Campolo College of Graduate and Professional Studies

2012 Master's and Doctoral Degree Programs

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EASTERN UNIVERSITY IS AN EQUAL OPPORTUNITY INSTITUTION

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

REGULATION CHANGE

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

faith   reason   justice

EASTERN
U N I V E R S I T Y

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

MISSION STATEMENT

MISSION

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

VISION

Eastern University is dedicated to ideas, inquiry, and the development of people of faith who will enhance the quality of society and the church. Toward that end, Eastern will continue to expand its formative role in the world as a unversity 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 a 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.

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 Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Social Work and Bachelor of Science in Nursing.

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.

The Campolo College of Graduate and Professional Studies is comprised of iterations of college units established to offer undergraduate, graduate and professional studies to adult students. In 1989 the School of Professional Studies was established to offer degree completion programs to adults students. Eastern's first graduate program, the Master of Business Administration, was launched in January 1982. The Graduate Education Department was granted approval by the Pennsylvania Department of Education in spring 1992 to offer a Master of Education in two major areas: Multicultural Education and School Health Services. Associate's, master's and doctoral degree programs gained approval in the following decades.

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

PURPOSES AND SPECIFIC OBJECTIVES OF EASTERN UNIVERSITY

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 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 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 College of Graduate and Professional Studies 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;

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

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. 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 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

Eastern University's Bachelor of Arts 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.
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

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

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 superintendants 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. 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
— 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 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
— U.S. Department of Homeland Security for non-immigrant alien students
— U.S. Department of State for exchange visitors
— Pennsylvania Board of Law Examiners
— Pennsylvania Department of Education
— Pennsylvania State Board of Nursing
— The RN to BSN program is fully accredited by the Commission on Collegiate Nursing Education.

It is classified by The Carnegie Foundation for the Advancement of Teaching:
— Master's – Larger Programs

It is approved for Veterans' Education.

BUSINESS AND MANAGEMENT PROGRAMS

Master of Business Administration (Health Administration)

The 36-credit Fast-Track MBA® in Health Administration is designed to address business issues unique to managers in the health care disciplines. The program applies adult learning models that emphasize the use of case studies, workplace experience, and group dynamics. The core curriculum seeks to provide a blend of theory and application to guide students through the interactions between the health care industry and the various global, legal, financial, policy and marketing trends. The teaching methods and materials are based on adult learning models which rely on facilitated dialogue, group projects and previous experience. The courses include an integrated research project which incorporates managerial skills with established technical skills to address key opportunities and challenges faced by managers in the health care industry.

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 RESOURCE MANAGEMENT   3
Designed to explore and analyze the wide varieties of activities involved in executing the personnel function of an organization, this course explores 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 the healthcare student 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: physician-patient, hospital-physician, and hospital-employee.

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 introduces students to key topics in strategic management and marketing, focusing on the need to cultivate creative thinking, social responsibility and entrepreneurial vision.

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 39-credit Fast-Track MBA® in Management consists of eleven courses, an integrative project, and two Topics in Management seminars. 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.

Foundation course work is prerequisite to graduate level courses. Integrated overviews of accounting, computing, economics, finance and statistics are part of the curriculum. Foundation course work does not calculate in the graduate grade point average nor do any credits count toward the graduate degree.

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. 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   FINANCIAL THINKING I   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   FINANCIAL THINKING II   4
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 550   MANAGEMENT COMMUNICATION   3
A study of the critical role of effective communication in business, including such issues as successful negotiation, intercultural protocol, cross-gender relationships, and conflict resolution.

MNGT 560   BUSINESS ETHICS   3
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 600   LEADERSHIP   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 631, TOPICS IN MANAGEMENT I   1
**   632   1**
In a seminar format, contemporary management practices, management problems, day-to-day management issues, and information technology issues are presented and then discussed. Learners will develop a conceptual frame of reference for the breadth, depth, and application of current management issues and practices. Learners will be able to apply these issues and practices to their unique work situation, and also develop possible solutions.

MNGT 650   QUANTITATIVE DECISION MAKING   3
This is a study of the necessary tools for making critical decisions concerning the effective allocation of resources, recognizing the importance of cost-reduction practices.

MNGT 680   BUSINESS POLICY CAPSTONE   3
Synthesizing and applying the topics studied throughout the MBA program, learners will critically analyze highly

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relevant issues in management and business policy through the use of case studies. Through the use of small team presentations, learners will demonstrate their ability to identify and develop solutions for issues involving business strategy, business policy, financial decision-making, leadership, ethics and marketing.

MNGT 690   NEW VENTURE PROJECT   3

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

COUNSELING PSYCHOLOGY PROGRAMS

Master of Arts in Counseling

This 48- or 60-credit degree 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. This degree covers all the academic content areas listed as educational requirements for Licensed Professional Counselors (LPC) in Pennsylvania.

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. Individualized programs of study in either elementary or secondary school counseling are approved when applicants are admitted to the program.

Master of Science in School Psychology

There is a clear emphasis on the combination of application and theory, so graduates in this program acquire the tools to assess the needs and abilities of students in diverse school settings. This 60-credit degree qualifies the graduate for certification as a school psychologist 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

psychology program to complete certification only. Individualized programs of study are approved when applicants are admitted to the program.

FOUNDATION COURSES

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

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 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   PSYCHOLOGY OF GROUP DYNAMICS   3

This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling 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 e xplore 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-IV-TR along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required for Clinical Counseling students.

**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.

**CNSL520   MULTICULTURAL ISSUES IN
                        SCHOOL SETTINGS   3**

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges 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.

**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 human differences 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 and the application of ethical principles..

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 BRIEF
                        PSYCHOTHERAPY   3**

This course will examine the theories, models and processes of crisis intervention strategies, including critical incident debriefing, risk assessment, and culturally competent mental status exams. Students will also learn the use of resource identification and referral procedures within the context of the mental health care system. In addition to a practical application of the basic theories, principles and techniques of brief psychotherapy will be a focus of this course. Students will practice these techniques with a volunteer client during the semester.

**CNSL 545   CAREER DEVELOPMENT THEORY AND
                        PRACTICE   3**

This course surveys theories and practices relating to the career development of children, adolescents, and adults in the context of changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration and apply these to their own career development. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. (Pre-requisite: CNSL 500)

CNSL 551   GRIEF AND LOSS   3

This course will explore from a psychological perspective some of the changes that have occurred in the last one hundred years of the American experience of grief and loss. It will reveal what the various roles of psychological theory and therapy have played in our understanding and expression of grief and its dynamics. It will also explore current models of grief counseling, specifically as they are adapted to a multicultural society.

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 553   RELAXATION TRAINING AND
**   TREATMENT APPLICATIONS   3**
This course is designed to introduce students to relaxation training as a major component in behaviorally based interventions for anxiety, stress, pain disorders, and cardiovascular diseases. Students will learn an empirically and clinically tested relaxation technique called "Behavioral Relaxation Training" (BRT) and how the technique can be applied to clinical counseling.

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.

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 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. (Prerequisite 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 explores the theoretical, research, and theological bases of the intervention approaches and basic steps for individualizing these to unique client needs. A grade of B or better is required. (Prerequisite or co-requisite 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 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. Materials 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.

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, roles 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. (Prerequisite: CNSL 615)

**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: CNSL 500, 503, 511, 514)

**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 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, 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)

CNSL 628   SCHOOL PSYCHOLOGY INTERNSHIP I   3

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

CNSL 629   SCHOOL PSYCHOLOGY INTERNSHIP II   3

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

CNSL 634   SCHOOL COUNSELING PRACTICUM   3

This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 60 hours of assigned pre-practicum experiences. Non-educators are required to complete an additional 15 hours of classroom observation. Appropriate documentation of all assigned experiences is required. Grade of B or better required. (Prerequisites: CNSL 503, 507, 514, 611; Corequisite: CNSL 519)

**CNSL 635   ELEMENTARY SCHOOL
                        COUNSELING INTERNSHIP   3**

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

**CNSL 637   SECONDARY SCHOOL
                        COUNSELING INTERNSHIP   3**

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

**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)

**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. 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)

**CPSY 685   CURRENT TOPICS IN SUPERVISION
                    AND ETHICAL ISSUES   1, 2 OR 3**
This course provides training for clinical counseling supervisors who have responsibility for directing the training and developing the competencies of graduate students in their respective areas of study. Supervisors will develop and demonstrate an integration of supervision theory and skills by utilizing a guiding theory of supervision to supervise practicum/internship students in session, case management, report writing and ethical and legal conduct. This course allows supervisors to work toward graduate level validated learning credit (1-3 credits per semester). May be repeated for additional credit.

**CPSY 686   CURRENT TOPICS IN EFFECTIVE
                    SCHOOL INTERVENTIONS THAT
                    IMPROVE STUDENT CONDUCT
                    AND SOCIAL SKILLS   1, 2 OR 3**
This course provides training for school psychology supervisors who have responsibility for directing the training and developing the competencies of school psychology graduate students. Supervisors will learn and train the supervisee about effective interventions that improve student conduct and social skills. Supervisors will demonstrate and train their supervisee to gain an understanding of how school psychologists can begin to implement proactive interventions that create a productive and distraction-free classroom environment. This course allows supervisors to work toward graduate level validated learning credit (1-3 credits per semester). May be repeated for additional credit.

**CPSY 687   CURRENT TOPICS IN EFFECTIVE
                    MULTICULTURAL SCHOOL
                    COUNSELING INTERVENTIONS   1, 2 OR 3**
This course provides training for school counseling supervisors who have responsibility for directing the training and developing the competencies of school counseling graduate students. Supervisors will learn and train the supervisee about culturally appropriate counseling and interventions and how to develop and promote effective school, family and community partnerships. Supervisors will demonstrate and train their supervisee to gain an understanding of how school counselors can begin to close the achievement gap for ethnic minorities based on a social justice approach. This course allows supervisors to work toward graduate level validated learning credit (1 – 3 credits per semester). May be repeated for additional credit.

EDUCATION PROGRAMS

Master of Education
(Multicultural Education)

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

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.

PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS

Teaching Certification Programs
  Elementary Education (K-6)
  Elementary Education with
   Early Childhood (N-6)
  Elementary Education with
   Special Education (K-6)
  English as a Second Language (K-12)
  Foreign Language (French and Spanish K-12)
  Health and Physical Education (K-12)
  Music (K-12)
  Reading Specialist (K-12)
  Secondary Education (7-12):
   Biology, Chemistry, Communication,
   English, Mathematics and Social Studies

Specialist Certification Programs
  General Supervisor (K-12)
  School Nurse (N-12)
  Supervisor of School Health Services (K-12)
  Supervisor of Special Education (K-12)

Educational Administration Certification Programs
  Principal
  Superintendent's Letter of Eligibility

NOTE: The following undergraduate courses are required for Pennsylvania certifications: 6 semester hour credits in college level mathematics and 3 semester hour credits in college level English Composition and 3 semester hour credits in college level English/American Literature.

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

EDU 500 A CHRISTIAN PERSPECTIVE ON THE
      SOCIAL AND PHILOSOPHICAL
      FOUNDATIONS OF EDUCATION 3
This course looks at the social and philosophical foundations of education from a distinctly Christian point of view. It aims to give a historical perspective to modern education by an in-depth study of significant contributors to educational theory.

EDU 501 ISSUES IN SPECIAL EDUCATION 3
This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their

particular area of education as it relates to Special Education. Students will complete 20 logged hours of field experience.

EDU 503 EDUCATION AND ASSESSMENT OF
      EXCEPTIONAL STUDENTS 3
This course is designed to present traditional procedures employed in the referral, screening, assessment, identification and placement of exceptional children. Also included is the development of Individual Educational Plans (IEPs) to insure appropriate educational programming. Emphasis will be on inclusive assessment techniques. Students will examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. (Prerequisite: EDU 201/501 or permission of instructor)

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

EDU 505 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 20 hours of logged field experience. (Prerequisite: EDU 501 or permission of instructor)

EDU 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.

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

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

EDU 512 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. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving 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 15-25 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.

EDU 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.

EDU 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.

EDU 516 TEACHING MATHEMATICS – SECONDARY LEVEL 3

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

EDU 517 MULTICULTURAL EDUCATION 3

This is the foundations course for the Master's of Multicultural Education. This graduate seminar 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. 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 groups.

EDU 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.

EDU 522 LANGUAGE TESTING AND MATERIALS 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 language. It is designed to provide prospective or in-service ESOL teachers with theoretical background and practical experience in language testing and materials development for teaching English to speakers of other languages. 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.

EDU 528 EARLY CHILDHOOD EDUCATION: PRINCIPLES AND PROCEDURES 3

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive-Movement, Behavioral Approach, and others. Models of pre-school programs described: infant programs, day care, Head Start/Home Start, parent/child centers, programs for the handicapped, and others. A research paper is required.

EDU 529 EARLY CHILDHOOD EDUCATION: CURRICULUM AND ASSESSMENT 3

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods for assessment will be discussed and utilized with preschool children and programs. A research paper is required.

EDU 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.

EDU 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.

EDU 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. Twenty hours of field experience are also required for successful completion of this course.

EDU 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.

EDU 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.

EDU 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.

EDU 550 FIELD EXPERIENCE: SPECIAL EDUCATION 3

A full-time, 45 -hour experience for all special education certification candidates. Under the supervision of a certified special education teacher, and with the approval of Eastern's Director of Special Education, students may work in no more than three educational settings, including one inclusive setting as a teacher's aide. Assignments will include, but not be limited to, developing informal assessments and behavior management programs, IEPs and an in-depth research project.

EDU 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.

EDU 571 TEACHING MATH, SCIENCE AND HEALTH 3

This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDU 572 TEACHING LANGUAGE ARTS AND SOCIAL STUDIES 3

This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

EDU 582 METHODS OF CLASSROOM MANAGEMENT 3

Classroom management techniques for pre-service and in-service teachers. Emphasis will be placed on inclusive techniques utilizing various strategies and specific interventions from the strategies, therapeutic and preventive measures

will be examined. A 20-hour observation/field placement in an approved setting provides an opportunity for observing and implementing classroom management strategies in inclusive settings.

EDU 583 EARLY INTERVENTION IN INCLUSIVE SETTINGS 3

Practical and useful procedures for working with special needs infants, young children, and their families. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting, as required by major legislation mandates. A field observation of at least 2 hours per week (20 hours total) in an approved classroom or agency is required. This may be completed in conjunction with any Education methods or Special Education course. (Prerequisite: EDU 201, 501)

EDU 588 PRINCIPAL AS INSTRUCTIONAL LEADER 3

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

EDU 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.

EDU 590 THE PRINCIPALSHIP 3

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

EDU 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.

EDU 592 THE SUPERINTENDENCY 3

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

EDU 598 LEADERSHIP MODELS FOR EFFECTIVE EDUCATION 3

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

EDU 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.

EDU 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.

EDU 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.

EDU 602 READING AND LEARNING DIFFERENCES 3

This course will focus on the physiological, psychological, sociological, neurological, and educational factors con-

tributing 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: EDU 600 or 601 or 603)

EDU 603   READING STRATEGIES FOR MIDDLE AND SECONDARY CONTENT AREA   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.

EDU 604   ASSESSMENT, INTERVENTION, AND REPORTING OF LITERACY PROGRESS   3

This course should be taken following Reading and Learning Differences. It will expand the students' knowledge of on-going diagnostic instruction through the use of testing and observation. Focus will be given to effective home/school partnerships by communicating results and recommendations with parents as well as modeling a reading strategy or method for the parents to enhance the literacy development of their children. The student will learn to administer the Woodcock Diagnostic Reading Battery Complete (WDRB) and the Slosson Intelligence Test, Third Edition (SIT-R3) and the Kaufman Brief Intelligence Test, Second Edition (K-Bit2). The student will examine various informal reading inventories (IRIs), curriculum-based assessments, spelling assessments, literacy self-perception, and literacy attitude assessments. Pennsylvania System of School Assessment (PSSA) procedures for assessment of reading and writing will be included. Hearing and vision screening will be discussed. The student will write an evaluative report and collaborate with colleagues. (Prerequisite: EDU 602)

EDU 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.

EDU 607   SUPERVISION OF INSTRUCTION   3

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

EDU 608   SEMINAR FOR SUPERVISORS   3

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

EDU 610   STUDENT TEACHING   3, 6

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

EDU 612   READING SPECIALIST PRACTICUM   3 or 6

This off-campus experience gives the student the opportunity to test, diagnose, and design a program suitable for an individual or small group of children under the direction of a certified Reading Specialist. The candidate will take into consideration the elements of the cognitive and affective domains as well as curriculum and instructional content. Seminars are held to discuss planning, confer with colleagues, compare portfolios, and critique lessons. Each candidate will be expected to prepare and present a workshop to parents and/or teachers suitable for staff development. Current research will be review. Materials and programs in the area of literacy will be examined.

EDU 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: EDU 417 or 517)

EDU 620   PRACTICUM   3
A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDU 623   CURRICULUM DESIGN   3
The major purpose of the course is to explore the principles and procedures of curriculum development and management along with special topics like auditing, alignment and evaluation. Technical issues, trends, future directions, and curriculum designed for special needs will be included. Social, psychological and philosophical foundations will be discussed.

EDU 624   SCHOOL LAW   3
Course presents school law as it relates to agency control and structure, school organizations and their policies and procedures, school personnel and students rights. Implications of legal mandates, legal issues for public versus private schools and special needs students will be covered.

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

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

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

EDU 628   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.

EDU 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: EDU 521)

EDU 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 Loeb School of Education.

EDU 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.

EDU 683   EVALUATION AND ASSESSMENT OF
**   EXCEPTIONAL STUDENTS WITH**
**   FIELD EXPERIENCE   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 examines 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. The students will be required to perform 20 hours of Field experience.

EDU 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 20 hours of Field Experience in inclusive education settings. Requires 20 hours of observation.

EDU 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 20 hours of volunteer time with students with emotional and behavioral disabilities.

EDU 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.

EDU 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 20 hours of Field Experience in early intervention settings.

EDU 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.

HPE 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.

HPE 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.

HPE 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.

HPE 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.

HPE 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.

HPE 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.

LAN 510 LINGUISTICS 3

Analysis and structure of language with emphasis on phonetics, morphology and syntax. Special attention given to the Indo- European languages which led to the formation of modern European languages.

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.

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 30-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. Course descriptions begin on page 21.

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. Course descriptions begin on page 21.

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 entreprenuership. 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. Course descriptions begin on page 21.

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 nonprofit. It is offered in the Hybrid Online-Weekend Residency Format. The program is completed in approximately 22 – 24 months. Course descriptions begin on page 21.

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 F inance courses)

BUSA 531 MARKETING AND PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS 3

Focuses on marketing the services of the nonprofit organization 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. (Prerequisite: Familiarity with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, market segmentation, wholesale and retail institutions, and the marketing mix and its components.)

BUSA 541 HUMAN RESOURCE MANAGEMENT FOR NONPROFIT ORGANIZATIONS 3

Provides current and prospective executives with an understanding of how various management concepts can be applied to both paid and volunteer staff, and the "hands-on" activities involved in managing the human resources department. An emphasis on motivation, leadership, conflict resolution and change management. The functional activities include recruitment and selection, compensation and benefits, and performance appraisal.

BUSA 545 SOCIAL ENTREPRENEURSHIP AND MARKETING 3

In this course, students will apply their knowledge of the fundamental areas of business to the development of a comprehensive business plan which focuses on developing social, economic, and spiritual capital. Students will gain a fundamental understanding of marketing theory and strategy in diverse cultural environments, and will explore the application of Social Entrepreneurship and Business as Mission to the process of 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 3

A study of the planning and analysis of nonprofit organizations using the strategic planning process as a means of assessing past and future, and developing action strategies. The study of efficiency and effectiveness "best practices" is also undertaken.

BUSA 651 ISSUES IN THE NONPROFIT SECTOR 3

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.

BUSA 655 ROLE OF NONPROFIT ORGANIZATIONS IN PUBLIC POLICY 3

This course examines the relationship between nonprofits and state, local and federal governments. Nonprofits interface routinely with the government sector in the joint fulfillment of public policy and often serve as "contractors" for public policy implementation. Practical skills for researching government funding opportunities and writing government funding proposals will be included.

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. Students will participate in interactive cases

and simulations, as well as develop an original project for a nonprofit organization.

