Graduate Academic Catalogs

Academic Catalogs

Fall 2012

2012-2013 Graduate Academic Catalog

Cedarville University

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Inspiring Greatness

Graduate Academic Catalog

2012–13 Graduate Academic Catalog

Home to 3,400 Christian students, Cedarville University is an accredited, Christ-centered, Baptist university of arts, sciences, professional, and graduate programs.

Established in 1887

Contents

The Cedarville University Graduate Catalog is published annually. While every effort is made to provide accurate and up-to-date information, the University reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings, and other matters.

Introduction

Profile

Cedarville University is a Christ-centered, Baptist university of arts, sciences, graduate, and professional programs. Since its founding, Cedarville has coupled a balanced liberal arts program with a conservative, theological position in regard to doctrine and biblical living. All classes are taught by dedicated Christian professors who integrate the knowledge of their respective fields with biblical perspectives.

History

Cedarville College was established on January 26, 1887, through the vision of five godly men who dreamed of a college that would provide Christian young people with education that was offered within a spiritual framework. Affiliated with the Reformed Presbyterian Church, the College attracted many area students and built its first building, "Old Main," now called "Founders Hall," in 1895. Year after year, Cedarville attracted a record number of students and soon gained a reputation not only for its Bible teaching but also for its liberal arts program.

The turbulence of the first 50 years of the 20th century led to hard times for the College. Following WWII and one final attempt at revitalization, the trustees realized that the enrollment could not support expenses. The College would have to find another church group to assume its operation or close its doors.

At that time the trustees of the Baptist Bible Institute of Cleveland, Ohio, were seeking a campus on which to expand. Hearing of Cedarville College, they visited the campus and were convinced that Cedarville was the site that God had chosen for their school. Upon mutual agreement by both trustee boards, ownership of the College was transferred on April 4, 1953. Cedarville College became a Baptist college of arts and sciences. James T. Jeremiah, the pastor who first suggested the Baptist Bible Institute-Cedarville College connection, was called to be the College's president.

Soon the College was alive and flourishing. By 1959, the enrollment had grown to 255. Faculty, staff, and facilities were added. Six years later the student body had nearly tripled to 763. By the end of Dr. Jeremiah's 25-year tenure as president in 1978, the College's enrollment had grown to more than 1,200 students.

Paul Dixon was then called to lead Cedarville College. Through his leadership, the College flourished in every area, with nearly 3,000 students, more than 100 programs of study, and many new facilities.

During the 1998–99 school year, the College initiated its first graduate degree program and, in 2002, graduated its first class to receive the Master of Education degree.

In April of 2000, the board of trustees voted to change the designation of the institution from college to university effective September 1, 2000. Under the leadership of the current University president, Dr. William Brown, the future looks bright for Cedarville University as it seeks God's continued blessing. To learn more about the history of Cedarville, visit **cedarville.edu/cedarvillehistory**.

Mission

Cedarville University is a Christ-centered learning community equipping students for lifelong leadership and service through an education marked by excellence and grounded in biblical truth.

The University achieves its mission by accomplishing the following objectives or "portrait statements" which reflect characteristics of a Cedarville University graduate:

Glorify God
The Cedarville graduate exemplifies devotion to the triune God, Christlike character, and faithfulness to the teachings of the Scriptures.

Think Broadly and Deeply
The Cedarville graduate evaluates ideas, practices, and theories across disciplines within the framework of God's revelation.

Communicate Effectively
The Cedarville graduate listens well, and produces and delivers clear, compelling, accurate, and truthful messages in a relevant, respectful manner.

Develop Academically and Professionally
The Cedarville graduate demonstrates competence and integrity in academic and professional endeavors.

Engage for Christ
The Cedarville graduate lives to further the mission of Christ in the world as an active influence in spiritual, moral, professional, and social spheres.

Accreditation

Cedarville University is a four-year and graduate degree-granting institution chartered by the state of Ohio and certified by the Ohio Board of Regents, web: **http://regents.ohio.gov**.

The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, web: **www.ncahlc.org**, phone: 312-263-0456. This recognition signifies that the University is regionally accredited.

Accreditation information for individual programs is included in the Academic Programs section in this catalog.

Cedarville University also holds membership in the Council for Christian Colleges and Universities. For a listing of additional memberships, visit **cedarville.edu/accreditations**.

Distinctives

The primary intention of all graduate and professional practice degree programs at Cedarville University is to provide educational programs characterized by four distinctives:

- Biblical integration: Consistent with the University's primary mission to "provide an education marked by excellence and grounded in biblical truth," all graduate and professional practice degree programs seek to integrate the knowledge base of their disciplines with the principles and precepts of Scripture. Students are encouraged to develop a biblically based faith and life perspective concerning material presented in all courses.
- Practical intervention: Graduate and professional practice degree programs at Cedarville University are created to meet the needs of Christians as they wrestle with the opportunities and challenges presented in a variety of profit and nonprofit career fields. Students are encouraged to focus on critical analysis and problem-solving approaches in all real-life issues.
- Personal interaction: Graduate and professional practice degree programs at Cedarville University are designed to promote interaction among students and teachers as a learning community committed to articulating, assessing, and acting on ideas. Students are encouraged to engage in team-based collaboration in all courses.
- Technological innovation: Graduate and professional practice degree programs at Cedarville University build upon the capabilities provided by the University's CedarNet computer network to empower both program participants and instructors to calculate, communicate, collaborate, and contribute more effectively and efficiently. Students are encouraged to aggressively use information technology in their professional fields.

Diversity Statement

Cedarville University actively seeks to attract and serve a diverse group of Christian employees and students who exercise their spiritual calling to be agents of reconciliation; pursuing unity, peace, and community in an atmosphere that recognizes our union in Christ and celebrates the contributions of all who seek to follow Christ. To learn more about diversity at Cedarville, visit **cedarville.edu/diversity**.

Campus Setting

Cedarville University is located on 400 acres at the north edge of the village of Cedarville, Ohio, a quiet town with a population of approximately 4,000. Founded in 1816 at the junction of two state routes, the village and its surrounding area have long provided a wholesome environment for learning.

This pleasant setting continues today. Downtown Cedarville features the historic Cedarville Opera House, Cedarville Hardware, two banks, haircutting establishments, post office, pharmacy, convenience store/gas station, a few restaurants, and two coffee shops. Within a mile of the University, Massie Creek and an adjacent park offer recreation and picnic facilities alongside the Little Miami Bike Trail.

Rolling hills and farms border the village and University. This beautiful area, which extends westward to John Bryan State Park, has been recognized as one of the most scenic in the Midwest.

Cedarville University is conveniently situated with easy access to shopping areas in the cities of Xenia, Beavercreek, Dayton, and Springfield. The University lies in the center of a triangle formed by three interstate highways, I-70, I-75, and I-71, and thus enjoys quick access to Columbus, Dayton, and Cincinnati. These metropolitan areas offer fine dining, professional sporting events, concerts, and employment opportunities. Directions can be found by visiting **cedarville.edu/directions**.

Cedarville University is located in the middle of a triangle formed by Interstates 70, 71, and 75.
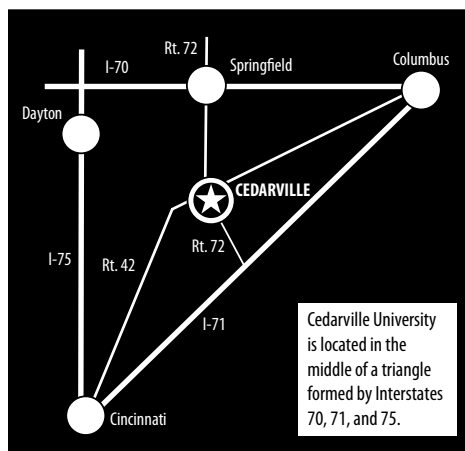
The Cedarville Graduate Experience

Cedarville Covenant

We are a community of believers accountable to one another, called to reflect the character of Jesus Christ and to be obedient to His Word. We will be faithful in our support for the local church and in our practice of the spiritual disciplines. We will practice biblical principles of encouragement, exhortation, and reconciliation. We commit ourselves to integrity, kindness, purity, and self-control; and to continual growth in scholarship, leadership, and service. Therefore, as members of the Cedarville community, we regularly affirm our commitment to the Cedarville Covenant with this pledge: We will love God and others, live with integrity, and pursue excellence in all we do.

Standards of Conduct

At Cedarville University, we believe that the principles found in the Bible should govern our daily lives. We recognize that our appearance, words, and actions are a manifestation of our relationship to Christ and a testimony to believers. In addition, we believe that regular attendance and involvement in a local church is evidence of a maturing relationship with Christ.

All graduate students are expected to adhere to the guidelines below. You may access these guidelines online at **cedarville.edu/gradstudentlife**.

- As a community of born-again believers, we believe that pleasing and glorifying God in all that we do and say is an expression of our gratitude to God's grace and love in our lives (1 Cor. 10:31; 2 Cor. 5:9). We believe it is important to be people of integrity who are truthful in speech and honest in conduct. Therefore, all should seek to serve Christ in an atmosphere free from attitudes of distrust, dishonesty, selfishness, damaging criticism, disrespect, favoritism, unethical conduct, and irreverence (Psalm 15; Matt. 5:33–37; Prov. 15:4; Rom. 13:9–10; Col. 3:8–9; James 2:1–13; Gal. 3:26–29; Rom. 13:1–2; I Tim. 2:8).
- The University affirms its belief that our interpersonal relationships are to reflect the biblical principle that all people are made in God's image and are equal in value. We believe it is important to express our love for others through acts of kindness as well as wholesome and uplifting speech (I Peter 5:5; Eph. 5:21; Phil. 2:3–11; Rom. 14:1–23; I Thess. 4:9; Col. 3:12–13). Therefore, it is the expectation that all forms of harassment (which include racial/ethnic, and sexual- and gender-based harassment) are prohibited. In addition, we believe threatening, intimidating, coercing, using abusive or vulgar language, violence or violent threats, or interfering with the performance of other students or employees are neither God-honoring nor acceptable behaviors within or outside the work place and classroom..
- Because of our commitment to moral purity in both thought and action (2 Cor. 7:1; 1 John 3:3), all acts of sexual immorality are viewed as unacceptable behavior (I Cor. 6:18–20; 1 Thess. 4:3–8).
- Because of our commitment to moral purity in thought and action (2 Cor. 7:1; 1 John 3:3; Matt. 5:27–28), accessing, possessing, and distributing or downloading pornography is prohibited.
- We believe that God has given the gift of intimacy to marriage (Hebrews 13:4). Therefore, we believe that God has commanded that no intimate sexual activity should occur outside of marriage. We believe that the only legitimate marriage is the joining of one man and one woman (Gen. 2:24; Rom. 7:2; I Cor. 7:10; Eph. 5:22–23).
- Based on our commitment to moral purity and the gift of intimacy in marriage, we believe that all acts of sexual immorality are sinful perversions of God's gift of sex, i.e., homosexuality, lesbianism, incest, fornication, adultery (Rom. 1:21–27; I Cor. 6:9; Gen. 2:24; Eph. 5:31). Therefore, engaging in, living a lifestyle characterized by, or promoting a lifestyle that is in contradiction to this biblical position is prohibited.

Graduate students living on campus will have additional standards of conduct expectations as a member of the Cedarville University residential community. Behavior that is not in compliance with the above standards of conduct or that are a felony violation of state or federal law can result in corrective action up to and including expulsion from the University.

Admissions

Standards

Cedarville University invites applications for its graduate and professional practice degree programs from college graduates who are able to present strong academic records and a testimony of faith in Jesus Christ. Applicants generally have a bachelor's degree or higher from a regionally accredited college or university, or an institution specially recognized by Cedarville University. Applicants must also affirm their commitment to the Cedarville Covenant and agree to abide by the graduate student standards of conduct. Applicants should review the University's doctrinal statement to understand our beliefs and Christian heritage, which serves as the foundation for our community.

Admission to Cedarville University graduate degree programs is managed by the associated academic department in cooperation with graduate admissions. Some programs have distinctive requirements, but the application process is similar. All admissions are competitive and reflect the judgment of the academic department for which admission is being sought. Those making admission decisions take into account the student's potential to complete a particular program.

The Graduate Admissions Committee carefully considers each applicant's total record, seeking to make admission decisions that will result in the best fit between the applicant's interests and abilities and the University's expectations and values.

How to Apply

Graduate admissions applications are available at **cedarville. edu/gradapply**.
1. Complete and submit the graduate admissions application along with a $30 non-refundable application fee. The essay section should be typed (1000-word maximum). The essay will be used to assess both content and communication factors in evaluating your potential success in completing the graduate program.
2. Submit completed recommendation forms from the following:
   a. Church leader
   b. Supervisor/employer
   c. Professional reference
3. Request an official transcript to be sent to Cedarville University from each college and/or university attended. The transcript for your baccalaureate degree must indicate the month and date the degree was granted.
4. Submit the appropriate standardized test score as required by your particular field of study. The test must have been taken within the last five years prior to applying. See admissions standards listed under your particular field of study for required standardized test scores.

   Successful applicants typically have received competitive scores on their program-appropriate nationally standardized exams. The organizations sponsoring these national exams explicitly discourage the use of absolute cutoff scores and urge all educational institutions to consider the scores within the context of the student's entire application package. Accordingly, scores from nationally standardized exams will be considered along with other factors in making final admission decisions.

5. International applicants coming from countries in which English is not the native language will need to demonstrate their proficiency in English by taking the Test of English as a Foreign Language (TOEFL) or the International English Language Test (IELTS). All international applicants must submit official results from either TOEFL or IELTS. The required score on the TOEFL is an Internet-based score of 80. The required score on the IELTS is a 6.5. Cedarville University's institution code for TOEFL is 1151. The test must have been taken within the last five years unless the applicant has completed an entire baccalaureate or graduate program in residence in the United States.

Applicants for graduate degree programs may be interviewed by a member of the graduate admissions committee and, where beneficial, by representatives from the graduate program for which admission is being sought..

Graduate degree programs at Cedarville University vary in regard to the competitiveness of the admissions process and the timeframe in which that process must be completed. Refer to the admissions requirements for your specific program for this information.

Conditional Admissions

A graduate student may be granted conditional admission and permitted to take up to 11 credit hours (unless otherwise stipulated by the program area) for any of the following reasons:
- Official copies of transcripts have not yet been received by the University.
- Required entrance examination scores have not yet been received by the University.
- The student's academic record does not meet typical graduate admission standards but shows potential for success.

The decision to grant conditional status is made by the Graduate Admissions Committee. Applicants should feel free to contact graduate admissions to check on the status of materials received.

Reservation Deposit

A reservation deposit must be submitted by new and readmitted students as an indication of their intention to enroll. The amount of the deposit is $150. This money is credited to the student's account and used to cover first semester expenses. A student must submit a reservation deposit to register for classes. The reservation deposit is nonrefundable. Instructions for submitting a reservation deposit may be found at **cedarville.edu/graddeposit**.

Academic Information

Cedarville University graduate and professional practice degree programs are designed to meet the professional, personal, and spiritual needs of adults who desire to honor God with their careers and lives. Truth from Scripture is integrated with the knowledge taught in each course to provide effective learning and enduring life values. The knowledge and skills learned from the curricular experiences provide adults with an excellent background for professional competence in their chosen fields.

