for most graduate students. Please refer to the GPS Student Services Web site ([www.eastern.edu/gpsserve](http://www.eastern.edu/gpsserve)) for detailed information on how you will obtain a parking permit. Permits should be displayed at all locations to identify the vehicle to the campus or site security. Please abide by posted parking lot restrictions in order to avoid receiving a ticket.

### **REGISTRATION**

All students may use online registration in Student Planning at announced periods. Before registration, meet with your Student Success Advisor or Academic Advisor to discuss your course selections, plan of study, and any questions you have regarding the registration process. Students must give consent for registration in the form of online self-registration or with their signature on an add/drop form acknowledging their registration into a specific course. Students with balances or that owe the university credential information will not be permitted to register until they have resolved the hold with the office in question.

## **STUDENT ACCOUNT INFORMATION**

The schedule of student charges varies according to the program selected. Specific costs and payment schedules are found at <http://www.eastern.edu/tuition>.

### **ADVANCE DEPOSIT**

All graduate students are required to pay an advance deposit of \$150. This payment will hold a place for the student and be applied to tuition costs.

### **FINANCIAL RESPONSIBILITY**

Full payment of a student's financial account is expected. Failure to fulfill payment obligation may result in late payment fees, monthly service charges, suspension from classes, withholding of registration from future sessions, release of transcripts, grades, and diploma. Eastern University will apply approved state grants, Eastern University grants and scholarships toward the payment of tuition, fees, books, room, insurance, and/or any other charges billed by Eastern University. PLEASE NOTE: A 1.5% Monthly Service Charge will be added to all accounts that become delinquent.

In cases of serious delinquency of financial obligation, the student's account may be placed with a collection agency and ultimately may be listed with one or more credit bureaus. In addition to the delinquent balance, the student will be responsible for any and all monthly service charges accrued on the student's account and any costs, which may range from 25% to 50%, associated

with placing the account with a collection agency. If it becomes necessary to litigate an account, all costs of litigation will be added to the balance of the student's account.

### **ADDITIONAL FINANCIAL REQUIREMENTS FOR INTERNATIONAL STUDENTS**

International students will need to provide documentation of financial support equivalent to one year of total expenses in the United States. The financial documents required are: 1) an affidavit of support or a letter of intent to support from a sponsor; and 2) an accompanying bank statement which indicates that the required amount of funds is available. All documents must be in English with monies listed in U.S. currency.

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

### **EASTERN UNIVERSITY HEALTH INSURANCE**

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

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

### **GREEN ENERGY PROGRAM FEE**

The Student Government Association (SGA) has asked that the University assess an annual fee of \$35.00 to each student, so that Eastern can buy electric power from wind energy sources. The SGA's recommendation is based on a report from the Sustainable Peace Initiative (SPI), a group of Eastern students and faculty, who have called the community to a more sacred stewardship of our environment. The SPI report documents the positive effects of wind-generated energy on our air and health. The fee is included in your bill, but will be deducted if you choose not to participate.

### **LATE PAYMENT FEE**

When a student is registered in a timely manner, Eastern University will provide a bill through the student's Web Advisor on [my.eastern.edu](http://my.eastern.edu) in advance of the payment date. When a student account is not paid by the bill due date, a late payment fee may be assessed to the student's account. The semester-based late payment fee is \$140.00.

### **LATE REGISTRATION**

The last date to register for each academic session is published in the calendars at the end of this catalog. Late registrations will be processed on a case-by-case basis, but students whose appeals are granted will forfeit priority in class selection and may experience delays in



student services. Full payment is due upon accepted late registration.

#### MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS

A monthly service charge of 1.5% will be added to all accounts that become delinquent. In addition, the monthly service charge is added to all delinquent accounts that are carrying past due balances. The monthly service charge is added to accounts just prior to the mailing date of the monthly account statements.

If you pay your bill through our payment option and your payments are kept current, you will not be billed the Monthly Service Charge.

Payment Plans information is available on Eastern's Web site, [www.eastern.edu/offices-centers/student-accounts-office/payment-options-0](http://www.eastern.edu/offices-centers/student-accounts-office/payment-options-0).

#### 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.

Modest annual increases in student charges should be anticipated to sustain and advance academic programming.

#### POLICY ON RELEASE OF ACADEMIC CREDENTIALS FOR PAST DUE ACCOUNTS

It is Eastern's policy to withhold grade reports, transcripts, diplomas, and possibly future registrations anytime there is an outstanding amount due on a student's account.

#### WITHDRAWAL AND REFUND OF TUITION (SEMESTER-BASED PROGRAMS)

Any student who wishes to drop or withdraw from all courses in the semester is required to notify the Office of the Registrar (610.341.5853). Please note that the first day of classes is counted as the first day of scheduled classes for the entire institution without regard for the start date of individual classes.

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

Withdrawal during the regular semester:

- *the first two weeks 100%*
- *(Dropped from transcript)*
- *the third week 50%*
- *after three weeks 0%*

#### (NON-SEMESTER COURSES AND RESIDENCIES)

Any student who wishes to drop or withdraw from a course or the program is required to notify the Office of the Registrar (610.341.5853). Notification will be sent from the Office of the Registrar to appropriate University offices, resulting in a calculation of any remaining balance,

change in Title IV Federal Aid, or Eastern University Aid, or refund.

When the course work is presented in an accelerated sequential format, students who wish to drop a course are eligible for a refund of tuition and fees based on the following schedule:

On or before the end of the first week of the course .....	100%
After the first week of the course.....	0%
(Withdraw – “W” grade assigned)	

If the course work is scheduled in a session coded other than FA, SP, S1, S2 or SUM, and includes a residency portion, full tuition will be charged for any portion of the residency attended for that course.

Any student who purchased a laptop computer as part of the laptop program must consult the contract for information about returns and refunds.

#### NOTIFICATION

The Student Accounts Office sends all written correspondence to the student's secure Eastern University e-mail address. Paper bills will not be mailed.

## STUDENT FINANCIAL AID

The financial aid program at Eastern University offers assistance to graduate students through the Federal Stafford Loan Program and Eastern University Campus Employment (ECE). Contact the Office of Graduate Admissions for information on graduate scholarship or assistantship programs. Be sure to specify your program of study.

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

- Be fully accepted as a matriculated student in a degree or an elementary or secondary teacher certification program
- Be enrolled at least half-time
- Have made satisfactory academic progress at the end of the previous academic year
- Have applied for financial aid by the published deadline each year aid is requested

Financial Assistance is not available for:

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

#### FEDERAL DIRECT STAFFORD LOAN PROGRAM

The Free Application for Federal Student Aid (FAFSA) must be submitted each academic year in order to participate in the Federal Direct Stafford Loan Program. In addition, students must complete the Federal Direct Stafford Loan Master Promissory Note (MPN) and the Federal Direct Stafford Loan Entrance Counseling online at [www.StudentLoans.gov](http://www.StudentLoans.gov) before any loan funds can be sent to the University. If Master's or Doctoral students



have already reached their aggregate for the Federal Direct Stafford Loan Program, they can apply for a Federal Direct Graduate PLUS Loan at [www.StudentLoans.gov](http://www.StudentLoans.gov) or a Private Alternative Loan at [www.ELMSelect.com](http://www.ELMSelect.com). Further details on these loan programs can be found at [www.eastern.edu/offices-centers/financial-aid-office/loan-options](http://www.eastern.edu/offices-centers/financial-aid-office/loan-options).

#### **FOUNDATION COURSES**

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

#### **CERTIFICATION PROGRAM**

The Federal Direct Stafford Loan is available to eligible early childhood, middle level, or secondary Teacher Certification students if they meet the standard loan eligibility criteria above and the following guidelines:

- Education Certification students (not enrolled in a graduate degree program) may qualify for up to \$12,500 in the Federal Direct Stafford Student Loan Program each financial aid year if the student has not exceeded their undergraduate aggregate loan limit and is enrolled for a minimum of 4.5 credits in that semester. Students enrolled only in the Education Certification programs are not eligible to receive Eastern Graduate Assistantships.
- Post-certification M.Ed. students may qualify for up to \$20,500 in the Federal Direct Stafford Student Loan Program each financial aid year as long as they have not exceeded their aggregate loan limit. Master's degree candidates may also apply for consideration for an Eastern University Graduate Scholarship or Assistantship.
- Post-master's students may qualify for participation in the Federal Direct Stafford Student Loan Program to complete early childhood, middle level, or secondary Teacher



Certification requirements if they have not exceeded their aggregate loan limit. However, these students are not eligible to receive Eastern University Graduate Assistantships.

International Students may apply for a Federal Direct Stafford Loan if they are considered to be an eligible non-citizen and have a valid SSN and a valid Student Aid Report (SAR) from filing the Free Application for Federal Student Aid (FAFSA). These students may also apply for consideration for a Graduate Scholarship or Assistantship if they meet the other criteria on those applications.

Private Alternative Loan Programs are available for students unable to participate in the Federal Direct Stafford Loan Program or students interested in additional funding.

#### **SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID**

Financial Aid Satisfactory Academic Progress is comprised of three components: CGPA, completion of a specified percentage of credits, and completion of degree requirements within 150% of the program length. Standards can be found on the Financial Aid website at [www.eastern.edu/financial-aid-office/satisfactory-academic-progress](http://www.eastern.edu/financial-aid-office/satisfactory-academic-progress).

#### **WITHDRAWAL FROM COURSES**

A student who receives Title IV Federal Financial Aid and wishes to withdraw from all courses during an enrollment period must provide written notification to an Advisor and the Office of the Registrar. The change of enrollment status processed by the Office of the Registrar will alert the Financial Aid Office to review the student's record. Students participating in the Federal Direct Stafford Loan Program must complete a Loan Exit Interview online at [www.studentloans.gov](http://www.studentloans.gov) (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 for financial aid reporting.)

A student who is receiving any type of financial assistance and drops a class or withdraws from a class (or classes) should contact the Financial Aid Office to learn

how the change in enrollment status will affect financial aid eligibility. 610.225.5102

#### **LEAVE OF ABSENCE (LOA)**

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

#### **RETURN OF FEDERAL TITLE IV FUNDS**

The Financial Aid Office recalculates Federal Title IV financial aid for all students receiving Federal Title IV assistance who withdraw, drop out, are dismissed or take a leave of absence from all courses. Recalculation is the determination of the percent of Federal Title IV aid that the student is eligible to receive. The calculation takes into consideration the amount of aid awarded, the length of the semester and the number of days the student attended prior to his/her removal from classes.

When Federal Title IV aid is returned, 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.

Federal Title IV aid includes Federal Grants as well as Federal Stafford Loans awarded. The withdrawal date is defined as the actual date that the student begins the withdrawal process or expresses the desire to withdraw from the University. The withdrawal date will be the student's last date of recorded attendance or the mid-point of the semester for a student who leaves without notifying the University.

#### **NOTIFICATION**

The Financial Aid Office sends all financial information requests to the student's secure Eastern University e-mail address. Students should regularly check their EU e-mail address as well as their [my.Eastern.edu](mailto:my.Eastern.edu) account.



# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC POLICIES AND PROCEDURES

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

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

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

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

**Full-time/Part-time Student** — Graduate students are full-time when enrolled for at least 9 credits in a regular semester/term; they are considered part-time when enrolled for at least 4.5 credits. Accelerated MBA students are full-time at 6 credits and part-time at 3 credits.

Doctoral students are full-time when enrolled for at least 6 credits in each regular semester or when completing the dissertation; they are considered part-time when enrolled in at least 3 credits in each regular semester.

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

### ACADEMIC CALENDARS

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

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

### MAXIMUM COURSE LOAD

Graduate students are limited to a maximum of 18 credits in a regular semester and 6 credits in each summer session. Graduate students enrolled in term-based or residency programs are limited to the course load and

credit hours specified for the term in their program of study.

### TRANSFER OF CREDIT

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the dean. (Transfer credit is not accepted in accelerated, self-contained degree programs.) An official transcript for this course work must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B."

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

### ONLINE LEARNING EXPECTATIONS

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

### CHANGE OF MAJOR AFTER ADMISSION

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

### CLASS ATTENDANCE

Attendance at all class sessions of accelerated courses is considered a critical element in the accomplishment of learning outcomes.

Class attendance for online courses is defined as an online presence demonstrated by active participation in all threaded discussions and virtual chats as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your

department's Web page or posted/printed materials for specific attendance expectations for your program.

#### INACTIVE STATUS

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

#### READMISSION AFTER 1-5 YEARS AWAY

Former students who left in good academic standing and wish to resume their studies must complete the graduate student application for readmission form located on the Registrar's Web page [www.eastern.edu/registrar](http://www.eastern.edu/registrar). Readmission must be approved by the program advisor before a new registration will be accepted.

#### READMISSION AFTER MORE THAN 5 YEARS AWAY

Former students who left in good academic standing and wish to resume their studies must complete the graduate student application for readmission form located on the Registrar's Web page [www.eastern.edu/registrar](http://www.eastern.edu/registrar). Readmission must be approved by the program advisor before a new registration will be accepted.

#### READMISSION FOR ADDITIONAL COURSEWORK AFTER PROGRAM COMPLETION

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

#### TIME TO COMPLETE MASTER'S DEGREE PROGRAM

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

#### TIME TO COMPLETE DOCTORAL DEGREE PROGRAM

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

#### ACADEMIC ADVISING AND STUDENT RESPONSIBILITY

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

##### Dropping/Withdrawing from a Course

- During the first week of a semester, or the equivalent time in other sessions, a student may drop a course online through Student Planning or by submitting a signed Add/Drop Form to the Registrar's Office.
- A grade of "W" will be entered on the academic record of any student who withdraws a course before 75% of the semester or term has elapsed. Courses carrying a grade of "W" receive no credit and are not counted in the grade-point average, even though they may carry a financial obligation. Students must turn in a signed Withdrawal Form to the Registrar's office to withdraw from a course. Informing the instructor is encouraged but not sufficient to withdraw from a course.
- A student who withdraws from a course after the 75% time frame will receive a grade of "WF" which is computed as an "F." (Exceptions are made for extreme circumstances and are handled on a case-by-case basis.)



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

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

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses. Grades of "W" are taken into consideration in the calculation of Federal Title IV eligibility. They are also taken into consideration when determining if a student has made Satisfactory Academic Progress.

#### DIRECTED STUDY

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

#### INDIVIDUALIZED INSTRUCTION

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

#### INSTRUCTIONAL DELIVERY OF ACCELERATED COURSES

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

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

**Blended** – Blended instruction includes a combination of online (asynchronous and/or synchronous) delivery and on-ground classes (when

the learner and the instructor are in the same physical location and meet in real time as scheduled). Online synchronous classes and on-ground classes are offered in real time as scheduled. Online delivery will not be greater than 49% of total class time.

#### COURSE REPEAT POLICY

- Graduate students may repeat courses in which they earned grades of "B -" or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses.
- A student who has received a grade of "F" in a required course cannot graduate unless this deficiency is corrected. The course must be repeated at Eastern.
- When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript.
- Credit is granted once for a repeated course, unless the course description specifically allows accrued credit.

#### ACADEMIC APPEALS AND GRIEVANCES

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

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

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

### ACADEMIC PETITIONS (REQUEST FOR EXCEPTION TO POLICY)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing. The Exception to College Policy form can be found in the Registrar's Office and on the Registrar's Web page at [eastern.edu](http://eastern.edu). The request should include detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean's decision with respect to the student's petition.

### PROCEDURE FOR STUDENT APPEALS TO THE PROVOST

To appeal a decision by an academic dean (including a decision on an academic petition) the student may appeal to the Provost of the University. Within 7 days of the Dean's transmittal electronically or by mail of his/her decision to the student, the student may appeal the Dean's decision by sending a letter by certified mail or overnight courier or e-mail with a return receipt requested to the Provost, with a copy to the Dean. In this letter or e-mail of appeal, the student shall state in detail why the decision by the Dean lacks substantial evidence or was capricious or discriminatory. The student shall include the student's full name, the Eastern University student identification number, the College the student is enrolled in, and an explanation of the grievance and supporting documents. The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean's decision is arbitrary and capricious or otherwise lacks substantial evidence, in which case the Provost may remand the matter to the Dean with instructions. The decision of the Provost shall be final.

### GRADING SYSTEM

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

<b>Grades</b> – Grade points per semester hour	
A+, A, A- . . . . .	Excellent 4.0, 4.0, 3.7
B+, B, B- . . . . .	Good 3.3, 3.0, 2.7
C+, C, C- . . . . .	Fair 2.3, 2.0, 1.7
F . . . . .	No Credit/Fail 0
I . . . . .	Incomplete 0
P . . . . .	Pass
W . . . . .	Withdrawn
WF . . . . .	Withdrawn Failing

### GPA

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

### INCOMPLETE

The grade "I" is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The "I" must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the semester/session. The incomplete is recorded at the end of the semester/session and must be removed within 180 days. The "I" grade automatically becomes an "F" if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a "W" (Withdrawn) grade may be authorized. An "Exception to Policy" form, available from the Office of the Registrar Web page, [www.eastern.edu/registrar](http://www.eastern.edu/registrar), should be completed and submitted to the Dean, along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. "W" grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted.

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

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

### GRADE CHANGE POLICY

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



## GRADE/EVALUATION ACTION APPEALS POLICY

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

### PROCEDURE

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

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

**Step 1:** As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action. 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.

**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 immediately following the semester in which the grade/evaluative action was received. The Appeal Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form.

**Step 3:** If the student is still not satisfied with the resolution, the student must make a written request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/

program director of the program. This written request must be forwarded to the chairperson/program director within one (1) week following the due date of the instructor's decision. The departmental chairperson/ program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program Dean.

**Step 4:** If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program Dean. The written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the program Dean that the Appeal Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeal Form and all accompanying documentation to the program dean. The program Dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program chairperson/program director.

**Step 5:** If, after receiving a reply form from the program Dean, the student is still not satisfied with the resolution, the student must make a written 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.

1. May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.
2. If the faculty member involved in the appeal is the departmental chair/program director, the student should go immediately to Step 4.

3. If the faculty member involved in the appeal is the program Dean, the student should go immediately to Step 5.
4. Semester refers to the period of time in which the course is instructed and evaluated.

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

### FINAL GRADE REPORTS

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

### SATISFACTORY ACADEMIC PROGRESS

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

### ACADEMIC PROBATION

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

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

### UNIVERSITY HANDBOOK

All students are responsible to read, understand and abide by the Student Handbook ([www.eastern.edu/handbook](http://www.eastern.edu/handbook)). Students are responsible for these regulations and others announced to the student body.

### UNACCEPTABLE ACADEMIC BEHAVIOR

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

1. Plagiarism. Plagiarizing is presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made

your own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.

2. Submitting a paper written by another student or another person, including material downloaded from electronic media, as if it were your own.
3. Submitting your paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics which supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, and so forth. Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty, to the Academic Dean.

### PENALTIES FOR ACADEMIC DISHONESTY

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

1. Assign a grade of F or "0%" on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of C.
2. Assign a grade of F or "0%" on the paper, project or examination without the opportunity for resubmission.
3. Assign a grade of F in the course.

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

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

### DISMISSAL

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

The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The Dean





will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation.

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

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

#### APPEAL OF DISMISSAL

A student may appeal a dismissal decision to the Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. This letter should: 1) explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious, 2) present new information which was not available at the time of the dismissal, and/or 3) explain extreme and unforeseen extenuating circumstances that may have affected academic performance. In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter.

Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

#### GRADUATION

Students must provide written notification to the Registrar's Office of their intention to graduate at least six months in advance of the anticipated graduation date. A form is available on the Registrar's Web page [www.eastern.edu/registrar](http://www.eastern.edu/registrar). In order to graduate, a student must fulfill all requirements for the intended degree, including total semester credits; residency requirement; core curriculum; major curriculum; total grade-point average of 3.0 for graduate degrees; and any test/field experience required by the academic department. (Consult your academic advisor for specific requirements of the intended degree.)

Degrees are awarded to qualified graduates on January 31, March 31, May 31, August 31, October 31, and December 31 each year. Diplomas are normally distributed by U.S. mail within 60 days following the degree date except when graduates have unpaid bills or other obligations.

Commencement ceremonies are held each May and December to recognize students who completed degree requirements in the six month period since the last ceremony. Participation in the designated Commencement ceremony is voluntary although the cost of participation is factored into student charges.

Students whose Degree Award or Candidacy date is January 31, March 31 and May 31 participate in the May Commencement Ceremony (date announced in the annual calendar). Students with Degree Award or Candidacy dates of August 31, October 31 and December 31 participate in the December Commencement ceremony (date announced in the annual calendar).

Participation in the ceremony celebrating the student's graduation is encouraged, but optional. A student may not elect to participate in a ceremony for which he/she is not eligible.



# **PROGRAMS** AND COURSE DESCRIPTIONS

## BUSINESS AND MANAGEMENT PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION (HEALTH ADMINISTRATION)

Eastern University's MBA in Health Administration equips graduates with the knowledge, business acumen, and strategic mindset needed to lead high performing teams and successful organizations competing in the 21st century global information economy. Over the 12-course (36 credits) program of study, students will engage with faculty, peers, and practicing professionals to build the competencies essential for achieving organizational goals through strategic decision making, talent development, and business communication. MBA graduates are mature in their self-awareness and grounded in an ethical world view that guides their professional interactions within the business environment. They are adept in evaluating enterprise environments and skilled at designing and implementing plans that solve problems and create value in organizations and their clientele.

#### Prerequisites

#### ACCT 223 Accounting for Graduate Students.....0

This course presents accounting principles, financial statements and ratio analysis, and an introduction to the time value of money that form the foundational knowledge to pursue the further study of Managerial Accounting.

#### ECON 223 Economics for Graduate Students .....0

The course offers an integration of principles from various fields of business and economics, with an emphasis on management decision-making and policy formation. The course also involves integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in public and private institutions. It focuses on basic economic concepts in the areas of consumer demand, production and cost, pricing, and structure of the economy.

#### FIN 223 Business Finance for Graduate Students .....0

This course is an overview of basic principles in Finance and provides an introduction necessary to prepare students to follow directly with MNGT 532 Financial Thinking II. and BUSA 519 Financial Management of Health Care Institutions.

#### STAT 223 Statistics for Graduate Students.....0

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

#### BUSA 509 Essentials of Accounting and Finance.....3

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

#### MNGT 511 Global Perspectives of Management, Leadership, and Ethical Issues.....3

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

#### BUSA 513 Data-Informed Decision Making.....3

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

#### ECON 512 Managerial Economics.....3

The course entails an integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation. It encompasses the integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in production and service sector organizations. Particular attention is paid to basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy, environment, industries, and firms.