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 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,   SPIRITUAL FORMATION FOR
**   621   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 Science in Health Services Management

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

BUSA 590   ORGANIZATION OF THE
**   HEALTH CARE SYSTEM   3**
This course is intended to be a review of the health care system. Emphasis is on the general, as well as the departmental, operations of health care facilities. Factors affecting health status, the current state of health care, and the future of the healthcare system are discussed.

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 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
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 healthcare arena. It will also explore characteristics of ethical dilemmas, decision-making models, and the socio-legal implications of making tough ethical decisions.

BUSA 698   HEALTH CARE LAW   3
The applications of legal approaches to healthcare decision making are studied. Discussion focuses on predominant relationships in the healthcare field: physician-patient, hospital-physician, and hospital-employee.

BUSA 699   ESSENTIALS OF MANAGED CARE   3
This course provides students with basic terms, definitions, and information about managed health care. Topics covered include a basic glossary, efficiency of managed health care, quality of care, and the changing role of healthcare providers.

**NURS 598   PROFESSIONAL PRACTICE,
                      TRENDS, AND ISSUES IN
                      HEALTH CARE INFORMATICS   3**
This course provides the student with the opportunity to conduct an in-depth exploration of the professional role of an informatics specialist. Students will analyze current trends and issues in the health care informatics field. Students will investigate ethical issues and dilemmas encountered by informatics nurse specialists. Standards, laws, and regulations will be examined within the context of current professional practice. This course will be facilitated online.

**NURS 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.

URBAN STUDIES PROGRAMS

Master of Arts in Urban Studies

Created to strengthen the Campolo 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 develop leaders who are committed to the task of transforming urban communities. Program concentrations--in Arts in Transformation, Community Development, and Youth Leadership – allow students to develop specialized areas of knowledge and skill.

Master of Arts in Urban Studies (Arts in Transformation)

The Arts in Transformation concentration prepares artist practitioners to become effective leaders committed to transforming urban communities through a broad range of artistic expressions.

Master of Arts in Urban Studies (Community Development)

The Community Development concentration produces professionals who, as advocates for the poor, can serve as catalysts to revitalize the physical, economic and social infrastructure of urban communities.

Master of Arts in Urban Studies (Youth Leadership)

The Youth Leadership concentration produces professionals who are theologically, academically and culturally competent to serve with excellence in an urban context. It addresses the specific needs of leaders in the fields of urban youth development and urban youth ministry.

**URBN 501   URBAN ISSUES IN A
                      GLOBAL CONTEXT   3**
This foundational graduate course introduces transformational theories and concepts that form the basis for faith-based urban social change. With a focus on globalization and local community service, the course is based on guest lectures and seminar discussion throughout the year. Students will explore major urban problems around the world, and integrate theory and practice from urban and interdisciplinary perspectives. Students are encouraged to begin exploring models for social change collaboratives that apply specific and diverse disciplines in a single community. Students will complete required reading in global urban issues, book reviews and a collaborative community research project. Lab fee.

URBN 505 PERSONAL STRATEGIC PLANNING 1

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

URBN 510 CHRIST AND THE CITY 3

This course addresses ministry in a multicultural, urban context. The seminar analyzes the relationship of the life and ministry of Christ to the urban context of today both locally and globally. While taking a theological (Christological) approach, the seminar also examines biblical, social, historical, economic, and cultural factors for urban ministry within a human development framework for the formation of a "theology of the city." The purpose of the seminar is to enable students to develop their own theological foundation for urban ministry.

URBN 515 FAITH AND THE PROFESSIONS 1

This seminar focuses on: 1) the integration of personal faith, theology and the student practice of the profession; 2) based upon a theological framework for urban transformation, the student will explore the role of the Christian in the professional world and clarify his or her role and relevant issues of ministry, including personal witness, values clarification, ethics, and social justice within diverse ethnic and faith environments. Attention will be given to the role of faith in both the public and private sectors. Readings and reflection paper are required.

URBN 520 CROSS-CULTURAL SKILLS FOR URBAN SERVICE 1

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

URBN 525 RESOURCE DEVELOPMENT 1

This course will guide students in the development of professional skills in conducting community assessments, writing proposals, and engaging grantsmanship and resource developmennt for community-based initiatives.

URBN 535 PROGRAMMING FOR YOUTH DEVELOPMENT 1

This course will examine the role of community-based programs in adolescent development. The dynamics of developing a quality out-of-school time program, funding resources, and evaluation issues will be explored. Required for Youth Leadership students.

URBN 540 RACE AND ETHNIC RELATIONS 3

This course is an examination of the social, historical, economic, 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. The course utilizes the comparative-historical method and a human development theoretical perspective, bolstered by structural power for the maintenance of dominance/subordination among groups.

URBN 555 EMOTIONAL INTELLIGENCE 1

Popularized by Daniel Goleman, Emotional Intelligence (EI) is one of the hottest phrases in academia, business industry, and helping professions. Emotional intelligence relates to an individual being 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 one's own range of emotional intelligence, and the practical applications in working with a youth population.

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 two 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 course 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 professionals, and including site visits to community models, students will review interdisciplinary theory, collaborative processes, program evaluation, and effective practices in preparation for a required final urban community transformation project proposal. Reading, model analysis, writing a case study, and Project proposal are required. Lab fee.

URBN 595 RESEARCH INTERNSHIP 3-9

The Graduate Research Internship is a course for visiting graduate students and qualified others who wish to intern with urban community organizations and critically reflect

and write on their experiences through a formal process. The course requires 200-300 hours of internship, attendance at supervised meetings and a final research project. Open to senior undergraduates by special approval.

URBN 630 SPECIAL TOPICS 1

This one-credit professional seminar will address contemporary issues or skills relevant to students in Urban Studies. It will be offered as needed as a seminar elective open to students in any concentration of the MA in Urban Studies program. This will fulfill one of the three required professional seminars. One-two books will serve as required reading and a project will be completed.

URBN 635 SUPERVISING YOUTH DEVELOPMENT PRACTICE 1

The work performed by the staff working in youth- serving organizations should be guided by supervisors and managers that have experience in youth work, an understanding of the youth development approach, and skills in supervision. This course will introduce supervisors and managers of youth programs to the key concepts of youth development, facilitative supervision, and the core competencies for supervising youth development practice.

URBN 690 GRADUATE RESEARCH PROJECT/THESIS 3

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

ARTS IN TRANSFORMATION CONCENTRATION

ARTS 525 FOUNDATIONS IN ARTS AND TRANSFORMATION 2

This course presents an in-depth study of the arts and the transformational roles they have played throughout history. 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, and arts-based community mission. Students will compare and contrast the diffusion models of entertainment media and development communication with participatory methods of arts-based community development models. Practical applications of theory and theology will be considered for community involvement, health education, public art and public arts policy, stan-

dards for community arts programs, and program evaluation. Planning project required.

ARTS 530 ARTS IN COMMUNITY AND ECONOMIC DEVELOPMENT 1

Arts in Community and Economic Development applies the theories of An Introduction to Arts and Transformation to practical problems arising from poverty and injustice in local communities. An emphasis will be placed on the process for becoming a catalyst within the community and the skills of community assessment and community program planning. Working models of community and economic development will be researched and critiqued.

ARTS 535 ARTS IN SOCIAL SERVICE 1

Arts in Social Services is a 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, finding 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 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.

ARTS 540 CULTURAL AND COMMUNITY CONTEXTS 3

This course is an examination of the social, historical, economic, 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. The course utilizes an intensive overseas travel residency to introduce students these concepts. Additionally, students in various urban studies concentrations will have the opportunity to gain first hand knowledge of the local cultural world-view, explore models of arts-based, community development-based and/or youth leadership-based mission and service among the poor, the role of the arts in worship, 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. Portfolio and paper required. Travel fee. Course required of ARTS students in lieu of URBN 540. Option for other students in lieu of URBN 540.

ARTS 545 ARTS, CREATIVITY AND HUMAN DEVELOPMENT 1

This course is designed to introduce students to the nature of art as a creative endeavor from a theological perspective and its relationship to human development.

ARTS 550 ARTS AND SPIRITUAL DEVELOPMENT 1

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.

ARTS 555 ARTS IN EDUCATION 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. 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 565 ARTS IN HEALING 1

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 brokenness, physical illness and emotional suffering among the poor and in crisis situations. Specific strategies for arts as healing will presented. Project required.

ARTS 575 ARTS IN COMMUNICATION AND SOCIAL COMMENTARY 1

This course looks at the prophetic role of the arts in society. The arts are a vehicle for calling an unjust world into justice and righteousness. It then applies 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.

ARTS 695 LEADERSHIP PRACTICUM I 1.5

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of arts in community transformation. 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 artistic ability, learning goals and written reflective evaluations of these experiences are required.

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 develop a Christian framework for community organizing, as well as an understanding of the basic processes and skills used in community organizing. The student will be introduced to the principles for entering and mobilizing an urban neighborhood or other community with the goal of self-determination and empowerment. These principles will be underscored through theological and biblical reflection on an Incarnational model of community work. Skill development will occur in the student's own context through assigned interviews, exercises and analysis.

CDEV 525 FOUNDATIONS OF COMMUNITY DEVELOPMENT 2

This course examines community development beginning with its historical roots. Policies 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. Student knowledge will be tested through administration of a mid-term exam, completion of a final project, and project presentation.

CDEV 536 PRACTICAL FINANCIAL MANAGEMENT 3

This financial management course will help the nonfinancial manager 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. 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.

CDEV 545 NEIGHBORHOOD ECONOMIC DEVELOPMENT 3

This course will explore biblical basis, historical perspective, current trends and models of asst-based neighborhood economic development. It will focus on the role of cities and city governments in faith-based and community-based economic development, the need for neighborhood vision and community organization, how to initiate a program or project, and relation of such projects to welfare-to-work, daycare and other support activities. (Prerequisite: 15 completed credits)

CDEV 575 URBAN PLANNING AND POLICY ANALYSIS 3

This course examines and 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. (Prerequisite: 15 completed credits)

CDEV 655 DISASTER RESPONSE AND COMMUNITY REDEVELOPMENT 3

Responding to the destruction caused by disasters is both a traditional ministry of compassion among people of faith and a significant opportunity for community re-development. This course will provide students with an overview of how government agencies, major non-governmental organizations and Christian relief and development agencies 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. Students will develop professional skills in damage assessment, mobilization of volunteer resources, coordination of in-kind donations and spontaneous funding offers, management of emergency shelter and food service, and organization of recovery coalitions and partnerships. Students will have opportunities for on-site field work in a disaster situation and complete writing projects that prepare them to be effective leaders in future disasters. (Prerequisite: 15 completed credits)

CDEV 670 COMMUNITY REVITALIZATION STRATEGIES 2

This course examines contemporary problems, approaches and success stories associated with the economic rebuilding of American cities and 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.