Academic Advising

Each student is assigned to an academic advisor by the director of the particular graduate program. The academic advisor offers counsel concerning course scheduling. Students are encouraged to consult their academic advisor prior to registration, whenever an academic problem is encountered, or when considering any changes in their educational program. Degree-seeking students may review their academic program progression by using the Program Evaluation option in WebAdvisor at **cedarville.edu/webadvisor**.

Registration Process

Registration dates for each session are listed in the annual academic calendar. Early registration periods are designated for active graduate students. New graduate students must be accepted for admission through the graduate admissions office and pay the reservation deposit of $150 before they are eligible to register. Submitting a reservation deposit may be found at **cedarville.edu/graddeposit.** Students are strongly encouraged to take advantage of this early registration opportunity. Students who register early for a term but do not enroll for the following semester must notify the office of the registrar of their change in status.

Registration information and instructions are distributed from the office of the registrar by email prior to the respective registration periods. Additionally, information regarding course offerings and sections, is available online at **cedarville.edu/gradschedules.**

Prior to submitting a course registration, the student is encouraged to consult with his/her academic advisor to discuss course options and class schedules. Although each student has an academic advisor to help with scheduling, the student is responsible for the chosen class schedule, course of study, and progress through the program.

Graduate students may register online using a web-based interface called WebAdvisor. The online registration process may be completed from any computer through which the student has internet access. Registration instructions using WebAdvisor may be found at **cedarville.edu/gradregisterinstructions**. After the online registration process has been completed, the student's confirmed schedule becomes an active registration in the administrative computer system.

To complete registration, students must make financial arrangements for payment of the amount due. (See Financial Registration Policy on page 11.) To register for graduate courses please visit **cedarville.edu/gradregister.**

Classification of Students

Graduate students are classified by the number of hours for which they are enrolled, as follows:

- **Full-time students** are those who have met the requirements for admission as determined by the Graduate Admissions Committee, have been admitted to a degree program, and are carrying at least eight semester hours of credit in that academic semester.
- **Part-time students** are those who have met the requirements for admission as determined by the Graduate Admissions Committee, have been admitted to a degree program, and are taking fewer than eight semester hours.
- **Nondegree seeking students** are those who are taking graduate courses but have not yet been admitted to a specific degree program or do not intend to work toward a graduate degree.

Graduate students are also classified according to their relationship to formal programs, as follows:

- **Regular students** have met all of the requirements for admission to the graduate program.
- **Conditionally accepted students** have applied for admission to the graduate program at Cedarville University but must meet some prerequisite of his/her graduate program or must complete some part of the application process.
- **Transient students** are nondegree seeking students, who are enrolled and in good standing in a graduate degree program at another institution, have written authorization from the appropriate officials at that institution to take graduate courses at Cedarville University, meet all the registration requirements for the course (for example, prerequisites), and have been accepted for transient status by the Graduate Admissions Committee.
- **Readmitted students** applies to students who have attended Cedarville University as a graduate student, but have not enrolled within the past two years. For information regarding readmission to your graduate program, please contact the graduate admissions office at **cedarville.edu/graduate**.

Drop/Add Policy

Changes in the course schedule made after the beginning of a course must be made through the office of the registrar. Course drop/add forms are available on the registrar's website. The form must be signed by the student and submitted to the office of the registrar in person, by email, or by fax. No courses may be added after the first class without the additional approval of the appointed director of the particular graduate program and the approval of the faculty member teaching the course. The effective date of the course change is the date the registrar receives the completed form.

When adding a class, the student is required to make up any work missed because of late entrance, assuming that the instructor is willing to allow late entrance into his/her course.

Failure to properly drop a class will result in a grade of "Z." (See Grading System on page 8.) When a course is dropped properly during the fall or spring terms, the action is recorded as follows:

Online Courses

Week Course Is Dropped	Action
Within the 1st full calendar week	No record on transcript
During the 2nd full calendar week through the next to last calendar week	W – Withdrawn
During the last calendar week of the course	Drops not permitted

Fall and Spring Saturday-Only Format

Week Course Is Dropped	Action
Before the start of the second class	No record on transcript
After the start of the second class	W – Withdrawn
During the last calendar week of the course	Drops not permitted

Summer Modules

Week Course Is Dropped	Action
Before the start of the second class	No record on transcript
After the start of the second class but before the start of the third class (one-week module) or the last calendar week (two- or three-week module)	W – Withdrawn
After the start of the third class (one-week module) or the last calendar week (two- or three-week module)	Drops not permitted

Changes in a schedule caused by cancellation of courses by the University will not result in financial or academic penalty.

For information concerning refunds due for dropped courses, see Financial Information. Visit **cedarville.edu/webadvisor** to drop or add a course

Continuation As an Active Student

Graduate students maintain active status within their degree program as long as they continue registering for courses and do not exceed their program completion time limit.

Graduate students who fail to take courses or otherwise choose not to pursue their graduate education (for example, as a transient student at another college/university) for a period exceeding two calendar years will automatically be retired from the active files of the office of the registrar and will be regarded as withdrawn. An application for readmission will be required to reactivate the student's records.

Withdrawal Policy

The following procedure must be followed to properly withdraw completely from the University:

1. Notify the office of the registrar in person or by telephone of intent to withdraw, and complete a withdraw interview with a representative of the office of the registrar.
2. Request a refund for any credit balance on your account from the cashiers office after the official withdraw process has been completed, and all appropriate adjustments to the students registration has been completed. See Refund and Withdrawal in the Financial Information section of this catalog.

Student transcripts will be marked with the appropriate grade once withdrawal is complete in accordance with established University policy. (See Drop/Add Policy.)

Grading System

The following grading system applies to graduate programs. Professional practice programs also use grades of C- through D-.

A Indicates excellent achievement by those at the very top of their class.

A- Indicates recognition of excellent achievement.

B+ Indicates recognition of achievement distinctively above that expected at the graduate level.

B Indicates achievement expected of graduate students.

B- Indicates achievement somewhat less than that expected of most graduate students.

C+ Indicates below average achievement but somewhat more than minimal meeting of the course requirements.

C Indicates below average achievement and a minimally satisfactory meeting of requirements. This is the lowest grade for which credit can be earned toward a graduate degree.

F Indicates accomplishment that is inferior in quality and is unsatisfactory from the standpoint of course requirements. Grades at this level will not be accepted for credit toward a graduate degree. At the graduate level of study at Cedarville University there is no provision for grades of "D."

I An "I" signifying "incomplete" is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause. This temporary grade does not influence the student's grade point average. To be considered for an incomplete, the student must be passing the course and have completed the majority of the course work. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student by using the Incomplete Contract form which is available from the office of the registrar. This date may extend to the end of the semester following the one in which the course was taken, excluding summer. If the work is not completed by the end of the following semester, excluding summer, the incomplete will be changed to an "F" and will be calculated as such in the student's grade point average.

INC This notation indicates a "permanent incomplete," a grade assigned in special situations by the faculty member with the approval of the associate academic vice president or director of a particular graduate program. This permanent grade does not influence the student's grade point average. To receive a permanent incomplete, the faculty member should submit the appropriate form to the academic vice president identifying the circumstances warranting this special grade. If a permanent incomplete is awarded, the grade may not be changed at a future date. To receive credit for the course, the student must again register for the course and complete the course requirements.

K   The notation "K" signifies credit and accompanies courses transferred from other colleges or universities. It has no affect upon cumulative grade point average.

CR The mark of "CR" means that credit hours have been earned for a course for which a letter grade was not deemed appropriate during development of the course. Courses for which a "CR" is possible must be so designated prior to the offering of the course. That is, a teacher cannot award a "CR" in a course in lieu of a grade unless that course has been administratively declared as having a "CR" option before the course began. Courses for which a "CR" is awarded do not count in the computation of the grade point average.

NC The mark "NC" means that no credit has been earned. Credit hours for which an "NC" has been earned are not used in the computation of grade point averages.

W   The mark "W" is used to indicate that the student withdrew from the course during the second, third, or fourth week.

Z   The mark "Z" indicates that the student did not complete the course but did not officially withdraw. A "Z" is treated in the same manner as the "F" grade when figuring the grade point average.

Grade Points and Point Averages

Cedarville University uses the four-point system to determine academic averages. Grade points are awarded as follows:

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
*C-	1.7
*D+	1.3
*D	1.0
*D-	0.7
F	0.0

*Grades of C- to D- are used only for professional practice programs.

The grade point average is computed by dividing the total grade points earned by the total hours attempted. Grades are issued at the end of each semester. It is the responsibility of each student to discuss his/her academic achievement with his/her instructor.

Grade Appeal Process

A student who believes that a grade received is incorrectly recorded, inaccurate, unfairly awarded or based on criteria different than that applied to other students in the same class may initiate a grade appeal. The process for grade appeals is available on the website of the Academic Vice President (**cedarville.edu/academics/avp**) using the "Policies" link from that page. Students may also obtain the same information directly from the Office of the Academic Vice President.

Petitions and Student Complaints

Student complaints about any aspect of a graduate program or requests for exceptions to an academic regulation should first be discussed with the appropriate faculty member, Director or Associate Academic Vice President of the program. If those discussions fail to resolve the complaint a written request must be initiated by the student and must be submitted to the Office of the Associate Academic Vice President or Director of the program.

Probation and Suspension Policies

Students placed on academic probation or dismissal will be notified in writing by their academic department.

The School of Pharmacy provides pharmacy students with remediation (progression, probation, and suspension) policies in the School of Pharmacy Professional Student Handbook.

For other programs, the following standards apply:

Academic Probation status refers to any student whose cumulative graduate grade point average falls below 3.00 and is no longer in good academic standing. Students placed on academic probation are expected to return to good academic standing (overall GPA of 3.00 or above) within the attempting of 15 additional graduate credits. Failure to return to good academic standing may result in academic dismissal.

Academic Suspension status refers to any student who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. A student who is suspended from a graduate program may not be readmitted for one calendar year and then only if evidence for expecting satisfactory performance is submitted and found to be acceptable.

A student receiving veterans benefits who is on **academic probation** after half of the hours for a given degree program are completed, or whose cumulative grade point average falls below a 2.5, will be reported to the Veterans Administration. The veterans' benefits for such a student will be terminated unless the student is making progress toward meeting the minimum academic requirements for graduation.

Attendance

Regular attendance is necessary for the student to receive full benefit from the University experience. University policy allows each faculty member to determine and develop reasonable attendance standards which will meet the particular needs of the course. See syllabi for attendance requirements for individual courses.

Course Load

A student's academic load for any given term is subject to reduction or limitation by the associate academic vice president or director of a particular graduate program for poor scholarship or excessive work responsibilities outside of college hours.

Students who wish to take more than 12 credit hours in a given term must obtain permission from the associate academic vice president or director of their graduate program.

Repeating Courses

Any graduate course may be repeated once with the approval of the associate academic vice president or director of the program. When a student repeats a course only the most recent grade is calculated into the cumulative grade point average. Credit hours for a repeated course count only once toward the credits needed for graduation. Students have up to 2 years from the end of the original course to repeat a course.

Students repeating courses are required to pay all applicable tuition and fees for those courses. Other program-specific requirements may be listed under the academic program.

Independent Study

On occasion special student circumstances may suggest that an independent study course option should be considered. Such an option might recognize opportunities to explore areas not covered in normal course structure, reward self-motivated students, and encourage joint study by faculty and students on specialized projects.

Individual students and faculty members develop the specific criteria that must be met for the successful completion of independent study projects. However, the following guidelines govern the independent study program:

- Only one independent study project may be undertaken in an academic term.
- The maximum credit that may be earned for any one independent study project is three semester hours.
- The faculty member supervising the independent study and the associate academic vice president or director of a particular graduate program must sign the student's independent study form. Registration for the independent study must occur at the beginning of the semester in which the work is to be completed.
- No more than six semester hours in independent study may be counted toward the graduate degree.
- In general independent study projects cannot be taken in lieu of required courses unless special arrangements have been made through the department sponsoring the course and the director of that particular graduate program.
- It is the prerogative of individual faculty members to offer independent study courses or not.
- Participating faculty members determine the letter grade.

Transfer Credits

Graduate transfer credit is allowed at the discretion of the University for courses that clearly correspond to courses offered in the graduate and professional practice degree programs at Cedarville University.

The associate academic vice president or director of the academic program is responsible for evaluating all requests for transfer credit within that program. Institutions from which courses are transferred must meet accreditation standards required of the individual program.

Transfer credit will not be granted for grades of B- or less. "Credit" or "pass" grades are accepted only if approved by the associate academic vice president or director of the program. The number of allowable transfer credits and the number of years since completion of those credits are detailed within each program.

To transfer credit an official transcript must be sent directly from the transfer institution to the registrar at Cedarville. Once received, a copy of the transcript will be sent the director of the graduate program for approval. The director will complete a transfer credit evaluation and identify the approved course equivalencies. This information will be provided to the registrar, after which the credits will be posted to the student's transcript. Grades of transferred credit are not posted to a Cedarville University transcript or counted in the Cedarville grade point average.

Credit hours transferred from institutions where quarter hours are awarded will be assigned the equivalent number of semester hours using the formula of three quarter hours being equivalent to two semester hours.

Transient Study

Course work to be completed at other institutions by a student enrolled at Cedarville University must be approved by the associate academic vice president or director of the graduate program at Cedarville that would accept the transfer credit. *This approval must occur before the course is taken*.

Students enrolled in other colleges or universities may take courses at Cedarville University on a "permission to take courses" basis. The student must complete a graduate application and be accepted prior to registering for classes. A maximum of six credit hours may be taken at Cedarville University by a transient graduate student.

Graduation Requirements

Completion of all listed requirements for a program, including a minimum cumulative graduate GPA of 3.0 within the given program is required to be certified for graduation.

Application for Graduation

To graduate, whether or not you plan to attend the ceremony, you must submit an application for graduation and pay any applicable fees. After you return your application to the registrar, your transcript will be audited to verify completion of degree requirements. You are encouraged to apply for graduation at least a semester in advance so that you can be informed of any problems in meeting your degree requirements.

Applications must be received no later than 30 working days before commencement. After that date, applications will be deferred to the following commencement.

Controlling Catalog

The Graduate Catalog in use when a student first enrolls governs his/her graduation requirements unless that catalog is over five years old or that student has left and then sought to re-enroll more than two years later. Consequently, that catalog should be retained and used as a guide in case changes are made in course or graduation requirements during the time the student is enrolled. A student may select a subsequent catalog if the student wishes, but all requirements from that catalog must be completed.

Student Responsibility

Each student assumes full responsibility for knowing Cedarville University standards, regulations, and procedures along with those of the graduate and professional practice degree programs. While all personnel at Cedarville University endeavor to help students in every way possible, the responsibility for meeting requirements stated in this catalog rests with the student and not the advisor or the University. Students are responsible for tracking their progress toward meeting all graduation requirements.

Academic Integrity

Honesty and integrity are marks of Christian character. One way students live out this commitment to excellence is by adhering to very high standards of academic integrity. Cedarville's academic integrity policy and pledge encourage honesty from students and provide an atmosphere of accountability.