#### BUSA 542 Strategic Marketing.....3

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

#### MNGT 610 Talent Development and Performance Management .....3

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

#### HMGT 519 Accounting and Finance for Health Care Managers.....3

This course concentrates on health care organizations' accounting and financial decisions in the transforming health care setting. It provides an understanding of basic accounting principles and an introduction to financial management, including budgeting for managerial control, planning, cost accounting, and financing health programs. The course examines the legal, regulatory, and ethical obligations critical to reliable financial management. The goal of the course is an understanding of

how to improve organizational decision-making based on financial, social, and ecological metrics. Prerequisite is BUSA 509, undergraduate accounting & finance coursework, or relevant business experience.

**HMG 698 Health Care Governance and Legal Management** .....3

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

**HMG 590 Organization and Management of Health Care Systems** .....3

This course introduces the student to the overall key issues, concepts & theories in the management and administration of health care organizations. It is an overview of how health care is organized and delivered in the United States. The course focuses on the distinctive traits of health care delivery, as well as discusses the major issues and challenges that impact cost, quality, and access to health care. It reviews the structure, operation, and current and future directions of the American health care delivery system.

**HMG 692 Health Care Policy** .....3

This course focuses on how current health policy as well as future political ideology impacts care in health organizations. It emphasizes the factors that influence public policy development and surveys the formulation, implementation, and modification stages of the policy process as well as debates the health politics of private interests at both the national and state levels.

**HMG 520 Health Care Technology & Information Management** .....3

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

**BUSA 620 Business Development and Enterprise Sustainability** .....3

This course integrates the functions of management within a strategic framework to foster competitive advantage; the sustainability of resources, talent, customer loyalty; and organizational reputation. Students will learn to develop and evaluate strategic plans that account for organizational mission and goals and the economic, political, technological, social, and global factors they must confront. Emphasis is on the analysis of business challenges and opportunities; assessment of organizational capacity, policies and plan development, and the implementation of ethical management practices that drive organizational vitality, productivity, and sustainability.

**MNGT 624 Executive Seminar in Management** .....3

As a culminating experience of their program of study, students will complete an applied learning project to demonstrate their management competency. Proposed by the student in consultation with faculty,

the project will involve a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant business problem. Accordingly, students will formulate recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work. Add the following courses/descriptions here:

**ACCT 524 Managerial Accounting for Health Care Institutions** .....3

This course provides an introduction to accounting methods used by health care organizations in the financial planning and control process, including cost accounting, cost analysis, budget process, and management of working capital.

**BUSA 519 Financial Management of Health Care Institutions** .....3

Using the case study method, the student analyzes real-life examples of issues facing the financial manager in the health care setting. The course provides the student with the terminology, theory, concepts, and tools for planning, acquiring, and utilizing information that can maximize organizational efficiency and value.

**BUSA 532 Marketing Research for Health Care** .....3

The student is provided with an understanding of marketing management which managers of health care organizations can use to successfully organize, plan, and implement the marketing activities of their organizations. The marketing tools and techniques studied have practical, "real world" applications.

**BUSA 590 Organization of the Health Care System** .....3

This course is intended to be a review of the health care system, including the history and implementation of managed care. Emphasis is on the general as well as the departmental operations of health care organizations. Factors affecting health status, the current state of health care, and the future of the health care system are discussed.

**BUSA 641 Human Resources Management** .....3

This course is designed to explore and analyze the wide varieties of activities involved in executing the personnel function of an organization and the nature of responsibilities relating to the management of people. Also provided in this course is a survey of contemporary theories and practices in the areas of leadership, shared values, motivation, and team building.

**BUSA 692 Health Care Management and Policies** .....3

The student is provided with an understanding of health policy planning, analysis, and management. The course focuses on data resources and requirements, analysis and choices among health policy initiatives, comparative assessments of health policy, public and quasi-public sector decision making, resource allocation planning, and the major tactical, strategic problems faced by health care administrators in applying modern business concepts to healthcare systems.

**BUSA 694 Field Research Project and Thesis** .....3

This learning project allows healthcare students to creatively meet their own objectives while using information learned in the classroom. It encompasses the development of a comprehensive healthcare project in the form of a written business plan, focusing on the identification, exploration, and feasibility of starting a new business, incorporating an entrepreneurial focus and centering on collaborative cohort efforts.

This project is carried out over the course of the entire program and includes two Executive Seminars that focus on contemporary management practices, management problems, day-to-day management issues, and information technology.

**BUSA 698 Health Care Law** .....3

The applications of legal approaches to health care decision making are studied. Discussion focuses on predominant relationships in the health care field.

**BUSA 699 Essentials of Managed Care: A Research Approach**.....3

Using a managed care case study approach, this class is an introduction to critical research tools including current methods, instrument design, measurement criteria, and quantitative analysis used to guide management decisions in an ever-changing marketplace.

**ECON 522 Health Care Economics** .....3

Using the case study method, students examine and analyze real-life examples of issues facing the health care manager in the health care setting. The process of evaluation includes both economic and ethical analysis.

**MNGT 541 Strategic Thinking** .....3

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

**MNGT 560 Business Ethics** .....3

This course explores the ethical “gray” areas of contemporary business practices and develops skills in moral discernment through a dialogical framework for ethical decision making that highlights the impact of a student’s core values, experiences, and assumptions on the decision-making process.

**MASTER OF BUSINESS ADMINISTRATION (MANAGEMENT)**

The 36-credit Fast-Track MBA® in Management consists of eleven courses and an integrative project. It is designed to develop leaders who are both ethical and entrepreneurial in their interactions with the knowledge-based, global economy in the 21st century. A central part of the program is the New Venture Project in which students integrate their learning by developing a business plan for a new entrepreneurial venture of their own design. Business leaders who complete the Fast-Track MBA® in Management understand that an organization’s success depends on how well managers at every level are able to predict the changes that will occur and how to use those changes to their advantage.

*Prerequisites*

**ACCT 223 Accounting for Graduate Students**.....0

This course presents accounting principles, financial statements and ratio analysis, and an introduction to the time value of money that form the foundational knowledge to pursue the further study of Managerial Accounting.

**ECON 223 Economics for Graduate Students** .....0

The course offers an integration of principles from various fields of business and economics, with an emphasis on management decision-making and policy formation. The course also involves integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in public and private institutions. It focuses on basic economic concepts in the areas of consumer demand, production and cost, pricing, and structure of the economy.

**FIN 223 Business Finance for Graduate Students** .....0

This course is an overview of basic principles in Finance and provides an introduction necessary to prepare students to follow directly with MNGT 532 Financial Thinking II.

**STAT 223 Statistics for Graduate Students**.....0

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

**BUSA 509 Essentials of Accounting and Finance**.....3

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

**MNGT 512 Managerial Economics**.....3

The course offers an integration of principles from various fields of business and economics with an emphasis on management decision-making and policy formation. Also involves integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in public and private institutions. The course focuses on basic economic concepts in the areas of consumer behavior, production and cost, pricing, and structure of the economy.

**MNGT 520 Research Design** .....3

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

**MNGT 531 Managerial Accounting**.....3

This course presents the use of managerial accounting tools that assist in executing the decision-making, planning, directing, and controlling functions of management within a variety of organizational contexts.

**MNGT 532 Managerial Finance**.....3

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

- MNGT 541 Strategic Thinking** ..... 3  
This course takes a critical look at the process of strategic thinking, including mission, goal setting, and strategy implementation. Critical to this study are the ethical, legal, social, and environmental issues inherent in business.
- MNGT 542 Strategic Marketing** ..... 3  
The course serves as an introduction to the concepts and language of strategic marketing, customer service, product development, and promotional strategies within the context of a global economy.
- MNGT 545 Operations Management** ..... 3  
This course provides an introduction to the concepts and analytic methods that are useful in understanding the management of a firm's operations. Our aim is to (1) familiarize you with the problems and issues confronting operations managers, and (2) provide you with language, concepts, insights, and tools to deal with these issues in order to gain competitive advantage through operations. Because the course deals with the management of processes, it applies to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any function along the supply chain of an industry.
- MNGT 560 Business Ethics** ..... 3  
The course provides a forum for discussion and inquiry into the process of ethical analysis and moral discernment. The focus is on responsible thinking based on a system of values, resulting in managerial action that will promote the well-being of all business stakeholders.
- MNGT 570 Business Law** ..... 3  
This course is designed to provide understanding of our legal system and how it affects business. It will enable the student to recognize legal issues, understand the effect of modern legislation and administrative regulations on business practices, increase the ability to evaluate and recognize potential legal problems.
- MNGT 600 Leadership Communications** ..... 3  
This course provides a survey of contemporary theories and practices in the area of organizational behavior, including issues such as leadership, shared values, motivation, and team building.
- MNGT 641 Human Resources Management** ..... 3  
Designed to explore and analyze the wide varieties of activities involved in executing the personnel function of an organization; explores the nature of responsibilities relating to the management of people.
- MNGT 670 Management Information Systems** ..... 3  
This course is a study of the field of information systems as used by managers in the decision making process. The course will focus on redesigning the organization using information systems to gain competitive advantage and enhance organizational performance. A strong component of the course will involve ethical decision making in relation to information systems.
- MNGT 690 New Venture Project** ..... 3  
The development of a comprehensive project in the form of a written business plan, focusing on the identification, exploration, and feasibility of starting a new venture, incorporating an entrepreneurial focus and centering on collaborative cohort efforts. This project is carried out over the course of the entire program and includes two Executive Seminars that focus on contemporary management practices, management problems, day-to-day management issues, and information technology.
- MNGT 511 Global Perspectives of Management Leadership and Ethical Issues** ..... 3  
This course introduces the social, moral, and ethical demands and responsibilities of corporate leaders in the global marketplace. Today, the social consciousness of an organization must be articulated, via a deliberate strategy, including, but not limited to, influences from business law, ethical theories, biblical standards, and regulatory compliance. Students will investigate the definition of professional conduct.
- ECON 512 Managerial Economics** ..... 3  
The course entails an integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation. It encompasses the integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in production and service sector organizations. Particular attention is paid to basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy, environment, industries, and firms.
- BUSA 513 Data-Informed Decision Making** ..... 3  
This course equips students with fundamental tools and skills to interpret business problems and make and communicate competent management decisions. Students will use quantitative data and qualitative information to explain observed outcomes; consider, evaluate, and defend recommended interventions; and model the operational impact of their decisions. They will practice the effective use of proven communication strategies and current technologies to prompt action that increases organizational capacity and performance.
- ACCT 531 Managerial Accounting** ..... 3  
This course identifies the types of accounting information that can be used by an organization's managers and employees, to make day-to-day operational decisions. Topics to be covered include cost accounting, cost behavior, break-even point, profit planning, operational budgeting, and capital budgeting. Accounting's relationship to forecasting and the identification of market trends will also be appraised. Prerequisite is BUSA 509, undergraduate accounting coursework, or relevant business experience.
- FINA 532 Managerial Finance** ..... 3  
This course equips students to manage business budgets and perform financial analysis for managerial decision making. Students will master the creation of comprehensive income, cash flows, changes in equity, and financial position statements. They will develop the capacity to discern an organization's financial strength based upon current investments, performance, profitability, and solvency. Prerequisite is BUSA 509, undergraduate finance coursework, or relevant business experience.
- MNGT 538 The Legal Environment of Management and Organizations** ..... 3  
This course examines the impact of business decisions, corporate governance, and the manager's conduct on an organization's capacity to meet its obligations to stakeholders. Students will evaluate alternative



courses of action and develop approaches for implementation that enhance corporate reputation and accountability, ensure legal compliance, and provide effective leadership in pursuit of strategic and operational goals.

**BUSA 542 Strategic Marketing** .....3

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

**MNGT 605 Enterprise Management** .....3

In this course, students will examine the concepts and global best practices of public, private, social sector, and production organizations. It draws from modern research and presents enterprise operations with a practical focus on operations design and analysis, customer relations, service, adaptability and sustainability. Topics include management of business operations, production scheduling, facilities, supply chain, capacity planning, quality assurance and continuous improvement.

**MNGT 610 Talent Development and Performance** .....3

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

**MNGT 613 Managing Project Teams** .....3

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

**BUSA 620 Business Development and Enterprises Sustainability** .....3

This course integrates the functions of management within a strategic framework to foster competitive advantage; the sustainability of resources, talent, customer loyalty; and organizational reputation. Students will learn to develop and evaluate strategic plans that account for organizational mission and goals and the economic, political, technological, social, and global factors they must confront. Emphasis is on the analysis of business challenges and opportunities; assessment of organizational capacity, policies and plan development, and the implementation of ethical management practices that drive organizational vitality, productivity, and sustainability.

**MNGT 624 Executive Seminar in Management** .....3

As a culminating experience of their program of study, students will complete an applied learning project to demonstrate their management competency. Proposed by the student in consultation with faculty, the project will involve a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant business problem. Accordingly, students will formulate recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

**MASTER OF SCIENCE IN HEALTH SERVICES MANAGEMENT**

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

**MNGT 550 Management Communication** .....3

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

**LEAD 540 Leadership and Empowerment** .....3

This course is designed to help students develop their own approach to leadership. It provides a survey of major leadership models, both biblical and secular. The course examines leadership theories, definitions, historical practices, styles and biases toward gender and culture and its application to the student.

**LEAD 541 Human Resources and Performance** .....3

This course explores the nature of responsibilities and human resource factors relating to the management of people and to an organization. Students develop experience and skill in responding to the needs of the people in their organization. Course covers areas of culture, diversity, conflict resolution, communication, training, mentoring, staff care, preparation for the unexpected, and caring for oneself as a leader.

**BUSA 691 Epidemiology and Public Health** .....3

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

**BUSA 694 Field Research Project and A,B,C Thesis** ....1,1,1

This learning project allows students to creatively meet their own objectives while using information learned in the classroom. The clerkship is done under the guidance of an instructor-approved preceptor. The Project Report is the product of the learning and problem solving that takes place during the clerkship. The Portfolio is a collection of learning from the entire program as it relates to the Integrated Research Project. The instructor functions as a resource person to assist the student in finding an appropriate clerkship, setting objectives, and meeting goals.

**BUSA 695 Aging and Long-Term Health Issues** .....3

This course provides an overview of aging and the issues which confront the senior citizen in American society. Issues include the physical, social, economic, and psychological aspects of aging. A seminar format is used to explore the theories of aging, legal and ethical aspects of long-term care facilities, and alternatives to nursing-home care.



**BUSA 697 Medical Ethics**.....3

This course will identify the principles underlying ethical decision making in the Health Care arena. It will also explore characteristics of ethical dilemmas, decision-making models, and the socio-legal implications of making tough ethical decisions.

**HSCI 601 World Health Issues**.....3

World Health Issues will explore global health problems that affect the developed and the developing world. Understanding international health care needs and issues will better equip health care planners, educators, and providers to deliver culturally competent care in diverse populations. Health, disease, and wholeness will be examined in relationship to the culture and the biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control, and health program planning.

**NURS 602 Holistic Health Care for Culturally Diverse Populations**.....3

This course will consider the health beliefs and practices of various cultural groups living in North America with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

**BUSA 630A Special Topics: Current Issues in Health Care**..3

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

## NURSING PROGRAMS

### MASTER OF EDUCATION (SCHOOL HEALTH SERVICES)

The Master of Education in School Health Services is committed to preparing professionals to function effectively in settings in which children and youth are served. The mission of the program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development. This 30-credit program will prepare students to practice their profession from a Christian perspective; achieve professional competence and increase specialization in a discipline within school health services. Students will be able to develop and coordinate comprehensive school health service and educational programs through the utilization and implementation of appropriate research and educational theories pertaining to healthy, social, intellectual, moral, and physical development. Students will demonstrate sensitivity to ethnic, gender, and racial diversity.

### SPECIALIST CERTIFICATION PROGRAMS

School Nurse (K-12)

Supervisor of School Health Services (K-12)

#### NURS 508 Legal Mandates of the School Nurse.....3

Legal and Mandated Responsibilities of the School Nurse is designed to introduce to the new or prospective school nurse the fundamentals of U.S. law and how these laws affect educational change as well as the legal issues that specifically affect the certified school nurse. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn, and to appraise, protect, and promote the health of students and school personnel. The course will explore current legal issues in school health. School nursing is viewed as a ministry within the Christian perspective. This course will also address multi-cultural and mental health issues in relation to school-age children, adolescents, families, and communities.

#### NURS 509 School Nurse and the Exceptional Child .....3

This course is designed to give an awareness of the uniqueness of the role of the school nurse in meeting the needs of children with handicapping, chronic, and emotional conditions, as well as those students with developmental disabilities who are served under IDEA and other related legislation. The course is structured to prepare school nurses to function effectively on interdisciplinary, crisis intervention, and individual education planning teams.

#### NURS 530 School Nurse Clinical Practicum.....3

This course is designed for prospective school nurses. The focus is to acquaint the student with the role of the nurse as a member of the educational community. Emphasis is placed on the assessment, implementation, and evaluation of the health care needs of the school aged population. It is structured to provide a forum for lecture and discussion as well as supervised field experience for the student to observe and participate in health care delivery in the school setting. The practicum consists of 100 hours of clinical experience. The clinical experience should be divided equally among elementary, middle, and high schools with at least one component involving children with special needs.

#### NURS 615 Physical Assessment of the School-Age Child...3

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

## GRADUATE COUNSELING AND PSYCHOLOGY PROGRAMS

### MASTER OF ARTS IN COUNSELING

The Clinical Counseling program is a 60-credit degree which offers a framework for understanding human experience and the deepest motivation of human behavior. Students receive a sound theoretical foundation and practical instruction in applying counseling skills that help clients regain hope and create change in their lives. The core 45 credits meet all the educational requirements specified by the Pennsylvania Board for Licensed Professional Counselors (LPC), and students have the option of reaching the 60 credits required for LPC by selecting individual electives or graduating with a concentration in either Applied Behavior Analysis (ABA) Certification or Trauma Studies. Individuals who already hold a master's degree in another related field may also enter the Clinical Counseling program to complete courses toward licensure or other professional credentials. Individualized programs of study are approved when applicants are admitted to the program.

### CONCENTRATION IN APPLIED BEHAVIOR ANALYSIS CERTIFICATION

The 18-credit Applied Behavior Analysis curriculum meets the educational requirements of the national Board Certified Behavior Analyst (BCBA) and the Pennsylvania Licensed Behavior Specialist (LBS). The Behavior Analyst Certification Board, Inc.® has approved the curriculum as meeting the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination®. The ABA designation will appear on a student's transcript. The concentration is comprised of CNSL 505, CNSL 617, CPSY 560, CPSY 561, CPSY 562, CPSY 563. (See titles and course descriptions on the following pages.)

### CONCENTRATION IN TRAUMA STUDIES

The 15-credit Trauma Studies curriculum is designed to prepare students to understand the impact of traumatic events on individuals, families, and communities; learn evidence-based interventions for preventing and treating traumatic stress; and apply trauma-informed counseling skills with diverse traumatized populations in professional counseling and volunteer contexts. The concentration is comprised of CNSL 531, CNSL 540, CNSL 541, CNSL 551, and CNSL 590. (See titles and course descriptions on the following pages.)

### CERTIFICATES OF ADVANCED GRADUATE STUDIES

Individuals who already hold a master's degree in another related field may also complete courses toward licensure or other professional credentials. Those needing less than 12 credits are considered non-degree students, while those needing 12 or more credits may earn

a Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Certification, Professional Counseling, or School Psychology. Individualized programs of study are approved when applicants are admitted into the program.

### MASTER OF ARTS IN SCHOOL COUNSELING

With a focus on training elementary and secondary counselors who function as advocates for their students and promote the best interests of children within the school and larger community, this 48-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school counseling program to complete certification only or a CAGS in school psychology. Individualized programs of study are approved when applicants are admitted to the certification only or CAGS program.

### MASTER OF ARTS AND CERTIFICATE OF ADVANCED STUDIES IN SCHOOL PSYCHOLOGY

Eastern University offers a Master of Science and a Certificate of Advanced Graduate Studies (CAGS) in School Psychology, training students to become competent, broadly educated, school psychologists who use a scientist-practitioner model when delivering services within pre-K to grade 12 school settings. Completion of the program requires earning a 48-credit master's degree in school psychology (16 Core Courses), including two semesters (6 credits) of practicum experiences, followed by a 15-credit CAGS in post-master's graduate work in school psychology for a total of 63 graduate credits. The CAGS includes a two semester (6 credits) internship. This degree and CAGS certificate qualifies the graduate for certification as a school psychologist with the Pennsylvania Department of Education (Successful completion of Praxis II exam also required). Individuals who already hold a Master's Degree in another related field may also enter the school psychology program to complete certification only. Individualized programs of study are approved when applicants are admitted to the certification only program.

#### CNSL 500 **Introduction to Counseling Theory, Personality and Practice** .....3

An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of "B" or better required.

#### CNSL 503 **Introduction to Special Education and Inclusion Practices** .....3

This course provides an overview of the ten categories of exceptionality, including current research and legislation. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, learning, and assessment. Intervention and instructional strategies for inclusion of exceptional and divergent learners will be emphasized.

#### CNSL 504 **Biological Bases of Behavior/Cognition and Learning**.....3

This course examines how the structure and function of the brain relate to behavior and learning. Course content will introduce the fundamentals of basic neuroanatomy, neurophysiology, and neurochemical functioning, and will focus on applying these principles to the study of sensory processes, learning, memory, cognition, and emotion. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders, as well as a review of the effects of drugs on the nervous system and behavior.

#### CNSL 505 **Ethics and Professional Development** .....3

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in-depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice.

#### CNSL 507 **Groups for Children and Adolescents**.....3

This course will teach research-based interventions and techniques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation, and ethics of group counseling. Each student is required to plan and conduct several group counseling experiences.

#### CNSL 511 **Lifespan Development**.....3

This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

#### CNSL 513 **Group Dynamics and Counseling** .....3

This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling in a multicultural society. Participation in an in-class group experience is required.

#### CNSL 514 **School Law, Ethics and Pupil Services**.....3

This course will explore school law, regulations, and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psychological services will be addressed as well as an exploration of other service delivery models in pupil services that address the needs of divergent learners. Further topics include the organizational structure of schools, increasing parental/caretaker involvement, and inclusion practices.

#### CNSL 518 **Psychopathology and Diagnosis** .....3

This course is an advanced study of abnormal human behavior, including a description of symptoms, causes, and treatment. An emphasis is placed on study of the DSM-5 along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required.



**CNSL 519 Foundations of School Counseling .....3**

This course provides a comprehensive overview of educational counseling services. Professional orientation, design, and delivery of curriculum including developmental guidance curricula, the analysis of program progress and effectiveness, technology for counselors, inclusion practices, and contemporary issues also are addressed. Course also includes developing referral resources, learning school conference techniques, and building strong relationships with administration, staff, parents/caregivers, and students. Grade of B or better is required.