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. Placement: a minimum of 115 hours. Prerequisite: URBN 570, CDEV 525

YTHL 525 THEOLOGICAL FOUNDATIONS OF URBAN YOUTH MINISTRY 3

This course seeks to help students think biblically and theologically about the complex, multicultural challenges and issues related to urban youth ministry. This necessitates not only an ability to understand Scripture, but the urban youth culture as well. 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 will be explored (through texts and field research) and evaluated.

YTHL 545 PSYCHOSOCIAL ASSESSMENT: UNDERSTANDING URBAN YOUTH 3

This course provides intensive training in understanding the psychosocial dynamics of urban youth and their families. It will equip students to develop a comprehensive understanding of 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.

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. Readings will be required.

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

This course examines the impact of social problems and popular culture on urban youth. In addition to providing a social analysis of the institution of adolescence, the role

of industry and its influence on youth culture, and the influence of urban youth culture on youth living outside of cities will be explored. Particular attention will be given to the values, attitudes, norms and rituals of sub-cultures within the urban youth culture. (Prerequisite: URBN 575)

YTHL 655 APOLOGETICS FOR THE URBAN YOUTH CONTEXT 3
This course will examine the unique dynamics of defending Christian faith in street contexts, dealing with urban youth and spirituality issues. There will be an overview of the historical events and ideological movements leading up to the popularization of Islam in the African-American community. In-depth analyses of and apologetics for other contexts will also be explored. The influences of secular and other faiths, worldviews and value systems will also be discussed and evaluated. (Prerequisites: URBN 510, 525)

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. Students will complete regularly scheduled supervisory dialogues with a youth outreach mentor (from a church, para-church or community organization). Additionally, each student will be required to conduct weekly, supervised service to youth. Placement: 115 hours minimum. (Prerequisites: CDEV 525, URBN 570)

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 hours minimum. (Prerequisites: URBN 525, 570, 695)

DOCTOR OF ARTS IN MARRIAGE AND FAMILY

This 48 credit doctoral degree is designed to equip church leaders and mental health practitioners with skills to create positive change in families, individuals and church communities by integrating theological insights with Marriage and Family systems theory and pertinent psychological perspectives.

MRFM 810 THEOLOGY OF MARRIAGE AND FAMILY 3
Our understanding of the nature and purpose of marriage and family, as well as ministry to marriage and family, if they are to be authentically Christian, must intersect in crucial and significant ways with the foundation document of Christian faith, Holy Scripture. Scripture (special revelation) provides the "lenses" or "control beliefs" by which to assess the meaning of human experience in God's world (general revelation). Students will develop sound theological and academic tools to articulate their own theology of 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
Children's and parents' individual development inform each other. They also inform the family system of which they are a part. This course will review the experiences of children and parents through the perspective of specific human development and family systems theories. A special emphasis will be given to the understanding of the parent-child relationship in one's own family of origin and procreation.

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 to marriage and family based upon reading, course work, and continuing research in the field of family systems. The paper length is 40-50 pages. The formulation of a theology of marriage and family must consider biblical exegesis, biblical theology, and the history of Christian thought with reference to marriage and family and integrate these with perspectives and insights from systems theorists on these issues.

**MRFM 845   MARRIAGE AND FAMILY THERAPY:
MULTIGENERATIONAL APPROACHES   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   PREMARITAL, MARRIAGE AND
FAMILY THERAPY: PROCESS   3**

This course will examine the theories, models and processes of premarital and couples counseling and assessment, including Biblical and theological perspectives. Students will review basic statistical concepts in the behavioral sciences in order to facilitate the assessment process. In addition, students will develop skills in the use of specific assessment tools to aid in the delivery of premarital and couples counseling.

**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 905   FIELD SUPERVISION OF MARRIAGE
AND FAMILY MINISTRY   3**

This Field Supervision course requires a minimum of 50 hours of direct service with couples or families under supervision in an approved church/clinical setting. The course covers topics of: professional roles and functions in ministry settings, ethical decision making for Christian ministry, the problem of multiple relationships, strategies for providing marriage and family enrichment/counseling with diverse populations and within faith communities, as well as examining issues of pedagogy for providing Marriage and Family prevention and enrichment interventions in the church.

**MRFM 915   FIELD SUPERVISION OF MARRIAGE
AND FAMILY THERAPY I   1.5**

This Field Supervision course requires a minimum of 150 hours of supervised training 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.

**MRFM 916   FIELD SUPERVISION OF MARRIAGE
AND FAMILY THERAPY II   1.5**

This course is a continuation of MRFM915 and requires an additional minimum of 150 hours of supervised training 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.

MRFM 920   THESIS   3

The writing of the thesis in Marriage and Family is intended to demonstrate the student's ability to do independent research reviews, 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 including: case study, theoretical reformulation, and original research projects.

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 leadership, nonprofit leadership, and educational leadership provide opportunities for students to complete sector-specific 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 PERSPECTIVE 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, political, literary, 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.

LEAD 730 MODELS OF ORGANIZATIONAL BEHAVIOR 3
The environment in which modern organizations operate is characterized by continuous change and intense competition. In order to achieve effective change, leaders must be adept at directing organizational transformation. This course examines behavioral models, culture and design systems in the modern organization while presenting operating strategies to direct and manage successful change. Students will learn how to develop and implement a vision and organizational success model, how to align an organization according to this model, and how to create a transformation process architecture based on their knowledge of organizational behavior and design systems.

LEAD 740 RESEARCH METHODOLOGY: FOUNDATIONS 3
This is the first of four courses aimed at instructing the doctoral student in the methods of social and behavioral science research in preparation for the doctoral dissertation. With an emphasis on the basic principles, techniques, and applications employed in the scientific method, this course will review the foundations of research methodology, providing students with a basic framework to evaluate social and behavioral science research. Students will be exposed to and tested on the major concepts and methods for generating hypotheses and designing a multi-measure study. This course will further enable students to critically and systematically evaluate the claims of "experts" in the popular press, as well as in scientific literature.

LEAD 800 DIRECTED STUDY 3
Students with a demonstrated ability and special interest may take a graduate course offered in one of the CCGPS programs, 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 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 shared 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 leaders. This course will enable students to develop an understanding of strategic management concepts and to analyze, assess, and resolve complex management problems. Students will learn to use the four analytical techniques of SWOT analysis, value chain analysis, strategic cost analysis, and competitive strength assessment in the formulation of comprehensive business strategies.

LEAD 820 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.

LEAD 830 LEADERSHIP, SPIRITUALITY AND MISSION 3
This course introduces students to the nature and purpose of spirituality and spiritual development within a leadership context. Significant questions about personal spirituality in various leadership situations such as change, moral

decision-making, and ethical behavior will be addressed. Further, this course aims to assist students in constructing and refining the 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. Students will expand the breadth and depth of their knowledge of leadership through the investigation of the various components, methods, and perspectives of both contemporary and ancient practices of spirituality. Through introspection, religious reflection, spiritual insight, and practical discussions, students will develop greater self-awareness and an appreciation for the issues and interpretations relative to leadership and spirituality.

LEAD 840   LEADERSHIP, JUSTICE AND SERVANTHOOD   3

What does it mean to lead justly, to advocate for justice? We all cry out for justice but what do we really mean by that … what we think is fair? What is the basis for our understanding of fairness and justice?

This course will examine the student's theories of justice in light of current justice theory, examine systematic injustice in society and in the world, and look at what it means to be leaders who are champions of just systems and practices in the student's own sectors and organizations. Leadership, Justice, and Servanthood require each student to engage in reading, reflection, research, and discussion on theories of justice and the concepts of transformational leadership, servant leadership, and followership. The course explores how such an understanding can be used to assess injustice at the organizational or sector level, to advocate for justice, and to model servant leadership.

LEAD 850   ORGANIZATIONAL LEADERSHIP, GOVERNANCE AND ACCOUNTABILITY   3

Developing an understanding of the structures of accountability within an organization is vital to any leadership role. The key questions that we will examine in this course are: What accountability measures are most effective to assist the leader in the fulfillment of his or her role? When are controls restrictive and suffocating and when are they favorable to freedom and creativity? We will also examine the relationship between the CEO and the board, as well as differences in governance between for-profit and nonprofit boards.

LEAD 860   ORGANIZATIONAL LEADERSHIP AND GLOBALIZATION   3

Because globalization is an evolving concept relative to all disciplines, 21st-century leaders must develop a framework for engaging with all of the opportunities and challenges presented by global interconnectedness. This course examines the complex issues related to leadership within a global context. The practice of effective and moral leadership requires attention to particular contextual and situational factors, including the specific needs and 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 and identity shape moral worldviews and methods of interaction. In addition, we will critically engage with thinkers who offer—individually and collectively—their own normative conceptions for constructing cross-cultural ethics or even a "global ethic". Finally, we will examine not just how practices of effective

and ethical leadership vary across nations and cultures, but also the ways in which leadership theory itself is culturally dependent.

LEAD 870   RESEARCH METHODOLOGIES: QUALITATIVE RESEARCH   3

Qualitative Research: Building upon the previous two research methods courses, this course introduces students to qualitative research methods through a variety of sources, including auto/biography, grounded theory, ethnography, phenomenology, and case study. Throughout the course, students will read and critique qualitative studies in order to learn how to articulate and evaluate the strengths and weaknesses of various qualitative research methods. Students will also gain first-hand experience in the qualitative research process by designing and conducting a mini-scale study, analyzing and interpreting their data, and writing and presenting a report on their findings.

LEAD 871   RESEARCH METHODOLOGIES: QUANTITATIVE RESEARCH METHODS   3

The second of four graduate level courses in research methods, this class introduces students to the knowledge base, processes, and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected research problems in organizational leadership. The course provides a comprehensive examination of the two major organizing frameworks for quantitative research and experimental designs, as well as a review of basic descriptive and inferential data analysis as preparation for a thorough grounding in the application of quantitative research design. Each student will apply the course content to conceptualize a research proposal, conduct the proposed study, analyze the data, prepare a written report according to APA guidelines, and present findings in an end-of-semester research symposium.