The Academic Integrity Pledge is a commitment to live with integrity in all areas of life, including the classroom. All forms of academic dishonesty violate this pledge and could result in dismissal from this community. All students at Cedarville pledge the following: *With my pledge to affirm the Cedarville Covenant, I attest that all work I submit is my own and is in accordance with the standards of the Academic Integrity Policy. As a member of this community, I will love God and others, live with integrity, and pursue excellence in all that I do.*

Failure to act with academic integrity includes, but is not limited to, the following: cheating on examinations or quizzes, plagiarism, knowingly furnishing false information by forgery, alteration, or misuses of documents, records, or identification, and representing another student's work as one's own. In addition, knowingly providing correct information to another student concerning exams and other future individual work is a violation of academic integrity. This includes, but is not limited to, questions to be asked on exams or answers for questions, that will be asked.

Typical penalties assigned by faculty for a lack of academic integrity include, but are not limited to, the following:
• Reducing the letter grade for the work involved
• Reducing the letter grade for the course
• Giving a failing grade for all work involved
• Giving a failing grade for the course

The assignment of penalties for lack of academic integrity shall be at the discretion of the faculty member of record for the course in consultation with the Chair or Dean of the faculty member's academic unit. All cases of academic dishonesty shall be reported to the office of the Academic Vice President in writing within six (6) instructional days of the resolution of the incident.

The procedure and process for appeals of decisions related to academic misconduct, is available on the website of the academic vice president (**cedarville.edu/academics/avp**) using the "Policies" link from that page. Students may also obtain the same information directly from the Office of the Academic Vice President.

Financial Information

University Financial Operating Policy
Tuition and fees are kept as low as possible to be consistent with responsible operation of the University. The revenue from students does not cover the total cost of operation.

The University is partially supported by individuals and churches who desire to share in the preparation of students for effective Christian service in all walks of life. Some funds are received from interested businesses, industries, and foundations.

Student costs are subject to change upon reasonable notification by the University. See the Academic Programs section of this catalog for costs associated with specific programs.

Financial Registration Policy
To enable the University to be responsible in meeting its financial obligations, students must make provision for the payment of their bill at the beginning of each term. A student's registration for classes indicates a commitment to pay for related charges as stated in this catalog (see Payment Penalties).

Students must be financially registered prior to the start of classes each term. To be financially registered, a student must either
• Pay his or her bill in full within the first two days of the start of the term, or
• Make arrangements with the cashiers office for payment (**cedarville.edu/cashiers**).
Students who do not make financial arrangements for the

payment of their bill within **the first two days of the start of class** may not be permitted to attend classes and may be asked to withdraw from the University (see Payment Penalties on page 11).

The following payment plan schedule was established to help graduate students with course schedules that encompass more than 10 weeks of instruction.

	Fall 2012	**Spring 2013**
First Payment Due:	August 4, 2012	January 4, 2013
Second Payment Due:	September 1, 2012	February 1, 2013
Third Payment Due:	October 1, 2012	March 1, 2013
Fourth Payment Due:	November 1, 2012	April 1, 2013

Making Payment
Payment can be made by check, cash (in person at the cashiers office) online through our EZPAY system at **cedarville.edu/ezpay** or on a major credit/debit card (mastercard and discover) with a convenience fee. For your protection, please do not mail cash. For more information, contact the Cashiers Office at 937-766-7830.

Please send payments made payable to:
Attn: Cashiers
Cedarville University
251 N. Main St.
Cedarville, OH 45314
*Please remember to include your student ID number and student name on all checks.

Notification of the University Bill
Students who pre-register for classes will normally receive an online invoice based on their pre-registration schedule 10 to 15 days before the semester begins or on the first day of class. A paper statement of the student's account is generated each month when that account has activity. Account statements are directed to students at their current home residence. Students may view their student accounts and invoices online using CedarInfo at **cedarville.edu/cedarinfo**.

Payment Penalties
Students not making financial arrangements within the first two days of the start of class will be charged a $25 late payment fee.

Students with unpaid balances at the end of a semester may be denied enrollment in the next semester or denied grade reports, transcripts, and/or a diploma. Students will be responsible for any fees incurred in the collection of past due accounts.

Interest Rates
An annual interest rate (currently 15% or 1.25% per month) will be charged from the beginning of the term in which the student first enrolled on any unpaid balance due.

Financial Aid

General financial aid information is available from Cedarville University Financial Aid. Financial aid serves as a resource center to assist students in exploring alternative sources of educational funding. All questions may be directed to financial aid at 937-766-7866 or 1-800-444-2433. Visit the Graduate Admissions website at **cedarville.edu/gradaid** for specific information on loans and scholarships for graduate students or the FAFSA website at **fafsa.ed.gov** for general financial aid information.

Student Rights

- You have the right to know what financial aid programs are available at your college.
- You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
- You have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
- You have the right to know how your financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.
- You have the right to know what resources (such as other financial aid, scholarships, your assets, etc.) were considered in the calculation of your need.
- You have the right to know how much of your financial need as determined by the institution has been met.
- You have the right to request an explanation of the various programs in your student aid package.
- You have the right to know your college's refund policy.

Student Responsibilities

- You must complete all application forms accurately and submit them on time to the right place.
- You must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
- You must return all additional documentation, verification, corrections, and/or new information requested by either financial aid or the agency to which you submitted your application.
- You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
- You must accept responsibility for all agreements that you sign.
- You must perform the work upon which you agreed in accepting a University employment award.
- You must be aware of and comply with the deadlines for application or reapplication for aid.
- You should be aware of your college's refund procedures.

Veterans Training Benefits and Dependents Educational Assistance

Cedarville University is approved under Title 38, Chapters 30, 31, 32, 33, 35, 1606, and 1607 U.S. Code for education of veterans and their dependents.

Inquiries concerning eligibility should be directed to the contact office of a Veterans Administration regional office. Students planning to study under one of the education laws should receive approval prior to enrolling. A Veterans Administration training officer will contact the University on behalf of disabled students to facilitate this requirement for the student.

Cedarville University students who are eligible for veterans' benefits should contact the office of the registrar.

Refund and Withdrawal

Students who are either dropping a course or withdrawing from the University before the end of a semester may request a refund from the cashiers office. **Registration deposits are not refundable.** The effective date of withdrawal from the University is the last day of class attendance as determined by the registrar.

Tuition and course fee refunds are granted on the following schedule:

Online Courses

Refund	Dates
100%	Within the first calendar week after the published start date of the course
75%	Within the second calendar week after the published start date of the course
25%	Within the third calendar week after the published start date of the course
No refund	Within or after the fourth calendar week after the published start date of the course

Fall and Spring Saturday-Only Classes

Refund	Dates
100%	After the first class but before the second class
25%	After the second class but before the third class
No refund	Any time after the start of the third class

Summer One-, Two-, and Three-Week Modules

Refund	Dates
100%	After the first class but before the second class.
50%	After the second class but before the third class
25%	After the third class but before the fourth class
No refund	Any time after the start of the fourth class

Requests for additional refund may be considered on the basis of a written petition to the office of the registrar. Course offerings changed or withdrawn by the University entitle a student to a full refund of tuition and related course fees.

Students withdrawing from a course or courses and adding another will be granted a full tuition refund to apply toward courses added. If the new total hours are fewer than the original total, the above refund schedule will apply.

Federal Refund

In addition to the overall institutional policy requirements, the following regulations mandated by the United States Department of Education are applicable. When a refund is due a student under Cedarville University's refund policy and the student received financial aid under federal Title IV funds, a portion of the refund shall be applicable to the Title IV programs based on a federal formula, except the University work study program.

Pro Rata refunds will be calculated for all students who withdraw before the expiration of 60% of the term of attendance. A federal refund and an institutional refund will be calculated on all other students who withdraw.

Federal Refund Policy for Stafford Loans

A portion of Title IV grant or loan funds, but not FWS funds, must be returned to the Title IV programs upon a Title IV recipient's withdrawal from the university.

Withdrawal date

The day the student withdraws is the date (determined by the university):
- The student began the withdrawal process prescribed by the university; or
- The student otherwise provided the university with official notification of the intent to withdraw; or
- For the student who does not begin the school's withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percentage of the payment period or period of enrollment completed

The percentage of the period of enrollment for which assistance was awarded that was completed is determined by dividing the total number of calendar days comprising the period of enrollment for which assistance is awarded into the number of calendar days completed in that period as of the day the student withdrew.

Calculation of Title IV assistance earned

To calculate the amount of Title IV assistance earned by a student, the university must first determine the percentage of Title IV assistance the student earned. Up through the 60% point of time, the percentage of assistance earned is equal to the percentage of the period of enrollment for which it was awarded that was completed as of the day the student withdrew. If the student withdrawal occurs after the 60% point, then the percent is 100%.

Calculation of Title IV assistance not earned

The amount of the Title IV grant and loan assistance not earned by the student is calculated by determining the complement of the percentage of assistance the student earned and applying it to the total amount of grant and loan assistance that was disbursed (or that could have been disbursed) to the student, or on the student's behalf, for the period of enrollment as of the day the student withdrew.

Difference between amounts earned and amounts received

The university will follow the regulations for late disbursement if the student received less grant or loan assistance than the amount earned. If the student has received more grant or loan assistance than the amount earned, then the unearned funds shall be returned by the university, the student, or both.

Responsibility of the university

The university shall return the lesser of the unearned amount of Title IV assistance or an amount equal to the total institutional charges the student incurs for the period of enrollment of which the assistance was awarded, multiplied by the unearned percentage of awarded Title IV grant and loan assistance.

Responsibility of the student

Students shall return unearned Title IV assistance minus the amount the university returns.

Order of return of Title IV funds

Excess funds returned by the university or student are credited to outstanding Title IV loan balances for the student or made on the student's behalf for which a return of funds is required. Excess funds must be credited to outstanding balances in the following order:
1. Unsubsidized Stafford loans
2. Subsidized Stafford loans

Campus Services

Summer Housing Information

Residence hall housing is available for graduate students during the summer course schedule. All housing is single occupancy, air conditioned, fully furnished (desk, bed, chair, dresser, and closet). Every residence hall room is equipped with a networked computer, enabling residents to use CedarNet, the University's intranet. Printing capabilities are available in the library, in common areas of the residence hall, in open-access computer labs, and in classrooms across campus.

Students needing residence hall housing are required to submit a housing application at least two weeks prior to the start of class. You may access the housing application at **cedarville.edu/gradhousing**.

All graduate students living in the residence halls must provide proof of medical insurance. International students attending class in the United States are required to purchase medical insurance. Cedarville University will coordinate the purchase of insurance.

Housing assignments are made by student life. Contact student life (937-766-7872) with any questions.

Library

The Centennial Library provides a rich environment of resources and professional support to assist students with their research and course assignments. The library houses a collection of approximately 200,000 volumes and provides more than 9,000 electronic journal titles and nearly 1,000 periodical subscriptions in print form. The library also contains the MediaPLEX, the Curriculum Materials Center, computer classrooms, a variety of individual and group study facilities, and the University archives. As a member of OhioLINK, a cooperative of 89 Ohio college and university libraries, students and faculty have access to more than 11 million unique titles in a centralized computer catalog. Additional partnerships provide access to more than 50 million library materials from more than 69,000 libraries worldwide.

Graduate students can establish access to the library's online resources away from campus by using their 14-digit library ID number. Enrolled graduate students can verify their ID number through CedarInfo (**cedarville.edu/cedarinfo**) in the Academic (Student) Transactions area.

Our librarians provide reference services, research appointments, and library instruction to prepare students to locate, use, and evaluate information. Students are encouraged to contact the library faculty for research assistance by calling 937-766-7850, or by emailing refer@cedarville.edu.

At the conclusion of the master's program, each student's thesis is submitted to the library for binding and will be added to the collection. For more information and to access the library's catalog and online resources, visit the library's website at **cedarville.edu/library**.

Information Technology

Cedarville University is nationally known as a leader in instructional technology. A computer and high-speed Internet connection are necessary to access online course activities using Moodle. You may access Moodle at **cedarville.edu/moodle**. Log in using your Cedarnet username and password.
- Contact your professor if you are unable to access your course.

You will also want to conduct academic business using CedarInfo (e.g., "View your class schedule" or "View your transcript"). To use this powerful tool, access CedarInfo at **cedarville.edu/cedarinfo.** Log in using your Cedarnet username and password.

Before using Moodle, CedarInfo, and other network resources, please read the Acceptable Use Policy for CedarNet at **cedarville.edu/acceptableuse**. Use of Cedarville University computer or network resources implies agreement to these policies.

Computer Help

The computer help desk may be reached by phone at 937-766-7905 or email at computerhelp@cedarville.edu. Please identify yourself as a graduate student so that the staff can help you more efficiently. Accessing the comprehensive list of help pages answers many common problems: **cedarville.edu/computerhelpall.**

Email

Graduate students are provided a University email address using Google Apps. All official email correspondence from the University will be sent to this account. Check your account frequently. Access your University email account at **cedarville.edu/google**.

Recreation Center

Cedarville University graduate students have full access to the campus recreation programs and facilities at no additional charge. The Recreation Center includes the 60,000 square-foot Doden Field House and the 28,000 square-foot Fitness Center. The Field House has a 200-meter indoor track along with four basketball/tennis/volleyball courts. The Fitness Center has a 40-foot climbing wall, an exercise studio, three racquetball courts, a free-weight room with 22 stations, 28 Nautilus machines, and more than 45 cardio machines.

Your Cedarville University student ID is necessary to use the facility. For hours of operation and additional information, please visit **cedarville.edu/reccenter**.

Food Services

Graduate students may purchase meals in the dining hall at faculty/staff rates. Current rates are posted at the entrance to the dining hall.

Campus Safety

Parking Registration

All graduate students attending campus-based classes should register their vehicles with Campus Safety. When registering students need to provide vehicle insurance information in addition to the make, model, color, and license plate number of the vehicle. Students will receive a parking permit to be placed on the front lower windshield where it will be visible. Vehicle registration and parking fee information are located online at **cedarville.edu/campussafety**.

Graduate ID Cards

Every graduate student is required to have an ID card and may obtain one from the campus safety department, located in the Human Resource and Safety Center. The first ID will be provided to you free of cost. A minimal fee is required for replacements. You must have your ID to check books out of the Centennial Library. They also provide a source of security identification.

Security and Safety

Security personnel are on duty on a 24/7 basis. To request an officer to assist for a door opening, report an emergency, etc., you may dial 999 from any campus telephone or call 937-239-6491 from off campus or a cell phone. Please dial 911 for police, fire, or medical emergency.

MASTER OF EDUCATION

CEDARVILLE
U N I V E R S I T Y.

Mission

The Master of Education (M.Ed.) degree is designed to assist previous or current licensed teachers with increasing their professional effectiveness. Although the M.Ed. program is a non-licensure program, many course requirements may satisfy requirements for teacher licensure.

This dynamic program will prepare teachers to assume leadership roles in their schools and in the education profession. The practical focus of the courses also serves those not seeking a degree, but desiring recertification or licensure. Teachers with ACSI or state certification can use the course work to upgrade from an initial provisional license to a professional license.

The curriculum is characterized by flexibility. The course schedule is configured so that class times complement the schedules of active teaching professionals. For more information about the M.Ed. program, visit **cedarville.edu/MEd**.

Program Outcomes

Teachers completing the M.Ed. program will possess the following characteristics:
- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Program Prerequisites

Students must have completed a minor in Bible or have taken course work adequate to meet the outcomes of BEGS-6250 Bible Survey for Professionals and BEGS-7250 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-6250 and/or BEGS-7250 before or concurrent with other classes during the first year and before enrolling in EDU-6100 History and Philosophy of Education.