**CNSL 520 Multicultural Issues in School Settings .....3**

This course is designed to introduce students to a critical examination of the issues, perspectives, challenges, and social justice advocacy involved in a multicultural and diverse school setting. An examination of human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, sexual orientation, disability issues, and gender differences. Particular emphasis will be placed on identifying the instructional needs of English language learners in the schools and ways to address learning that decrease the achievement gap for diverse students.

**CNSL 527 Social and Cultural Foundations of Counseling Practice .....3**

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse society. An examination of the nature and dynamics of diversity will be discussed, including racial, ethnic, cultural, socioeconomic, religious, age, sexual orientation, disability issues, and gender differences. Special emphasis will be placed on the development of cultural competence, including the nature and dynamics of advocacy, social justice and spirituality, and the application of ethical principles.

**CNSL 531 Trauma Across the Lifespan .....3**

The emerging field of mental health traumatology and the work of professionals who specialize in therapeutic approaches to those manifesting problems, symptoms, or disorders in the aftermath of traumatic events are the focus of this course. The course will examine all aspects of trauma as a human experience across the lifespan, including the impact of trauma on physiological, psychological, spiritual, and relational functioning. It will also explore factors impacting healing from overwhelming traumatic events, and a broad overview of evidence-based approaches for preventing and treating traumatic stress will be presented. The ways in which therapists experience vicarious (secondary) trauma and compassion fatigue as occupational hazards will also be addressed, and the course will focus on ways to engage in self-care to ensure competent and ethical practice in caring for traumatized populations. Pre- or corequisite: CNSL 518, Prerequisite: CNSL 500.

**CNSL 540 Substance Abuse Counseling .....3**

This course will present an overview of the theories of causation and treatment of substance abuse. Students will gain experience and competency in the use of therapeutic interventions and techniques through active observational learning.

**CNSL 541 Crisis Intervention and Trauma Treatment Methods .....3**

This course will examine the theories, models and processes of crisis intervention and treatment of traumatic stress reactions and disorders. The course will explore ethical issues involved, evidence-based approaches for assessment and intervention, as well as resource identification and referral procedures within the context of the mental health care system. Practice of these strategies and techniques both through case studies and with individual clients will be gained during the semester. The course requires current clinical practice (internship or employment) with clients having trauma history, with capacity to submit recorded sessions from one counseling case for course assignments. Students will follow professional ethics for 1) securing consent by clients and permission of supervisors, and 2) protecting client confidentiality. Prerequisite: CNSL 531, CNSL 602.

**CNSL 545 Career Development Theory and Practice .....3**

This course surveys theory and practice related to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. Prerequisite: CNSL 500.

**CNSL 551 Grief and Loss Counseling Theory and Practice .....3**

This course will provide an overview of grief and loss theory and counseling, including exploration of mourning across the lifespan, assessment of complicated mourning and abnormal grief reactions, and interventions to facilitate healthy grieving—including those for special grieving populations. The course will explore cultural and spiritual issues involved in grieving, and will use experiential activities for students to explore and develop their own frameworks for meaning making in suffering, death, and loss. Prerequisite: CNSL 518, Pre- or corequisite: CNSL 602.

**CNSL 552 Counseling Men and Boys .....3**

This course is designed to introduce students to a critical examination of the psychological and psychodynamic issues and perspectives presented by men and boys, including the interaction of culture and masculinity. It will also help students formulate strategies for working with men and boys in clinical settings. The course also integrates Biblical and theological concepts with psychological and clinical insights. Special attention will be paid to current research and literature on masculinity and male issues.

**CPSY 555 The Psychology of Women .....3**

This course examines the meanings, assumptions, and roles attached to being female in Western Society and explores these constructs from a global perspective as well. The overview will include the prevailing theories regarding who the female is and how she is understood in the cultural matrix of the West, both historically and contemporarily. A critical examination of these ideas from a Christian perspective will be presented including a critical analysis of females as portrayed in current film, music, and research. Therapeutic modalities and techniques will also be discussed.

- CPSY 560 Principles of Applied Behavior Analysis** ..... 3  
This course introduces the philosophy of behaviorism and the theories of experimental behavior analysis are provided. Emphasis is placed on definitions, characteristics, principles, processes, and ethical principles of applied behavior analysis. This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 561 Autism Spectrum Disorders and Applied Behavior Analysis** ..... 3  
This course gives an overview of the characteristics, learning traits, classification systems, assessment strategies, behavioral approaches, and interventions for persons with autism. Emphasis will be placed on differentiating the disorders on the autism spectrum including Asperger Syndrome. Students will complete a six hour field experience in a facility that provides services to persons with Autism Spectrum Disorders. This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 562 Behavior Measurement and Treatment Evaluation** ..... 3  
This course emphasizes best practices in the implementation of behavioral procedures and experimental strategies and tactics (i.e., times series research design methods) in measurement and treatment evaluation. This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 563 Behavior Therapy in Community Settings** ..... 3  
This course emphasizes the use of applied behavior analysis in the assessment and treatment of disorders commonly seen in the community setting such as anxiety, depression, chronic pain, cardiovascular disease, obesity, addiction, and life crises. (Prerequisite: ABA Concentration or Pre-approved by the Instructor). This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CNSL 575 Research Design/Statistics** ..... 3  
Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.
- CNSL 590 Marriage and Family Theory and Therapy** ..... 3  
This course will present an overview of marriage and family therapy research and practice. Students will explore the history of the field, its major theorists, assessment methods, and research on marriage and family relationships and therapy outcome. Students will learn assessment and intervention techniques via lecture, demonstration, and active class participation so as to incorporate family systems work in their own counseling practice or collaborate with colleagues utilizing these approaches.
- CNSL 599 Field Placement Seminar** ..... 0  
This course allows students to begin their practicum or internship field placement prior to the weekly seminars which will begin in the fall semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Clinical supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.
- CNSL 601 Introduction To Child and Adolescent Counseling** ..... 3  
This course introduces the theory and practice of brief and long-term research-based counseling interventions with children and adolescents. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Learning to build effective partnerships with caretakers, school personnel and other mental health professionals to promote success in the lives of children and adolescents will be addressed. Grade of B or better required. Pre- or corequisite: CNSL 500.
- CNSL 602 Techniques of Counseling and Psychotherapy** ..... 3  
This introductory clinical skills course is a practical application of the major theories and techniques of adult individual psychotherapy. An overview of the counseling process is presented, and foundational skills for establishing the therapeutic alliance and working with client background, emotions, thoughts and behaviors are demonstrated and practiced in class. The course equips students to become agents of social change and explores the theoretical, research, and theological bases of the intervention approaches and basic steps for individualizing these to unique client needs. Students also learn social justice approaches to counseling and psychotherapy. A grade of B or better is required. Pre- or corequisite: CNSL 609.
- CNSL 609 Personality Dynamics and Psychosocial Assessment** ..... 3  
This course is designed to provide students with a comprehensive framework for understanding the development and psychodynamics of human personality structure and functioning, including an understanding of basic types of personality/character organization or style. The course will provide students with an assessment framework for understanding personality dynamics through the use of cognitive, object-relational, affective, and behavioral dynamics at both conscious and unconscious levels. The course will also integrate Biblical and theological insights, as well as cultural issues that affect personality dynamics. Grade of B or better required. Prerequisite: CNSL 500, 511.
- CNSL 611 Introduction to Assessment** ..... 3  
This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. A grade of B or better is required for School Psychology students to progress to CNSL 615. Lab fee applies.
- CNSL 612 Psychotherapy with Borderline Personality** ..... 3  
This course will give students an overview of the Borderline condition and of the various psychological and theoretical explanations of Borderline Personality Disorder. It will provide a solid working framework for understanding Borderline clients in a clinical context, drawing from psychoanalytic, cognitive, psychoeducational, family, and group

approaches. Through the use of vignettes and case study material, it will also help students to begin to make a thorough evaluation of the various therapeutic approaches to treatment of the Borderline client.

**CPSY 613 Psychopharmacology .....3**

This course covers the essentials of clinical psychopharmacology, which are tied directly with established treatment protocols for the spectrum of conditions as described in the DSM-5. This course is directed towards the knowledge and application of psychopharmacology as pertaining to appropriate practice by non medical therapists and specifically licensed professional counselors as collaborators with psychiatrists or primary care physicians. A general overview of psychopharmacology for children, adolescents, and adults is included.

**CNSL 614 Case Conceptualization and Counseling Strategy .....3**

This course will provide principles, models, and methods of biopsychosocial assessment to aid in case formulation and treatment planning. Students will have opportunities to gain skills in assessment and strategy selection via in-class demonstration, role plays, and practice with clients. Prerequisite: CNSL 625.

**CNSL 615 Assessment for Intervention I .....3**

This course will provide school psychology students with the knowledge and skills needed to administer, score, and interpret individually administered tests of intelligence/cognitive abilities and achievement. Students will be trained to communicate assessment results and to use assessment results to plan interventions. Additionally, students will learn response to intervention procedures. Grade of B or better is required to progress to CNSL 616. Lab fee applies. Prerequisite: CNSL 611.

**CNSL 616 Assessment for Intervention II .....3**

This course will provide the student with advanced skills in administering and interpreting developmental, cognitive, perceptual-motor, adaptive, achievement, and other processes measured in a psycho-educational assessment. In addition, students will be trained to recognize how issues such as ethnicity, SES, medical conditions, gender and linguistic and cultural diversity affect student functioning. Continued practice in communicating assessment results and forming intervention plans will be addressed. Grade of B or better is required to progress to CNSL 623. Lab fee applies. Prerequisites: CNSL 500, 503.

**CNSL 617 Consultation and Positive Behavior Strategies .3**

This course introduces the theory and practice of consultation, behavior, social, and learning support in the schools. Students demonstrate consultation skills, learn applied behavior analysis, practice progress monitoring, develop behavior intervention plans, use research-based intervention strategies, and observe and critically review classroom environments and instructional approaches for diverse student populations. Prerequisites for Students in School Counseling and School Psychology programs: CNSL 500, 503.

**CPSY 620 Advanced Child and Adolescent Counseling ....3**

This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems that are common to school-aged populations.

Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of B or better required. Prerequisite: CNSL 601.

**CNSL 623 Assessment for Intervention III .....3**

This course will continue to teach advanced skills in administering various assessment measures and the interpretation and integration of the findings from multiple measures. Students will be trained to administer, score, and interpret numerous standardized behavioral rating scales and neuropsychological assessments. Students will continue practice in communicating assessment results and forming intervention plans. Grade of B or better is required. Prerequisite: CNSL 615, 616. Lab fee applies.

**CNSL 625 Practicum in Psychotherapy Integration .....3**

This advanced clinical skills course builds upon the foundations of previous theoretical courses and the basic skills introduced in CNSL602. The focus is on forming interventions that enrich the clinical dialogue through integration and application of techniques from across the field of counseling practice. Skills will be demonstrated and practiced in class, and students will conduct a course of psychotherapy with a volunteer client. The course also requires a field placement of 100 hours in an approved clinical setting. A grade of B or better is required. Prerequisites: CNSL 500, 505, 518, 602, 609.

**CNSL 627 Practicum in School Psychology .....3**

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, refining assessment and report writing skills. Grade of B or better is required. Prerequisite or co-requisite: CNSL 617, 623.

**CPSY 631 Practicum in School Psychology I .....3**

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct a behavioral case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in school-wide practices to promote learning. Grade of B or better is required. Prerequisite or co-requisite: CNSL 615, 616.

**CPSY 632 Practicum in School Psychology II .....3**

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct an academic case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in preventive and responsive services. Grade of B or better is required. Prerequisite or co-requisite: CNSL 617, CPSY 623, 631.

- CPSY 633 School Psychology Internship I** ..... 3  
To be eligible for this course, the student must have approval of department and be in "Good Academic Standing." Internship I requires a minimum of a 600-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: CPSY 632. (Formerly CNSL 628)
- CPSY 634 School Psychology Internship II** ..... 3  
Internship II requires a minimum of 600-hours supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: CPSY 633. (Formerly CNSL 629)
- CNSL 634 School Counseling Practicum** ..... 3  
This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 100 hours of assigned pre-practicum experiences. Certified educators in PA can complete a reduced number of practicum hours. Appropriate documentation of all assigned experiences is required. Grade of B or better required. Prerequisites: CNSL 503; Corequisite: CNSL 519.
- CPSY 638 School Counseling Internship I** ..... 3  
In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship I is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Students must divide field experience hours between two different levels. Certified educators in PA can complete a reduced number of internship hours. Group and individual supervision is provided. Ethical considerations are reviewed. Prerequisite: CNSL 634.
- CPSY 639 School Counseling Internship II** ..... 3  
In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship II is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Students must divide field experience hours between two different levels. Certified educators in PA can complete a reduced number of internship hours. Group and individual supervision is provided. Ethical considerations are reviewed. Prerequisite: CPSY 638.
- CNSL 653 Approaches To Christian Counseling** ..... 3  
This course will help students begin to develop a cohesive approach to counseling that integrates who they are with psychological principles and Christian theology. The course includes a careful exploration of Christian and other spiritual issues as they relate to treatment interventions in professional counseling. Ethical issues in the context of populations from diverse worldviews are also considered.
- CNSL 675 Clinical Internship and Seminar I** ..... 3  
This seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. Seminar topics are drawn from student field placement experiences, and include: professional roles and functions, ethical and legal standards, and strategies for working with diverse populations. Both individual and group supervision is provided. To be eligible for this course, the student must have the approval of the department and be in "Good Academic Standing." The course is graded pass/fail. Prerequisite: CNSL 625, Co-requisite CNSL 614.
- CNSL 676 Clinical Internship and Seminar II** ..... 3  
This second seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. The course builds upon the previous seminar course with topics drawn from student field placement experiences and in preparation for entry into the counseling field, including: professional credentialing processes, career development, and professional self-care. Both individual and group supervision is provided. The course is graded pass/fail. Prerequisite: CNSL 675.
- CNSL 680 Research Project** ..... 1.5, 1.5  
This course focuses on applying basic research principles to an empirical research project in the field of counseling psychology. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. This course is delivered over two semesters, Fall and Spring, 1.5 credits each semester. Graded Pass/Fail. Prerequisite: CNSL 575.

## EDUCATION PROGRAMS

### MASTER OF EDUCATION (MULTICULTURAL EDUCATION, READING SPECIAL EDUCATION, AND TESOL)

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. These 30-credit degree programs emphasize a Christian philosophy and can be combined with several areas of certification including early childhood, English as a second language, foreign language, health and physical education, middle school, music, reading specialist, secondary school, and special education. A Master of Education in School Health Services is also offered through the Nursing Department.

### PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS TEACHING CERTIFICATION PROGRAMS

PreK-4th:

- Early Childhood Directors Coursework
- Foreign/World Language (French and Spanish K-12)
- Health and Physical Education (K-12)

Grades 4-8:

- English/Language Arts, Math, Science, Social Studies
- Music (K-12)
- Reading Specialist (K-12)

Secondary Education (7-12):

- Biology, Chemistry, Communication, English, Mathematics and Social Studies

Special Education (PreK-8 and 7-12):

- Autism Spectrum Disorder Endorsement

### SPECIALIST CERTIFICATION PROGRAMS

- English as a Second Language (K-12)
- General Supervisor (K-12)
- Supervisor of Special Education (K-12)

### EDUCATIONAL ADMINISTRATION CERTIFICATION PROGRAMS

- Principal
- Superintendent's Letter of Eligibility

\*School Nurse and Supervision of Health Programs Certification are offered through the Nursing Department. Candidates may be admitted into a certification program by submitting official transcript(s) from the institution granting the baccalaureate degree; a current resume; a completed program of study; an essay of 750-1000 words; the cumulative grade-point average of 3.0 (with particular importance placed on the last two years of the undergraduate record); a copy of a valid Pennsylvania Instructional I certificate or an equivalent certificate from a different state; and PRAXIS scores (if taken).

### EDUC 500 **A Christian Perspective On the Social and Philosophical Foundations of Education** .....3

This course looks at the social and philosophical foundations of education from a distinctly Christian point of view. It aims to give a historical perspective to modern education by an in-depth study of significant contributors to educational theory.

### EDUC 501 **Issues in Special Education**.....3

This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. Students will complete 10 logged hours of field experience.

### EDUC 504 **Music for Children**.....3

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

### EDUC 505 **Teaching Techniques for Low Incidence Students**.....3

A hands-on experience in techniques for teaching the multi-handicapped and severely retarded. Specialized techniques will include behavior management, task analysis, using adaptive equipment and prosthetic devices, prompting and cuing, augmentative communication systems, positioning and handling, and inclusion techniques. Students will complete 10 hours of field experience.

### EDUC 507 **Child/Adolescent and Educational Psychology**.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 elementary and secondary educational settings. Graduate students will find this course useful in helping them improve their understanding of general learner characteristics and in knowing the scientific and sociopolitical foundations of teaching and learning.

### EDUC 509 **Seminar in Secondary Education**.....3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

### EDUC 511 **Learning and Cognition** .....3

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

### EDUC 512 **Tesol Methods With Field Experience** .....3

This course provides an overview of the full range of the methodology for teaching English as a Second Language (ESL), especially appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It provides students a thorough understanding of the nature of teaching and learning ESL or EFL. It examines the basics of teaching ESL or EFL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate

ESL or EFL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving second language learners' listening, speaking, reading, writing, and communication skills, the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course is designed as a laboratory experience, using multiple constructivist techniques and strategies of instruction. Students taking this course are required to complete a 10-hour field experience. This field experience will include both observation and engagement with English Language learners. Students are also expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

**EDUC 513 Teaching of Foreign Language and English as a Second Language.....3**

This course is designed to introduce students to the prominent theories and applied research in the field of second and foreign language. It aims to promote students' knowledge and skills of teaching language courses at the K-12 level. Students will learn traditional and innovative classroom techniques and strategies for teaching listening, speaking, reading, and writing skills. Discussions center on the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course is designed as a laboratory experience, using multiple constructivist techniques and strategies of instruction. Students taking this course are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work. The course should only be taken by students who plan to teach French or Spanish.

**EDUC 514 Theories of Second Language Acquisition.....3**

This course provides students a comprehensive introduction to the prominent theories and research of second language acquisition (SLA), explores factors that influence L2 learning process, compares the similarities and differences between first and second language acquisition, and discusses the implications of these theories for second language teaching. Course topics include second language acquisition theoretical models, the processes of first and second language acquisition, their similarities and differences, individual differences, second language teaching styles, the role of affective factors, the role of error correction, and implications of language acquisition research for language teaching. The course is designed as a laboratory experience, using multiple constructivist techniques and strategies of instruction. Students taking this course are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

**EDUC 516 Teaching Mathematics – Secondary Level.....3**

A variety of activities to facilitate the development of competent mathematics teachers, and knowledge related to the development and implementation of strategies for teaching mathematics.

**EDUC 517 Multicultural Education.....3**

This course is designed to enable students to examine and survey various anthropological, historical, sociological, and political perspectives on multicultural education and apply relevant theories and principles to educational practices in different educational settings: general education, ESL, and EFL. It equips students with the knowledge, skills, and cultural competencies that enable them to facilitate learning among students from various linguistic and cultural backgrounds. Students are expected to develop an in-depth understanding of multiculturalism at an individual and societal level and to raise their own sensitivity to issues that affect diverse cultural and linguistic groups. Students will be able to explore and analyze the issues of language, culture, ethnicity, racism, diversity, multicultural education. It also enhances students' ability to develop culturally responsive lessons plans that include strategies for teaching and assessing multicultural and multilingual language learners. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

**EDUC 521 Statistics.....3**

This graduate level course is designed to introduce students to basic statistics for the behavioral sciences. The focus is on the use of statistics as a tool for conducting research. The emphasis is on how to use statistical methods for research, reasoning, and everyday problem solving. Topics include descriptive and inferential statistics, probability, sampling, hypothesis testing, correlation, and regression. Students will develop abilities and skills needed to choose appropriate statistical techniques for a variety of research problems, accurately calculate, interpret, and write up results according to American Psychological Association (APA) guidelines.

**EDUC 522 Language Testing and Material Development...3**

This course is designed for students who are currently working with, or plan to work with students from multilingual environments who are receiving instruction in their native language and/or in English as a second (ESL) or foreign language (EFL). It is designed to provide prospective or in-service ESL or EFL teachers with theoretical background and practical experience in language testing and materials development for teaching English to speakers of other languages. The course provides a general background in language testing and assessment issues, opportunities to examine assessment instruments, and practical experience in developing and using formal and informal assessment measures. It also provides opportunities to locate, organize, evaluate, adapt, and create materials for a variety of ESL or EFL classroom purposes. Topics of the course include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, conducting needs analysis, effective lesson planning, task design, curriculum planning, syllabus design, and materials evaluation, adaptation, and development. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

- EDUC 535 Urban Education**.....3  
This graduate seminar is designed to enable students to examine major issues in urban education from historical, political, economic, and social perspectives. Students read, research, and critique commentaries on some of the enduring concerns affecting urban communities and schools, explore contemporary impediments to educational equity, and discuss solutions posited by leading scholars in the field.
- EDUC 536 Child Development Pre-K through 4th Grade** ..3  
This course provides an advanced examination of the developmental theories and milestones associated with children birth through 10 years. Physical, cognitive, social, and emotional development is viewed in the contexts of the family, community, and formal education settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development.
- EDUC 537 Early Childhood Education with Field Experience**.....3  
This course examines the historical developments and current philosophies of early childhood education. The ways in which teachers apply various philosophies to curricular and structural components of early childhood programs are also investigated. Ten hours of field experience are also required for successful completion of this course.
- EDUC 539 Pre-Adolescent/Adolescent Development** .....3  
This course provides an introduction to early adolescent and adolescent development and investigates the implication 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.
- EDUC 545 Education in a Global Context**.....3  
In this graduate seminar students will explore important concepts and trends affecting educational leadership as globalization accelerates. The course will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education. From the perspective of global education, students will critically examine the effects of globalization on education and explore various possibilities to reach the global community. From the perspective of international education, students will assess various internationalizing efforts in curriculum and institutional reform. From the perspective of comparative education, students will compare various educational systems from the world utilizing case studies from the anthropological, sociological, and educational literature.
- EDUC 550 Field Experience**.....3  
The student must keep and submit a log of the experience. Students have an opportunity to work in a variety of situations from elementary children to college students. This course will be taken by those students who do not have teaching experience. There may be a combination of settings if approved by the Education Department.