Students will complete a minimum of nine credits in one of the following concentrations: Business Leadership, Nonprofit Leadership or Educational Leadership. Note: Students begin taking concentration courses in the second year, after the completion of 18 credits.

BUSINESS LEADERSHIP CONCENTRATION

MNGT 750   ORGANIZATIONAL DESIGN   3

This course examines contemporary organizational design, evaluating organizations as living, dynamic systems. Organizations are explored through the frames of structure, human resources, politics, symbols, chaos and complexity, and appreciative inquiry. Students will also be introduced to classical organizational theory and will learn to critically examine the role of the leader in organizations.

MNGT 760   ORGANIZATIONAL CHANGE AND DEVELOPMENT   3

Students will explore theories of organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed. Further, students will acquire a vocabulary and conceptual framework for integrating technical definitions of communication, subjectivity, motivation, and beliefs into a coherent image of collective activity. They will also practice strategies, models, and methods for adapting to and affecting change in interpersonal and group situations.

**MNGT 770   STRATEGIC MANAGEMENT OF
                    HUMAN RESOURCES   3**

This course introduces the technical and legal aspects of human resource management from a strategic business perspective. Students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, 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 integration of human resource management within the overall business strategy will be emphasized.

MNGT 780   TRAINING AND DEVELOPMENT   3

Building upon the belief that people are an organization's greatest resource, this course examines effective methods for providing employees with training and professional development experiences in order to align them with the purposes, values, and culture of a particular organization. Students will engage with both research and best practice to determine the roles of the leader, the human resources department and external resources in training employees. By the completion of this course, students should be equipped to design and conduct a professional development program based on research, models, standards, and processes, as well as to evaluate and articulate the effectiveness of training and development 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.

NONPROFIT LEADERSHIP CONCENTRATION

**BUSA 750   STRATEGIC MANAGEMENT OF
                    NONPROFIT ORGANIZATIONS   3**

Guided by the unique mission of the nonprofit sector, this course will develop the students' ability to manage organizational resources strategically. Specifically, the course will cover the use of operational and financial data for nonprofit management decision making, review organizational and governance models, including hybrid models (profit generation within a nonprofit), to ensure alignment with the organization's mission and long term sustainability.

BUSA 760   ADVOCACY AND PUBLIC POLICY   3

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 such 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**

Sometimes controversial, often challenging, and always illuminating, the issues of money, giving, and caring are pivotal themes in contemporary society. Beginning with its Judeo-Christian roots, this course traces the development of philanthropy, culminating with an examination of contemporary research findings on the subject. Historical analysis of the role of money and charity in society will be balanced with a view of modern philanthropic developments. This course will introduce students to the ideas and writings of the most influential thinkers on the subject while offering an examination of the different modes and styles of giving and the generational, cultural, and sociological forces that impact donor behavior. We will also explore the challenges that confront voluntarism and philanthropy. Students will develop an appreciation of the role of money and philanthropy in society from classical, historical, and Biblical perspectives.

**BUSA 780   CAPACITY BUILDING IN NONPROFIT
                    ORGANIZATIONS   3**

This course will review strategies for developing the capacity of human resources at all levels of the nonprofit organization. Specifically, the practices of leadership development, performance management and peer to peer coaching and mentoring will be examined to maximize the capacity of the organization.

**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 wit 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 LEADERSHIP 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 AND SOCIAL JUSTICE IN EDUCATIONAL LEADERSHIP AND POLICY   3

Effective leaders in educational institutions must be able to analyze, synthesize, and apply research and theory derived from the political and social sciences, educational politics, and policy-making literature to problems associated with positions they either currently occupy or aspire to hold. This course is designed to introduce concepts, theories, and perspectives in educational politics and policy for use in educational leadership practice and scholarship. Course readings, presentations, class activities, and group discussions will focus on the critique of the political process and system, policy cycle and actors, and local, stat, and federal educational policy. By combining theoretical concepts and scholarly research with personal experiences and expertise, each student will increase his or her capability to deal with the value conflicts inherent in problem-solving situations that educational leaders must regularly confront.

EDU 770   EDUCATIONAL LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT   3

Examining the function and practice of personnel administration in educational settings, this course considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation, grievances, labor relations, and negotiations. Students will learn to design a system of quality staff development that includes assessment of needs, evaluation of outcomes, motivational methods, and rewards systems. They will also learn to effectively manage grievance and labor disputes and to analyze policy and procedure handbooks.

EDU 780   ADVANCED STUDY OF EDUCATIONAL LAW AND FINANCE   3

The first part of this course builds on the introductory education law course and focuses on contemporary legal issues confronting educational institutions. Readings and discussions are based on educational legal newsletters and journals, as well as cases reported in Education Week and the Chronicle of Higher Education. The second part of the course builds on the introductory education finance course and focuses on advanced methods to analyze financial status, forecast financial projections, and negotiate financial solutions for building programs.

EDU 880   EDUCATIONAL LEADERSHIP PRACTICUM   3

The practicum integrates prior course work with on-site fieldwork in an educational organization, challenging students to apply knowledge acquired from each of the prerequisite courses. This required mentored experience addresses various administrative functions in each of the domains of educational leadership, including: finance, law, curriculum, communication, human resources, student services, advancement, community relations, and governance. The practicum espouses a reflective approach to understanding administrative leadership roles through journal writing, evaluations, and self-assessment so that students can discern strengths and weakness in their own

professional skills and design a growth plan for their personal and professional development. 300 hours of on-site fieldwork is 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 (54 credits) with a cumulative grade-point average of at least 3.0. The examinations will be scheduled during the residencies whenever possible, and shall consist of both written and oral components. An examination committee consisting of a faculty member chosen by the program director, a faculty member in the student's chosen concentration, and a third faculty member chosen by the student shall determine the content of both portions of the examination.

LEAD 910   DISSERTATION PROPOSAL SEMINAR   3

This seminar introduces students to the process of dissertation proposal development and is offered in the third year. 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 dissertation proposal.

LEAD 920, DISSERTATION I, II, III   3, 3, 0
921, 922

Formal work on the dissertation does not take place until all core and concentration credits have been fulfilled, comprehensive examinations have been satisfactorily completed, and candidacy to the degree has been granted. It is expected that this would normally take place in or after the third year of the program. The dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. 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.

Students register for dissertation work in their fourth year as follows:
LEAD 920 – Fall – 3 credits
LEAD 921 – Spring – 3 credits
LEAD 922 – Summer – no credits (no charge)
Students will carry an Incomplete until they have successfully defended their dissertation.

LEAD 931 DISSERTATION CONTINUATION

After three semesters of dissertation work (920/921, 922), a student who has not graduated will register for LEAD 931 each semester and pay a continuation fee until successfully completing the dissertation. The amount of the fee will be consistent with the cost structure published at the time of the student's admission.

STUDENT ACCOUNT INFORMATION

SCHEDULE OF STUDENT CHARGES
The schedule of student charges varies according to the program selected. Specific costs and payment schedules are found at www.eastern.edu/centers/sfs/tuition.

ADVANCE DEPOSIT
All CCGPS 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 for 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 are 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).

LATE PAYMENT FEE
If a student is registered in a timely manner, Eastern University will provide a bill through the student's CashNet portal in advance of the payment due date. A late fee of $110.00 may be assessed to any student account that is not clear at the start of the semester, term, or academic session.

LATE REGISTRATION
An entering student must register no later than fourteen (14) days before classes begin. A returning student may register up to five (5) business days before classes begin. 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.

MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS
A Monthly Service Charge of 1.5% will be added to all accounts that become delinquent. In addition, the Monthly Service Charge is added to all delinquent accounts that are carrying past due balances. The Monthly Service Charge is added to accounts just prior to the mailing date of the Monthly Account Statements.

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

Payment Plans and Fees vary by program; information is available on Eastern's Web site, www.eastern.edu/centers/sfs.

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. A "hold" does *not* preclude participation in graduation ceremonies.

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

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

WITHDRAWAL AND REFUND OF TUITION
(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.

Some programs include delivery of books. The student will be fully charged for the delivered books, as well as books/materials distributed for subsequent courses, even if not attended. The student must request to return the unused books to the Director of Student Services within 10 days of the withdrawal notification to the Office of the Registrar in order to receive a refund of these materials. The amount of the refund will be determined by the Director of Students Services based on the completeness and condition of the materials returned.

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

MONTHLY ACCOUNT STATEMENT

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

Please keep in mind that it often takes a week or more from the time the payment is mailed until it is reflected on your account. *Please Note: If the financial aid that you are anticipating is not reflected in your monthly statement, please contact the Student Aid Office directly at 610.341.5842.*

NOTIFICATION

The Student Accounts Office sends all billing, statement, and warning correspondence to the student's secure Eastern University e-mail address unless otherwise requested**.**

STUDENT FINANCIAL AID INFORMATION

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 STAFFORD LOAN PROGRAM

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

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.

ELEMENTARY OR SECONDARY TEACHER CERTIFICATION PROGRAM

The Federal Stafford Loan is available to eligible elementary 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 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 six (6) credits in that semester. Students enrolled only in the Education Certification programs are not eligible to receive Eastern Graduate Assistantships or Scholarships.
• **Post-certification M.Ed. students** may qualify for up to $20,500 in the Federal 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 Stafford Student Loan Program to complete elementary 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 or Scholarships.

INTERNATIONAL STUDENTS may apply for a Federal Stafford Loan if they are considered to be an eligible non-citizen and have a valid SSN and a valid Student Aid Report (SAR) 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.

ALTERNATIVE LOAN PROGRAMS are available for students unable to participate in the Federal Stafford Loan Program or students interested in additional funding.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID
Financial Aid satisfactory academic progress is comprised of two components: GPA and pace of completion. Standards can be found on the Financial Aid Web site at www.eastern.edu/centers/finaid/.

WITHDRAWAL FROM COURSES
A student who receives Title IV Federal Financial Aid and wish to withdraw from **ALL** courses during an enrollment period must provide written notification to an academic 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 Stafford Loan Program must complete a Loan Exit Interview online at 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. 610.341.5842

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 midpoint of the semester for a student who leaves without notifying the University.