Program prerequisites may be taken at Cedarville University or at another regionally accredited institution.

Course Requirements

Course requirements involve a minimum of 34 semester hours including:

Master of Education Core 21
[1]ECS-7000 Curriculum Theory: Analysis and Design 2
EDU-6000 Learning Theory.. 2
EDU-6050 Applied Learning Theory... 2
[1]EDU-6100 History and Philosophy of Education 2
[1]EDU-6150 Diversity and Social Issues in Education 2
EDU-6200 Models of Teaching 2
[1]EDU-6250 Statistical Reasoning in Education......................... 3
EDU-6300 Program and Outcomes Assessment 2
EDU-6400 Intervention Strategies and Techniques.................. 2
[1]EDU-6700 Technology in Education 2
Research Courses 4
EDU-7200 Research Design 2
Choose one from the following... 2
  EDA-7900 Applied Research Project in Educational
  Administration 2
  EDA-7950 Research Thesis in Educational
  Administration 2
  ECS-7900 Applied Research Project in Curriculum,
  Instructional, and Personnel Development.........................2
  ECS-7950 Research Thesis in Curriculum, Instructional,
  and Personnel Development...2
  EDU-7900 Applied Research Project in Education 2
  EDU-7950 Research Thesis in Education..........................2
Electives Selected From Concentrations 9
[1]Must be taken at CU
[2]First course for degree-seeking student

Students may choose from the following concentrations. Six approved hours must be taken for a concentration to be denoted on the transcript.
Concentration in Curriculum...6
  ECS-6550 Special Topics in Curriculum: Abstinence........ 1–2
  ECS-6550 Special Topics: Current Issues in Bioethics 2
  ECS-7000 Curriculum Theory: Analysis and Design............. 2
  ECS-7100 Curriculum Theory: Implementation and
  Evaluation 2
Concentration in Educational Administration..........................6
  EDA-6550 Special Topics in Administration...................... 1–4
  EDA-6600 The Principalship: Early Childhood to
  Young Adolescence.. 2
  (or EDA-6700 The Principalship: Adolescence to Young Adult 2)
  EDA-7000 Assessing Classroom Performance..................... 2
  EDA-7100 School Finance 3
  EDA-7150 School Law 3
  EDA-7200 Pupil Services Programs....................................... 3
Concentration in Instruction...6
  EDA-7600 Building Collaborative Schools 3
  EDU-6550 Special Topics in Instruction: Current Issues ... 1-2
  EDU-7400 Instructional Leadership for Early
  Childhood and Pre-adolescence 2
  EDU-7500 Instructional Leadership for Adolescents and
  Young Adults 2

Master of Education Curriculum Summary
Master of Education Core..21
Research Courses 4
Electives/Concentration Courses...9
Total 34

Licensure and Certification

The course requirements in the Master of Education program do not satisfy initial licensure or certification requirements for any license granted by the state of Ohio, but they do help teachers maintain or upgrade ACSI, AACS, or state certification.

Accreditation

In addition to University accreditation listed in the Accreditation section of this catalog, the department of education is accredited by the National Council of Accreditation of Teacher Education (NCATE).

Admissions Standards

Cedarville University invites applications for the M.Ed. program from teachers who are currently or were previously licensed, are able to present strong academic records, and, a testimony of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

In addition to general admission requirements listed in the Academic section of this catalog, students must meet the following requirements.

1. Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
2. Have a cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale). Conditional acceptance may be offered in some cases where the overall grade point average in the last 60 hours of course work is at least a 2.75. See Conditional Admissions on page 6.
3. Have experience or licensure. Successful applicants to the M.Ed. program typically have a minimum of two years of successful full-time teaching experience beyond the conclusion of the baccalaureate degree and a valid teaching certificate or the equivalent, such as an expired or out-of-state license.
4. Provide national exam scores as necessary. Many students seeking to enter the M.Ed. program are not required to complete the Graduate Record Exam (GRE). The chart below illustrates the criteria that determine if the GRE is, or is not, required. For those individuals required to complete the GRE, the graduate education department has established a combined score of 300 as an admission benchmark.

Admissions Process and Timeframe

Applicants should follow steps 1–5 under How to Apply in the Admissions section of this catalog. Application decisions are made by the Graduate Admissions Committee usually within three weeks from the date of submission. Graduate admissions will then notify applicants of the admission decision.

The application and supporting documents should be submitted to graduate admissions a minimum of two weeks before the first class session. Extenuating circumstances for late acceptance will be considered on a case-by-case basis.

Background Checks for Clinical Experiences

Graduate students who participate in clinical experiences may be required to undergo criminal background checks. Ohio residents must have an Ohio "no record" check and an FBI "no record" check. Out-of-state residents must have an FBI "no record" check.

Tuition Cost

Tuition cost for the M.Ed. program for the 2012–13 is $386 per semester/credit hour. Audit costs are 50% of standard tuition.

Financial Aid and Scholarships

Federal aid is available to students who meet established requirements and complete the required forms. Institutional scholarships are also available. For additional information, visit **cedarville.edu/gradaid**.

Course Load

Assuming that proficiency requirements have been satisfied, a minimum of 34 semester hours is required for graduation in the M.Ed. program.

Is the GRE Required?

Academic Level	Degree Seeking Students				Nondegree Seeking Students**	
Criteria*	Previously earned graduate degree(s)	Undergraduate cumulative GPA of 3.5 or higher for all colleges previously attended	Undergraduate cumulative GPA of 2.75 or higher and graduate cumulative GPA of 3.0 or higher after 10 credit hours at Cedarville	Undergraduate cumulative GPA less than 2.75	Undergraduate cumulative GPA of 2.75 or higher	Undergraduate cumulative GPA less than 2.75
GRE Required?	No	No	No	Yes	No	Yes

*Degree(s) and credits earned from a regionally accredited institution
**Students may earn up to 11 credit hours as a nondegree seeking student before degree seeking status

The organizations sponsoring these national exams explicitly discourage the use of absolute cutoff scores and urge all educational institutions to consider the scores within the context of the student's entire application package. Accordingly, scores from nationally standardized exams will be considered along with other factors in making final admission decisions.

Graduate Courses for Undergraduates

Seniors at Cedarville University may apply for permission to take 600-level courses for graduate credit in the M.Ed. program. To apply for permission you must have at least 112 semester hours toward a bachelor's degree and a cumulative grade point average of 2.75. Approval must be granted by a graduate academic advisor, the instructor for the course, and the director of the M.Ed. program. Students with undergraduate majors other than education may be required to meet prerequisites determined by the director prior to taking graduate course work.

You must complete the form "Permission for Undergraduate Students to Enroll in Graduate Courses," available from the office of the department of education. Up to 10 semester hours may count toward the M.Ed. degree if the courses are taken for graduate credit during your undergraduate program. Courses taken for graduate credit cannot count toward requirements for a bachelor's degree. Graduate course work taken as an undergraduate does not count toward block pricing for the undergraduate program. Graduate tuition rates for the M.Ed. program would apply to any graduate credits

Repeating M.Ed. Courses

The general requirements for repeating graduate course work apply to the M.Ed. program. Students who do not complete their research thesis or research project during the semester of initial registration will be required to register for continuing thesis credit. The continuing thesis course may be taken twice for zero credits beginning the semester following the research thesis or project course provided those two terms are subsequent terms, including summers. Any additional terms required to complete the thesis or non-subsequent terms require taking the continuing thesis course for one credit per term.

Transfer Credits

In addition to the general requirements for the transfer of graduate credits, up to 11 credits are permitted to be transferred into the M.Ed. program. Those transferred courses may not exceed the age limit of five years.

Thesis/Project Requirements

In order to register for either Research Thesis or Research project, an M.Ed. student must have completed all degree course work, have a 3.0 GPA or better, and may not have grades of incomplete.

Graduation Requirements

In addition to general graduation requirements listed in the Academic section of this catalog, students seeking the M.Ed. degree must fulfill the following:

Complete 34 semester hours as specified in the program design in good academic standing. A minimum of 23 semester hours of the course requirements must be taken from Cedarville University.

Maintain the following grade performance standards:
- Sustain an overall cumulative grade point average of not less than 3.0.
- Complete all requirements for the degree within seven years after matriculation in the program. Courses completed more than seven years prior to the date of graduation cannot be used to meet graduation requirements without written approval from the academic department. Requests for such permission must provide explicit evidence that satisfies two criteria: (1) The evidence must demonstrate that the content of these out-of-date courses is still a viable part of the student's graduate program, and (2) The evidence must demonstrate how the student has kept up-to-date with current content in those courses. Extension of the time to complete degree requirements will be granted rarely and only if steady progress toward a degree is evident AND if there are clearly extenuating circumstances beyond control of the student.

Program Delivery

Schedules

Cedarville University has designed the M.Ed. program to be flexible and responsive to student needs. The University intends to provide a course schedule that meets the demands of students, provided courses have adequate enrollment and are within the University's resource capabilities.

Delivery Formats

M.Ed. courses may be offered in the following formats:
- On one or two evenings per week
- In a series of weekends during the fall and spring semesters
- In one- to three-week modules during the summer
- Online

Housing

Single-occupancy summer housing is available for $125 per week. See the Campus Services section for more detailed housing information. For information on meals, see the Campus Services section.

Faculty

Stephen Gruber, *Director of the M.Ed. Program.* Associate Professor of Education. *Education:* B.A., Cedarville University, 1974; M.Ed., Wright State University, 1977; Ed.S., Wright State University, 1984; Ed.D., Miami University, 1990. At Cedarville since 2000.

Merlin Ager, Professor of Education. *Education:* B.A., Cedarville University, 1960; M.S., University of Wisconsin, 1962; Ph.D., The Ohio State University, 1967. At Cedarville 1964–75, and since1978.

Phil Bassett, Adjunct Professor of Education. *Education:* B.S., Plymouth State College, 1977; M.A., Grace Theological Seminary, 1986; Ph.D., Andrews University, 1991. At Cedarville since 1991.

Eddie Baumann, Professor of Education. *Education:* B.S., University of Wisconsin, 1983; M.S., University of Wisconsin, 1987; Ph.D., University of Wisconsin, 1995. At Cedarville since 1993.

Laurie Campbell, Adjunct Professor of Education**.** *Education:* M.Ed., University of South Florida, 1999; Ed.D., Regent University, 2009. At Cedarville since 2011.

Scott Dixon, Associate Professor of Bible. *Education:* B.A., Cedarville University, 1984; Th.M., Dallas Theological Seminary, 1989; Ph.D., Michigan State University, 2001. At Cedarville since 1997.

Shelley Dugle, Adjunct Professor of Education. *Education:* B.A., Cedarville University, 1995; M.Sp.Ed., Ball State University, 1998; Ed.D., University of Cincinnati, 2007. At Cedarville since 2000.

Timothy Heaton, Professor of Education. *Education:* B.A., Wittenberg University, 1973; M.A., Grace Theological Seminary, 1986; Ph.D., University of Dayton, 1999. At Cedarville since 1987.

John Hess, Director of Student Teaching and Licensure. *Education:* B.S., Cedarville University, 1967; M.Ed.Ad., University of Dayton, 1980; Postgraduate work, Wright State University and University of Dayton, 1990. At Cedarville since 2000.

Chris Miller, Senior Professor of Bible. *Education:* B.A., Tennessee Temple University, 1976; Th.M., Grace Theological Seminary, 1981; Ph.D., Dallas Theological Seminary, 1993; graduate study, Institute of Holy Land Studies (Jerusalem, Israel), 1992. At Cedarville since 1991.

Bryan Moore, Adjunct Professor of Education. *Education:* B.A., Manchester College, 1969; M.Ed., Xavier University, 1973; Ph.D., Bowling Green State University, 1980. At Cedarville since 2004.

Andrew A Runyan, *Senior Associate Academic Vice President and Dean, Graduate Studies,* B.M.E., University of Dayton, 1983; M.S.M.M., GMI Engineering and Management Institute, 1993; Ph.D. Nova Southeastern University, 2000. At Cedarville since 2006.

Dennis Sullivan, Professor of Biology. *Education:* B.S., Youngstown State University, 1974; M.D., Case Western Reserve University, 1978; Diplomate, American Board of Surgery, 1985; Fellow, American College of Surgeons, 1996; M.A. (Ethics), Trinity International University, 2004. At Cedarville since 1996.

Duane Wood, Adjunct Professor of Management. *Education:* B.S.M.E., Rose-Hulman Institute of Technology, 1964; M.B.A. Butler University, 1968; D.B.A. Indiana University, 1974. At Cedarville since 1987.

MASTER OF SCIENCE IN NURSING

CEDARVILLE
UNIVERSITY.

Mission

The Master of Science in Nursing (M.S.N.) program at Cedarville University prepares the graduate nurse for advanced practice in nursing. This M.S.N. degree provides in-depth, professional and advanced practice study for nurses to expand their knowledge of health care delivery, clinical expertise, nursing leadership, use of evidence-based research, and academic scholarship grounded in biblical truth. For more information about the M.S.N. program, please visit **cedarville.edu/msn**

Areas of Focus

Family Nurse Practitioner (FNP)

The Family Nurse Practitioner area of focus prepares advanced practice nurses to provide primary care across the human lifespan. The graduates are qualified to seek national certification and employment as family nurse practitioners. This advanced practice specialty includes assessment, diagnosis, management and treatment of common acute and chronic health problems, health promotion, client and family education, and use of evidence based research for meeting the needs for primary care and prevention.

Global Health Ministries (GHM)

The Global Health Ministries area of focus prepares nurses with expertise in providing population-based care domestically and around the world. This area of focus is a natural fit with the mission of Cedarville University and the School of Nursing. The nurse has advanced knowledge and skills based on world health problems and issues, environmental health, community development, societal structure and policy development. An emphasis is placed on using nursing as ministry through congregational health care, and professional ministries to address global health issues. The graduates are qualified to seek national certification and employment as public health nurses.

Nurse Educator

The Nurse Educator area of focus provides advanced knowledge, clinical expertise and use of evidence-based research as a foundation for preparation as a nurse educator. In addition, students are provided with study of the principles of education to be prepared to teach in health care or educational settings as nurse educators, staff educators, clinical faculty and continuing education providers. With this educational background, the graduates will be qualified to seek national certification as a nurse educator after two years of full-time employment in an academic faculty role.

Program Outcomes

Upon completion of the M.S.N. degree the graduate will:

- Synthesize a biblical worldview underlying the advanced nursing practice roles and responsibilities.
- Integrate knowledge from nursing science and related disciplines as a framework for designing, implementing, and evaluating holistic care, educational needs and program focus.
- Implement scientific inquiry, evidence based practice and scholarly work to evaluate and improve practice and desired outcomes.
- Demonstrate critical judgment, clinical decision making and effective communication skills for advanced nursing practice as part of multidisciplinary or educational team within various environmental contexts.
- Integrate biblical principles into the legal practices and the professional and ethical values essential for advanced nursing practice.
- Analyze cultural, social, economic and political perspectives that influence health care and advanced nursing practice.
- Serve as a leader in advancing health care through use of best practice models.
- Demonstrate competence in advanced nursing practice within the specific area of focus: Family Nurse Practitioner, Nurse Educator or Global Health Ministries.