- EDUC 550T Field Experience: TESOL**.....3  
The purpose of TESOL Field Experience is for students planning to teach English as a second language to gain ESL or EFL experience while contributing professionally to an organization providing ESL or EFL as a teacher or teacher aide applying the knowledge and methods from the field of teaching English as a second or foreign language. The second purpose is to create a learning community to exchange ESL or EFL ideas and approaches and to give and receive feedback with other ESL or EFL students and ESL or EFL teachers. This apprenticeship TESOL field experience course is your opportunity to interact with English Language Learners (ELLs) in diverse classroom settings as you become an active member of the teaching profession. This is an opportunity that requires commitment, reflection, time, effort, and professionalism. This course provides an opportunity to practice observing, planning, and executing ESL or EFL lessons through observing teachers of English as a Second or Foreign Language in actual teaching situations, co-teaching and teaching ESL or EFL lessons to ELLs. The course aims to enhance your ESL or EFL teaching skills and assessment, to enable you to network with other professionals in the field of ESL and EFL, and to test yourself in an actual ESL or EFL work setting. The course requires at least fifty hours of apprenticeship field experience in Actual ESL or EFL teaching settings of your choice that must include a public school setting. These forty five hours are divided into three areas: 25 hours of observation, 15 hours of co-teaching, and 10 hours of teaching. While learning to apply classroom learning to actual client engagements, you will receive both individual and group guidance and supervision.
- EDUC 570 Literature for Children and Adolescents**.....3  
An introduction to important books written for juveniles and their use in meeting the needs of young readers. Principles of selection and important sources of information about preschool through adolescent multicultural literature will be explored.
- EDUC 571 Teaching Math, Science and Health** .....3  
This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 5 hours of classroom observation is required.
- EDUC 572 Teaching Language Arts and Social Studies** .....3  
This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 5 hours of classroom observation is required.
- EDUC 582C Methods of Classroom Management**.....3  
Classroom management techniques for pre-service and in-service teachers. Emphasis will be placed on inclusive techniques utilizing various strategies and specific interventions from the strategies, therapeutic and preventive measures will be examined.
- EDUC 582T Methods of Classroom Management: Tesol**.....3  
This course is designed to provide ESL or EFL pre-service and in-service teachers with group and individual classroom management techniques and instructional procedures. Topics include examining theories of discipline and motivation, observing and implementing classroom management strategies in inclusive settings, assessing and managing student and group behavior, examining specific interventions,



therapeutic, and preventive measures, structuring the classroom for success, managing materials and equipment, establishing positive, structured, safe, encouraging, and effective learning environments, and developing a low-stress approach to classroom management. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

**EDUC 588 Principal as Instructional Leader** .....3

This course prepares students to understand the principal's role as chief academic officer of the school and guardian of quality instruction in the multicultural school. Students will develop skill in analyzing need, articulating curriculum standards, affirming sound pedagogical practices, initiating planning strategies, and overseeing the supervision process. Twenty hours of internship under the supervision of an experienced principal are required.

**EDUC 589 Principal as Instructional Leader Internship** ....3

Developing standards-based systems: The intern engages in administrative and leadership tasks under the direction of site-based, practicing school administrator and university instructor.

**EDUC 590 The Principalship** .....3

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

**EDUC 591 The Principalship Internship** .....3

Creating a vision for student success: The intern engages in administrative and leadership tasks under the direction of site-based, practicing school administrator and university instructor.

**EDUC 592 The Superintendency** .....3

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

**EDUC 598 Leadership Models for Effective Education** .....3

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

- EDUC 599 Leadership Models for Effective Education Internship**.....3  
Leading data driven decision-making: The intern engages in administrative and leadership tasks under the direction of site-based, practicing school administrator and university instructor.
- EDUC 600 Early Literacy Foundations**.....3  
This developmental literacy course will focus on beginning reading and the interrelated language arts to meet the requirements for the reading specialist certification. 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. The scope of the course covers a historical perspective, theories of reading, literature-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 (Pre K-3) for a minimum of 10 hours during the semester and present a reading strategy or method to a teacher and/or parent in the field.
- EDUC 600T Early Literacy Foundations: TESOL**.....3  
This developmental 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, and fluency as well as use technology to enhance instruction. The scope of the course covers a historical perspective, theories of reading, literature-based instruction. Appropriate current research literature will also be investigated. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.
- EDUC 601 Literacy Foundations for 4Th To 8Th Intermediate Grades** .....3  
This developmental course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 4 to 8. Methods, strategies, and materials for teaching the interrelated language arts will be stressed. Emphasis will be given to comprehension, spelling, vocabulary, grammar, handwriting, creative expression, varying reading rate according to purpose and difficulty, and technology to enhance instruction as well as curriculum-based assessment. A variety of current research literature will also be investigated. Students will develop a literacy unit demonstrating alignment with state standards and will evaluate materials and literacy programs. Students will attend a professional meeting and/or become members of a professional education organization.

- EDUC 602 Reading and Learning Differences**.....3  
This course will focus on 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 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. The student is expected to conduct reading assessments and write a case study on a youngster including an IEP. (Prerequisite: EDUC 600 or 601 or 603)
- EDUC 603 Reading Strategies for Middle and Secondary Content Areas** .....3  
This course will focus 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. Emphasis will be given to the reading process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature will also be reviewed. This is a course for Reading Specialists, middle level, and secondary education majors that meets state standards for certification in a content area. 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. Ten hours of classroom observation is required.
- EDUC 604 Assessment, Intervention, and Reporting of Literacy Progress** .....3  
This course should be taken following EDUC 602: Reading and Learning Differences. It will expand the student's knowledge of on-going comprehensive evidence-based instruction through the use of assessment and observation. Students will examine, explore, and implement assessment tools such as various informal reading inventories (IRIs), curriculum-based assessments, spelling and phonics assessments, literacy self-perception and attitude scales for the purpose of increasing literacy development. Focus will be given to effective home-school partnerships by communicating results and recommendations with parents. Examination of Response to Intervention (RtI) and Response to Instruction and Intervention (RtII) processes, universal screening, progress monitoring, multi-tiered instruction, and research-based interventions will be included. Students will write an in depth literacy report detailing a student's literacy development and recommendations for continued growth and development.
- EDUC 606 Multicultural Literature and Curriculum**.....3  
This course is designed for education majors and graduate students interested in teaching literacy in our culturally and linguistically diverse school populations as well as teaching homogeneous groups the importance of multicultural literature. Emphasis will focus on the theoretical framework for an integrated view of culturally relevant pedagogy and culturally responsive teaching. Students will review the multicultural literature for youth and children. Attention will be given to the linguistic differences as they relate to the socio-cultural environment and instruction. Students will apply reader response theory

and participate in grand conversations about multicultural literature. Students also will create a repertoire of culturally relevant literature and strategies for their teaching experiences.

**EDUC 607 Supervision of Instruction** .....3

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

**EDUC 608 Seminar for Supervisors** ..... 3

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors which affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. Field experience 60 hours.

**EDUC 610 Student Teaching** .....3, 6

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance.

**EDUC 612 Reading Specialist Practicum** .....6

This course is the culmination for the Reading Specialist certification program. All required literacy courses are prerequisites for this course. The practicum offers a “real world” teaching experience under the supervision of a university professor, who is also a certified reading specialist as well as working directly in the field. The practicum consists of five components: (a) assessing and representing learning by documenting, analyzing, and reporting students’ literacy learning; (b) establishing on-going weekly communication with families to use as a resource for instruction; (c) building learning communities through readings, conversations, and celebrations in seminars; (d) development of reflective teaching for improvement through analyzing and critiquing video-taped lessons; (e) preparing an in-service professional development workshop for teachers and/or parents.

**EDUC 614 Practicum for the Supervisor** .....3

The student will spend a minimum of hours working with a supervisor under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

**EDU 617 Advanced Seminar in Multicultural Education** .....3

This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Students will read and critically examine anthropological, sociological, historical, political, and educational perspectives on the topic. While the basic framework of the course remains the same course to course, the focus of each course will change to cover a wide range of multiculturally related topics and to maximize the expertise of a course instructor. Possible topics for this course include Global Perspectives on Race and Ethnicity; Multicultural Approaches and Critical Theory; Gender Equity Curriculum; Language Diversity, Identity, and Politics; Religious Diversity and Education; Race, Class, and Politics in America; Immigration and Education; and Legal Issues in Multiculturalism. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDUC 417 or 517)

**EDUC 620 Practicum** .....3

A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

**EDUC 623 Curriculum Design** ..... 3

The major purpose of the course is to explore the principles and procedures of curriculum development and management along with special topics like auditing, alignment, and evaluation. Technical issues, trends, future directions, and curriculum designed for special needs will be included. Social, psychological, and philosophical foundations will be discussed.

**EDUC 624 School Law** .....3

Course presents school law as it relates to agency control and structure; school organizations and their policies and procedures; school personnel; and students’ rights. Implications of legal mandates, legal issues for public versus private schools, and special needs students will be covered.

**EDUC 625 School Finance** .....3

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

**EDUC 626 Educational Institutions/Community Relations** .....3

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

- EDUC 627 Personnel and Labor Relations** .....3  
This course examines the personnel function in educational settings. It considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation as well as grievances, labor relations, and negotiations. Twenty hours of on-site field work are required.
- EDUC 628 The Principal and Special Education** .....3  
This course examines the principal's responsibilities for special education programs, students, and staff. Candidates will study the various laws affecting special education and what these laws mean for schools and their administrators. Best practices and proven effective programs will be examined. The principal's role in the evaluation process, IEP development, and the discipline process will be studied. Attention will be given to selected due process cases.
- EDUC 635 Research Design** .....3  
This graduate level course is designed to introduce students to the knowledge base, processes, experiences, and skills involved in designing and conducting research studies in education and the social sciences. The course will provide a survey of quantitative, qualitative and mixed research methods, as well as opportunities for students to critically examine research studies employing a variety of such methods. Students will apply course content toward the conceptualization and completion of an empirical study on a selected topic. (Prerequisite: EDUC 521)
- EDUC 635T Research Design: Tesol/Reading/Special Education** .....3  
This graduate level course is designed to introduce students to fundamental concepts and methods of descriptive and inferential statistics as they apply to educational research. These fundamental statistics concepts include sampling, experimentation, variability, distribution, association, causation, estimation, confidence, hypothesis testing, regression and correlation, and t-tests. The course is also designed to introduce students to the knowledge base, processes, experiences, and skills involved in designing and conducting research studies in education and the social sciences. The course will provide a survey of quantitative, qualitative and mixed research methods, as well as opportunities for students to critically examine educational research studies in general and language research studies in specific, employing a variety of such methods. Students will apply course content toward the conceptualization and completion of an empirical study on a selected topic. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.
- EDUC 640 Thesis/Project** .....3  
A thesis/project is intended to help students conclude their graduate education with a professionally useful and meaningful culmination. Students will work closely with a self-selected advisor to choose from one of the following options: a traditional thesis, a publishable academic journal article, a curriculum unit, an administrative action plan, an instructional technology project, or another significant multicultural project. Student and advisor will work together to set deadlines and meeting times, create a list of readings, and work toward

the completion of the mutually agreed upon thesis or project which has a strong multicultural component, meets their professional needs, and satisfies the educational goals of the College of Education.

- EDUC 640T Thesis/Project: TESOL** .....3  
In addition to satisfactory completion of course work, the thesis or project course will be a capstone experience for the master's degree in TESOL. This course is intended to help students conclude their graduate education with a professionally useful and meaningful culmination. As the culminating course for the M.Ed. in TESOL, students will bring together a variety of skills necessary to conceptualize, create and complete a well-designed thesis or project that is consistent with the learning outcomes/goals of the program. The structure of the finished product will vary according to the option chosen. Students will work closely with the thesis/project advisor to select and complete a thesis/project option which has a strong TESOL component, and which meets their professional needs and the educational goals of the Loeb School of Education. Student and advisor will work together to set deadlines and meeting times, create a list of readings, and work toward the completion of the mutually agreed upon thesis or project. There are two main options that meet the requirement for this course: (1) THESIS: The thesis is a traditional individual TESOL research paper with an extensive literature review and field-based quantitative or qualitative data collection and analysis. The thesis topic should be TESOL related. It could be a completion of the research project or thesis paper which students began work on in the Research Methods course. It should meet the general requirements to scientific publication. The student is fully responsible for choosing the topic, research method, and undertaking the research. The student will complete the paper in stages with self-evaluation and reflection, peer feedback and the course instructor's feedback along the way. Research involving human subjects requires the student to get approval from Eastern University Institutional Review Board prior to data gathering. (2) PROJECT: The project should address a practical problem in the field of TESOL. It should meet the instructor/advisor's approval. There are four options of TESOL Project: (a) TESOL curriculum unit, (b) TESOL teaching techniques, (c) TESOL classroom assessment, and (d) TESOL instructional technology. These four options should be based on classroom.
- EDUC 682 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. The course will examine historical, philosophical, and legal considerations and models of the assessment process and various types of assessments will be examined.
- EDUC 683 Evaluation and Assessment of Exceptional Students** .....3  
This course is directed to those students who wish to be certified in special education. The course will extend the student's understanding and knowledge of the assessment and evaluation processes and examine how we use these processes to create an appropriate individualized educational plan (IEP). Students will also work with creating effective

Educational Reports (ER), Behavior Plans, Transition Programs, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.

**EDUC 684 Inclusive Education with Field Experience.....3**

This course examines the concept of Inclusion and what it means to both the special educator and the general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. Students will have 10 hours of field experience in inclusive education settings.

**EDUC 685 Emotional and Behavioral Disorders with Field Experience.....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. Participants will examine the various causes and theories for these disorders. There will be an additional focus on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. This course requires 10 hours of volunteer time with students with emotional and behavioral disabilities.

**EDUC 686 Autistic Spectrum Disorders with Field Experience.....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. Students will have a 20 hour field experience in a facility that services students on the Autism Spectrum.

**EDUC 687 Early Intervention with PDD and Other Exceptionalities with Field Experience.....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. Students will have 10 hours of field experience in early intervention settings.

**EDUC 688 Transition and Working with Families and Agencies.....3**

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

**EDUC 690 ASD Methods, Materials and Strategies for PreK to 8th Grade.....3**

This course is the second required course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will examine this area from PreK to 8th grade. It requires 20 hours of field experience

**EDUC 691 ASD Methods, Materials and Strategies for 9th Grade to Age 21.....3**

This course is the third course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will examine this area from middle school to high school and Asperger's syndrome. It requires 20 hours of field experience.

**EDUC 692 Behavioral Analysis for the Educator and Related Service Providers.....3**

This course is the fourth course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will explain and make useful applied behavioral analysis for educators and various service providers. It requires 20 hours of field experience.

**HPED 518 Curriculum Development and Administration in Developmental and Special Health and Physical Education.....3**

This class will examine essential topics in the areas of developing curriculum and of administrating key elements with regard to Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective program for his/her students on either the elementary or secondary level.

**HPED 519 Methods of Special Health and Physical Education Instruction.....3**

This class will examine essential topics in the areas of developing, delivering, and evaluating effective lessons in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective lesson for his/her students on either the elementary or secondary level.

**HPED 522 Contemporary Topics in Special, Health and Physical Education.....3**

This class will examine contemporary topics in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to understand and respond effectively to relevant, current issues on both the elementary or secondary level. This knowledge will allow for better student interaction and increased success in program planning and implementation.

**HPED 552 Individual, Dual and Team Sports.....1**

Explore coaching/teaching techniques in individual, dual and team traditional organized sports commonly practiced in North America to be used in competitive and non-competitive settings. An understanding and use of effective techniques from the skills gained can be used in class, gym and field settings.



**HPED 553 Outdoor Pursuits and Lifetime Leisure Skills ..1**

Students will gain an appreciation and understanding of the wide variety of lifetime leisure activities, focusing on the outdoors and other emerging activities. Students will explore teaching techniques in traditional/non-traditional activities to create greater inclusion opportunities for students. An understanding and use of effective techniques from the skills gained can be used in class, gym, field and non-traditional settings.

**HPED 554 Gymnastic Skills, Dance and Rhythmic Skills..1**

Students will be able to demonstrate knowledge of current developments and teaching techniques in gymnastics, dance, and rhythmic skills. An understanding and use of effective techniques from the skills gained can be used in class, gym, field, and non-traditional settings.

**HSCI 500 Health Promotion.....3**

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

**HSCI 515 Curriculum Development and Methods of Health Education in Diverse Populations.....3**

This graduate level course is designed to increase the school health professional's knowledge of curriculum development in health education and promotion. Content will include an overview of health education, learning, and teaching strategies inclusive of the special population and the diverse learner. Course emphasis will be placed on cultural awareness and development towards cultural competency.

**HSCI 560 Community and Environmental Health.....3**

This graduate course is designed to increase the student's knowledge and awareness of how community and environmental health issues impact the individual, the nation, and the world. The role of community

and government organizations, community planning, environmental policies, and health care services will be explored as they relate to disease prevention and control. Disaster preparedness will be investigated. Mental and spiritual health, substance abuse, consumer and environmental issues will be examined.

**HSCI 601 World Health Issues.....3**

World Health Issues will explore global health problems that affect the developed and the developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care in diverse populations. Health, disease, and wholeness will be examined in relationship to the culture and the biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control, and health program planning.

**LANG 510 Linguistics.....3**

This course is a general introduction to the field of linguistics. It focuses primarily on the five core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics. Topics will include an overview of theoretical models, experimental methods, and current issues in linguistics in relation to second or foreign language teaching, current scientific debates in the field of linguistics, the relationship between linguistic data and language learning and teaching theories and models, discourse analysis, the scientific study of human language, languages as structured systems of form and meaning, with attention to the biological, psychological, cultural, and social aspects of language and language use, and the relationship between language and education. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.



## LEADERSHIP AND DEVELOPMENT PROGRAMS

### MASTER OF ARTS IN INTERNATIONAL DEVELOPMENT

Started in 2006, the Master of Arts in International Development provides training and education that focuses on the specific needs and issues facing development workers and NGOs. The 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. The 32-credit (10 courses) MA in International Development has two concentrations: an “urban” concentration geared towards preparing practitioners for work in cities in the United States, and an international concentration for those feeling called to the international arena. The urban and international concentrations are offered in the MA full-time traditional delivery with an internship in an urban setting in the United States or in a developing country, respectively. The global concentration is also offered in the hybrid online-annual residency format in Africa.

### MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Started in 1999, the Master of Arts in Organizational Leadership is designed to prepare organizational leaders to advance Christian principles and utilize critical organizational skills in a variety of organizational settings. A core of leadership courses develops strategic leadership perspective. Biblical integration throughout the curriculum provides an ethical foundation to accompany 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. Concentration courses provide the specialized knowledge and skills indispensable to leaders in business, NGO, education, and church and ministry sectors. This 30-credit (10 courses) program is offered in the U.S. in the hybrid online-weekend residency format in approximately 20 months. Overseas, the program is offered in the hybrid online-annual residency format in Africa and Latin America over 2 years. The Latin America program has an international concentration.

### MASTER OF BUSINESS ADMINISTRATION (ECONOMIC DEVELOPMENT)

Started in 1984, the MBA in Economic Development program recognizes the multi-faceted causes of poverty and the need for holistic intervention strategies that address the underlying economic, social, cultural, political, and spiritual challenges. The program is designed to have practical applicability with a special focus on the areas of business as mission and social entrepreneurship. Students will be equipped with business tools and skills to start capital-generating ventures and lead private sector and nonprofit organizations that deal in poverty alleviation. The 42 credit (14 courses) MBA has two specializations: urban and international. The urban and international concentrations are offered in the MBA full-time traditional delivery with an internship in an urban setting in the United States or in a developing country.

### MASTER OF SCIENCE IN NONPROFIT MANAGEMENT

Since 1994, the 33-credit (11 courses) MS in Nonprofit Management program has been one of only a few graduate programs in the country focused on the management needs specific to the nonprofit sector.

This program is designed to help prepare present and future leaders of the not-for-profit sector gain solid analytical and problem-solving skills unique to nonprofits. It is offered in the hybrid online-weekend residency format. The program is completed in approximately 22 – 24 months.

## LEADERSHIP AND DEVELOPMENT PROGRAMS

### Course Descriptions

#### ACCT 520 **Managerial Accounting**.....3

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

#### ACCT 522 **Managerial Accounting for Developing Enterprises**.....3

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

#### BUSA 500 **Global Financial Management**.....3

Designed to provide theoretical and practical framework that a financial manager can use to reach decisions in the real world. Contemporary problems in managerial finance illustrate theoretical constructs. (Prerequisites: Undergraduate Accounting and Finance courses)

#### BUSA 517 **Nonprofit Financial Management and Control**.....3

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

#### BUSA 531 **Marketing and Public Relations for Nonprofit Organizations**.....3

This course focuses on marketing, and its concomitant relationship to fundraising, making the services of the nonprofit organization known to its intended constituency, making the purpose or mission known to the greater community, and how to use both paid and free media as tools in these endeavors. It is designed to introduce current and future leaders of non-profit organizations to various means of acquiring resources through the process of marketing and its linkage to philanthropy and fundraising. Familiarity will be gained with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, consumer theory, market segmentation, asking, messaging, branding, and the marketing mix and its components. This course provides tools and guidelines on how to prepare marketing plans and proposals.

- BUSA 541 Human Resource Management for Nonprofit Organizations** .....3  
Human Resource Management for Nonprofit Organizations provides an understanding of how various management concepts can be applied to both paid and volunteer staff, and the hands-on activities involved in managing human resource departments with an emphasis on motivation, leadership, conflict resolution, and change management. The functional activities include recruitment and selection, compensation and benefits, and performance. It will integrate human resource issues (for both regular and volunteer staff) within the strategic and operational planning of the organization, ensuring the congruence of human resource systems within the non-profit organization.
- BUSA 545 Social Entrepreneurship**.....3  
In this capstone course, students will apply their knowledge of the fundamental areas of business to develop a comprehensive business plan which focuses on developing social, economic, and financial capital. Students will gain a fundamental understanding of stakeholder strategy in diverse cultural environments, and will explore the application of social entrepreneurship and social enterprise development as it relates to economic development in urban and in rural areas in the US and around the world.
- BUSA 550 Managing for Optimal Performance** .....3  
This course gives the student a strong foundation in management theory and practice, analyzes human behavior within teams and organizations, and explores policies and processes for managing human resources. The student will develop a strong set of management skills to be used in the NGO, for-profit, and other organizational environments.
- BUSA 571 Legal and Government Issues Affecting Nonprofit Organizations** .....3  
Explores the basic principles of business law such as contracts, liability, and labor law; taxation and the tax exemption process and related reporting requirements; and incorporation and by-laws. Examines the role of government, particularly in co-operation with nonprofit organizations.
- BUSA 603 Fundraising for Nonprofit Organizations** .....3  
Investigation of how to design, implement, and follow up on various methods of fundraising, including foundation proposals, phonathons/telethons, direct solicitation, membership drives, and profit-making ventures in nonprofit organizations.
- BUSA 631 Market and Opinion Research**.....3  
Presentation of the objectives and practices of research methods used to guide and evaluate the marketing of consumer and individual goods. Emphasis on developing and administering opinion surveys and conducting community needs analysis.
- BUSA 645 Strategic Management of Nonprofit Organizations** .....1.5  
The purpose of this course is to prepare non-profit leaders to plan, initiate, and manage intentional and systematic change in their organization and to develop capacities and tools for strategic analysis among strategic choices. This course is a study of the planning and analysis of nonprofit organizations using the strategic planning process as a means of assessing the past and future, and developing action strategies. The study of efficiency and effectiveness “best practices” is also undertaken.