ACADEMIC POLICIES AND PROCEDURES

ADMISSIONS POLICIES
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 Counseling Psychology and master's level Organizational Leadership programs.

For applicants who studied in educational systems outside the United States and/or whose language of instruction was not English:

- Minimum test of English as a second language (TOEFL) score of 79 (internet-based) or 213 (computer- based) or minimum international English language testing system (IELTS) score of 6.5
- Official evaluation of academic credentials in English from a NACES member organization is required. An evaluation from World Education Services is preferred.

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.

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. Students wishing to take more than fifteen graduate credits must apply to Graduate Admissions as a degree candidate and meet all admissions requirements as outlined previously. The credits must have been earned within five years preceding entry into the degree program.

Certificate 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.

Doctoral Student — A doctoral student is one who has earned a master's degree and is enrolled in the Ph.D. program.

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 half-time when enrolled for at least 4.5 credits.

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

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/academic/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 ABSENCE OF TWELVE MONTHS

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/academic/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,

thereby receiving no grade, by filing a "drop" request with 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.
– 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.

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. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern.
– When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript.
– Credit is granted once for a repeated course, unless the course description specifically allows accrued credit.

GRADING SYSTEM

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

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

GRADE PENALTY FOR ACADEMIC DISHONESTY

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

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

In all cases the instructor will forward, in writing, evidence of the academic dishonesty and the academic penalty to the Faculty Representative to Administration.

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. <u>This form must be signed by the professor and student before the end of the semester/session.</u> 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/academics/registrar/index.html, 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[4].

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[4] immediately following the

semester[4] 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[2].

Step 3: If the student is still not satisfied with the resolution, the student must make a written[1] request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/program director of the program. **This written request must be forwarded to the chairperson/program director within one (1) week following the due date of instructor's decision.** The departmental chairperson/ program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor and program Dean.[3]

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

Step 5: If, after receiving a reply form from the program Dean, the student is still not satisfied with the resolution, the student must make a written[1] request to the program Dean to submit the Appeal Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the Dean's decision. The Dean will then forward the Appeal Form and all accompanying documentation to the 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/academic/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 on www.eastern.edu, E-net Student Services or myeastern.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.

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 CCGPS 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/academic/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 the 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.

STUDENT CONDUCT POLICIES AND PROCEDURES

BEHAVIORAL EXPECTATIONS AND STANDARDS

Behavioral expectations serve the aims and purposes of Eastern University as a Christian university and are in the best interests of students, faculty, and staff alike.

1. Academic honesty and integrity
2. Respect and equal treatment for all individuals
3. Tolerance for diversity and differences of opinion
4. Preservation of an uninterrupted, professional, and positive learning environment
5. Professionalism in interactions and attire
6. Conduct conducive to maintaining a genuine Christian environment where personal and spiritual growth is encouraged

Students should expect to be held responsible for violations of behavioral standards. Such violations include, but are not limited to:

1. All forms of dishonesty including but not limited to: cheating, plagiarism, theft, furnishing false information, and altering documents with the intent to defraud.
2. The use, sale, distribution, and/or possession of all illegal drugs on or off campus.
3. The use of racial or ethnocentric invectives, epithets, slurs, utterances, or physical acts or threats (written or spoken) used to attack or injure another individual rather than express an idea, ideology, or philosophy. Racial and ethnic intimidation and harassment is illegal in the state of Pennsylvania. Students are encouraged to report incidents relating to racial and ethnic intimidation and harassment to the local police and to the Dean of Students. The University will cooperate fully with the police in these matters.
4. Smoking in the classroom or in other "non-smoking" areas of the classroom or office facilities.
5. Possession or use of alcoholic beverages within an approved Eastern University site or attending a class "under the influence" of alcohol.
6. Possession or use of firearms or weapons (including air rifles, air pistols, knives, potato guns and blowguns), ammunition or explosives (fireworks) in or upon University-owned, supervised (leased/rented/contracted), or adjacent property.
7. The disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities.
8. Physical assault, abuse, threats, and verbal or written intimidation of any person.
9. Theft from or damage to University premises or damage to property of a member of the University community.
10. Violations of law on or off University premises.
11. Failure to comply with directions of University officials acting in performance of their duties.
12. Retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint, or anyone who has done so.
13. Use of cellular phones and pagers in the classroom or during any academic presentation.

ACADEMIC DISHONESTY

The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. Academic dishonesty includes but is not limited to:

1. Plagiarism or presenting words, pictures, ideas, or artwork, that are not your own, as if they were your own, in spoken, written, or visual form.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, and so forth.
6. Falsification of any materials submitted for admission or grading purposes.

Each faculty member is required to send a record, together with all evidence of all cases of academic dishonesty, to the Academic Dean, who will forward the information to the Dean of Students. (See the Grading section under Academic Policy and Procedure for penalties associated with academic dishonesty.)

ACCOUNTABILITY

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

STUDENT RIGHTS

These standards represent the minimal procedural protection to be accorded to students charged with most disciplinary violations:

1. To know the nature of the charges.
2. To arrange for counsel of his/her academic advisor or other faculty member of his/her choice, throughout the proceedings.
3. To receive a reasonable time to prepare for a hearing.
4. To remain silent when his/her response might be self-incriminating.
5. To receive the decision in writing.
6. To appeal the decision.

According to court decisions, universities are not expected to develop regulations that are written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in this policy may be taken.

INITIAL INFORMATION
1. Any member of the Eastern community may report information regarding an alleged incident of misconduct to any member of the Student Services staff.
2. The identity of the informant shall remain confidential insofar as possible.
3. When an incident occurs, it is the responsibility of the Dean of Students to determine whether to:
   • Dismiss the matter without disciplinary action; or
   • Invoke disciplinary sanctions in those instances the wherein the best interest of the individual and community are best served by private proceedings; or
   • Refer the matter to the Judiciary Board for review and recommendation.

INVESTIGATION
1. The Dean of Students shall assume responsibility for the preliminary investigation of the alleged incident.
2. The matter shall be discussed with the accused.
3. All pertinent sources of information shall be consulted in order to determine the validity of the initial information.
4. The accused shall have the right to request the counsel of his/her academic advisor or a trusted University employee or faculty member during the investigation. This request is at the initiative of the accused.
5. The Dean of Students shall have the power to suspend a student in extraordinary circumstances pending final adjudication of any case.
6. The University is not obligated to defer disciplinary investigations, hearings or decisions awaiting the outcome of criminal charges pending in various courts, if applicable.

HEARING PROCEDURES
These procedures shall be in effect whether the matter is being considered by the Dean of Students or by the Judiciary Board.
1. The focus of inquiry in disciplinary proceedings is to determine whether the student has violated the University's policies and should therefore be held accountable. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceedings, unless significant prejudice to the accused or the University may result.
2. The hearing shall be open only to those individuals having a direct, personal interest in the proceedings, at the discretion of the Dean of Students. Hearings are not open to lawyers engaged by the accused.
3. The accused must notify the Dean of Students prior to the scheduled time of the hearing if he or she cannot be present. Failure to appear at the scheduled time without prior notification may result in adjudication of the matter in the student's absence.

4. On occasions in which the incident of alleged misconduct involves more than one student, the Dean of Students or Judiciary Board reserves the right to consider the cases separately or jointly.
5. The Dean of Students or Judiciary Board shall raise questions pertinent to the alleged incident, to the attitude of the accused, and to his/her previous behavior.
6. All parties, including the accused, shall be excused from the hearing room when the questions are concluded.
7. A judgment will be made as to whether the student has violated University policy or published policy of the degree program. The disciplinary action, if any, shall be determined by the Dean of Students, or, if the matter is before the Judiciary Board, disciplinary action shall be recommended to the Dean of Students.
8. The decision shall be reported to the accused by the Dean of Students as soon as possible. The notification shall include information pertinent to the decision.
   a. This may be done verbally when possible.
   b. This will be reported in writing even if reported verbally.

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

DISCIPLINARY SANCTIONS
The following sanctions are ones that may be involved when disciplinary action is taken:
1. Growth Initiative: A Growth Initiative is a policy that grants the possibility of immunity from punitive discipline if a student initiates an appointment with the Dean of Students and a request for help, prior to the knowledge of inappropriate behavior coming to the attention of University officials.
2. Censure: The action implies that the student's behavior was inappropriate and not to be condoned. Conditions of the censure may be given in writing to the student.
3. Disciplinary Probation: Such probation implies that the offense was of a more serious nature. The probation becomes part of the record on file with the Dean of Students Office. The length of the probationary period will be defined for each case. When on disciplinary probation, one may or may not be eligible to participate in co-curricular activities in which the student would represent the University to individuals and groups outside of the University. Violations during the probationary period will usually result in a more punitive response.
4. Restitution: The offender is required to make reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages or fines. Restitution may be combined with another of the possible disciplinary sanctions.
5. Work Assignment: The requirement to perform certain duties as restitution for inappropriate behaviors and actions, or in some cases in lieu of fines.

6. Fines: Under certain circumstances, a monetary fine may be assessed. It will be posted to the student's account along with notation as to the nature of the fine.
7. Withdrawal: When a student's behavior and/or attitude seems inconsistent with University expectations, it may be determined that the student should withdraw to evaluate himself/herself and his/her relationship to Eastern.
8. Suspension from University-sponsored housing: There is no refund or release from financial responsibility.
9. Suspension from the University: Participation in the University as a student is suspended.
10. The suspension will normally be followed by a period of disciplinary probation. Students are subject to academic penalties for work missed as a result of disciplinary action. Faculty members are not obligated to permit make-up of missed assignments and examinations in such cases.
11. Expulsion: One's status as a student is terminated for an indefinite period with little, if any, likelihood of re-admission.

APPEALS

1. A person may appeal a disciplinary decision made within the Eastern community to the Vice President for Student Development, who shall be the final appeal authority.
2. A written appeal must be received within one week of notification of the previous decision.

An appeal should be based on perceived irregularities in the application of the policies and procedures outlined heretofore, which had the effect of rendering the disciplinary decision arbitrary or capricious, or based on new information which was not available at the time of the hearing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES POLICY

Eastern University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educational opportunities to students with disabilities, and it is not intended that academic standards be lowered or essential elements of programs or courses be changed. Accommodations can include changes and modifications in the classroom, in assignments, and in the way tests are administered. Nonacademic accommodations can include changes and assistance to students relating to mobility and access to campus buildings.