Program Prerequisites

Students must have completed a minor in Bible or have taken coursework adequate to meet the outcomes of BEGS-6250 Bible Survey for Professionals and BEGS-7250 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the office of the registrar, must enroll in BEGS-6250 and/or BEGS-7250 before or concurrent with other classes during the first year and take at least one Bible class before taking NSG-5060 Bioethics and Spiritual Care in Nursing. Students may receive permission of the instructor to waive this requirement for NSG-5060.

Program prerequisites may be taken at Cedarville University or at another regionally accredited institution.

Course Requirements

Each student will complete 14 semester hours of nursing core courses, 9 hours of advanced practice core, 4 hours of a nursing capstone experience and nursing courses appropriate to the selected advanced nursing practice area of focus. The graduate students complete all clinical courses as precepted practicum experiences. The Family Nurse Practitioner area of focus has a total of 650 clinical hours; the Global Health Ministries area of focus has a total of 450 clinical hours; the Nurse Educator area of focus has a total of 350 clinical hours.

The Master of Science in Nursing Core involves 27 semester hours plus 100 clinical/lab hours including:
Nursing Core 14
NSG-5000 Theoretical Foundations of Nursing Practice 3
NSG-5040 Professional Role Development for
    Advance Practice (for FNP and GHM students)......... 3
        (Or NSG-5045 Professional Role Development for the
            Nurse Educator... ....3)
NSG-5050 Research for Evidence-Based Nursing Practice 3
NSG-5060 Bioethics and Spiritual Care in Nursing 2
NSG-5070 Policies and Strategies for Health Care Delivery 3
Advanced Practice Core...9
NSG-5010 Advanced Physiology and Pathophysiology 3
*NSG-5020 Advanced Health/physical Assessment and
    Diagnostic Reasoning 3
NSG-5030 Advanced Pharmacology.. 3

The practicum consists of 50 hours of laboratory and 50 hours of precepted ambulatory or community-based practice.
Nursing Capstone..4
NSG-6300 Master's Project I and .... ……………..……...2
    NSG 6350 Master's Project II... 2
(Or NSG-6400 Master's Thesis I and.. 2
    NSG-6450 Master's Thesis II ....2)

Areas of Focus Course Requirements

Family Nurse Practitioner (FNP) Course Requirements
Course requirements involve 43 semester hours plus 650 clinical/lab hours including:
*NSG-6015 Advanced Practice in the Care of
    Older Adults for FNP 1
NSG-6020 Advanced Concepts in the Care of Adults............... 3
*NSG-6025 Advanced Practice for the Care of Adults for FNP . 1
NSG-6030 Advanced Concepts in the Care of Women 3
*NSG-6035 Advanced Practice for the Care of Women for FNP1
NSG-6040 Advanced Concepts in the Care of Children 3
*NSG-6045 Advanced Practice in the Care of Children for FNP1
*A precepted practicum experience of 150 hours is required.

Global Health Ministries (GHM) Course Requirements
Course requirements involve 42 semester hours plus 450 clinical/lab hours including:
Master of Science in Nursing Core 27
Global Health Ministries Focus Area 15
NSG-6200 Philosophy and Theology of Health,
    Healing and Illness.. 3
NSG-6210 Global Health and Vulnerable Populations.............. 3
NSG-6220 Epidemiology 3
NSG-6230 Population-Based Health Care Management 3
*NSG-6240 Practicum I 2
*NSG-6250 Practicum II 1
* A precepted practicum experience of 200 hours is required.

Nurse Educator Course Requirements
Course requirements involve 41 semester hours plus 350 clinical/lab hours including:
Master of Science in Nursing Core 27
Nurse Educator Focus Area..14
NSG-6100 Foundations of Nursing Education.......................... 3
NSG-6110 Teaching Methods and Strategies 3
NSG-6120 Evaluation in Nursing Education............................. 3
*NSG-6130 Teaching Practicum I 1
*NSG-6140 Teaching Practicum II 1
Choose one of the following clinical focus areas....................3
    NSG-6010 Advanced Concepts in the Care of Older Adults.. 3
    NSG-6020 Advanced Concepts in the Care of Adults 3
    NSG-6030 Advanced Concepts in the Care of Women......... 3
    NSG-6040 Advanced Concepts in the Care of Children 3
* A precepted practicum experience of 150 hours is required.

Licensure/Certification

The graduates of the Family Nurse Practitioner area of focus are qualified to seek national certification and employment as family nurse practitioners. The graduates of the Global Health Ministries are qualified to seek national certification and employment as public health nurses. The graduates of the Nurse Educator area of focus are qualified to seek national certification as a nurse educator after two years of full-time employment in an academic faculty role.

Admissions Standards

Cedarville University invites applications for the M.S.N. program to graduates from accredited baccalaureate nursing programs, who are able to present strong academic records and a testimony of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

In addition to general admission requirements listed in the Academic section of this catalog, students must meet the following requirements:

1. Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
2. A current resume.
3. Have earned a B.S.N. undergraduate grade point average of 3.00 or higher on a 4.00 scale.
4. Official transcripts of a baccalaureate degree in nursing from an accredited program. Transcripts must show completion evidence of an undergraduate nursing research course and undergraduate statistics course.
5. Completed Bible minor or have taken course work adequate to meet the outcomes of BEGS-6250 Bible Survey and BEGS-7250 Foundations of Biblical Theology. Those not meeting this requirement must take BEGS-6250 and/or BEGS-7250 before or concurrent with other classes during the first year and one Bible course before taking NSG-5060 Bioethics and Spiritual Care in Nursing. Students may receive permission of the instructor to waive this requirement for NSG-5060.
6. Evidence of computer proficiency or plan for learning informatics skills.
7. Evidence of current unrestricted licensure as a registered nurse in the United States for clinical experience in the United States.
8. Completion of the Graduate Record Examination (GRE) is optional; however, taking the GRE may strengthen a graduate application.
9. Clinical work experience as a registered nurse (RN) is highly recommended.
10. Interview with nursing faculty.

Admissions Process

Applicants should follow steps 1-5 under "How to Apply" in the Admissions section of this catalog. Personal interviews with nursing faculty are required. Applicants who present satisfactory evidence of their ability to perform at the graduate level of study are admitted to the graduate nursing program at Cedarville University.

Tuition Cost

Tuition cost for the M.S.N. program for the 2012–13 academic year is $515 per semester hour.

Financial Aid and Scholarships

Financial aid opportunities are available as grants and loans through the American Recovery and Reinvestment Act. To address the shortage of nurses and nursing faculty the U.S. government, under Titles VII and VIII of the Public Health Service Act, provides scholarship and loan repayment programs. Students may receive nursing traineeships to cover costs of tuition, books and fees. The Nurse Faculty Loan Program is also available to provide financial support for students enrolled in an advanced education nursing program to prepare for a position as a nurse faculty member. This program is available to both full-time and part-time students, covers tuition, fees, books, lab expenses, and other reasonable education expenses with loan forgiveness given for years of employment in a faculty role. The University financial aid office and School of Nursing provide financial aid counseling for the M.S.N. students. Once CCNE accreditation is obtained the School of Nursing will apply for these funds.

Federal aid is available to students who meet established requirements and complete the required forms. For additional information, visit **cedarville.edu/gradaid** and **cedarville.edu/msn**

Academic Advising

Upon admission into the M.S.N. program, each student is assigned a faculty advisor. The faculty advisor provides supervision and guidance for the students throughout the length of study.

Accreditation

The M.S.N. program is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and authorized by the Ohio Board of Regents. The School of Nursing is pursuing accreditation from the Commission on Collegiate Nursing Education (CCNE).

Course Sequencing

See the Master of Science in Nursing website (**cedarville.edu/MSN**) for course sequencing and completion options information.

Course Load

Assuming that proficiency requirements have been satisfied, a minimum of 41-43 semester hours is required for graduation in the M.S.N. program.

Clinical Requirements

Clinical requirements associated with NSG-5020 Advanced Health/Physical Assessment and Diagnostic Reasoning and all subsequent clinical courses include:
- Successful completion of the pre-requisite courses and enrollment in the co-requisite courses as specified in this graduate catalog
- Earned a cumulative GPA of 3.0 or higher in graduate courses at Cedarville University
- Valid "No Record" FBI criminal background check including fingerprinting
- Obtain current certification in cardiopulmonary resuscitation (CPR)
- Provide appropriate health information.
- Evidence of current immunization status including Mantoux for TB
- Level of health consistent with safe nursing practice
- Evidence of liability insurance
- Level of technology sufficient for access to facilitate efficient use of tracking system (as determined by faculty)
- Provide evidence of personal health insurance

Transfer Credits

Transfer credits are allowed for up to nine semester hours. The Dean of the School of nursing and the Director of the Graduate Nursing Programs are responsible for evaluating all requests for transfer credit within the M.S.N. program. Courses will be evaluated on an individual basis on the following criteria:

- The course is equivalent to the required course offered in the M.S.N. program.
- The course was completed not more than seven years prior to the time of the transfer request.
- The courses were taken at an accredited college/university.
- Courses transferred from institutions where quarter hours are awarded will be using the standard quarter hour/semester hour calculation.

Graduation Requirements

In addition to general graduation requirements listed in the Academic section of this catalog, students seeking the M.S.N. degree must fulfill the following:

- Complete all requirements of the M.S.N. program.
- Maintain a minimum cumulative grade point average of 3.0.
- Successfully complete and defend a Master's thesis or project.
- Obtain approval from the faculty advisor for the student portfolio.
- Complete all requirements for the M.S.N. program within seven years after matriculation in the program.

Program Delivery

The M.S.N. program is designed to be flexible and responsive to student needs. The M.S.N. courses will be offered in a hybrid format with a combination of face-to-face and online modalities.

Housing Options

See the Campus Services section for more detailed housing information. For information on meals see the Campus Services section.
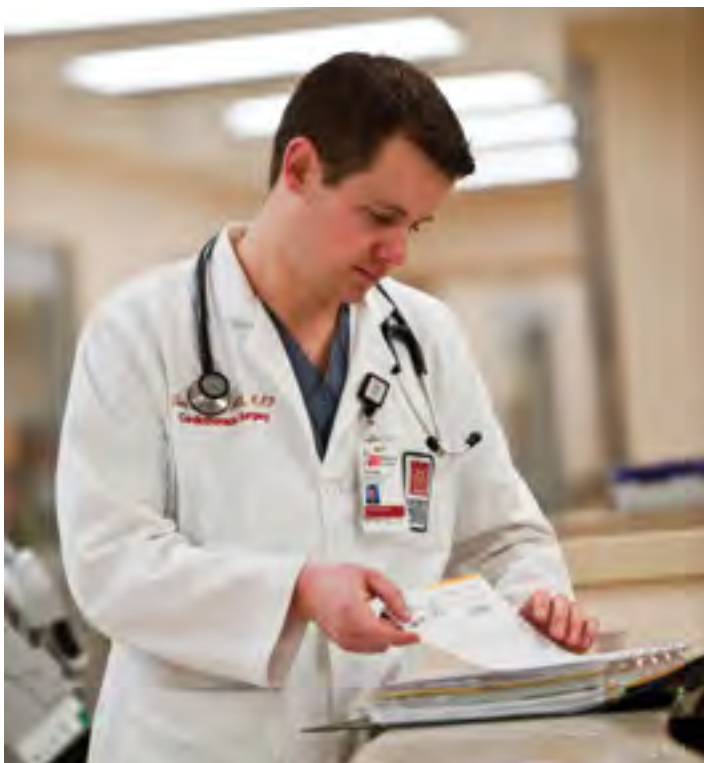
Faculty

Janet Conway, *Chair of Nursing Department.* Senior Professor of Nursing. *Education:* Diploma, Hackley Hospital School of Nursing, 1965; B.S.N., Coe College, 1976; M.S., University of Arizona, 1979; Specialist in Clinical Nursing, Indiana University, 1982; Ph.D., University of Texas, 1988. At Cedarville since 1982.

Chu-Yu Huang, *Director of the M.S.N. Program,* Associate Professor of Nursing. *Education:* A.D.N., Foo Yin Nursing Jr. College of Nursing, Taiwan, 1989; B.S.N., University of Dubuque, 1992; M.S.N., The Ohio State University, 1995; Ph.D., The Ohio State University, 2001. At Cedarville since 2001.

Lois Baker, Senior Professor of Nursing. *Education:* Diploma, Blodgett Memorial Medical Center School of Nursing, 1974; B.R.E., Grand Rapids Baptist College, 1975; B.S.N., Nazareth College, 1982; M.S.N., University of Cincinnati, 1984; Ph.D., Wayne State University, 1991. At Cedarville since 1984.

Linda Cave, Assistant Professor of Nursing. *Education:* B.S.N., University of Northern Colorado, 1981; M.S., University of Colorado Health Sciences Center, 1983. At Cedarville since 1989.

Sharon Christman, Professor of Nursing. *Education:* B.S.N., Cedarville University, 1992; M.S., The Ohio State University, 1995; Ph.D., The Ohio State University, 2003. At Cedarville since 1997.

Clifford W. Fawcett, III, Assistant Professor of Nursing. *Education:* B.S.N., Cedarville University, 1988; M.Ed., University of Virginia, 1989; M.S.N., University of Delaware, 1997. At Cedarville since 2010.

Connie B. Ford, Assistant Professor of Nursing. *Education:* Diploma, Bethesda Hospital School of Nursing, 1977; B.S.N., Xavier University, 1989; M.S., Wright State University, 1992. At Cedarville since 1993.

Kimberly Higginbotham, Assistant Professor of Nursing. *Education:* B.S.N., Cedarville University, 1993; M.S.N./P.N.P., University of Virginia, 2000. At Cedarville since 2000.

Randall Johnson, Professor of Nursing. *Education:* B.S.N., Cedarville University, 1985; M.S.N., University of Pennsylvania, 1996; Ph.D., University of Central Florida, 2007. At Cedarville since 2009.

Carrie Keib, Assistant Professor of Nursing. *Education:* B.S.N., Liberty University, 1999; M.S., Adult Health Nurse Practitioner, The Ohio State University, 2005; Ph.D., The Ohio State University, 2007. At Cedarville since 2007.

Mark Klimek, Associate Professor of Nursing. *Education:* B.S.N., University of Virginia, 1977; M.S.N., Wayne State University, 1979; graduate study, Wayne State University, 1987. At Cedarville since 1983.

Suzanne Lefever, Assistant Professor of Nursing (FT). *Education:* B.S.N., Goshen College, 1983; M.S., SUNY-Stony Brook Neonatal Nurse Practitioner Program, 2004. At Cedarville since 2001.

Rachel Parrill, Assistant Professor of Nursing. *Education:* B.S.N., Cedarville University, 1997; M.S., Wright State University, 2006. At Cedarville since 2005.

Marsha Swinehart, Assistant Professor of Nursing. *Education:* Diploma, Jewish Hospital School of Nursing, 1973; B.S.N. and Public Health Certification, Ohio University, 1997; M.S.N., Capital University, 2005. At Cedarville since 2008.

Amy Voris, Assistant Professor of Nursing. *Education:* B.S.N., University of Cincinnati, 1981; M.S., Wright State University, 2002; D.N.P., Chatham University, 2010. At Cedarville since 2005.

DOCTORATE OF PHARMACY

CEDARVILLE
U N I V E R S I T Y.

Mission

The School of Pharmacy develops exceptional pharmacy practitioners focused on meeting the physical, emotional, and spiritual needs of patients through servant leadership. The school pursues innovative, ethical solutions to health-related issues in diverse populations through collaborative teaching, research, and practice.