It includes an overview of current organizational change strategies and measurements and analysis such as SWOT and SOAR. Course must be successfully completed twice to satisfy program requirements.

- BUSA 651 Issues in the Nonprofit Sector** .....1.5  
This course provides background in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit sector. The study of standards necessary for a nonprofit organization to operate in an ethical and accountable manner are included. Focus is given to board governance, with a specific study of the issues and challenges for which the well-managed board is responsible, such as finance reporting and fundraising. The course will also present current trends that are active within the non-profit sector locally, nationally, and internationally. Course must be successfully completed twice to satisfy program requirements.
- BUSA 655 Role of Nonprofit Organizations in Public Policy**.....3  
This course prepares non-profit leaders to understand the role of civil society and how the charitable sector is a critical element within it. The course provides a historical and cultural understanding of the emergence of civil society from a foundation of human helping. The course shows how the non-profit sector actively engages and challenges government and public leaders through policy interventions and advocacy to advance the local and global struggle for human rights. Students are prepared to advocate for social justice by developing the foundational skills necessary to assess and intervene in the policy process as well as develop and implement advocacy campaigns to influence policy. The course further emphasizes the importance of developing a biblical basis for social justice advocacy and the need for Christian professionals to cultivate strong advocacy skills.
- BUSA 681 Field Research Project in Nonprofit Management (or thesis option)**.....3  
Working a minimum of 125 hours, the student assists an organization with special projects, and acts as a consultant and as a student of how to translate academic knowledge into practice. A specific plan or document should result. The thesis option must include a complete and comprehensive business plan, including a plan for establishing a working group from the interested constituency, differentiation from similar organizations, securing of media exposure, and determination of short and long-range goals.
- BUSA 685 Capstone: Nonprofit Management** .....3  
This course is designed to help students integrate knowledge, skills and experiential learning from all other courses in the program. In particular, this course will consist of a combination of interactive and independent learning experiences designed to facilitate mastery of the issues, methods and skills required in professional management of nonprofits. This includes service with a non-profit organization within the field of research the student undertakes. Students will be able to demonstrate an integration of theory, practice, research, and innovative work. The course culminates in the production of a major paper or project that provides a usable tool for the non-profit sector.

**ECON 513 Economic Development of Developing Countries** .....3

This course reviews the evolution of international economic development theory and practice. While it draws most heavily on development economics, it adopts an interdisciplinary approach to understanding the multiple actors, ideologies, and practices that make up the field of development, and the relationships between them. In particular, it looks at the history of policies designed and implemented by multilateral and governmental aid agencies; the rise and praxis of the non-governmental sector and its relationship with the official sector; and critical insights from academia that help shape the debates and practice, especially on issues of power, race, gender, class, and North/South relationships. This course is underpinned and shaped by a constant reflection on theology of development, looking at the problems of the inherent sinfulness of human beings, the limits of knowledge, and ways that Christians and Christian organizations can and have contributed to engaging in international development in a way that is obedient to the two main commandments laid out in Scripture (Matthew 22:37-40).

**ECON 514 Urban Economics** .....3

Analysis of major economic problems of urban-suburban areas: taxation, financing of urban services, education, transportation, residential and industrial development, recreation and parks, and metropolitan planning.

**ECON 613 The World Economy in Trade** .....3

Designed to familiarize students with the international environment in which businesses operate. Students acquire an awareness of, and an appreciation for, the diversity and complexity of the international environment. The course is about markets (the economic dimension), power (the political dimension), and culture (the social dimension) under conditions of global interdependence.

**EDEV 520 Cross-Cultural Skills and Understanding** .....3

This is a course in the study of culture, and culture's relevance for development work. Communication, language, socio-political structures, economic systems, and religion will all be investigated with a view to helping students (1) find their roles as developers, (2) envision and implement change that is culturally appropriate, and (3) challenge local structures that are unjust or anti-Christian.

**EDEV 590 Program Planning, Management and Marketing** .....3

This course will review the history, theoretical underpinnings, and practice of program and project planning, monitoring, implementation, and evaluation in non-profit and official development organizations. It also covers the corresponding grant-writing, fundraising, and marketing methods, tools, strategies and techniques for such programs. In the MBA version of the course, operations management and quality control of for-profit organizations will also be reviewed. Heavy emphasis is placed on a hands-on learning approach, while stressing the importance of understanding and critiquing the conceptual frameworks on which these practices rely from a biblical perspective.

**EDEV 630C Public Policy** .....3

This course introduces students to the knowledge and skills appropriate for making effective and responsible policy decisions as well as influencing the policy process to address social problems. The course

will explore key concepts, models, and tools required to understand the policy process in various countries. Topics to be covered include the policy environment, policy making process, policy analysis, and policy implementation.

**EDEV 640 Community Development** .....1.5 or 3

This course introduces the concepts of community and community development, paying some special attention to development in and development of community. It tackles different approaches to community development such as problem/needs, asset-based, and relational and draws on biblical insights to explore the implications of the nature of the war between evil and good for the challenges in community religious, political, economic, social, and cultural systems. The course addresses how communities can redeem and transform themselves, paying special attention to the building relationships of power among community members through biblical community organizing, and how this process involves the sourcing, mobilization, and utilization of its resources, assets, and goods.

**EDEV 641 Development Field Practicum** .....1.5 or 2

The Development Field Practicum is designed to provide the student with the opportunity to continue to learn and apply the skills from the other courses in Economic Development and International Development programs. The student will be responsible for identifying an appropriate organization with which to serve for a minimum of three months and 250 hours in a developing country context (international concentration or specialization) or in a city context in the United States (urban concentration or specialization). The student will be responsible for producing a written community development project proposal during their time of service relating to the work they perform during this field practicum.

**EDEV 695 Introduction to MicroFinance** .....3

The goal of the course is to help the student gain a practical understanding of the fundamental concepts of microfinance, assessing customer needs and expectations; designing new products and delivery mechanisms; the various lending methodologies; the debate around regulation and supervision; assessing the quality of the portfolio; gauging financial viability; addressing governance and cultivating effective donor relations.

**EDEV 696 Market Development for Microenterprises** .....3

This course reviews the roles that support markets and their development play in poverty reduction. It covers current theory, best practices, and debates in the market development arena. It also provides supporting information in the form of case studies from the field, and interviews with theorists and practitioners.

**INST 500 Philanthropy** .....3

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

**INST 517 Urban Politics** .....3

This course takes an interdisciplinary approach to understanding the politics of the city with an eye towards equipping students to use theory to inform and engage in praxis in working with the poor in the urban

areas. Special attention is given to the intersection of dimensions and structures of power between government and community and movements for social change in their various forms, and to understanding the major current issues and methods, tools, and strategies used in advocacy efforts in the urban context.

**INST 567 Urban Sociology** .....3

This course covers core writings in the field of urban sociology with a focus on using theory to inform praxis in the city. Topics cover the social, cultural, religious, political, economic, and aesthetic dimensions of the city and how they explain the production and reproduction of poverty and injustice. Special attention is given to the dimensions of race and ethnicity, immigration, family and community dynamics and change, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Key theoretical paradigms that have constituted the field since its founding are considered and assessed in terms of their implications for social policy, urban scholarship, and the practice of planning for social change.

**INST 662 Theology of Poverty**.....3

The purpose of this course is to equip students who are Christian development practitioners with the ability to reflect biblically, theologically, and historically about their vocation and the challenges of poverty that they encounter on a daily basis. As an introductory level course, its intent is to raise issues from a theological perspective that will be analyzed more fully in subsequent courses from the perspective of social scientific research and practice. Social scientific perspectives will also be utilized in this course to the extent that they contribute to evangelical and ecumenical theological reflection about poverty and development in the diverse contexts of development practitioners.

**LDEV 544 Leadership and Organizational Dynamics**.....3

This course focuses on understanding organizational dynamics as the context in which 21st century Christian leaders mobilize their people and other resources to achieve desired ministry/business results. Students will examine personal, interpersonal, and organizational effectiveness through the “frames” of biblical principles and values, organizational structure/governance, culture, politics, people, and technology. Considering relationships as “patterns of communication,” students will increase their awareness of their own and others’ communication styles and patterns in influencing and being influenced within the organizational context.

**LDEV 570 Strategic Thinking and Organizational Development** .....3

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

**LDEV 580 Collaborative Leadership and Partnership** .....3

This course will cover the development of a philosophy of partnership and collaboration for the organization tying it to the concepts of servant leadership and organizational stewardship. Practical implications will be conceptual and practical questions in the design, implementation and on-going management of partnerships both with internal stakeholders

and external organizations. Collaborative competencies and models of partnership between non-profits and government, and non-profits and the church will be examined.

**LDEV 610 Advocacy, Public Policy and Human Rights**.....1.5 or 3

This course prepares leaders for actively engaging government and public leaders through policy interventions and advocacy to advance the global struggle for human rights. Students are prepared to advocate for social justice by developing the foundational skills necessary to assess and intervene in the policy process as well as develop and implement advocacy campaigns to influence policy. The course further emphasizes the importance of developing a biblical basis for social justice advocacy and the need for Christian professionals to cultivate strong advocacy skills.

**LDEV 620 Spiritual Formation for Christian Leaders**.....3

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

**LDEV 650 Relief and Mitigation for Disasters and Complex Humanitarian Emergencies** .....3

This course provides an overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. It does so by covering the gamut of technical and theoretical issues that arise in emergency relief operations, including the complexities of delivering relief in situations of conflict and novel approaches that integrate psychosocial attention and human rights into the relief work. This course is underpinned and shaped by a Scriptural understanding of the nature of disasters, and looks at ways that Christians and Christian organizations can and should engage in disaster prevention and relief work in a way that is obedient to the dictates of their faith.

**LDEV 660 Marketing, Communications and Fundraising for the NGO**.....3

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

**LDEV 680 Introduction to Sustainable Development** .....3

After crafting a definition of sustainable development, this course will address nine issues by analyzing, investigating, and applying this knowledge through case studies. This course will go a step deeper and investigate how the Bible may contribute to and challenge the discipline and what contemporary Christians (among others) are doing to address issues of sustainable development.

**LEAD 536 Practical Financial Management** ..... 3

This introductory financial management course will help the non-financial manager of a nonprofit organization understand and value the crucial contribution of finance and accounting tools in making effective decisions to carry out the mission and goals of their organization (specifically the faith-based NGO). This course assumes that the student works for an agency that employs professionals to handle the accounting, but it also assumes that the students need to understand the professional tasks and challenges facing the accounting staff.

**LEAD 540 Leadership and Empowerment** ..... 3

The Leadership and Empowerment course is designed to help students develop their own approach to leadership and empower others to lead as well. This course provides a survey of major leadership models, both biblical and secular. Students will examine leadership theories, definitions, historical practices, styles and biases toward gender and culture in light of Christian Scripture. Reflecting upon Scripture and the leadership literature, students will apply it in their own organizations, communities or teams to develop their own leadership approaches and identify strategies for encouraging the development of other leaders.

**LEAD 541 Human Resources and Management** ..... 3

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

**LEAD 576 Applied Research and Evaluation** ..... 3

This course is an introduction to applied research and evaluation. It is geared to giving students skills to engage in both quantitative and qualitative research and evaluation methods for use in institutional and social change settings. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. A Christian perspective on the purpose and practice of research underpins the course.

**LEAD 610 Strategic Thinking and Change Management** ... 3

Examines the basic concepts of strategic management and the increasing challenge for general managers to be strategic thinkers. Alternative approaches to creating strategies are reviewed and critiqued. A capacity for interpreting the internal and external environments is emphasized, with particular emphasis on the turbulent, evolving context of NGOs. NGO stakeholders, culture, and pressures from donor publics are examined, along with the demands for transparency, sustainability, and the need for capacity building. Basic principles and tools for strategic planning are introduced and applications for the NGO are woven into the course design. An emphasis is made on analyzing and critiquing various approaches to strategic planning, using case studies and critical thinking. An introduction to the complexity of introducing new strategies and how managers can be more effective in managing change is given.

**LEAD 620, 621 Spiritual Formation for Christian Leaders** ..... 3 or 1.5, 1.5

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

**MASTER OF ARTS IN THEOLOGICAL AND CULTURAL ANTHROPOLOGY**

The MA in Theological and Cultural Anthropology prepares students to teach anthropology, enter doctoral programs, serve in cross-cultural Christian ministry, and/or find jobs in business, government, or services that are related to international work. Courses in anthropology, the comparative study of cultures, are combined with courses in theology and economic development to create a faith-based program that addresses both theoretical and practical concerns in the field of anthropology. Students are instructed and trained in skills such as ethnographic research and writing, cross-cultural analysis, and applied problem solving. Investigation of the relationship between Christ and culture across the curriculum prepares students for ministry in church and mission agencies as well. The degree can be completed in 11 months (on campus), with 33 credits, including the writing of an ethnography and a master's thesis. Required.

**THCA 501 Integrated Anthropological Theory I** ..... 3

In the first integrated theory course, we will investigate the roots of anthropology in the middle 19th century and trace its history through the development of structural-functionalism in the middle 20th century. The concept of "culture" constructed during this time will be analyzed in terms of the political circumstance of colonialism and the intellectual circumstance of the European Enlightenment. Harmonious views of social life rooted in notions of the "noble savage" will be deconstructed, as a Christian theology of sin is introduced to add complexity to the depiction of tribal peoples and cultures. The epistemology of positivism will be presented and critiqued as having contributed to a highly objectified view of human beings as just a species in nature. Theory from the four fields of anthropology (physical, archeology, linguistics, and socio-cultural) will be covered between the years, 1860-1960.

**THCA 502 Integrated Anthropological Theory II** ..... 3

In the second integrated theory course, we will trace the history of anthropology from the collapse of structural-functionalism in the middle 20th century to the present. Particular attention will be given to conflict theory, and to structure and agency. Both structuralism (idealism) and materialism will be deconstructed with a holistic view of the person rooted in the Christian theology of creation. Anthropology's current crisis of postmodernism will be studied in the context of the spread of globalization and its paradoxical result: ethnic identity politics and the collapse of the concept of "culture." Contemporary ethnography will be analyzed with a post-critical epistemology that parallels the Biblical concept of "witness," and the Christian theology of redemption will be acknowledged as the source of hope for humanity. Theory from the four fields of anthropology (physical, archeology, linguistics, and socio-cultural) will be covered from 1960 to the present.

- THCA 530 Theology of Culture** .....3  
 This will be a course on the theological origins and purposes of human culture, setting human culture-making within the broad contours of the Christian story. We will be considering three fundamental theological ideas that account for the reality and importance of human culture: God as triune Creator, the created order as contingent, and the human person in the image of God as culture-maker. Eschatological ideas will also be important in helping us to discern the purpose and direction of human culture: its goodness, corruption, and transformation. All of these subjects will require us to do Christological reflection. So, the course will be theologically demanding and focused, although we will have to consider works from social psychologists, anthropologists, and sociologists on the way. Be prepared to learn not only the language of theology, but other disciplines as well.
- THCA 550 Epistemological Insights for Anthropological Practice** .....3  
 The goal of this course is to assist the student in understanding the nature of the social sciences in general and anthropology in particular, in light of recent philosophical discourse concerning the nature of knowledge and truth. The course will trace a sampling of the historical discourse related to the development of social theory, the consequent impact this has had on the quest for truth, certainty and faith, and the way all of this relates to the field of anthropology and anthropological fieldwork. Finally, the above examination will be undertaken in order to gain insight into the nature of Christian faith and its relationship to the discipline of anthropology.
- THCA 570 Faith-Based Ethnographic Methods** .....3  
 This class is a hands-on practical course in applied ethnographic methods. Ethnography's purpose is to write a "thick description" of a culture, that is, to describe cultural processes fully and to interpret them correctly. Applied ethnography uses the findings to assist people in solving human problems. Students will be trained in ethnographic techniques such as participant observation, informal interviewing, field note taking, data analysis, and ethnographic writing. Methods read about and discussed in class will be practiced in exercises leading up to the construction of a final project.
- THCA 600 On Knowing Humanity Colloquium** .....1.5  
 The colloquium series is a weekly event in which students, faculty, and invited guests present ideas which are at the cutting edge of anthropological thought. Interaction between anthropology and theology is especially central to the discussion. In addition, professional skills such as writing, lecturing, paper presenting, publishing, and developing ideas will be discussed and practiced.
- THCA 680 Thesis in Theological and Cultural Anthropology** .....3  
 The thesis provides students with the opportunity to do their own analytical research under the guidance of a faculty mentor. Students select their mentors from a list of qualified faculty. Faculty guide students through the process of data collection, analysis, and writing. The thesis is written at the end of the curriculum, so students are prepared by their theory classes, their experience in ethnography, their elective menu of applied studies, and by having listened to other researchers presenting at the colloquium series. Students do original thinking and write a refined paper at the graduate level.

**ELECTIVES**

- CHHM 510 Church in Mission Through History** .....3  
 The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.
- CHHM 530 Christian World Mission** .....3  
 An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.
- NTG 524 Church Renewal and Evangelism** .....3  
 "Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.
- SFRM 510 Spiritual Formation** .....3  
 An experiential study of several traditional Christian spiritual disciplines. In partnership with course classmates, students will engage in reflection, readings, discussions, lectures, journaling, and spiritual exercises intended to enable them to develop more conscious intentionality in their own spiritual formation, and that of the communities in which they minister.
- THLE 610 Christian Faith, Political Practices, and Public Policy** .....3  
 This course focuses on current issues in political action and public policy such as immigration, poverty, the federal budget, a consistent life ethic, Israel and Palestine, civility in public discourse, ecumenical and inter-faith cooperation, organizing a campaign, and running for political office. Texts include Ron Sider's *Rich Christians in an Age of Hunger* and *Fixing the Moral Deficit: A Balanced Way to Balance the*

Budget; Tony Campolo's Red Letter Christians, and Jim Wallis's God's Politics: Why the Right Gets it Wrong and the Left Doesn't Get It. Theology, Ethics, or Public Policy Elective.

**THLE 611 Theology and Public Policy**.....3

A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals.

**THLE 612 Political and Public Theologies**.....3

This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical, and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order.

**THLE 615 Global South Theology and Public Policy**.....3

This seminar style course is an introduction to political and liberation theologies and approaches to Christian faithfulness and public policy in the global south. We focus on learning from authors in, from, or related to Latin America, Africa, Asia, and the Middle East (authors and titles include Eduardo Galeano, Open Veins of Latin America; Choan-Seng Song, Third-Eye Theology; Ada Maria Isasi-Diaz, Mujerista Theology; Mercy Oduyoye, Introducing African Women's Theology; Dario Lopez Rodriguez, The Liberating Mission of Jesus; Marianne Katoppo, Compassionate and Free: An Asian Woman's Theology; Alex Awad, Palestinian Memories).

**THLE 616 Theology of Nonviolence and Social Change**....3

The "Arab Spring" of 2011 reminded the world both of the power of nonviolence to bring about social change and of the significant costs involved. In this course we will explore the theological and biblical resources in Christianity that support as well as interrogate nonviolent praxis and aggressive nonviolent direct action. We will discuss the spirituality of nonviolence, alternatives to both passivity and violence, justifications of violence and revolution, coercion, responsibility vs. faithfulness, and the pragmatic realities of refusing to kill people in order to improve one's socio-political-economic situation or in order to protect life. Readings will include Dorothy Samuel, Lisa Sowle Cahill, Dorothy Day, Martin Luther King, Jr., Gandhi, John Howard Yoder, Stanley Hauerwas, Gene Sharp, Sami Awad, and others.

**THLE 620 The Bible, Pacifism, and Just War**.....3

Students will read texts of people arguing that biblical faith leads to pacifism and others arguing for Just War. Each student will write a paper: "Does the Bible prompt me to endorse pacifism or Just War?"

**THLE 623 Christian Social Ethics**.....3

An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters.

Special attention will be given to the relationship between Christian faith and economics, politics, and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.

**THLE 624 Truth and Transformation**.....3

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

## URBAN STUDIES PROGRAMS

### MASTER OF ARTS IN URBAN STUDIES

Created to strengthen the school's vision of preparing students to become servants and change agents in urban contexts, Eastern's 39-credit MA in Urban Studies addresses the critical need for effective Christian leadership in today's urban areas. It seeks to train change agents equipped for the task of transforming urban communities. Three program concentrations – in Community Arts, Community Development, and Youth Development – prepare students to develop specialized areas of knowledge and skill.

### COMMUNITY DEVELOPMENT CONCENTRATION

The Community Development concentration prepares professionals in implementing holistic revitalization efforts in urban communities. Upon completion of the program, students understand how to address complex neighborhood needs in the urban context through careers in non-profit organizations, government, non-governmental agencies, social services, ministries, and parachurch organizations.

### COMMUNITY ARTS CONCENTRATION

The Community Arts concentration prepares creative practitioners to transform communities. This is accomplished by equipping creative practitioners proficient in various art forms (i.e. dance, music, spoken word and poetry, fine arts, multi-media arts) with knowledge of and experience in using their art form as a means of development in both local and global settings. Upon completion of the program, students understand how the arts are used in social intervention, education, community development, therapeutic practice, and spiritual development.

### YOUTH DEVELOPMENT CONCENTRATION

The Youth Development concentration prepares professionals to serve youth in an urban context. Upon completion of the program, students are equipped to understand and engage youth as well as provide quality youth development and ministry programs.

## CORE COURSES

The following courses are required of all students in the MA in Urban Studies Program, comprising 22 of the 39 credits required for graduation.

**URBN 501 Urban Issues in a Global Context**.....3

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

**URBN 510 Christ and the City** .....3

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

**URBN 520 Cross-Cultural Skills for Urban Service**.....1

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

**URBN 540 Race and Ethnic Relations**.....3

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

**URBN 570 Leadership Development** .....3

This is a course in the theory and application of leadership for effective administration of human resources in an urban context. Using the model of a community of practice, students will learn through readings, discussion, interviews, research, and reflection on personal experience. The course examines various approaches to leadership and the theories that undergird them, while upholding the servant-leader model of Jesus as the guiding example. Students will examine the lives of living leaders, as well as the essential skills and characteristics necessary for

effective leadership. Students will evaluate their own strengths and weaknesses as leaders and develop a Leadership Action Plan addressing a specific organizational need as a culminating project. Lab fee.