Accommodations are granted on the basis of determined need and documentation of disabilities. In the event that disagreements arise between students and professors or administrators of the University over issues of accommodation, a due process procedure has been developed to settle such disagreements.

Procedure for Requesting Accommodations

1. Students requesting accommodations on the basis of disabilities must fill out a request form that is available from the Cushing Center for Counseling and Academic Support (CCAS) and the Student Development Office of Eastern University. If students require assistance in completing the form, they should request it from CCAS.
   • All requests for accommodations, both academic and nonacademic, should be submitted on the request form to the Director of CCAS.
   • If the requests involve nonacademic accommodations, the CCAS Director will notify the Dean of Students and send her/him a copy of the request form.
   • Students are encouraged to submit a request form in advance of the semester term they plan to attend Eastern so that the request can be considered and appropriate arrangements implemented when the student begins.
2. Documentation of disabilities should accompany the request form. Documentation should be a report by a professional qualified to evaluate disabilities in areas specific to the student. Documentations might include a psycho-educational evaluation by a psychologist or educational specialist, or a report from an orthopedist, neurologist, or other physician regarding physical disabilities. The documented evaluation must be recent to indicate the extent and severity of the student's disability and the extent of need for accommodations at the present time. This time frame will vary but is typically no longer than five years.
3. Students should make an appointment to meet with CCAS staff to discuss their specific requests and needs for accommodation. In response to the student's written request, a decision will be made within a reasonable period of time after submission of the form. In the interim, a plan addressing the student's needs will be put into action, if appropriate.
4. Students who have been granted academic accommodations for a particular semester are responsible to update their requests with CCAS each semester; this will not be done automatically. This typically involves providing a current list of their classes and reviewing with a CCAS staff member whether the accommodations requested previously are still appropriate. An in-person interview may be required.
5. Students whose disabilities and needs for accommodations change after initial requests for accommodations have been implemented should resubmit a Request for Acommodations form stating the changes and additional or new requests for accommodations.
6. Essential components of courses or programs are listed in their respective descriptions in the Eastern University catalogs. These components will not be changed or eliminated, but modifications in the way the student meets these requirements will be made.
7. In implementing accommodations approved by the University, a letter from CCAS and/or the Dean of Students will be sent to the appropriate faculty member, administrator, or staff member. In addition, the student will be encouraged to arrange meetings with all involved faculty members to discuss the nature of his or her disability as well as specific needs for accommodations.

Procedures for Settling Disagreements Regarding
Disability Accommodations

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

1. The student should discuss his/her disagreement with the faculty member and try to resolve the disagreement.

2. If the problem is not resolved, the student should continue to reach resolution through the lines of academic authority at the University: 1) professor, 2) Assistant Director of Student Services, 3) Dean of CCGPS. Attempts should be made to settle the dispute at the lowest level of authority possible, and if agreement is not reached after a reasonable period of discussion and negotiation, appeal to the next highest level of authority. The student should keep CCAS informed at all levels of the dispute.

3. A Disability Accommodations Committee will assist in creating, reviewing, and revising policy regarding accommodations for students with disabilities. The committee will meet twice a year and convene at other times to assist in resolving disagreements with respect to accommodations for students with disabilities. The committee will be a faculty committee of the faculty senate and composed of three teaching members of the faculty who have interest and expertise in fields that would best serve the committee (e.g., special education, psychology, nursing, rehabilitation, etc.). In addition to the core members of the committee, other faculty members and experts could be invited to serve on the committee who have expertise in the particular issue of accommodation and will meet within 10 class days after receiving a written request to consider the issue of accommodations. The Committee will provide written decision within 10 class days after its meeting. If, after its initial meeting, the committee decides that more information is needed (i.e. additional evaluation of the student), the time the committee has to provide a written decision may be extended another 10 class days. The decision rendered by the Disability Accommodations Committee will be the University's final decision.

SEXUAL HARASSMENT POLICY

Believing that members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcome sexual advances, Eastern University does not condone and will not tolerate behavior, verbal or physical, which constitutes sexual harassment.

Definition

Sexual harassment is a form of discrimination in violation of Title VII of the Federal Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, the Pennsylvania Human Relations Act, and Eastern University policy. Unwelcome sexual advances, requests for sexual favors, inappropriate behavior of a sexual nature, and other written, verbal, or physical conduct of a sexually intimidating or offensive nature constitutes sexual harassment when:

1. Such conduct is pursued among persons who have not mutually consented (implicitly or explicitly, verbally or non-verbally) to such conduct;

2. Submission to such conduct is made, explicitly or implicitly, a term or a condition for employment, advancement, matriculation, or academic evaluation at Eastern University;

3. Submission to, or rejection of, such conduct is used as the basis for employment or academic decisions;

4. A pattern of singling out members of one sex for disproportionate attention with elements of emotional or physical pressure;

5. Such conduct has the purpose or effect of substantially interfering with an individual's employment or academic performance or creating an intimidating, hostile, or offensive residential, work, or academic environment. Sexual harassment is unwelcome and usually repeated behavior, but in some instances it can be an action that occurs only once.

Examples of sexually harassing conduct include, but are not limited to:

1. Repeated sexually suggestive looks, gestures, or questions;

2. Repeated, unwanted, and unacceptable remarks that stigmatize or ridicule on the basis of gender or sexual matters;

3. Persistent following, letters, or phone calls discussing sexual matters;

4. Display of offensive, sexually oriented visual materials (i.e., photos or posters) except for the purposes of instruction as appropriate to course objectives;

5. Cornering or leaning over, touching, pinching, or patting;

6. Pressure for sexual favors.

Dealing with Sexual Harassment

Eastern University strongly urges that each member of the community know their rights and responsibilities, cooperate with those who are designated to help resolve allegations of harassment, and report incidents of harassment, especially if she/he is a victim.

What to Do:

1. Say no to the offender. Respond immediately and directly to the offender, indicating that the behavior or remark is not acceptable. State without smiling or apologizing that you want the behavior to stop, and make it clear that you do not approve.

2. Do not ignore the problem. Experience shows that this only makes things worse.

3. If you are unsure that your experience was sexual harassment, discuss it with a trusted friend, colleague, or a member of the Student Services staff on an informal basis.

4. Keep a written record of the harassment. Include the date, time, place, and any other relevant circumstances. Record your response to the harassment as well. Keep all relevant correspondence that may be used as evidence of harassment, such as letters, notes, or memos.

5. Find out if someone witnessed the incident or your reaction immediately after the incident. That person may be a witness for you. Take names and phone numbers for future references.

6. If you feel that your academic or work evaluation will be affected by the harassment, ask for and collect copies of past evaluations or anything that would tell the quality of your work.

The Procedure for Reporting Sexual Assault

Members of the Eastern University community are encouraged to report information regarding an alleged incident of sexual harassment or assault to the Dean of Students.

Should the alleged victim choose to do so, she/he may choose a support person who may be a friend or may be a trusted staff or faculty member of the Eastern University community. The support person may accompany and advise the alleged victim in the investigation and in any informal or formal procedures which follow.

The following procedures apply when the alleged perpetrator is a student. If the alleged perpetrator is a staff or faculty member, the Faculty Representative to Administration will provide information about the procedure. To initiate an informal grievance, the victim of the alleged incident or her/his support person should inform the Dean of Students of her/his intent. The Dean of Students will seek to resolve the complaint informally in a manner satisfactory to both the complaining party and the accused party. If the complaint is not resolved to the satisfaction of both parties, the complaining party may elect to initiate a formal grievance. The victim of the alleged incident is not obliged to pursue an informal grievance before filing a formal grievance.

The victim of the alleged incident may initiate a formal grievance to the Dean of Students, after which the Dean of Students will notify the accused party of the incident. If evidence warrants it, a formal hearing will be convened. The nature of the charges necessitate that the Judiciary Board be composed of the Dean of Students, at least one male faculty member, at least one female faculty member, at least one male student, and at least one female student. The fifth voting member will be of the same gender as the alleged victim. An effort will be made that the same members of the Board be present at every hearing for the particular case. Either the victim or the accused may request that a student member be included or excluded.

If the alleged perpetrator is a member of the faculty or staff, the Dean of Students will report the incident to the Dean to whom the alleged perpetrator reports. The provisions of the *Faculty and Staff Handbook,* available in the full official edition of the Sexual Harassment Policy, will pertain relative to hearing proceedings.

Confidentiality and External Charges

The University will maintain complete confidentially regarding allegations. Only those directly involved in the alleged incident(s) and resulting investigation will have access to information concerning the case unless the alleged victim or accused chooses otherwise. The victim of criminal activity such as sexual harassment or assault is strongly encouraged to file formal charges with the local police. The victim will receive support from all members of the Student Services Office should the victim choose this option. The internal procedure will be implemented and disciplinary sanctions imposed without regard to the status of the external procedure.

Eastern University strictly prohibits any retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint, or who has done so. Any member of the community who, after appropriate investigation, has been determined to have retaliated against a complainant or one who expresses the intent to complain (or against any other party involved) will be subject to disciplinary action. If any member of the Eastern University community believes she/he has been retaliated against, that person should contact the Dean of Students.

INCLUSIVE LANGUAGE

Eastern University is committed to the belief that in Christ, and in the new order inaugurated in His life, death, and resurrection, there can be no room for inferior and superior categories of human beings, on the basis of gender, race, ethnic, or national origin (Galatians 3:28), physical health or ability, age, etc.

Within this conviction, Scripture teaches that male and female alike respond to the calling of God into the ministries of Christ, and that both male and female are gifted by God's Spirit for such ministries (Acts 2:16-18).

In light of the insight provided by contemporary scholarship into the ways language shapes as well as reflects culture, we have a particular responsibility to use language in ways that do not exclude members of that community, or distort the significance of contributions made by all persons to our historical and present day experience.

Therefore, the University expects all members of its community (as well as other persons who are invited to address various forums at Eastern functions):

1. To use inclusive language when speaking about or addressing human beings in written and oral communication. Faculty may return written work to students for rewriting in keeping with this expectation and should make them aware of oral communication habits which tend to be exclusive.
2. To exercise sensitivity in the selection of classroom materials and examples. It is desirable that all students feel included and recognized in academic discourse.
3. To exercise grace in ways which will allow persons to grow from traditional, habitual language patterns toward more inclusive ones.