Values

- Character – Regarding character as the foundation for appropriate decisions, compassionate care, and clear perspectives, the school considers the development of godly character as paramount in the lives of its students.
- Global Focus – The school embraces a global perspective to its impact, endeavoring to equip graduates for service locally, regionally, nationally, and internationally, maintaining a particular sensitivity to the underserved.
- Ethics – The school advances behavior, practice, and research consistent with the Truth of the Scriptures and example of Christ.
- Collaboration – Though structured into distinct administrative and academic units, the school pursues collaborative relationships and activities within the school, among other units of the University, and with other organizations outside of the University, exemplifying to students the value and effectiveness of working together to achieve worthwhile goals.
- Innovation – The school promotes and celebrates the discovery of creative solutions and approaches to issues and problems that challenge the delivery of effective patient care. Recognizing continuous innovation as a quality found in effective organizations today, the school actively integrates contemporary topics and practices into the curriculum.
- Leadership development – Regarding influence as the essence of leadership and desiring our graduates to be influential in their personal and professional lives, the school pursues opportunities to help its students develop and apply their leadership skills.

Program Outcomes

Upon completion of the Doctor of Pharmacy degree, the graduate will:

1. Provide patient care by applying sound therapeutic principles and evidence-based data that is based on emerging technologies, evolving biomedical, pharmaceutical, clinical sciences, and relevant psychosocio-cultural aspects that may impact therapeutic outcomes.
2. Manage and use resources of the health care system to retrieve, analyze, assess, and interpret clinical data in order to coordinate safe, accurate, and time-sensitive medication distribution to the patient thereby minimizing medication errors while optimizing therapeutic outcome.
3. Promote health improvement, wellness, and disease prevention in communities and at-risk populations by taking into account relevant socioeconomic, legal, ethical, cultural, administrative, and professional issues in developing and implementing population-specific quality improvement programs and risk-reduction strategies.
4. Integrate biblical worldview with the role of a pharmacist in providing patient care, managing information resources, promoting health and preventing diseases in different communities and at-risk populations around the globe.
5. Represent Christ in their attitudes and values by modeling servant leadership in applying their skills and knowledge as pharmacists.

Program Prerequisites

Students must have completed a minor in Bible or have taken coursework adequate to meet the outcomes of BEGS-6250 Bible Survey for Professionals and BEGS-7250 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the office of the registrar, must enroll in BEGS-6250 and/or BEGS-7250. At least one of these courses must be completed before enrolling in the first year of the professional pharmacy program. Both courses must be completed before the beginning of the second professional year.

Academic Advising

Upon admission into the Pharm.D. program, each student is assigned a faculty advisor in the School of Pharmacy. The faculty advisor provides supervision and guidance for the students throughout the length of study.

Professional Pharmacy Curriculum

Accreditation

Regional Accreditation

The University holds membership in the North Central Association of Colleges and Schools. This recognition signifies that the University is accredited. The Higher Learning Commission of the North Central Association of Colleges and Schools has approved the University to award the doctor of pharmacy degree.

Pharmacy Accreditation

The University is pursuing approval for the advanced professional curriculum in pharmacy from the Accreditation Council for Pharmacy Education. Concerning this approval:

"Cedarville University's Doctor of Pharmacy program has been granted Precandidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; Fax 312/664-4652, web site www.acpe-accredit.org."

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-U.S. sites. For a Doctor of Pharmacy program offered by a new college or School of Pharmacy, ACPE accreditation generally involves three steps: Precandidate accreditation status, Candidate accreditation status, and Full accreditation status. Precandidate accreditation status, denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate accreditation status is awarded to a new program of college or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the school to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that is currently recognized by ACPE with Precandidate status and has students enrolled but has not yet had a graduating class. Full accreditation status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate accreditation status have the same right and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The Doctor of Pharmacy program of Cedarville University was awarded Precandidate accreditation status during the January 18-22 meeting of the ACPE Board of Directors based upon an on-site evaluation conducted November 1-3, 2011. Following the enrollment of the inaugural class of students in fall 2012, an on-site evaluation will be scheduled during academic year 2012-2013 for purposes of gathering additional information to be considered in the Board's consideration of advancement to Candidate accreditation status. Based upon this evaluation, should the Board feel that Candidate status cannot be conferred, the School could respond to the Board's concerns and reapply prior to the graduation of the first class. If Candidate accreditation status is not granted even after reapplication, graduates may not be eligible for licensure as pharmacists. If Candidate accreditation status is granted and the program continues to develop as planned, Full accreditation status of the Doctor of Pharmacy program would be considered by the Board following the graduation of students from the program.

Precandidate Status

Granting of Precandidate accreditation status brings no rights or privileges of accreditation as associated with either candidate status or fully accredited status. Precandidate accreditation status indicates only that planning has taken into account ACPE standards and guidelines and suggests reasonable assurance of moving to the next step, that of Candidate accreditation status. Since Precandidate accreditation status does not create any rights of accreditation under the ACPE standards, it is the opinion of ACPE that graduates of programs or Colleges or Schools of Pharmacy that bear Precandidate accreditation status do not meet the educational requirements for licensure.

Candidate Status

With respect to clarification of the meaning of Candidate accreditation status, graduates of a program so designed would, in the opinion of ACPE, have the same rights and privileges of the those graduates from a fully accredited program. The Candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. Should Candidate accreditation status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position.

Admission Standards

Preferred Admission For Freshman and Transfer Students

Cedarville University uses a direct entry approach, allowing new freshman and transfer students to compete for preferred admission to the School of Pharmacy. If you gain preferred admission as a new student, you will not need to compete for admission to the final four years of advanced professional-level education. Your admission will only be contingent upon successfully maintaining the academic and personal requirements of the program, including a professional interview in the fall of the last year of prepharmacy study. This approach enables you to focus on enjoying your undergraduate education, not competing for admission to pharmacy school.

Gaining preferred admission to the School of Pharmacy involves two steps. First, you must obtain admission to the University. Second, you must compete for preferred admission to the School of Pharmacy. That competition begins with an invitation by the Pharmacy Admissions Committee. Those invitations are based upon the following criteria:

For freshman students applying directly from high school:
- Declared interest in pharmacy
- High school curriculum
- Cumulative high school grade point average of at least a 3.25 on a 4 point scale
- Class rank
- ACT composite and subscores of at least 23 (or SAT subscores of at least 530)

For transfer students who have studied full-time at another university:
- Declared interest in pharmacy
- Collegiate course work
- Cumulative grade point average (3.0 required)

The Pharmacy Admissions Committee begins inviting students to apply by the first week of December. The application process involves submitting an essay and scheduling an interview with the Pharmacy Admissions Committee. Your final selection will be based upon performance in the interview and on the essay.

While most students apply prior to March 1, there is no firm application deadline. Applicants are considered as long as there is room in the class. Students typically receive notification concerning their admission within two weeks of their interview with the Pharmacy Admissions Committee.

If you do not initially qualify for preferred admission you may enroll at the University as a pre-pharmacy student, taking the recommended prepharmacy curriculum. Working with a pharmacy faculty advisor, you may develop a plan to pursue admission to the Cedarville University School of Pharmacy or another pharmacy program. Typically and depending upon space in the class, you will be considered for preferred admission to the Cedarville University School of Pharmacy when your spring semester cumulative Cedarville grade point average exceeds 3.0.

Postbaccalaureate Admission

While most students enter the professional pharmacy program through the preferred admission pathway, several come as postbaccalaureate students, having earned undergraduate degrees at other institutions. The School of Pharmacy welcomes these students, viewing their diverse backgrounds as opportunities to enrich other pharmacy students through their experiences and perspectives.

Because class size is limited, admission is competitive. Primary criteria considered include the cumulative collegiate grade point average, PCAT scores, and an interview with the School of Pharmacy. Additionally, students must complete the postbaccalaureate candidate prepharmacy requirements, earning a grade of "C" or better in each course.

To pursue admission to the professional pharmacy program as a postbaccalaureate student:
- Complete and submit the undergraduate application for admission, denoting yourself as a "postbaccalaureate student" and indicating pharmacy as your intended program of study.
- Take the PCAT and send your official scores (must be no more than 5 years old) to Pharmacy Admissions, Cedarville University, 251 N. Main Street, Cedarville, OH 45314. Since these scores will be reviewed as a part of your application, plan to take the PCAT in July, September, or January prior to applying for admission. Candidates with composite scores at or above the 50th percentile are given priority consideration.
- Submit a recommendation from a practicing pharmacist or employer/supervisor who is not a full- or part-time faculty member of Cedarville University School of Pharmacy or your relative, using the Professional Recommendation Form provided.
- Complete and submit the postbaccalaureate professional program application (**cedarville.edu/~/media/Files/PDF/Pharmacy/Post-Baccalaureate-Admission-Application.pdf)** for admission along with a copy of your résumé and the short essay requested. In addition to providing helpful information about you, this will help us track your application through the University admission process and provide feedback regarding any additional prerequisites you may need to complete.

When we learn of your admission to the University and receive your pharmacy application, we will contact you concerning your eligibility for an interview. The School of Pharmacy operates on a rolling admission basis, typically starting interviews in February and then continuing until the class beginning the professional program in the fall is full.

Tuition Cost

The seven-year pharmacy curriculum involves two segments, prepharmacy (three years) and advanced professional (four years). Consequently, students pay tuition rates based upon their level in the program.

Prepharmacy

Students who enrolled at the University beginning fall semester 2010 and thereafter pay "block tuition," i.e., an amount allowing them to take between 12 and 17 credits. Prepharmacy courses (those with a PPHR designator) may be taken as a part of this block and are covered by the block tuition charge.

Students who enrolled at the University prior to fall semester 2010 pay tuition on a per credit basis. Prepharmacy courses (those with a PPHR designator) have a tuition rate approximately 10 percent higher than regular undergraduate tuition.

Professional Program

The advanced professional graduate-level course work in the program will be offered beginning fall semester 2012.

The Estimated Cost of Attendance equals Basic Costs + Variable Costs. These are estimates and may vary. Prior to each term, a student will receive a billing invoice, generated from the cashiers office, based upon enrollment information at that time. Try our online payment calculator to evaluate different payment plans.

Basic Costs * (billed to student invoice) **$29,742**
Block Tuition (12-18 credits per semester)
    Fall Semester $14,371
    Spring Semester $14,371
    Annual Costs..$28,742
Comprehensive Pharmacy Fee - (no course fees)
    Fall Semester $500
    Spring Semester $500
    Annual Costs.. 1,000

* Basic costs are owed directly to the University.

In addition to basic costs, a student will also have the following variable costs-
Campus Room and Board - on student invoice, if applicable
    Fall Semester $2,720
    Spring Semester $2,720
    Annual Costs.. $5,540

Off-campus (estimated)
    Fall Semester $2,400
    Spring Semester $2,400
    Annual Costs.. $4,800
Other person expenses (estimated)
    Fall Semester $550
    Spring Semester $550
    Annual Costs.. $1,100

Financial Aid and Scholarship

Professional-level pharmacy students typically rely upon three sources of financial aid for their professional education: scholarships, loans, and employment. Students in the professional program are eligible for a School of Pharmacy scholarship, renewable each academic year with cumulative gpa greater than or equal to 3.2. Specific information regarding this scholarship can be obtained by contacting the assistant dean for admissions and advancement.

Graduation Requirements

Students seeking the Pharm.D. degree must fulfill the following:
- Complete all requirements of the Pharm.D. curriculum
- Complete all requirements of the Pharm.D. program as outlined in the School of Pharmacy student handbook, notably including:
  - All professional and spiritual standards of the program
  - The cross-cultural, extended service (domestic or international experience
  - Student organization participation
  - Professional conference partidipation
- Maintain a minimum cumulative grade point average of 3.0
- Obtain approval from the faculty advisor for the student portfolio
- Complete all requirements for the Pharm.D. program within 6 years after matriculation into the program.

Faculty

Marc Sweeney, *Dean: School of Pharmacy.* Professor of Pharmacy Practice. *Education:* B.S., Pharm., Ohio Northern University, 1993; Pharm.D., The Ohio State University, 1997; M.Div., Southwest Bible College and Seminary, 2006. At Cedarville since 2008.

Jeffrey Lewis, *Associate Dean: School of Pharmacy*. Associate Professor of Pharmacy Practice. *Education:* B.S., Pharm., Ohio Northern University, 1986; Pharm.D., University of Cincinnati, 1988, MACM, Malone University, 2004. At Cedarville since 2009.

David Ormsbee, *Assistant Dean: School of Pharmacy. Education:* B.A., Cedarville College, 1978; M.B.A., Syracuse University, 2003. At Cedarville since 1979.

Department of Pharmacy Practice

Douglas Anderson, *Chair: Department of Pharmacy Practice*. Professor of Pharmacy Practice. *Education:* B.S., Pharmacy, University of Oklahoma, 1988; Pharm.D., University of Oklahoma, 1992. At Cedarville since 2009.

Miriam Ansong, *Director, Drug Information Center.* Associate Professor of Pharmacy Practice. *Education:* Pharm.D., Howard University College of Pharmacy, 1998. At Cedarville since 2012.

John Ballentine, *Vice Chair of Experiential Programs.* Associate Professor of Pharmacy Practice*. Education:* B.S., Pharmacy, University of Houston, 1989; Pharm. D., University of Kentucky, 1991. At Cedarville since 2011.

Aleda Chen, Assistant Professor of Pharmacy Practice. *Education:* Pharm.D., Ohio Northern University, 2006; M.S., Purdue University, 2009; Ph.D., Purdue University, 2011. At Cedarville since 2011.

Marty Eng, Associate Professor of Pharmacy Practice. *Education:* Pharm.D., University of Maryland, Baltimore School of Pharmacy, 2000. At Cedarville since 2012.

Tracy Frame, Assistant Professor of Pharmacy Practice. *Education:* Pharm.D., Samford University, 2008. At Cedarville since 2011.

Thad Franz, *Director of Experiential Programs.* Assistant Professor of Pharmacy Practice. *Education:* B.S., Pharmaceutical Science, The Ohio State University, 2003; Pharm.D., The Ohio State University, 2005. At Cedarville since 2012.

Melody Hartzler, Assistant Professor of Pharmacy Practice. *Education:* Pharm. D., Ohio Northern University, 2009. At Cedarville since 2010.

Kelly Hiteshew, Assistant Professor of Pharmacy Practice. *Education*: Pharm.D., Ohio Northern University, 2010. At Cedarville since 2011.

Jeff Huston, *Director of Student and Professional Development.* Instructor of Pharmacy Practice. *Education:* B.S., Pharmacy, Ohio Northern University, 1990. At Cedarville since 2010.

Phillip Thornton, *Vice Chair of Experiential Programs,* Associate Professor of Pharmacy Practice. *Education:* B.S., Pharmacy, University of Cincinnati College of Pharmacy, 1990; Ph.D., Pharmacology, Wake Forest University, 1999; Postdoctoral Research Fellow, Institute for Brain Aging and Dementia, University of California at Irvine, 1999–2000; Postdoctoral Fellow, Disease Pharmacotherapy Traineeship, ASCP Foundation, 2002. At Cedarville since 2012.

Department of Pharmaceutical Sciences

Rebecca Gryka, *Chair: Department of Pharmaceutical Sciences.* Associate Professor of Pharmaceutical Sciences. *Education:* B.A., University of California San Diego, 1974; Pharm. D., University of Southern California, 1980; Ph.D., University of Southern California, 1984; Postdoctoral Fellow, University of California Riverside, 1985–86. At Cedarville since 2010.