**URBN 575 Applied Research and Program Evaluation** .....3

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

**URBN 580 Urban Models for Social Transformation**.....3

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

**URBN 690 Graduate Research Project/Thesis**.....3

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

## ELECTIVES

**URBN 515 Faith and the Professions** .....1

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

**URBN 525 Resource Development** .....1

This course will provide students with concrete information to help them gain greater access to funding opportunities and resources to support a ministry or organization with which they are affiliated. Students will review core elements of program development, and will



gain an understanding of the principles of grant writing, fundraising, and building a network of partners and supporters. Students will gain awareness of potential funding sources, and effective ways to engage potential funders, donors and volunteers. Students will complete a practical writing project, including fund-ready materials that can be used in seeking resources for a project of choice.

**URBN 535 Programming for Youth Development** ..... 1

This course will utilize the youth development model (theory and approach) for working with youth to examine the role of youth programs in promoting adolescent development. Features of positive developmental settings, the dynamics of developing quality out-of-school time programs, and funding and other resources will be explored. The state of young people in other countries and the impact of global and international perspectives, policies, programs, and services to promote youth development will be explored and compared to those in the U.S.

**URBN 555 Emotional Intelligence** ..... 1

Popularized by Daniel Goleman, Emotional Intelligence (EI) indicates the degree to which an individual is able to identify, evaluate, and handle the emotions of self and others. This course will provide students with the theoretical framework of emotional intelligence, tools to assess the range of one's emotional intelligence, strategies for enhancing and increasing one's personal and social emotional intelligence, and practical applications in working with a youth and other populations. The course utilizes self-assessment, videos, case studies, and role plays to give students the ability to apply the insights from the course in the work with youth and adults.

**ARTS IN TRANSFORMATION CONCENTRATION**

**ARTS 525 Foundations for Community Arts** ..... 2

This course presents a foundational study of the role of the arts and artists in the transformation of persons, families, communities, and societies. Artist typology will be explored along with major change models and arts-based communication paradigms. These set the stage for the fields of arts-based community development, cultural community development, development communication, arts-integrated teaching, and therapeutic arts. Practical applications of theory and theology will be considered in the planning and implementation of arts-based programs. Key definitions of arts in transformation terms and models are essential to this course. An artistic reflection project on transformation and organizational case study are required.

**ARTS 530 Arts in Community and Economic Development** ..... 1

Arts in Community and Economic Development applies the theories of "the Arts in Restorative Transformation" to practical methods of utilizing the arts in one's community or organization. Working models of how to use the arts as a tool for economic development will be critiqued; practical ways to create revenue streams in a non-profit by using the arts will be examined; and how to create an arts-related business plan will culminate in a final project.

**ARTS 535 Arts in Social Services** ..... 1

Arts in Social Services is a survey course that equips the student to work within formal structures in international, national, state and local service systems in the delivery of arts-based programs. Specific attention will be given to programming, legal requirements, funding, and assessment. Cases and examples will be from overseas mission agencies, international agencies, the US social service system, and local



city government and community groups. Topics of arts-based programming will include emergency relief, development life skills training, after-school programs, dealing with homelessness, refugees, aging, and HIV/AIDS. Students will write a program to be implemented in their leadership practicum. A unique part of this course is understanding the relationship between relief, social services, and long-term development of local organizations dealing with people living in poverty.

**ARTS 540 Cultural and Community Contexts**.....3

Cultural and Community Contexts for Art-Making is an intensive cross-cultural travel residency course that introduces the student to the meaning and function of artistic expressions within the communities of the host country or culture. Through on-line readings and portfolio development and on-site interaction in the host culture, participants will dialogue and participate with artists and their music, dance, poetry and art. Participants will gain first hand knowledge of the local cultural world-view, explore models of arts-based mission and service among the poor, and the relationship between culture, art, and transformation. Specific attention will be given to cross-cultural skills and the dynamic of culture in community development. Cultural competency portfolio and mapping project are required.

**ARTS 545 Arts, Creativity and Human Development**.....2

This course is designed to introduce students to the nature of art as a creative process, the role of art in human development, the concept of art skill acquisition from a developmental perspective, and to the major schools of human development theory as they related to arts-based living and learning. The course will aid students in their attempts to effectively plan arts-based interventions for populations of various ages and situations.

**ARTS 550 Arts and Spiritual Development**.....1

Students develop practical teaching strategies for using the arts in helping children and youth in small and large classroom settings to awaken and develop a spiritual awareness in themselves and an understanding of their relationship to others. Concrete theoretical discussions will provide the basis for understanding spiritual development and internal locus of control. This is an interactive and creative class in which students develop and engage in various artistic projects and explore their own spirituality while learning techniques for teaching diverse youth. Students will also learn and develop practical strategies for using the arts in teaching spiritual concepts to children and youth using integrative arts and experiential learning styles. Based on a working model of teaching through music, drama, visual arts, games, and dance, participants will learn by doing and by creating their own integrative and creative productions and lessons aimed at involving children and youth in the exploration of character and spiritual development.

**ARTS 555 Arts in Education**.....2

Students develop practical pedagogical strategies and curriculum writing skills for integrating the arts in teaching humanities, sciences, and other academic subjects; social skills, character and spiritual development, and artistic skills. The course focuses on assisting students to gain an understanding of how the arts accommodate cognitive learning styles, and how to engage the metaphoric nature of the arts (art as metaphor) as well as arts-integration methods to enhance learning in any subject. This is an interactive and creative class in which students

apply their learning to the design of curricula and lesson plans for arts-integrated projects. Students will deliver their lessons in interactive “teachback” format.

**ARTS 565 Arts in Healing**.....2

This intensive course introduces the student to the field of creative arts therapy and methods employed in therapeutic interventions. A focus will be given to the specific nature of the arts in healing trauma, and the role of the arts in fostering hope and resilience in young people in crisis or at risk. Specific strategies for arts as healing will be presented. Demonstrations and experiential formats will be utilized. Project required.

**ARTS 575 Arts in Communication and Social Commentary**.....1

This course presents the basic theory and practice of the prophetic and communication role of the arts in society. The two basic fields covered in the course are social commentary and social marketing. The arts are a vehicle for calling an unjust world into justice and righteousness. They also are engaged for social education and marketing. The arts: music, dance, theater, and art, as vehicles of communication by urban prophets throughout history who have used them as persuasive commentary on current urban problems, and calls to a better and just world. Further, it looks at the lives of prophetic artists and explores the unique experiences that thrust them into an urban world with a prophetic message of redemption. The course provides opportunities for critical thinking skills in evaluating art as used in holistic and faith-based community development. Processes for communication, social commentary, and political and conflict discourse are considered. A major arts-based project is required.

**ARTS 695 Leadership Practicum I**.....1.5

This course is a practicum emphasizing the formation and oversight of new community development endeavors. Students are expected to work collaboratively with community, church, government and/or para-church organizations to implement the proposed program (or some variations thereof) written in the Arts in Social Services class. This practicum includes the implementation of various aspects of leadership including: the knowledge and understanding of needs, casting vision, strategic planning, training, management, and empowerment of volunteers and community members for social change. Students will complete regularly scheduled supervisory dialogues with a skilled supervisor over a period of one semester (immediately following Leadership Practicum I). Additionally, each student will be required to conduct weekly efforts in community organizing. Students are expected to complete a minimum of 115 hours over the course of a semester, including field research, supervisory meetings, project management and implementation time.

**ARTS 696 Leadership Practicum II**.....1.5

This course is a practicum emphasizing the formation and oversight of new community development endeavors. Students are expected to work collaboratively with community, church, government and/or para-church organizations to implement the proposed program (or some variations thereof) written in the Arts in Social Services class. This practicum includes the implementation of various aspects of leadership including: the knowledge and understanding of needs, casting vision, strategic planning, training, management, and empowerment of volunteers and community members for social change.

**COMMUNITY DEVELOPMENT CONCENTRATION****CDEV 500 Community Organizing**.....3

This course will introduce students to the discipline of community organizing(CO), the art and science of bringing community members together and empowering/equipping them to create systemic change. Students will learn about the particular place of community organizing in the context of various strategies for societal transformation and will study a variety of community organizing approaches including broad-based interest-focused CO, faith-based CO, and faith-rooted CO. Students will also learn the biblical and theological basis for community organizing and will reflect on the implications of Christian faith for community organizing principles and practices. Students will develop basic community organizing skills through assigned interviews, exercises, experiences, and analysis.

**CDEV 525 Foundations of Community Development** .....2

This course examines community development from political, sociological, and economic perspectives beginning with its historical roots. Policies and practices that form the contemporary framework of the field will also be discussed, along with key theories such as social capital formation and asset development. Successful church-based and secular community development models will be identified. The class will culminate in a final project that will link policy, practice, and evaluation.

**CDEV 536 Practical Financial Management** .....3

This introductory financial management course will help the non-financial manager of a nonprofit organization understand and value the crucial contribution of financial analysis tools in making effective decisions to carry out the mission and goals of their organization. It assumes that the functions of accounting and finance will be handled by professionals. It also assumes that all managers -- regardless of professional experience -- need to understand the components and analytical techniques involved with financial decision-making. With but a few exceptions, wise organizational decisions will be born or supported through financial analysis. Even more so, an organization fully committed to the long-term will embrace financial control and accountability measures that will mitigate its risks and assure its ability to perform mission objectives.

**CDEV 670 Community Revitalization Strategies**.....2

This course examines contemporary problems, approaches, and success stories associated with the economic and social rebuilding of American cities. The course focuses on the separate perspectives of government, community groups, financial institutions, and philanthropic organizations and on the opportunities for cross-sector collaboration in meeting the challenges. With a special emphasis on the newer realities of globalization and the current economic crisis, topics include the evolution of cities in the U.S. and around the globe, the evolution of community and neighborhoods, the characteristics and crisis of community, strategies of city and neighborhood revitalization. The roles and strategies of community-based development organizations and community residents are the ultimate focal points of the course.

*Note: Students in the CDEV Concentration must take one of the following CDEV 545, CDEV 575 or CDEV 655.*

**CDEV 545 Neighborhood Economic Development**.....3

This course introduces the student to the field of economic development in theory and practice with a focus on its application to urban neighborhoods. Economic development is viewed as a process through which private market forces are provided incentives to serve public purposes and are supplemented by nonprofit development initiatives. The course progresses from a citywide to a neighborhood perspective.

**CDEV 575 Urban Planning and Policy Analysis** .....3

This course examines the discipline of planning at three levels: urban, neighborhood, and community with an emphasis upon the last. Types and critiques of planning theories will be provided. Methods for analyzing and resolving planning and policy issues at state and local levels will be learned. Case studies of particular cities and neighborhoods will be included.

**CDEV 655 Disaster Response and Community Redevelopment**.....3

This course will provide students with an overview of how government agencies, major non-governmental organizations, and Christian relief and development groups operate in emergency situations, as well as the opportunities for congregations, local ministries and community-based organizations. Students will gain an understanding of the principles of the incident command structure widely used by government authorities and non-governmental responders, the effects of various types of disasters and related emergencies, public health issues related to disasters, the secondary economic and family-life impacts on communities, the strategies used for recovery and the typical roles of various governmental and non-governmental actors, as well as alternative approaches that emphasize community-controlled re-development.

**CDEV 695 Leadership Practicum**.....2

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

## YOUTH LEADERSHIP CONCENTRATION

### YTHL 525 **Theological Foundations of Urban Youth Ministry** .....3

This course seeks to help students think biblically and theologically about the challenges and issues related to urban youth ministry. This is an applied theology course, which means we will seek to understand the biblical/theological foundations for how we do youth ministry in urban settings and why it's done in those ways. Various methodologies and faith traditions will be explored and evaluated. Students will think through their personal approaches to urban youth ministry.

### YTHL 545 **Psychosocial Assessment: Understanding Urban Youth**.....3

The course will teach students a “shorthand” way of understanding the reasons why young people behave the way they do, with a view toward providing effective and properly targeted ministry to them and, where possible, their families. Students will learn to understand some of the “building blocks” to human personality development and dynamics, and will begin to assess the cognitive, affective, behavioral, and spiritual dynamics upon which assessment and counseling are based.

### YTHL 565 **Advancing Youth Development**.....3

For more than a decade, leaders in the youth services field have been advocating for the adoption of a youth development framework to guide how policy makers, practitioners, and educators respond to the needs of youth, particularly youth from poor and disadvantaged circumstances. This course will provide the research and conceptual framework of youth development. The course will introduce practices that challenge the assumption that our society must “fix” youth before youth can be productive and healthy.

### YTHL 575 **Advocacy for Youth in the Systems** .....3

This intensive course is designed to introduce students to the concept of advocacy and help develop skills necessary for effective support of youth involved in the juvenile justice and child welfare and alternative education systems. Introduction and exploration of the institutional approach to care are necessary in order to lay the foundation and understand the purpose for youth advocacy. The role of the advocate will be defined along with the purpose of advocacy as part of the natural (Christian) helping process. A holistic approach to helping with specific emphasis on a Christian worldview will be used through scriptural reference for helping and specific examples of advocacy (in scripture). This course will outline a systems approach to advocacy as well as direct service to individuals who are involved with the system. Collaboration and networking with other professionals will be addressed.

### YTHL 585 **Urban Youth Culture** .....3

An in-depth examination of the unique and complex dynamics of urban youth culture in the United States, with a particular focus on the values, attitudes, norms, and rituals of several sub-cultures found in urban contexts. The significant role of popular culture in shaping U.S. urban youth culture will also be explored, notably in regard to the entertainment industry. The emanative impact of U.S. urban youth culture on young people around the globe will also be considered, as well as globalization's impact on urban youth culture in the U.S. Global urban youth will also be discussed.

### YTHL 655 **Apologetics for the Urban Youth Context** .....3

An examination of the reasoned defense of the Christian faith with specific application to pluralistic street contexts. While primarily geared toward understanding and responding to the spiritual issues U.S. urban youth face, the broader global perspective will be kept deliberately in view. The apologetic endeavor will be considered theologically (Christocentrically and cruciformally), philosophically (worldview formation, analysis and transformation), and anthropologically (historical, cultural, generational issues, etc.). Specific consideration of historical events, ideological movements, worldviews and value systems that have resulted in the rise of Islam (folk and traditional forms), of secular and Eastern faith systems (largely through popular culture), and of popular heterodox Christian theologies which have now gone global (accelerated via technological innovation). In addition to reason-based methods, consideration will also be given to elenctics (John 16:7-11), as well as to the place that wonder, mystery, creativity and imagination have in the apologetic task.

### YTHL 695 **Leadership Practicum I: Programming** .....1.5

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach. The development of personal relationships, community relationships and youth development experiences with urban young people through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development programs. This practicum includes the implementation of leadership skills including the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach ministry. A combination of leadership experiences based on the student's learning goals for ministry function and written reflective evaluations are required.

An integral part of this experience is the opportunity for students to: (1) observe youth ministry carried out by a competent, experienced practitioner in the field, and (2) become experienced in youth outreach under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a youth outreach mentor (from a church, para-church or community organization) over a period of one semester.

### YTHL 696 **Leadership Practicum II: Administration** .....1.5

This course is a practicum emphasizing the formation and oversight of new urban youth development programs or endeavors. Students are expected to work collaboratively with community, church or para-church organizations. Anyone graduating from this program must demonstrate a high level of ability in the development of new initiatives that meet the needs of urban youth. Students will complete regularly scheduled supervisory dialogues with a youth development supervisor (from a church, para-church or community organization) over the course of the semester. Additionally, each student will be required to conduct weekly, supervised outreach to urban youth based upon specified goals. Students are expected to complete a minimum of 115 hours, including field research, supervisory meetings and project implementation time. To be completed in the semester immediately following Leadership Practicum I. Placement: 115-120 hours. (Prerequisites: URBN 570, YTHL 525, 585, 695)



## DOCTORAL PROGRAMS IN MARRIAGE AND FAMILY THERAPY

### DOCTOR OF ARTS IN MARRIAGE AND FAMILY THERAPY STUDIES

The Doctor of Arts in Marriage and Family Therapy Studies equips church leaders and mental health practitioners through studies in marriage and family systems theory, theological issues, and psychology to create positive change in families, individuals, and church communities. This 48 credit degree is designed for individuals looking to advance their leadership skills and clinical practice through the interdisciplinary exploration of practical theology and clinical practice.

### DOCTOR OF PHILOSOPHY IN MARRIAGE AND FAMILY THERAPY

The PhD in Marriage and Family Therapy trains students in professional mental health and pastoral counseling fields to be skilled scholar/practitioners in marriage and family therapy who apply their minds and hearts to promoting processes of change and growth in individuals, couples, families, and communities.

The PhD in Marriage and Family Therapy is a scholar/practitioner research program approached from an interdisciplinary perspective that prepares students for leadership roles in academia, research, behavioral Health Care, and pastoral care.

#### MRFM 810 **Theology of Marriage and Family** ..... 3

This course introduces the student to theological consideration in the study of Marriage and Family Systems theory and practice. An authentically Christian understanding of marriage and family must be informed

by Scripture and the Christian tradition. Students will explore these theological resources as they develop an informed and academically rigorous perspective on marriage and family.

#### MRFM 815 **Introduction to Systems Theory** ..... 3

This course will introduce the student to the foundational theories and concepts in the field of family therapy. Readings in current family and marriage theories, assigned personal reflection and interactions with aspects of one's own family experiences, as well as lectures, class discussions, and video presentations will be employed to foster a deeper understanding of family and marriage dynamics at both the personal and professional levels.

#### MRFM 820 **Human Development and Family Systems** ..... 3

This course reviews human development across the life-span and explores developmental processes from a family systems perspective. A special emphasis will be given to the understanding of the parent-child relationship in one's own family of origin and the construction of the self.

#### MRFM 825 **Adult Personality and Character Development** ..... 3

This course will provide students with a comprehensive framework for understanding adult personality/character organization, considering the individual within the family system. Assessment of adult personality with psychopathological and functional dynamics will be explored. Biblical and theological insights, as well as cultural issues that affect adult personality development and function will be integrated into readings, lectures, and class projects/discussions.

- MRFM 835 Human Sexuality** .....3  
This course will provide students with a developmental model of sexuality and investigate the following topics: developmental impacts on sexuality, intimacy, sexual desire, sexual dysfunction, sexual trauma, and sexual identity. Current secular concepts will be explored and compared with Christian concepts related to human sexuality and how these intersect in marriage and family counseling settings.
- MRFM 840 Theology of Marriage and Family Professional Paper** .....3  
This course directs the student in the formulation of a theological and theoretical framework for counseling based upon reading, course work, and continuing research in the field of family systems. The paper length is 40-50 pages. The formulation of a theology of marriage and family must consider biblical exegesis, biblical theology, and the history of Christian thought with reference to marriage and family and integrate these with perspectives and insights from systems theorists on these issues.
- MRFM 845 Advanced Family Systems Theory and Practice** .....3  
As a continuation course from MRMF 815, this course builds upon the theoretical base of Marriage and Family systems through exposure to the process and techniques of counseling couples, individuals, and families. Therapeutic interventions based on a multigenerational systems orientation will be emphasized. Opportunity is provided for clinical involvement through simulated family and marriage configurations.
- MRFM 850 Couples Therapy Theory and Practice** .....3  
This course will examine the theories, models, and processes of couples counseling and assessment. Students will develop skills through interactions with practice clients and exploration of case studies.
- MRFM 855 Holistic Approaches to Prevention and Enrichment in Family Systems** .....3  
This course trains students in prevention models and enrichment methodologies with special emphasis on the pedagogy of psychoeducational interventions.
- MRFM 860 Trauma and Family Systems** .....3  
This course examines the psychological impact of trauma on children, teens, adults, and family systems. Topics include: emotional regulation, cognitive processing, psychopharmacological treatments, and strategies to engage a family in counseling.
- MRFM 865 Assessment and Treatment of Addictions and Co-occurring Disorders** .....3  
This course provides students with an analysis of the various definitions of addiction and considers etiological theories and models in the addiction treatment field. Topics include: the impact of addictions, the medical model, the self-medication hypothesis, family collaborations, behavioral family therapy modalities, the influence of environment, spirituality and addiction, the biopsychosocialspiritual approach, Motivational Interviewing, functional analysis and treatment planning, and substance abuse and severe mental illness.

- MRFM 870 Diversity Issues in Marriage and Family Therapy** .....3  
This course identifies the foundational concepts of race, culture, and gender in family therapy. Topics include: gender roles, family structures, class, spirituality, race, migration, oppression, cultural identity, grief and loss within cultural contexts, sexuality within cultural contexts, and white privilege.
- MRFM 875 Professional Standards and Ethics** .....3  
This course describes the ethical principles of the AAMFT Code of Ethics and their application. Topics include: professionalism, ethical decision making, multiple relationships, competency, integrity, dangerousness, abuse, neglect, moral values, spirituality issues in counseling, and ethical practice management.
- MRFM 880 Systems Theory and Group Dynamics** .....3  
This course examines Group Therapy theories, dynamics, and ethical standards. Students will be given a framework drawn from systems theory for applying group theory to intervention strategies. Topics include: treatment factors, interpersonal learning, group cohesion, process dynamics, stages of group formation/function, and others.
- MRFM 885 Qualitative Research Methodology** .....3  
This advanced graduate research methodology course introduces doctoral students to a variety of qualitative research methods and the qualitative research process of creating suitable research questions, doing fieldwork, analyzing and interpreting data, and the procedures for writing a report. Students will gain knowledge in qualitative research approaches, such as narrative study, grounded theory, phenomenology, and case study; develop a workable research design pertaining to an area of interest, and write a prototype research report.
- MRFM 886 Quantitative Research Methodology** .....3  
This course introduces students to the process of quantitative research and basic statistics, including an exploration of designing, conducting, and reporting quantitative research studies. The course examines alternative approaches to experimental, quasi-experimental, and field studies using quantitative measurement. It includes formulating testable hypotheses, assessment of measurement reliability and validity, and use of descriptive and inferential data analysis. Additionally the evaluation of quantitative research studies published in various journals will be conducted. Finally, students will develop appropriate research proposals demonstrating their mastery of the course content.
- MRFM 900 Doctoral Project** .....3  
The completion of the doctoral project in Marriage and Family is intended to demonstrate the student's ability to identify relevant themes in the literature and address them critically, and to formulate application of theory into practice within couples, family, and individual counseling. Faculty assist the student in identifying appropriate topics and formats including case study, theoretical reformulation, and integration of theory and theology.
- MRFM 905 Practicum in Marriage and Family Therapy** .....3  
This Field Supervision course is offered in three consecutive semesters, Spring, Summer, and Fall in which students accrue a minimum of 300 supervised hours of direct service to clients in an approved clinical setting. The course covers topics of: professional roles and functions in clinical settings, ethical decision making, strategies for providing

marriage and family therapy with diverse populations. The course also examines issues of pedagogy for the Marriage and Family practitioner. This course is pass/no credit.