CLASS PARTICIPATION

All "talk" does not constitute good class participation. Participation that contributes to a positive grade is characterized by the following:

1. Ties personal experiences to the concepts that are being studied, giving an orderly, brief version of the experience, with a point that is stated clearly.
2. Avoids repeating in a different form points made by others.
3. Shows evidence of having completed, understood, and applied to the readings.
4. Incorporates ideas shared by others and the instructor to create a "fuller picture" of the concept under review.

5. Poses real-life questions or challenges that spring from the discussion material and attempts to shape an "informed" conclusion.

COPIES OF COURSE ASSIGNMENTS

Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

STUDENT SERVICES

ACADEMIC ADVISING

Each student is assigned an academic advisor by one's department or school. Depending on the nature of the program, the advisor may be able to assist the student with the following functions: changes of status, requests for Incompletes, petitions for exceptions to policy, grade appeals, graduation clearances, 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 his or her 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, particularly with regard to degree requirements. A student experiencing personal and/or academic difficulties should contact her/his program 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, and job search strategies. Helpful online resources, such as articles on job market trends and current salaries, as well as a list of career fairs. Contact gpscareerserve@eastern.edu for more information.

CHAPLAINCY SERVICES

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

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 on who the user is, 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:
- Don't answer any e-mail that asks for personal information.
- Make online purchases only at established, reputable sites.
- Don't leave logins, passwords PINS and personal information easily accessible to others.
- If you store personal information like banking information on your CPU, laptop or in your PDA, be careful where you leave it and who has access to it.
- 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 EU e-mail account regularly and/or follow the online instructions to redirect EU e-mail to a primary e-mail account. For detailed instructions on Web mail, please go to www. eastern.edu and point to the "E-Net" pull down menu and select "Tech Support." Under "Web-based Support," you will find the "Guide to using e-mail at Eastern."

EMERGENCY AND CRISIS INFORMATION

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.

Go to http://www.eastern.edu/campus/university_wide_services/security/e2campus_info.html to sign up for the Emergency Alert System.

FACULTY/ COURSE EVALUATIONS

Students evaluate instructors and curriculum regularly using an electronic evaluation system. Students receive notification via their Eastern e-mail address informing them that a course evaluation is available for completion with instructions to access the evaluation.

ID CARDS (E-CARDS)

Students must have an ID card 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.

INCLEMENT WEATHER PROCEDURES

Decisions to cancel class will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturday mornings. Please call us or listen to the radio after 3:30 p.m. or 6:00 a.m., respectively.

In the event of a cancellation, classes for accelerated programs will be rescheduled, usually on another night of the week or on a Saturday, in order to meet the required number of seat hours. You will be informed of the make-up arrangements through your instructor.

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, CCGPS attendance policy will apply.

If the University is closed or classes are delayed due to inclement weather (snow, ice, extreme weather conditions), there are two convenient ways for you to stay informed:

The CCGPS Information Bulletin Board

The CCGPS Information Bulletin Board (found on our phone system*) will be updated with information concerning those classes affected.

To access our CCGPS Information Bulletin Board, please call the voice mail system at 610.225.5000; once you hear "Hello, Repartee Messaging System," dial 2834 and the recorded message will begin. The standard message indicates that there are no messages at this time. For those making long distance phone calls, please feel free to dial 1.800.732.7669; at the menu, dial 2834.

Radio
Philadelphia Area

Should we close or delay classes in the Philadelphia area (including Reading), 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.).

Eastern University Web site

School closing information can be seen on the Eastern University Web site (www.eastern.edu) by clicking on "School Closing Info" under the "EU Quick Links" drop down menu at the top of the page.

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 http://www.eastern.edu/campus/university_wide_services/security/e2campus_info.html. 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

ONLINE COURSES/BLACKBOARD

Eastern University uses Blackboard for the e-learning environment. The Blackboard 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 & headset (needed for Wimba)

The following is the step-by-step process to access your Eastern University online course.
• Open your Internet Browser
• Type in the URL: **http://eastern.blackboard.com**
• A screen will appear with a **"LOGIN"** button
 ➤ Click the "Login" Button
 It will redirect you to a new screen with two lines for your specific information
 ➤ In the "user name" box, type the "user name" and in the "password" box, type the "password" that was provided to you by Eastern.
 Remember that everything is case sensitive, so type it exactly as you received it.

➤ Click "LOGIN" when both your "user name" and "password" have been typed into the appropriate boxes.

• This should take you to a Welcome page where you will see Eastern University in the top left hand corner, a "Welcome…." banner, several boxes of information, and a Tool Box on the left-side of the screen

➤ Under the **MY COURSES** box you will see any courses you are enrolled in. Place your cursor over the title of the course you would like to enter, left click and this will take you to your course information.

If you have problems accessing your course, please contact your faculty member.

Some popular ISP's have difficulty using e-learning platforms like Blackboard. If you must use an ISP that is having difficulty, minimize your ISP's home page and open another Internet browser such as Internet Explorer or Netscape. This may alleviate any conflict your ISP may have with Blackboard.

ONLINE GRADES

Grades are entered by the Registrar as they are received from faculty. Cumulative credits and gpa statistics are updated weekly.

To access student records:

1. Go to www.eastern.edu
2. Select E-Net Student Services or My.Eastern
3. Select Student Services
4. Enter your user name and password:
   • Log-In
   • Password
5. Set Option: Choose "undergraduate" or "graduate." You will only need to set option once.
6. Select Submit Options
7. Select Academic Record

Please refer to Tech Support page for additional help.

Additional directions and assistance for using Eastern University's E-net/E-mail system can be found under the "Tech Support" link on Eastern's homepage. If you have lost or forgotten your login and password, please call CCGPS Student Services at 610.341.1397 during normal business hours.

PARKING PERMITS FOR ST. DAVIDS CAMPUS

Vehicle registration forms are completed as a part of the registration process for most CCGPS students. Please refer to the CCGPS Student Services Web site (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

Students enrolled in semester-based programs may use online registration at announced periods. Follow the directions for Online Grades in E-Net, and select the session and year of the effective registration. Click on the Registration button to begin.

Students enrolled in cohort-based programs are registered for the duration of the program unless there is an interruption in attendance. Students should contact the Office of the Registrar to re-register. Tuition rate and fees fect at that time will apply.

DISCLOSURES

EQUAL OPPORTUNITY

Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students have the right to:
• review education records within 45 days of the day the University receives a request for access.
• request the amendment of education records that are believed to be inaccurate or misleading.
• consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA (the law) authorizes disclosure without consent.
• file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY

In compliance with the Pennsylvania College and University Security Information Act 73 of 1988 and Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available on Eastern's Web site http://www.eastern.edu/campus/university_wide_services/security/index.html 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 graduate 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 testing sites for current and former military personnel to validate college-level learning that was acquired through experience and non-collegiate instruction. Prerequisite courses for graduate programs may be met by passing CLEP or DSST tests in relevant subject areas. No graduate credit is awarded for these tests.

Requests for Reviews by the Executive Dirctor for Enrollment – Eastern is committed to providing "military friendly" procedures to servicemen and women who seek admission to graduate degree programs. If active duty, reserve duty or veteran's affairs issues cause a delay in the prospective student's planned enrollment, the applicant may submit a written request to the Vice President for Enrollment for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

Convenient Communication – Military personnel admitted to graduate programs are welcome to use their private e-mail accounts to correspond with university representatives until the first class meeting. 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. Costs, course offerings, financial aid information, forms, policies, procedures and programs of study are among the many resources located on Eastern's Web site.

INFORMATION SECURITY

The Vice President for Administration provides oversight for the University's information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:
- Employee training and management
- Information systems, including network and software design, as well as information processing, storage, transmission and disposal
- Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:
Academic Computing
Administrative Computing
Admissions
Alumni
Deans
Faculty
Financial Aid
Human Resources
Institutional Research
Registrar
Security
Student Accounts
Student Development
Student Health Center
Student Services

Each relevant area is responsible to secure student information in accordance with all privacy guidelines. Eastern University will select appropriate service providers that are given access to customer information in the normal course of business and will contract with them to provide adequate safeguards.

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 Executive Director of Communication.

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 at 610.341.5822.

DRUG AND ALCOHOL PREVENTION INFORMATION

Annual notification to enrolled students is provided by the Student Development Office www.eastern.edu/campus/university_wide_services/security, Public Safety Policies and Procedures pdf or by request to the Vice President for Student Development at 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/centers/ir/Graduation-Retention.html or by request to the Director of Institutional Research at 610.341.5898.

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St. Davids, PA 19087
Phone: 610.341.5800

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Philadelphia, PA 19129
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Fax: 215.848.2651

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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	484.581.1264
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
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
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International Student Advisor	610.341.5870
Public Relations	610.341.5930
Registrar	610.341.5853
	registra@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 Aid	610.341.5842
	FAX 610.225.5651
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

2012 SEMESTER CALENDAR
Counseling Psychology, Economic Development, Education, International Development, School Health Services and Urban Studies

SPRING 2012 (SP12)

Martin Luther King Holiday Observed – No Classes	Monday	January 16
Classes Begin/Last Day to Register	Tuesday	January 17
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 24
Mid-Semester Vacation	Saturday-Sunday	March 3-11
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 29
Registration for Fall 2012	Online	Begins Late March
Easter Break	Friday-Monday	April 6-9
Evening Classes Resume at 4:30 pm	Monday	April 9
Classes End	Monday	April 30
Study Day	Tuesday	May 1
Final Examinations	Wednesday-Tuesday	May 2-8
Baccalaureate	Friday	May 11
Commencement Ceremonies	Saturday	May 12

SUMMER 2012 (SUM12)

Classes Begin	Wednesday	May 16
Independence Day Holiday	Wednesday	July 4
Classes End/Final Examinations	Thursday	August 9

FALL 2012 (FA12)

Classes Begin/Last Day to Register	Wednesday	August 29
Labor Day Holiday –Make up Classes Arranged	Monday	September 3
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 5
Registration for Spring 2013	Online	Begins Late October
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 7
Thanksgiving Vacation	Wednesday-Sunday	November 21-25
Classes End	Friday	December 7
Final Examinations	Monday-Friday	December 10-14
Commencement Ceremonies	Saturday	December 15

NOTE: Programs comprised of accelerated courses and residencies follow non-semester calendars.

NOTES