Elisha Injeti, *Director of Research and Development.* Associate Professor of Pharmaceutical Sciences. *Education:* B.S., Pharmaceutical Sciences, Andhra University, 1995; M.S., Pharmaceutical Sciences, Andhra University, 1997; Post Baccalaureate Certificate, Biomedical and Clinical Ethics, Loma Linda University, 2002; Ph.D., Pharmacology, Loma Linda University, 2008. At Cedarville since 2009.

Rocco Rotello, Associate Professor of Pharmaceutical Science. *Education:* B.A., Chadron State College, 1983; M.S., University of Nebraska Medical School, 1985; Ph.D., University of Colorado Medical School, 1991; Post-Doctoral Fellow, Harvard Medical School, 1991–94. At Cedarville since 2011.

Denise Simpson, Assistant Professor of Pharmaceutical Sciences. *Education:* B.S., Chemistry and Food Chemistry, University of the West Indies, 1999; Ph.D., Chemistry, University of the West Indies, 2005; Postdoctoral Fellow, Department of Medicinal Chemistry, University of Iowa/University of Kansas, 2006–2008; Postdoctoral Fellow, Specialized Chemistry Center, University of Kansas, 2008–2010. At Cedarville since 2012.

COURSE DESCRIPTIONS

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BEGS-6250 – EDA-7150

Biblical Education - General Studies (BEGS)

BEGS-6250 Bible Survey for Professionals   **2 hours**

This course provides a comprehensive perspective or "big picture" of the Bible. Students will develop and apply inductive Bible study methods and principles for developing theology while increasing their Bible content knowledge and awareness of Bible study tools. Students will strengthen their biblical worldview as it relates to their field, enabling them to assist colleagues, parents, and students in applying biblical principles.

BEGS-7250 Foundations of Biblical Theology   **2 hours**

Designed to introduce the student to a Christian worldview created within a biblical framework, this course addresses the definition, function, formation, and evaluation of worldview. Then Christian responses and applications will be developed from a survey of biblical theology with emphasis on the teaching of the Bible, God, man, and salvation. Through course assignments, the student will be able to use the skill of worldview development to examine basic issues in education as well as in life.

Education Curriculum Studies (ECS)

ECS-6550 Special Topics in Curriculum   **1–2 hours**

This course offers focused instruction and project work on a current or special topic in curriculum, often provided as part of a school inservice, teachers' convention, or specially scheduled course. Students may earn up to four credits.

ECS-7000 Curriculum Theory: Analysis and Design   **2 hours**

This course studies the philosophical basis, theoretical models, and instructional considerations necessary in curriculum design and construction. Emphasis will be given to the necessity of identifying assumptions underlying curriculum decisions, ascertaining and developing curriculum to meet the needs of various types of students, and aligning instructional techniques with curriculum goals and objectives. The historical foundations of curriculum and the role of leadership in curriculum change are also addressed.

ECS-7100   **2 hours**
Curriculum Theory: Implementation and Evaluation

This course offers a study of the theoretical models, instructional considerations, and administrative issues involved in the implementation and evaluation of curriculum. Emphasis is given to the process of curriculum implementation at the district and school level and the evaluation of curriculum effectiveness in light of specified goals. *Prerequisite: ECS-7000 Curriculum Theory: Analysis and Design.*

ECS-7900   **2 hours**
Applied Research Project in Curriculum, Instructional, and Personnel Development

Students will complete an approved applied research project designed in conjunction with a faculty advisor and/or an external mentor. The project must take place in an appropriate educational setting. The research project will be documented by a multi-media presentation and written report which will be suitable for the portfolio.

ECS-7950   **2 hours**
Research Thesis in Curriculum, Instructional, and Personnel Development

Students develop an organized scientific contribution or comprehensive analysis of a theory and/or practice in a specific area of education. Thesis topic must be approved by graduate advisor or thesis committee. Credit may be earned over a period of several semesters.

Education Administration (EDA)

EDA-6100 Educational Leadership Theory–Su   **3 hours**

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by : creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling. (odd years)

EDA-6550 Special Topics in Administration   **1–4 hours**

This course offers focused instruction and project work on a current or special topic in administration, often provided as part of a school inservice, teachers' convention, or specially scheduled course. Students may earn up to 4 credits.

EDA-6560 Organizational Administration–Su   **3 hours**

This course is a study of the concepts, styles, and exercise of organizational leadership in schools. This course will develop an understanding of the complex role of being a leader. (even years)

EDA-6600   **2 hours**
The Principalship: Early Childhood to Young Adolescence

This course will focus on issues that promote the effective operation of schools for early and middle grades. Promotion of the success of all students by quality management of school operations will include (1) developmentally appropriate design and use of facilities, (2) development of a safe, secure, and efficient learning environment, (3) nurture of a school culture conducive to learning, and (4) developmentally and legally appropriate day-to-day operational policies and procedures.

EDA-6700   **2 hours**
The Principalship: Adolescence to Young Adult

This course will focus on issues that promote the effective operation of schools for middle and secondary grades. Promotion of the success of all students by quality management of school operations will include (1) developmentally appropriate design and use of facilities, (2) development of a safe, secure, and efficient learning environment, (3) nurture of a school culture conducive to learning, and (4) developmentally and legally appropriate day-to-day operational policies and procedures.

EDA-7000 Assessing Classroom Performance   **2 hours**

This course defines the role of the mentor in enhancing instructional effectiveness through the mentoring and assessing process. Of particular focus are the skills and processes for mentoring and assessing classroom performance of teachers. The development of a continuing improvement plan will also be addressed.

EDA-7050 Curriculum Development for Instruction   **3 hours**

This course will help administrators determine educational needs of their constituency, and give some insights for curricular design and instruction improvement, and development of staff and program evaluation. This program will assist the administration in managing every area of the curricular process in their setting including determining teaching strategies and priorities which promotes the success fo all students. To have successful students the administration will learn how to involve the community, know learning and motivational theories to help the students advance in their becoming life-long learners. (odd years)

EDA-7100 School Finance   **3 hours**

Students will study the historical issues, constitutional issues, sources of revenue, state aid distribution methods, and the budgeting process for K–12 schools. The course is designed for the practicing school administrator and will focus on Ohio public schools.

EDA-7150 School Law   **3 hours**

An introduction to the specific legal issues pertinent to education with emphasis on the relationship between school administration and employees, students, the community, and various levels of government.

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EDA-7200 – EDU-6700

EDA-7200 Pupil Services Programs   **3 hours**

Organization and analysis of pupil services offered to a school district. Current issues, especially legal and ethical are examined. (even years)

EDA-7300 Building level Personnel–Su   **3 hours**

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling. (even years)

EDA-7600 Building Collaborative Schools   **3 hours**

This course presents and develops the skills necessary for the principal in building collaborative schools. It emphasizes the building and development of a shared vision for the school which values the positives of a diverse community, consensus building and negotiating with various constituents, business, and social agencies within diverse community settings. Techniques will be presented for collaborating with families, responding to community needs, and mobilizing community resources to facilitate student success and the school vision.

EDA-7900   **2hours**

Applied Research Project in Educational Administration

Students will complete an approved applied research project designed in conjunction with a faculty advisor and/or an external mentor. The project must take place in an appropriate educational setting. The research project will be documented by a multi-media presentation and written report which will be suitable for the portfolio.

EDA-7950   **2 hours**

Research Thesis in Educational Administration

Students develop an organized scientific contribution or comprehensive analysis of a theory and/or practice in a specific area of education. Thesis topic must be approved by graduate advisor or thesis committee. Credit may be earned over a period of several semesters.

EDA-7960 Principal Internship–Sp   **3 hours**

This internship is a planned, supervised, and evaluated field-based experience. It is designed to be the culminating field experience for the Principal Licensure Program. *Prerequisite: All the EDA courses that are required for the Principal Licensure program. This is a capstone course for the program.* (even years)

Education General (EDU)

EDU-6000 Learning Theory   **2 hours**

This course studies the development of current theories in cognitive psychology: examination of human memory structure, encoding, storage, and retrieval processes as well as how beliefs about one's self, intelligence, and the nature of knowledge affect knowledge acquisition and the development of critical thinking, problem solving, and reflective thinking. The course will focus on an examination of current theories regarding constructivism, associationism, cognitive motivation, and meta-cognition.

EDU-6050 Applied Learning Theory   **2 hours**

This course offers an application of current theories of cognitive processing (e.g., encoding, storage, and retrieval), meta-cognition, and cognitive and affective factors of motivation to classroom instruction and assessment. Emphasis placed on the development of instructional lessons and units that utilize current theories of learning to enhance the development of meaningful learning, critical thinking, and intrinsic motivation in students.

EDU-6100 History and Philosophy of Education   **2 hours**

This course addresses the relationship between philosophy of education and how various philosophies have historically affected the practice of schooling, in the United States. It will examine how different philosophical schools answer questions related to the nature and purpose of schooling, and how these philosophies have been incorporated and modified to deal with social and cultural changes in United States history.

EDU-6150 Diversity and Social Issues in Education   **2 hours**

A study of the social, cultural, and political issues that affect decision-making and student achievement in schools, this course will examine the role of school in the enculturation or "Americanization" of students; the effects of student background and culture on achievement; and the different socio-cultural groups with a political stake in the curriculum and how these groups work to further their interests.

EDU-6200 Models of Teaching   **2 hours**

This course provides an overview of several models of teaching. After studying the theory behind a given model, students will participate in classroom demonstrations and then practice the model in micro-teaching or classroom situations.

EDU-6250 Statistical Reasoning in Education   **3 hours**

This course offers a survey of descriptive and sampling statistics applied for use in investigation and decision-making in education. Topics covered include the nature of quantitative design in educational research, descriptive statistics for univariate distributions, joint distributions, drawing inferences from statistical data, and statistical tests for between-subjects and within-subject designs.

EDU-6300 Program and Outcomes Assessment   **2 hours**

This course studies assessment concepts and procedures in the K–12 school setting. The course will review competencies required of teachers for educational assessment of students and application of assessment procedures in a K–12 program setting.

EDU-6400 Intervention Strategies and Techniques   **2 hours**

The course will focus on examination of the educational literature regarding effective teaching practices and behavior change strategies for students with special educational needs. It provides an opportunity to explore, design, implement, and evaluate school-based interventions for students with high-incidence disabilities.

EDU-6550 Special Topics in Instruction   **1–2 hours**

This course offers focused instruction and project work on a current or special topic in instruction, often provided as part of a school inservice, teachers' convention, or specially scheduled course. Students may earn up to 4 credits.

EDU-6700 Technology in Education   **2 hours**

A variety of resources and instructional websites are used to allow teacher candidates to take their own next step in the use of instructional technology. Students develop and present technology-based instruction reflecting newly-acquired technology skills. Basic technology skills developed include the creation and editing of images, audio, and wikis and the use of a web-based course management system, presentation software, and online research tools. Students already familiar with these technologies are required to expand their current skill set and demonstrate their skills in the delivery of instruction. (Fee: $125)

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EDU-7000 – NSG-6010

EDU-7000 School Improvement   **2 hours**
    School improvement is the continuous process of renewal of the social system, the curriculum, and the staff of the school. This course is designed to develop the meaning of the concepts, strategies, and practices involved in improving the school as a whole. Students will analyze school improvement from both the short-range and long-range perspective. The course will address areas such as improving proficiency scores, the learning environment, and attendance rates. The students will participate in simulations and discussions designed to analyze school improvement using data, improvement strategies, and formal evaluations.

EDU-7200 Research Design   **2 hours**
    This course provides a critical study of research techniques and reporting methods used in education. Students will design a research project or thesis, utilizing accepted educational research methods.

EDU-7900 Applied Research Project in Education   **2 hours**
    Students will complete an approved applied research project designed in conjunction with a faculty advisor and/or an external mentor. The project must take place in an appropriate educational setting. The research project will be documented by a multi-media presentation and written report, which will be suitable for the portfolio.

EDU-7950 Research Thesis in Education   **2 hours**
    Students develop an organized scientific contribution or comprehensive analysis of a theory and/or practice in a specific area of education. Thesis topic must be approved by the graduate advisor or thesis committee. Credit may be earned over a period of several semesters

EDU-7965 Continuing Research   **0-1 hours**
    This course provides continuous registration for both Research Thesis and/or Research Project. Students will be permitted to register for this course for zero credits in the two terms following the thesis or project course. Subsequent registrations for this course will be as a 1 credit hour graduate course. *Prerequisites: ECS-7900 Applied Research Project in Curriculum, Instructional and Personnel Development or ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development; EDA-7900 Applied Research Project in Educational Administration or EDA-7950 Research Thesis in Educational Administration; EDU-7900 Applied Research Project in Education or EDU-7950 Research Thesis in Educational Administration.*

Nursing (NSG)

NSG-5000 Theoretical Foundations of Nursing Practice **3 hours**
    The focus of this course is on analysis and critique of selected theories from nursing, related disciplines and organizational leadership for application to health care delivery and to advanced nursing practice.

NSG-5010 Advanced Physiology and Pathophysiology 3 hours
    The focus of this course is on in-depth analysis of normal physiologic and pathologic mechanisms of diseases as the foundation for clinical assessment, decision-making, and management for clients across the lifespan. Synthesis and application of current research-based knowledge regarding pathological changes are also addressed.

NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning   **3 hours**
    This course focuses on utilization of diagnostic reasoning in analyzing data from comprehensive health assessment of clients across the lifespan in order to determine appropriate and effective health care, including health promotion strategies. *Prerequisite: NSG-5010 Advanced Physiology and Pathophysiology and evidence of undergraduate instruction in health assessment.* (Fee: $150)

NSG-5030 Advanced Pharmacology   **3 hours**
    The focus of this course is on both pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Emphasis is placed on assessment, diagnosis and management (including the prescription of pharmacologic agents) of a client's common health problems in a safe, high-quality, and cost-effective manner. *Prerequisite: NSG 5010 Advanced Physiology and Pathophysiology.*

NSG-5040 Professional Role Development for Advance Practice   **3 hours**
    The focus of this course is on professional role development and performance competence of the nurse in advanced clinical practice within the context of health care delivery system. The leadership aspects of the roles of advanced practice are emphasized in relation to health care delivery, policy formulation, legislation and finance for advanced practice. Principles and process of writing for publication are presented. (Fee: $150)

NSG-5045 Professional Role Development for the Nurse Educator   **3 hours**
    The focus of this course is on professional role development and performance competence of the nurse educator. The leadership aspects of the roles are emphasized in relation to health care delivery, policy formulation, and legislation. Principles and process of writing for publication are presented.

NSG-5050 Research for Evidence-Based Nursing Practice   **3 hours**
    The focus of this course is on the utilization and discovery of new knowledge to provide high-quality health care, initiate change, and improve nursing practice. Emphasis is placed on utilization of research including the evaluation of research, problem identification within the clinical practice setting, awareness of practice outcomes, and evidence-based practice. *Prerequisites: Computer literacy, undergraduate nursing research course, undergraduate statistics course.*

NSG-5060 Bioethics and Spiritual Care in Nursing   **2 hours**
    The focus of this course is to introduce students to Christian ethics, biblical principles of spiritual care, biblical and non-biblical worldviews, secular theories of ethics and spirituality, critical thinking techniques, and principles of analysis used to resolve "real-life" moral and spiritual dilemmas nurses encounter in a variety of practice settings. The course is also open to other health care professionals. *Prerequisites: BEGS-6250 Bible Survey and BEGS-7250 Foundations of Biblical Theology or undergraduate minor in Bible.*

NSG-5070 Policies and Strategies for Health Care Delivery   **3 hours**
    The focus of this course is on health policy, legislation, and policy making within the context of contemporary healthcare. Application to the role of the advanced practice nurse will be emphasized.