**MRFM 910 Dissertation Proposal** .....3

This course guides students through the process of creating their dissertation proposal and gathering their dissertation committee. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses to develop their dissertation proposal and to critically evaluate their peers' research proposals. By the conclusion of the course, each student will gather his/her dissertation committee and complete his/her dissertation proposal. This course is pass/no credit.

**MRFM 915 Field Placement** .....3

This Field Supervision course requires a minimum of 75 supervised hours of direct service to clients in an approved clinical setting. The course covers topics of: professional roles and functions, ethical and legal practice standards, and strategies for providing marriage and family therapy with diverse populations, as well as examining issues of pedagogy for the Marriage and Family practitioner. This course is pass/no credit.

**MRFM 916 Field Placement II** .....1.5

This course is a continuation of MRFM915. It covers the following topics: professional roles and functions, ethical and legal practice standards, and strategies for providing marriage and family therapy with diverse populations as well as examining issues of pedagogy for the Marriage and Family practitioner.

**MRFM 920 Dissertation I** .....3

This course is a continuation of MRFM910 and guides students through the Proposal Defense, IRB approval process, and data collection phase of the dissertation process. Utilizing online discussions, student evaluations, and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910, to complete the Proposal Defense, IRB Approval and data collection of their dissertation and to critically evaluate their peers' research data collection work. By the conclusion of the course, each student will defend their proposal, achieve IRB approval, and begin the data collection for their dissertation. This course is pass/no credit.

**MRFM 921 Dissertation II** .....3

This course is a continuation of MRFM920 and guides students through the completion of data collection, data analysis, and the writing phase of the dissertation process. Utilizing online discussions and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910 and 920 to complete the data collection, data analysis and Dissertation Defense process. By the conclusion of the course, each student will defend their dissertation and complete the archival process. This course is pass/no credit.

**MRFM 922 Thesis/Dissertation Continuation** .....0

Students who have not successfully defended their thesis/dissertation by the end of MRFM921 must register for MRFM922 until the project is completed. Grading is pass/no credit. These credits do not accrue although students are billed for two credits.

**DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP**

This 60-credit advanced research degree provides a core curriculum in organizational and leadership theory with a focus on transformational leadership. Concentrations in business management, public and nonprofit administration, and educational administration provide opportunities for students to examine theory and practice of leadership through sector-focused studies. The program is undergirded by a series of research methodologies courses, culminating in a dissertation.

The core curriculum consists of 12 courses in research methodologies and the leadership of dynamic organizations.

**LEAD 710 Historical and Cultural Perspectives of Organizational Leadership** .....3

In this course, students will examine the history of leadership theory to understand the pattern of its development and to explore where the study of leadership may go in the future. Students will also explore the nature and character of leadership. The key questions are: What is leadership? What are the different aspects of leadership? How has that understanding remained the same or changed throughout Western history? How does context affect the nature of leadership? What are the moral purposes of leadership? This course utilizes an interdisciplinary approach in its survey of leadership issues, incorporating historical, literary, political, scientific, sociological, and theological perspectives.

**LEAD 720 Leadership Theory and Practice** .....3

As a field of study, leadership is a complex subject. This course will expose students to leadership literature and theories, so that they may use them as a platform in order to reflect on their personal practices within their own organizations. Because leadership is influenced by the complexities of the human element, as well as various worldviews and their corresponding value systems, students will be challenged to integrate their understanding of leadership practice with the tenets of Christian faith. Through this course, students will develop an understanding of the main exponents of leadership theory and their respective theories as they learn to critically evaluate their own personal practices as leaders. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

**LEAD 730 Models of Organizational Behavior** .....3

In this course we will explore the dynamics of human behavior in organizational settings by familiarizing ourselves with basic organizational behavior (OB) theories at these various levels of analysis. A recent shift in the field is the prominence OB scholars have given to the role of positive psychology. From this perspective, managers strive to be altruistic, authentic, and transformational in their interactions with followers. In addition, each individual is viewed as inherently seeking to live a virtuous life by realizing their true vocation or calling. In short, regardless of our profession or work environment, we are whole beings who cannot, and should not separate our values and spiritual needs from our professional pursuits. When managers, employees and organizations recognize the value of and pursue such a philosophy of



organizational behavior, we can achieve extraordinary levels of success and fulfillment. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**LEAD 740 Foundations of Research Methodology**.....3

This course is the first semester in the statistics sequence aimed at grounding doctoral students in the methods of social and behavioral science research and thus begins the preparation for the doctoral dissertation. It is assumed that students will have some background in statistics and research methodology, nevertheless this course will revisit the foundations of research methodology providing students with a basic framework to critically evaluate social and behavioral science research. Students will be evaluated on their understanding and ability to apply the major concepts and methods of qualitative and quantitative research. The application part of this course emphasizes the critique of research articles and in particular the appropriateness and strength of the research methods used. This course should enable students to evaluate more critically the claims of the author’s in the scientific literature as well as the “experts” in the popular press. To learn method is to learn how to reflect on the world in a systematic way. Undergraduate level statistical proficiency is a prerequisite to this course.

**LEAD 800 Directed Study**.....3

Students with a demonstrated ability and special interest may take a graduate course as a directed study. This is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. A directed study would substitute for one of the courses in the designated concentrations. Note: Doctoral students need to have earned a minimum of 36 credits before attempting a directed study.

**LEAD 810 Strategic Leadership and Organizational Change**.....3

In today’s rapidly changing world, leadership within an organization must foster a shared culture that is based upon a common vision, mission, and values. Leaders must conceptualize, institute, and impart the vision and mission of the organization to both internal employees and external constituents. Merging this vision with practical business strategies that best utilize the organization’s resources is one of the great challenges faced by many leaders. This course will enable students to develop an understanding of strategic management concepts and to assess, analyze, and potentially resolve complex management problems. Students will learn to use different analytical techniques in the formation of comprehensive business strategies. The primary method of instruction will be case analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**LEAD 825 Capacity Building in Human Resources** .....3

This course introduces human resource management from a strategic perspective. In this course, students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Students will develop an understanding of strategic management and its importance in building an effective and healthy organization. Among the topics included are: formulation and implementation of human resource strategy, methods of recruitment and selection, techniques for training and development,

performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. The course adopts an integrative approach in that applications are made to organizations within the business, education and non-profit sectors and supported with studies/case studies in the respective fields. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**LEAD 830 Leadership, Spirituality and Mission** .....3

This course introduces students to the nature and purpose of spirituality and spiritual development. The course proposes to assist students in constructing and refining those spiritual principles of interpretation that are philosophically, theologically, and pastorally relevant to the tenets of the human condition within the Christian community and other religious traditions. The placement for leadership (for this course) lies within the context of human development, spiritual awakening, and self-discovery through introspection and reflection. This course is leadership oriented, spiritually significant, and theologically challenging to help integrate holistic and personal growth in areas that are quintessential aspects of a leader illuminated by spirituality. The critical questions that must be asked and answered are: How does each of the eight interdependent areas impact and enhance leadership either individually or collectively?

**LEAD 840 Leadership, Justice and Servanthood** .....3

Meaningful responses to human suffering are grounded in discernment regarding human conflict; harm and oppression; power and the abuse of power; and the rights, responsibilities, and opportunities – personal, communal, and global – that arise from the crucible of potential that is our humanity. Using different theories of justice, students will look at what it means to be leaders who champion just systems and practices in their own organization, industry sector, and profession. This course asks students to address such questions as: What does it mean to lead justly, to advocate for justice? How can one choose servant leadership, restorative justice, and forgiveness in the face of systemic oppression, suffering, and grave human atrocities? What does it mean to be a person of restorative justice and forgiveness? In Leadership, Justice, and Servanthood, students engage in reading, reflection, research, and discussion that inform their practice as leaders and leadership scholars who advocate for justice and who model servant leadership.

**LEAD 860 Leadership in Global Contexts**.....3

This course examines complex philosophical and contextual issues related to global leadership. We begin with an examination of this historical influences of certain fundamental epistemic and ontological beliefs of Western, Eastern, African, and other cultures. The practice of moral leadership requires attention to particular perspectives of individual leaders and their followers, as well as the various dimensions of culture that inform and influence both the theory and practice of leadership. In this course, we will seek to understand how culture shape moral worldviews and relationships. In addition, we will critically engage with thinkers who offer- individually and collectively- their own normative conceptions for constructing cross-cultural ethics or universal ethics. Finally, students will example the ways in which leadership theory itself may be epistemically, culturally, ethically, and ontologically dependent.

- LEAD 870 Qualitative Research Methodology** ..... 3  
This graduate research methodology course introduces doctoral students to (1) a variety of qualitative research approaches, including but not limited to ethnography, grounded theory, phenomenology, case study, narrative inquiry, and autoethnography; (2) the qualitative research process and design; and (3) ethical and scholarly rigor for qualitative research. LEAD 740 is a prerequisite to this course.
- LEAD 871 Quantitative Research Methodology** ..... 3  
This course is the second semester in the statistics sequence for the PhD in Organizational Leadership at Eastern University. The intellectual focus of this course is the presentation of statistical models for estimating causal effects of variables. The model of an effect is a conditional mean (though we might imagine other effect). The notion of causality is the effect of one variable on another holding all else constant. This research class provides students the opportunity to examine processes and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected problems in the social sciences. The course examines experimental, quasi-experimental, and non-experimental designs using quantitative methods. We examine assessments of reliability and validity, and use of descriptive and inferential data analysis. LEAD 740 is a prerequisite to this course.
- LEAD 880 Advanced Qualitative Research** ..... 3  
This advanced qualitative research seminar provides an opportunity for third-year doctoral students, who have elected a qualitative research as their dissertation orientation, to conduct an extensive literature review on their research method, experience the qualitative research process, and develop a workable qualitative research design that can become a foundation for their dissertation proposal. For this reason, students are expected to learn independently, evaluate critically reading materials suitable for their dissertation topic, method and design; and explore actively various qualitative data collection and analysis techniques. Students who elect this course are expected to have a clear idea of their dissertation topic and have selected their research method. LEAD 740 and LEAD 870 are prerequisites to this course.
- LEAD 881 Advanced Quantitative Research** ..... 3  
In this course, students apply methods for conducting research projects and analyzing information to answer research questions and test hypotheses. The course surveys advanced qualitative methods such as path analysis and structural equation modeling (SEM). The course involves the submission of a complete research proposal pilot study submission to the IRB, as well as collection and analysis of data. It includes executing and writing up the results of a research study. It also includes dialogues that cover key issues in measurement in qualitative research, statement of testable hypothesis, presentation of statistical analysis, and interpretation of research findings. Throughout the course process, students are called upon to improve scholarly writing techniques and explore skills needed to successfully design and execute a PhD dissertation. LEAD 740 and LEAD 871 is a prerequisite to this course.
- LEAD 882 Research Team** ..... 3  
This course is aimed at providing doctoral students with practical research experience in designing and/or conducting a full-scale qualitative, quantitative, or mixed-methods study, by working in a research team guided by a faculty member. The topic of research is determined

by the faculty mentor, depending on his/her research agenda. Students are expected to conduct literature review; collect, analyze, and interpret data; and/or write a research report for publication or presentation. The focus of the course may vary depending on the research topic and agenda of a research team. Students of all academic stages are welcome to the course but must gain permission from the faculty mentor to participate. Space is limited in all research teams. Once accepted to the course, students are expected to participate in the research term for at least two semesters. Students may register for the course more than once as enrichment experience beyond their required PhD curriculum. LEAD 740 is a prerequisite to this course.

## BUSINESS MANAGEMENT CONCENTRATION

- MNGT 750 Organizational Design** ..... 3  
This course examines contemporary organizational design and the view that organizations are living and dynamic systems. We seek to understand how to optimally configure organizational units to promote such things as innovation, productivity, and values. We examine functional, divisional, and matrix organizations, and how to create competitive advantage through things such as democratic decision-making, crowd-based organizations, internal resource markets, and other aspects of collective intelligence. Students will examine competitive and dysfunctional aspects of leadership, workflow, procedures, and structures in systems that provide strategic advantage in effective and innovative organizations.
- MNGT 765 Leading in Community: People, Problem Solving and Conflict** ..... 3  
Interpersonal relationships within an organization are critical to the success of the enterprise. Although leaders must often focus on articulating the mission and vision of an organization to external constituents, this emphasis may lead to underdeveloped structures and undernourished personnel within the organization. Leading in Community will provide students with multiple frameworks within which to analyze their own leadership styles, characteristics, and effectiveness for the purpose of cultivating community within the organization. In addition, this course will focus on the role of Human Resources within an organization. By the completion of the course, students will develop an ethical framework to identify organizational systems and processes for increasing communication, solving problems, and reducing conflict.
- MNGT 780 Training and Development** ..... 3  
This course begins with an exploration of the difference between the notions of training as compared to human development in organizations. While addressing the former, this course focuses on the latter and builds upon the belief that people are an organization's greatest resource. This course also examines effective methods for providing employees with professional development experiences that facilitate alignment of purpose, values, and organizational goals and objectives. Students will engage with research and best practices related to Human Resource Development (HRD), Talent Development (TD) and Leader Development (LD) to propose a program and programmatic evaluation. By the completion of this course, students will be able to design and evaluate the effectiveness of HRD/TD/LD programs.



**MNGT 880 Consulting Practice** ..... 3  
This course examines the philosophy of consulting to include the ‘main body of leadership mind’—ethics, courage, reality, and vision—as intelligence tools. It also analyzes the consulting domain as it relates to internal and external barriers of organizations, such as structural concerns, gaps in leaders’ skills and knowledge, and effectiveness of collective intelligence. Students will learn to understand, apply, analyze, synthesize, and evaluate consulting principles and practices through a variety of instructional activities and to participate in the consulting process through case studies and research.

#### **PUBLIC AND NONPROFIT ADMINISTRATION**

**BUSA 750 Strategic Management of Nonprofit Organizations** ..... 3  
Guided by the unique purpose of the non-profit sector, this course will develop students’ ability to manage organizational resources and practices strategically. Strategic management entails monitoring the effectiveness of the organization to ensure that it is healthy and aligned with its mission and strategic goals. This helps ensure that effective and efficient execution of these goals is taking place. The course will review strategic organizational issues that assist the executive leadership to align activities with goals, thus enhancing the organization’s long-term sustainability and impact.

**BUSA 760 Advocacy and Public Policy** ..... 3  
As governments make public policies that have significant impacts on human relationships of all types, those who desire God’s justice and peace for the world make understanding and influencing policy a priority. Thus, this course prepares leaders to analyze public policy and assess and deploy appropriate strategies to engage the public and governments at all levels. First, students will evaluate historic models of public engagement to assess the roles and strategies of groups engaged in civil society. Students will also become familiar with the range of government policy instruments and strategies used in various national and political contexts. Second, coursework will emphasize developing critical analyses of the broad range of conceptual and strategic approaches to advocacy and utilizing and evaluating policy analysis tools. Students will compare critical policy needs in various countries and appraise the policy analysis tools and advocacy strategies surveyed. In order to approach advocacy from a uniquely Christian perspective, participants will examine the Christian witness to the state (at all levels) and evaluate the role followers of Jesus have in walking with the oppressed to seek justice for them. Case studies from a variety of Christian and secular organizations will highlight the various approaches used to influence policy and levels at which advocacy can occur.

**BUSA 770 Advancement, Fundraising and Philanthropy for Nonprofit** ..... 3  
This course will examine the timeless subject of philanthropy, beginning with its Judeo-Christian roots, tracing its development through history, and culminating with research findings in contemporary philanthropy. Historical analysis of the role of money and giving in society will be balanced with a view of modern philanthropic developments. Challenges to voluntarism and philanthropy will also merit our attention. The aim of our study, debate, interaction, and reflection will be to engage the hearts, minds, and souls of those on whom our

institutions depend—the philanthropists—in order to find a commonality of vision that extends shared wishes and dreams. The domains, structure, and competencies of the modern development office will be explored and practiced.

**BUSA 880 Collaborative Leadership and Partnership** ..... 3  
This course will cover the development of a philosophy of partnership and collaboration for the organization tying it to the concepts of servant leadership and organizational stewardship. Practical implications will be the conceptual and practical questions in the design, implementation, and ongoing management of partnerships both with the internal stake holders and external organizations. Collaborative competencies and models of partnership between nonprofits and government, nonprofits and the church, and nonprofits and nonprofits will be examined.

#### **EDUCATIONAL ADMINISTRATION CONCENTRATION**

**EDU 750 Leadership and the Chief Executive Officer in Education** ..... 3  
This course addresses the unique role of the chief executive officer of an educational institution, whether the president of a university, head of a private school, or superintendent of a school district. The CEO of an educational institution has responsibility for the multiplex of issues that impact his or her office. Students will analyze that multiplex to determine how the CEO can be most effective, evaluating the relevant political, economic and social factors, the focus on academic excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building. Emphasis is placed on the leadership skills necessary for the successful CEO to lead his or her educational enterprise. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDU 760 Equity, Justice and Accountability in Educational Leadership and Policy** ..... 3  
This course will introduce to educational leaders concepts, theories, and policies pertaining to educational equity and justice and governance accountability; help the leaders apply the equity framework to the critical analysis of national, state, and local policies affecting educational practices in their organization; and develop the leaders as transformational problem-solvers promoting educational equity, justice, and accountability. The leaders are expected to utilize qualitative and quantitative information from scholarly and primary sources to gain knowledge of educational policies and to seek ways to improve the policies to effect equitable, just, accountable education for all students. The role of boards in educational institutions will be examined. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDU 780 Advanced Study of Educational Law and Finance** ..... 3  
The first part of the course focuses on methods to analyze financial status, forecast financial projections, and negotiate financial solutions for building programs. The second part of this course focuses on contemporary legal issues confronting primary, secondary, and post-secondary



(higher educational) institutions. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDU 880 Educational Leadership Practicum .....3**

The emphasis of this course is placed on the integration of prior course work and work-place experience necessary for the preparation of the educational leader who intends to serve in higher education, K-12 public education, private schools, charter schools, international schools, for-profit schools, or educational consulting firms. This course is designed for students to apply knowledge acquired from prior core and concentration courses through a mentored practicum experience. Two sections of the course are typically offered. In the K-12 section, the course will provide for reflective experience in various leadership functions including: finance, law, curriculum, assessment, planning, human resources, communication, student development, advancement, marketing, community relations, or governance. Seventy hours of extended practicum hours are required for students pursuing the Superintendent Letter of Eligibility. The higher education section focuses on higher education teaching, introducing university teaching as a profession and vocation. Students will examine critical issues in higher education, historically and currently, explore pedagogy and practice teaching skills appropriate to various institutional settings, populations, and methods of delivery. Ultimately, students will be prepared to define their own philosophy of teaching, develop effective teaching skills and artistry, and plan to navigate a university career. 15 hours of on-site field work/ internship are required.

**COMPREHENSIVE EXAMINATIONS**

Successful completion of comprehensive examinations is necessary for progression to Ph.D. candidacy in the program. Comprehensives include two parts, written exams and portfolio. The written exams are administered after successful completion of two years (36 credits) with a cumulative grade-point average of at least 3.0 prior to sitting for

examinations. The portfolio is submitted after the successful completion of three years (51 credits) with a cumulative grade-point average of at least 3.0. An examination committee consisting of three faculty members chosen by the program director shall determine the content of the written exam portion of the comprehensives.

**LEAD 910 Dissertation Proposal Seminar .....3**

This seminar introduces students to the process of dissertation proposal development. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research design courses, to develop their ability in writing research questions/hypotheses, and to critically evaluate organizational leadership research proposals. By the conclusion of the seminar, each student will complete the first draft of his/her concept paper.

**LEAD 920, 921, 922 Dissertation I, II, III ..... 3, 3, 3**

The doctoral dissertation in Organizational Leadership is designed to demonstrate the student’s ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. The dissertation should be original research that contributes to the field of knowledge, while simultaneously demonstrating the student’s comprehension of existing scholarship on the subject. LEAD 910 is a prerequisite to LEAD 920 and subsequent dissertation courses.

**LEAD 931 Dissertation Continuation ..... 0**

Students must enroll in this two-credit dissertation continuation course each semester to receive uninterrupted advising from their dissertation chair and members beyond LEAD 920/921/922 until the semester when they defend their dissertation and are conferred. These credits do not accrue although students are billed for two credits. LEAD 920/921/922 are prerequisites for this course



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**Ivars Bilkins** ('09), *Instructor of Education*, (B.S., Ed.M., Temple University)

**Phaedra Blocker** ('05), *Affiliate Professor in Christian Ministry*, (B.A., Temple University; M.Div., Eastern Baptist Theological Seminary)

**Rita Borzillo** ('04), *Affiliate Professor, Health Administration* (B.A., Roanoke College; J.D., Widener University)

**Carla Cardwell** ('11), *Instructor of Social Work* (B.A., Rutgers University; M.S.S. Bryn Mawr College)

**Ronald Christman** ('09), *Education* (B.A., Catawba College; M.Ed., University of North Carolina; Ed.D., Immaculata University)

**Whitney Collins** ('13), *Affiliate Professor, Business* (B.A., Lafayette College; M.B.A., Lehigh University)

**Jeffrey Dill** ('11), *Affiliate Professor of Sociology* (B.A., Wheaton College, M.A., Biblical Theological Seminary, Ph.D., University of Virginia)

**Leslie Elken** ('13), *Affiliate Professor, Business* (B.A., Wheaton College; M.A., University of Pennsylvania)

**David Farmer** ('87), *Affiliate Professor of Preaching* (B.A., Carson-Newman College; M.Div., Ph.D., Southern Baptist Theological Seminary)

**David C. Greenhalgh**, *Professor Emeritus, Ph.D. in Organizational Leadership* (B.A., Barrington College, M.A., M.Ed. Rhode Island College, Ed.D. Boston University.)

**Edith Hartos-Kirchner** ('04), *Education* (B.A., Eastern College; M.Ed., Beaver College)

**Katrina Hayes** ('08), *Instructor of English* (B.A., Eastern University; M.A., West Chester University)

**Francis E. Kawtoski** ('04), *Instructor of Education* (B.S., The Pennsylvania State University; M.A., Ed.D., Lehigh University)

**Robin Lowery** ('01), *Instructor of Business* (B.S., Drexel University; M.B.A., Eastern College)

**Wayne H. Lutz** ('06), *Instructor of Biology* (B.A., Muhlenberg College; D.C., Palmer College of Chiropractic)

**Greg McCord** ('98), *Instructor of Education* (B.S., Kutztown State College; M.A., Millersville State College)

**Nicole McKeown** ('13), *Instructor of Education* (B.S., M.S., Saint Joseph's University)

**Harry Mercurio** ('95), *Instructor of Education* (B.A., West Chester University; M.Ed., Ed.D., Widener University)

**Carol Nigro** ('11), *Instructor of Mathematics and Education* (B.A., Temple University; M.Eng. Pennsylvania State University)

**S. Timothy Pretz** ('99), *Affiliate Professor in Pastoral Care and Counseling* (B.S., Bucknell University; M.Div., Gordon-Conwell Theological Seminary; D.Min., Eastern Baptist Theological Seminary)

**Jana Purkis-Brash** ('04), *Affiliate Professor in Pastoral Care and Counseling* (B.A., State University of New York at Old Westbury; M.Div., Drew Theological School)

**Eric E. Rios** ('07), *Affiliate Professor, Management* (B.A., M.B.A., Eastern University; PCER, Villanova University)

**Kathy Van Horn** ('99), *Affiliate in Counseling* (B.A., M.Ed., Temple University)

**Deborah Watson** ('95), *Affiliate Professor in Greek* (B.S., Gordon College; M.Div., M.T.S., Eastern Baptist Theological Seminary; Ph.D., University of Durham, England)

**Deborah Winters** ('99), *Affiliate Professor in Old Testament* (B.S., West Chester University; M.Div., Eastern Baptist Theological Seminary; M.A., Ph.D., Temple University)

**Peter Wool** ('87), *Affiliate Professor in Pastoral Leadership* (B.S. University of Delaware; M.Div., D.Min., Eastern Baptist Theological Seminary)

**Joseph Zagerman**, *Affiliate Professor, Management* (B.A., M.B.A., Eastern University)

## EMERITI FACULTY

- Gordon C. Bennett**, *Associate Professor of Communications* (A.B., Dickinson College; M. Div., Berkeley Baptist Divinity School; M.A., Temple University)
- Frederick J. Boehlke, Jr.**, *Professor of History* (B.A., University of Pennsylvania; B.D., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania)
- Anthony Campolo**, *Professor of Sociology* (A.B., Eastern Baptist College; B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., Temple University)
- Caroline L. Cherry**, *Professor of English* (A.B., Randolph Macon Woman's College; M.A., Ph.D., University of North Carolina)
- James Engel**, *Distinguished Professor of Marketing and Research* (B.S., Drake University; M.S., Ph.D., University of Illinois)
- David A. Fraser**, *Professor of Sociology* (B.A., Columbia International University; A.B., Stanford University; A.M., Harvard University; M.Div., Fuller Theological Seminary; M.A., Ph.D., Vanderbilt University)
- Peter Genco**, *Professor of Philosophy* (B.A., Houghton College; M.A., Ph.D., New York University)
- Donald C. Gray**, *Associate Professor of Sociology* (B.App.Math., University of Minnesota; B.D., Fuller Theological Seminary; M.A., Ph.D., University of Kentucky; M.S., Villanova University)
- David C. Greenhalgh**, *Professor of Education* (B.A., Barrington College, M.A., M.Ed. Rhode Island College, Ed.D. Boston University)
- Christopher A. Hall**, *Distinguished Professor of Theology* (B.A., University of California, Los Angeles; M.A., Fuller Theological Seminary; Th.M., Regent College; M. Phil., Ph.D., Drew University)
- A. Gilbert Heebner**, *Distinguished Professor of Economics* (B.A., University of Denver; M.A., Ph.D., University of Pennsylvania)
- Edward G. Kuhlmann**, *Professor of Social Work* (A.B., Wheaton College; M.S.W., D.S.W., University of Pennsylvania)
- Helen W. Loeb**, *Professor of Education* (B.S., Rowan University; Ed.M., Temple University; Ph.D., Bryn Mawr College)
- Kenneth H. Maahs**, *Abram S. 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)
- 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)
- Joyce C. Munro**, *Senior Lecturer of English* (B.A., Eastern University; M.A., Villanova University)
- Elizabeth A. Morgan**, *Professor of English* (A.B., Eastern Baptist College; M.A., University of North Carolina; Ph.D., Drew University)
- John E. Stapleford**, *Professor of Economic Development* (B.S., Denison University; M.A., Southern Illinois University; Ph.D., University of Delaware)
- Nancy Thomas**, *Senior Lecturer of English* (A. B., Wheaton College; M.A., Villanova University)
- David J. Tyson**, *Associate Professor of Psychology* (B.A., Gordon College; M.S., University of Southern California; Ph.D., Pennsylvania State University)
- Mary Stewart Van Leeuwen**, *Professor of Psychology and Philosophy* (B.A., Queen's University; M.A., Ph.D., Northwestern University)
- Raymond C. Van Leeuwen**, *Professor of Biblical Studies* (B.A., Calvin College; B.D., Calvin Theological Seminary; M.A., Ph.D., University of St. Michael's College)
- David L. Wilcox**, *Professor of Biology* (B.S., Geneva College; Ph.D., The Pennsylvania State University)

## ADMINISTRATIVE LEADERSHIP

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### INTERNATIONAL STUDENT SERVICES

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- James L. Sauer (B.A., M.A., M.L.S., D.A.), *Director of the Library*
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- Andrea Reed Rodgers (B.A., M.L.S.), *Digital and Media Librarian*
- Marvin Smith (B.A., M.A.T.S., M.L.S., D.Min), *Reference and General Services Librarian*

### REGISTRATION AND RECORDS

Sarah A. Roche (B.A., M.A., M.B.A.), *University Registrar*

### STUDENT DEVELOPMENT -

#### DIRECTORS AND DEPARTMENT HEADS

- Bettie Ann Brigham (B.A., M.S., Ed.D.), *Vice Provost for Student Development and Retention*
- Daryl Hawkins (B.S., M.A., M.T.S.), *Dean of Students*
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- David Schlosser (B.A., M.S., M.B.A.), *Director, Advising Center and Assistant Dean of Students*
- Heidi Birtwistle, *Interim Director of Athletics*
- Nathaniel J. Stutzman (B.S., M.Ed., M.A.) *Director, Leadership Fellows Program*

Sarah E. Todd (B.A., M.Ed.), *Director, Office of Talent and Career Development*

#### TECHNOLOGY SERVICES

Philip Mugridge (B.A), *Interim Executive Director of University Technology Services*

#### ALUMNI ASSOCIATION

Mary (Chaplin) Gardner '83, M.Ed.'12 *Director of Alumni and Parent Relations*

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

email: [alumni@eastern.edu](mailto:alumni@eastern.edu)

1.800.600.8057

#### EXECUTIVE COUNCIL MEMBERS

Sherri (Wilcox) Bwint '83, *Chairperson*

Emily (Erisman) Sahrhage '13, *Secretary*

Tim April '00

Esther (Sprowls) Ashbaugh '72

Chris Lister '86, M.Div.'14

Don MacNeill '78

Katherine (Coulter) Martin '10

Leah (Welding) Mulhearn '03

Joseph Tatta '55, *Emeritus Member*

Mary (Chaplin) Gardner '83, M.Ed. '12  
*EU Representative*

Laura Manger '98, *EU Representative*



## DISCLOSURES AND STUDENT CONSUMER INFORMATION

### EQUAL OPPORTUNITY

Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin. Details of the Title IX policy prohibiting sex discrimination are included in the Student Handbook [www.eastern.edu/campus/studev](http://www.eastern.edu/campus/studev) or by request to the Vice President for Student Development 610.341.5822.

### THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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 [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 a testing site for current and former military personnel to validate college-level learning that was acquired through experience and non-collegiate instruction

**Requests for Reviews by the Executive Director of Enrollment** – Eastern is committed to providing “military friendly” procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty or veteran's affairs issues cause a delay in the prospective student's planned enrollment, the applicant may submit a written request for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

**Convenient Communication** – Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

**Web site Resources** – Online application and payment services are available via [www.eastern.edu](http://www.eastern.edu). Costs, course offerings, financial aid information, forms, policies, procedures, and programs of study are among the many resources located on Eastern's Web site.

### INFORMATION SECURITY

The University Registrar provides oversight for the University's information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:

- Employee training and management
  - Information systems, including network and software design, as well as information processing, storage, transmission and disposal
  - Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:

- Academic Computing
- 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.

#### **STUDENT IMAGES**

Photographs are taken of students engaged in various activities, both in class and out, for use in internal and external publications and media. Enrolled students are considered to have given permission to be photographed unless they request exclusion by submitting a written request to the Director of Communications.

#### **ATHLETIC PROGRAM PARTICIPATION RATES AND FINANCIAL SUPPORT**

Annual notification to enrolled students is provided by the Student Development Office or by request to the Vice President for Student Development 610.341.5822.

#### **DRUG AND ALCOHOL PREVENTION INFORMATION**

Annual notification to enrolled students is provided by the Student Development Office [www.eastern.edu/student-life/student-development](http://www.eastern.edu/student-life/student-development), Public Safety Policies and Procedures PDF or by request to the Vice President for Student Development 610.341.5822.

#### **GRADUATION AND RETENTION TRENDS**

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research [www.eastern.edu/office-institutional-effectiveness-research-and-assessment/](http://www.eastern.edu/office-institutional-effectiveness-research-and-assessment/) or by request to the Director of Institutional Research 610.341.5898.

#### **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex and will act to protect students and employees from the negative outcomes of harassment, discrimination and assault and will take action as needed to make the University a safe place to work and learn. The Title IX officer for Eastern University is Bettie Ann Brigham, Vice Provost for Student Development and Retention, 610-341-5823 or [bbrigham@eastern.edu](mailto:bbrigham@eastern.edu).



**CORRESPONDENCE DIRECTORY**

Staffed educational sites  
 Central PA - Harrisburg  
 750 East Park Drive  
 Harrisburg, PA 17111  
 Phone: 717.565.1950  
 Fax: 717.565.1954

St. Davids  
 1300 Eagle Road  
 St. Davids, PA 19087  
 Phone: 610.341.5800

Philadelphia – 18th & JFK Blvd.  
 1800 JFK Boulevard  
 11th Floor  
 Philadelphia, PA 19103  
 Phone: 215.557.0090  
 Fax: 215.557.0901

Philadelphia – 3 Falls Center Suite 1  
 3300 Henry Ave.  
 Philadelphia, PA 19129  
 Phone: 215.769.3102  
 Fax: 215.848.2651

**ACADEMIC SCHOOLS/DEPARTMENTS**

Counseling Psychology Department..... 610.341.1595  
 D.A. in Marriage and Family..... 610.341.1596  
 College of Education..... 610.341.1383  
 Nursing Department..... 610.341.5896  
 Ph.D. in Organizational Leadership..... 610.225.5519  
 School of Leadership and Development..... 610.341.4394  
 School of Management Studies..... 610.225.5722  
 Urban Studies Department..... 215.769.3120

**CONTACT INFORMATION**

Admissions..... 610.341.5972  
 Alumni Affairs ..... 610.341.5961  
 Athletics..... 610.341.1736  
 Billing..... 610.341.5831  
 FAX 610.341.1492  
 Blackboard Help Desk..... 610.225.5037  
 Career Planning ..... 610.225.5884  
 Christian Life Activities and  
 Chaplain's Office..... 610.341.5826  
 College of Graduate and  
 Professional Studies ..... 610.341.1395  
 FAX 610.341.1468  
 Computer Help Desk..... 610.341.1726  
[helpdesk@eastern.edu](mailto:helpdesk@eastern.edu)  
 Curricular Matters, Records, Transcripts ..... 610.341.5853  
 FAX 610.341.1707  
 Cushing Center for Counseling  
 and Academic Support..... 610.341.5837  
 E-Mail Help Desk ..... 610.341.5849  
[acadcomp@eastern.edu](mailto:acadcomp@eastern.edu)  
 Financial Aid..... 610.225.5102  
 FAX 610.225.5651  
 International Student Advisor..... 610.341.5870  
 Public Relations..... 610.341.5930  
 Registrar..... 610.341.5853  
[registrar@eastern.edu](mailto:registrar@eastern.edu)  
 Registration Changes  
 (Accelerated Programs) ..... 610.341.1391  
 FAX 610.341.5998  
 Registration (Semester Programs)..... 610.341.5853  
 FAX 610.341.1707  
 School Nurse ..... 610.341.5955  
 Security (St. Davids)..... 610.341.1737  
 Student Accounts, Advisor ..... 610.225.5114  
 Student Accounts Office..... 610.341.5831  
 FAX 610.341.1492  
 Student Services..... 610.225.5721  
 Webmaster..... 610.341.5973

## DIRECTIONS TO EASTERN UNIVERSITY

### ST. DAVIDS, PENNSYLVANIA

**From I-476,** Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

**From Philadelphia,** Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions “From I-476.”

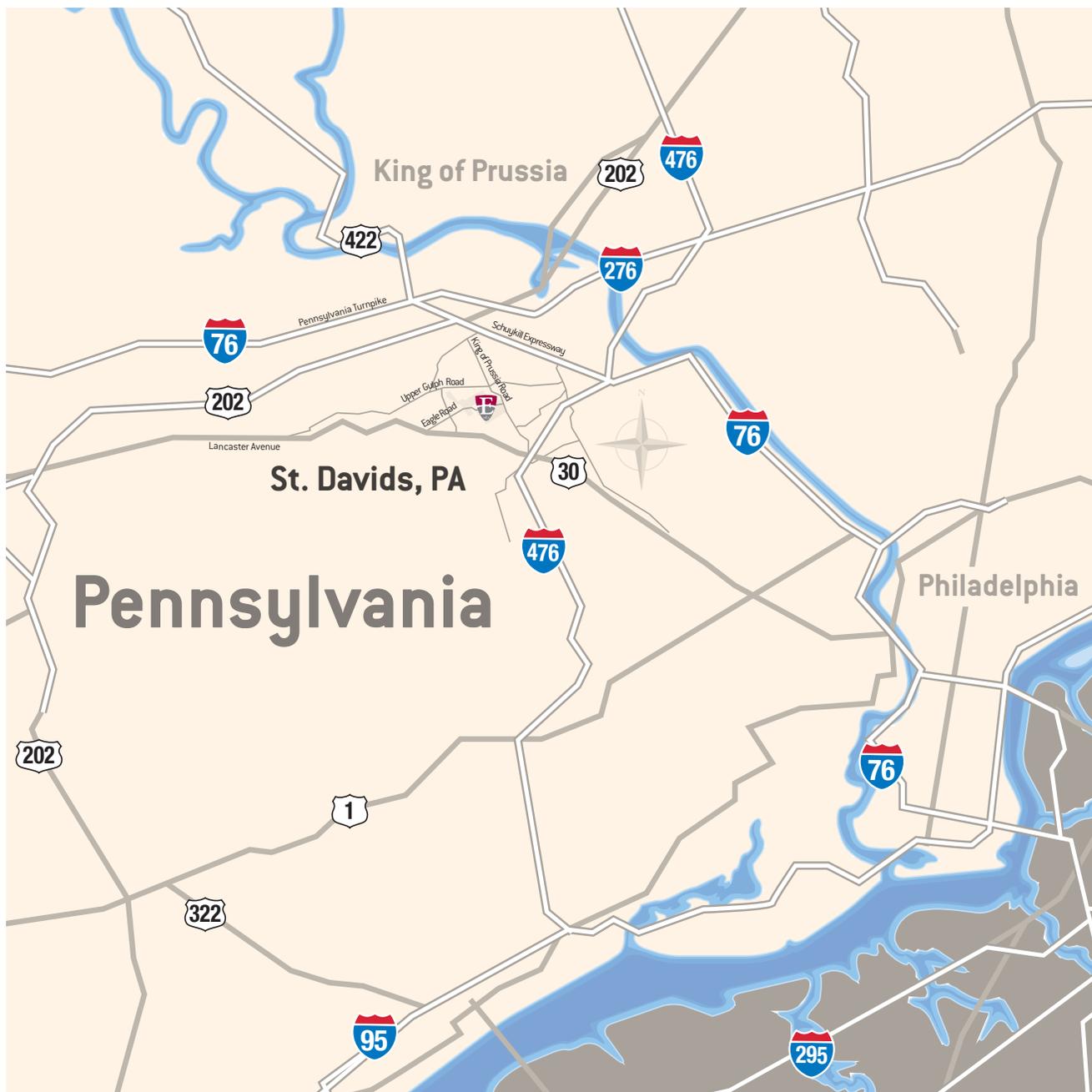
**From Pittsburgh and Points West,** Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions “From I-476.”

**From Northern PA and New York,** Take I-81 South to the Northeast Extension (I-476 South) Follow directions “From 476.”

**From New York City and New England,** Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions “From I-476.”

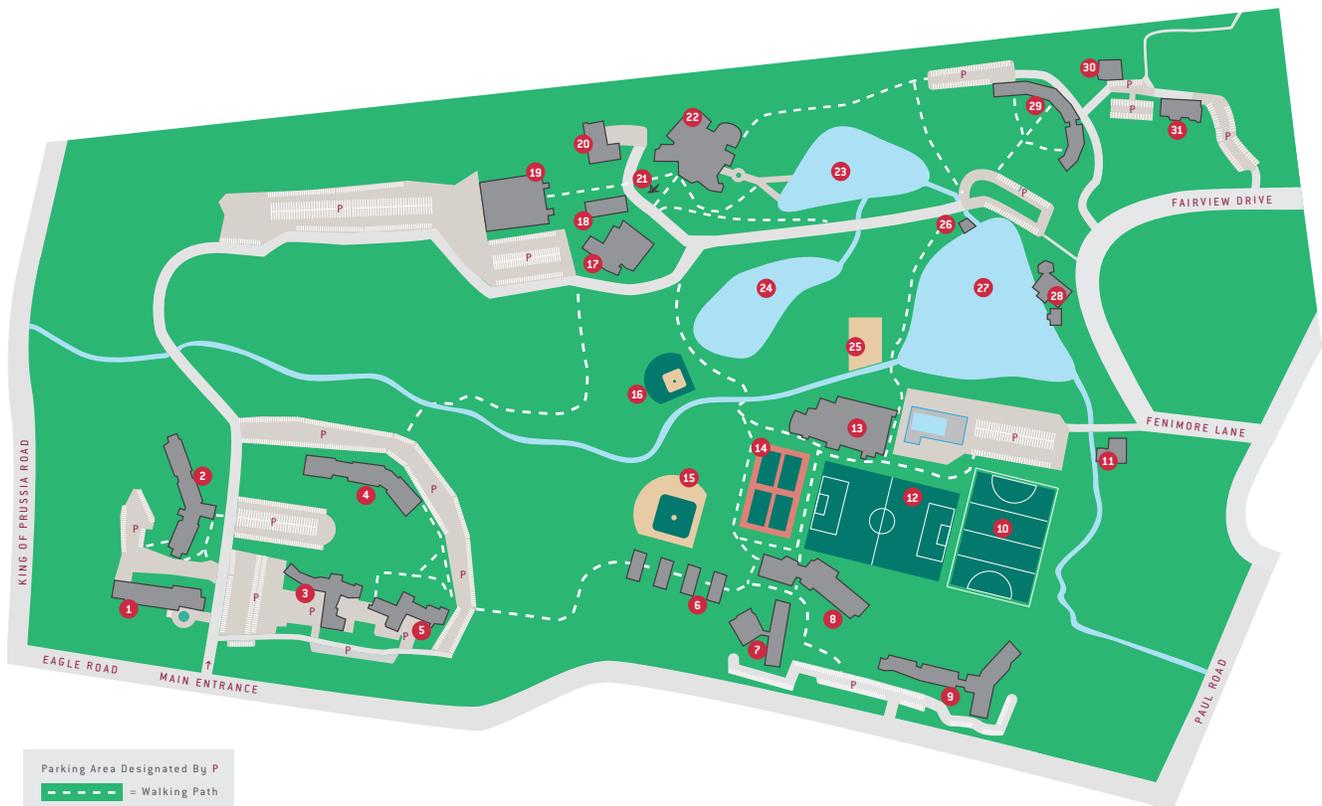
**From Washington, D.C., Baltimore, MD and Points South,** Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

**From the Train,** get off at St. Davids and follow Chamounix Road to Fairview Drive.



## ST. DAVIDS CAMPUS

1. **Eagle Learning Center**  
*Academic Computing, Classrooms, Nursing Lab*
2. **Eagle Residence Hall**
3. **Fowler Hall**  
*President's Office, Provost's Office, Registrar's Office, Templeton Honors College, Undergraduate Admissions Office*
4. **Sparrowk Residence Hall**
5. **Workman Hall**  
*Music Department*
6. **Gallup Residence Halls**
7. **Hainer Residence Hall**
8. **Gough Residence Hall**  
*Conference Room*
9. **Kea and Guffin Residence Halls**  
*Breezeway Café*
10. **Auxiliary Field**
11. **Gym Cottage**  
*Conferences and Special Events*
12. **Olson Field**
13. **Gymnasium and Recreational Gymnasium**  
*Athletics Department, Athletic Training Center, Dance Studio, Fitness Center*
14. **Tennis Courts**
15. **Baseball Field**
16. **Softball Field**
17. **Harold C. Howard Center/Warner Library**  
*Bookstore, Classrooms, Sociology/Criminal Justice, Missiology/Antbropology, Youth Ministry, Human Resources*
18. **Janet Long Mall Cottage**  
*Assessment, Institutional Effectiveness, Institutional Research Office; Financial Aid Office; Student Accounts Office*
19. **McInnis Learning Center**  
*Arts and Sciences Dean's Office, Administrative Computing, Auditorium, Biokentics Lab, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Planetarium*
20. **Andrews Hall**  
*Business, Chemistry, Communication Studies*
21. **Eastern Eagle**
22. **Walton Hall**  
*Baird Library, Conference Rooms, Cusbing Center for Counseling and Academic Support (CCAS), Dining Commons, Jammin' Java Coffee Shop, Mail and Copy Center, Office of Faith and Practice, Office of Talent and Career Development, Prayer Chapel, Security Office, Student Development Offices, Student Government Office*
23. **Willow Lake**
24. **Lower Lake**
25. **Sand Volleyball Court**
26. **Historic Waterwheel**
27. **McGraw Lake**
28. **Gate House**  
*Department of Nursing*
29. **Doane Residence Hall**  
*Student Health Center*
30. **Adams Hall**  
*Campus Services/Plant Operations*
31. **Ott Hall**  
*Alumni Relations, Business and Finance Office, Advancement Office, Security Office*





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1300 Eagle Road, St. Davids, PA 19087-3696  
1-800-452-0996 ugadm@eastern.edu www.eastern.edu