NSG-6010 Advanced Concepts in the Care of Older Adults   **3 hours**
    The focus of this course is to prepare the advanced practice students with the theoretical, scientific, and technical foundations required in care for mature adults and aging family members. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG 5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care.* (Fee: $100)

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NSG-6020 – NSG-6040

**NSG-6020 Advanced Practice in the Care of
Older Adults for FNP**   **1 hour**
   In this course, the students are afforded the opportunity to master knowledge of health care problems in older adults, and to develop the advanced clinical and decision-making skills required. The students apply knowledge and skills of health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of older adults in a clinical practice setting. The students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted clinical experience with qualified preceptors. *Prerequisite: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG- 6010 Advanced Concepts in the Care of Older Adults.* (Fee: $100)

**NSG-6020 Advanced Concepts in the
Care of Adults**   **3 hours**
   The focus of this course is to prepare the advanced practice students with the theoretical, scientific, and technical foundations required in caring for adults. Emphasis is placed on health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems unique to adults in a variety of settings. Evidence-based management strategies, ethical decision-making, and culturally sensitive care are addressed. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care.* (Fee: $100)

**NSG-6025 Advanced Practice for the Care of
Adults for FNP**   **1 hour**
   In this course, the students are afforded the opportunity to master knowledge of health care problems in adults, and to develop the advanced clinical and decision-making skills required. The students apply knowledge and skills of health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of adults in a clinical practice setting. The students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted experience with qualified preceptors. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG- 6020 Advanced Concepts in the Care of Adults (or permission of instructor).* (Fee: $100)

NSG-6030 Advanced Concepts in the Care of Women   **3 hours**
   The focus of this course is to prepare the advanced practice students with the theoretical, scientific, and technical foundations required in caring for women. Emphasis is placed on health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems unique to women in a variety of settings. Evidence-based management strategies, ethical decision-making, and culturally sensitive care are addressed. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care.* (Fee: $100)

**NSG-6035 Advanced Practice for the Care of
Women for FNP**   **1 hour**
   In this course, the students are afforded the opportunity to master knowledge of health care problems in women, and to develop the advanced clinical and decision-making skills required. The students apply knowledge and skills of health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of women in a clinical practice setting. The students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted experience with qualified preceptors. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, and NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG- 6030 Advanced Concepts in the Care of Women (or permission of instructor).* (Fee: $100)

**NSG-6040 Advanced Concepts in the
Care of Children**   **3 hours**
   The focus of this course is to prepare the advanced practice students with the biblical, theoretical, scientific and technical foundations required in caring for children (infancy through adolescence). Emphasis is placed on health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of children (infancy through adolescence) in a variety of settings. Growth and development of the healthy newborns, infants, children and adolescents are examined along with stage-appropriate anticipatory health-management strategies. Evidence-based management strategies, ethical decision-making, and culturally sensitive care are addressed. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, and NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care.* (Fee: $100)

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NSG-6045 – NSG-6240

NSG-6045 Advanced Practice in the Care of Children for FNP   1 hour
In this course, the students are afforded the opportunity to master knowledge of health care problems in children and adolescents, and to develop the advanced clinical and decision-making skills required. The students apply knowledge and skills of health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of children and adolescents in a clinical practice setting. The students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted experience with qualified preceptors. *Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG- 6040 Advanced Concepts in the Care of Children (or permission of instructor).* (Fee: $100)

NSG-6100 Foundations of Nursing Education   3 hours
This course is designed to provide an overview of the various activities inherent in the role of the nurse educator within academic and practice settings. There is a focus on concepts and theories basic to curriculum development, philosophies of education, learning theories, and research in nursing education. Standards and regulations influencing nursing education programs and curriculum development are also analyzed. Prerequisite: NSG-5045 Professional Role Development for the Nurse Educator.

NSG-6110 Teaching Methods and Strategies   3 hours
This course is designed to provide an analysis of teaching and learning strategies for effective functioning as a nurse educator. Use of evidence-based educational strategies, assessment of learners, and implementation of various instructional techniques for classroom and clinical instruction are emphasized. Strategies for promoting critical judgment and clinical decision-making, including the use of technology and simulation are included. *Prerequisite: NSG-6100 Foundations of Nursing Education.* (Fee: $50)

NSG-6120 Evaluation in Nursing Education   3 hours
The foci of this course are an overview of evaluation techniques that enable nurse educators to plan and implement a variety of education-related evaluation approaches including test construction, item analysis, teaching effectiveness, and clinical performance appraisals. Use of other methods of evaluation, such as case scenarios, papers, projects, and presentations are analyzed. Program-level evaluation, including standards for program accreditation, is introduced. *Prerequisite: NSG-6110 Teaching Methods and Strategies.* (Fee: $50)

NSG-6130 Teaching Practicum I   1 hour
This course is designed to provide supervised practical experiences to apply principles of curriculum design and teaching/learning theories and principles to the classroom and laboratory settings. Students utilize technology and simulation for designing and implementing learning experiences. The practicum includes 150 hours of laboratory and precepted opportunities for students to analyze and apply teaching strategies and includes seminar discussion focusing on solutions to contemporary issues related to nursing education and the role of the nurse educator. *Prerequisite: NSG-6110 Teaching Methods and Strategies or permission of instructor.* (Fee: $100)

NSG-6140 Teaching Practicum II   1 hour
In this course, the students are afforded the opportunity to partner with a professional educator to apply acquired knowledge and skills in an educational setting. The practicum includes 150 hours with a nurse educator preceptor focusing on integrating the knowledge, skills, and resources necessary for evidence-based nursing education. Students collaborate with the nurse educator in implementing teaching/learning strategies and performance evaluation in the classroom, laboratory, and clinical settings. *Co-requisities: NSG-6120 Evaluation in Nursing Education (or permission of instructor).* (Fee: $100)

NSG-6200 Philosophy and Theology of Health, Healing, and Illness   3 hours
In this course, the focus is on the analysis and critique of the philosophy and theology of health ministry for their application to nursing care. The leadership aspects of the health ministry role in health, healing, wholeness, and illness are emphasized in relation to advanced nursing practice. *Prerequisites: BEGS-6250 Bible Survey and BEGS-7250 Foundations of Biblical Theology or an undergraduate minor in Bible.* (Fee: $50)

NSG-6210 Global Health and Vulnerable Populations   3 hours
The focus of this course is on contemporary global health issues which are examined through an analysis of social, political, cultural, and ethical policies. Issues examined include the principles, measurements, and the health-development link, global health themes, and the burden of disease and their relation to vulnerability. *Prerequisite: NSG-5070 Policies and Strategies for Health Care Delivery, Co-requisite: NSG-6220 Epidemiology (or permission of instructor).* (Fee: $50)

NSG-6220 Epidemiology   3 hours
The focus of this course is on the acquisition and utilization of selected principles, concepts, and methods of epidemiology. Emphasis is placed on the problem identification, design, analysis, and interpretation of epidemiological studies. *Prerequisite: NSG-5050 Research for Evidence-based Nursing Practice.* (Fee: $50)

NSG-6230 Population-Based Health Care Management   3 hours
This course is designed to prepare the student with the theoretical, scientific, and technical foundations in caring for vulnerable populations domestically and globally through health ministry. Emphasis is placed on the application of epidemiological methods and primary health care including health promotion and disease prevention strategies. *Prerequisites: NSG-6210 Global Health and Vulnerable Populations and NSG-6220 Epidemiology.* (Fee: $50)

NSG-6240 Practicum I   2 hours
In this course, the student is afforded the opportunity to apply the theoretical concepts of global health and vulnerable populations by working in a supervised health ministry setting that serves global, immigrant, refugee, or vulnerable populations. The practicum includes 200 hours in seminar and precepted experiences in which students will assess, analyze, and evaluate health ministry strategies to promote health and prevent disease in vulnerable populations. *Prerequisite: NSG-5070 Policies and Strategies for Health Care Delivery, Co-requisites: NSG-6210 Global Health and Vulnerable Populations (or permission of instructor), NSG-6220 Epidemiology.* (Fee: $100)

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NSG-6250 – PHAR-6121

NSG-6250 Practicum II   **1 hour**
   In this course, students partner with a domestic, global, or health ministry agency to apply the acquired knowledge and skills in global health ministry. The practicum includes 200 hours of collaboration with a nurse missionary, parish nurse working in a setting that serves vulnerable populations, a community development project in a developing nation, or a nurse serving with a global voluntary agency. The focus of this experience is implementing population-based health care management principles. *Prerequisites: NSG-6200 Philosophy and Theology of Health, Healing, and Illness; NSG-6210 Global Health and Vulnerable Populations; NSG-6220 Epidemiology. Co-requisite: NSG-6230 Population-Based Health Care Management (or permission of instructor).* (Fee: $100)

NSG-6300 Master's Project I   **2 hours**
   The students will develop an evidence-based practice project with an identified area of interest: practice or education. In Master's Project I, the students will identify a topic of current concern within the specialty, review and synthesize the relevant literature, examine and address a specific issue. The scholarly activity is supervised and guided by a faculty advisor and committee. *Prerequisites: NSG-5000 Theoretical Foundations of Nursing Practice and NSG-5050 Research for Evidence-based Nursing Practice.*

NSG-6350 Master's Project II   **2 hours**
   The students will work closely with a faculty advisor and committee to complete the project designed in Master's Project I. In Master's Project II, the students will bring the implementation, analysis, and evaluation of the project to completion. Completion of a scholarly paper reflecting the activity is required. *Prerequisites: NSG-5000 Theoretical Foundations of Nursing Practice, NSG-5050 Research for Evidence-based Nursing Practice, and NSG-6300 Master's Project I.* (Fee: $50)

NSG-6400 Master's Thesis I   **2 hours**
   The students will engage in individual research related to an aspect of care related to the nurse practitioner, global health ministries, or nurse educator professions. In Master's Thesis I, the students refine the research proposal developed in NSG 5050, secure IRB approval and prepare the proposal for implementation. The scholarly activity is supervised and guided by a faculty advisor and thesis committee. *Prerequisites: NSG-5000 Theoretical Foundations of Nursing Practice and NSG-5050 Research for Evidence-based Nursing Practice.*

NSG-6450 Master's Thesis II   **2 hours**
   The students will work closely with a faculty advisor and committee to complete the research proposal designed in NSG-6400 Master's Thesis I. In Master's Thesis II, the students will bring the implementation, analysis, evaluation, and dissemination of the thesis work to completion. Completion of a scholarly thesis paper reflecting the research activity is required. *Prerequisites: NSG-5000 Theoretical Foundations of Nursing Practice, NSG-5050 Research for Evidence-based Nursing Practice, and NSG-6400 Master's Thesis I.* (Fee: $50)

Pharmacy (PHAR)

PHAR-6110 Introduction to Pharmacy Practice–Fa   **1 hour**
   This course will focus on understanding the U.S. health care system and contemporary models of pharmacy practice. Key topics will include the regulations applicable to the practice of pharmacy in preparation for pharmacy internship experiences, prescription interpretation and fulfillment processes, health/pharmacy literacy, patient safety and communication, cultural literacy, and models professionalism. *Prerequisites: P1 in good standing in the School of Pharmacy; PPHR-1011 Profession of Pharmacy-History and Issues; PPHR-1012 Profession Pharmacy-History and Issues; PPHR-2013 Profession of Pharmacy-Careers; PPHR-2014 Profession of Pharmacy-Careers.*

PHAR-6111 Research Design and Methodology–Fa   **3 hours**
   This course provides an introduction to research design and methodology, as related to pharmacy and the health sciences. This course will focus on concepts of scientific research across the discipline of pharmacy, research strategies and methodology for qualitative and quantitative research, and principles of epidemiologic research. Students also will learn how to develop and write research projects, as this course provides the basis for the research project that will be completed and presented in PHAR 7348 Research Seminar. *Prerequisites: Good standing in P1 year in the School of Pharmacy and PPHR-2100 Biostatistics.*

PHAR-6112 Introduction to Self Care–Fa   **2 hours**
   This course will focus on the development of an understanding of self-care, including its scope and limitations in the U.S. healthcare system, and a knowledge base regarding over-the-counter (OTC) medications (both traditional and complementary/alternative, e.g., herbs, nutritional supplements, homeopathics) and home diagnostic/medication therapy management tests/aids. Further, students will learn how to interact with patients towards the appropriate selection and use of these products. *Prerequisites: P1 year in good standing in the School of Pharmacy; BIO-3450 Human Structure and Function I; BIO-3460 Human Structure and Function II; PPHR-3200 Pharmacy Calculations.*

PHAR-6121 Pharmacy Practice Lab I–Fa   **1 hour**
   This course will focus on understanding concepts and developing skills fundamental to the practice of pharmacy, including methods of non-sterile medication preparation (e.g. reconstitution of oral powders for suspension, compounding of topical creams and ointments, encapsulation of dry powders), pharmacy calculations, and regulations and standards related to medication preparation. It will also introduce students to the medication use process; including medication procurement, inventory management, medication storage and security, and prescription transmission/receipt, interpretation, evaluation, fulfillment (including product selection, apportioning, packaging and labeling), dispensing, and record keeping. The students will learn to navigate computerized prescription processing systems, prescription benefits management systems, patient-based drug information systems, electronic medical records, and point-of sale systems. Health literacy and cultural competency will be practiced and the student will be introduced to patient counseling and assessment skills. They will also practice communication with other health-care providers. *Prerequisites: good standing in P1 year in the School of Pharmacy.*

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PHAR-6122 – PHAR-6211

PHAR-6122 Pharmacy Practice Lab II–Sp   **1 hour**

This course will focus on understanding concepts and developing skills fundamental to the practice of pharmacy, including methods of sterile and non-sterile medication preparation (e.g., reconstitution of oral powders for suspension, compounding of topical creams and ointments, encapsulation of dry powders), pharmacy calculations, and regulations and standards related to medication preparation. It will also introduce students to the medication use process; including medication procurement, inventory management, medication storage and security, and prescription transmission/receipt, interpretation, evaluation, fulfillment (including product selection, apportioning, packaging and labeling), dispensing, and record keeping. The students will learn to navigate computerized prescription processing systems, prescription benefits management systems, patient-based drug information systems, electronic medical records, and point-of-sale systems. Health literacy and cultural competency will be practiced and the student will be introduced to patient counseling and assessment skills. They will also practice communication with other health-care providers. *Prerequisites: good standing in the P1 year in the School of Pharmacy; PHAR-6121 Pharmacy Practice Lab I.*

PHAR-6130 Medicinal Biochemistry–Sp   **4 hours**

This course will address the chemical and physical properties of the biological macromolecules including proteins, carbohydrates, lipids, and nucleic acids. Additionally, the metabolic pathways, enzyme kinetics, and thermodynamics associated with these molecules will be discussed. The student will apply these biochemical principles to maintenance of health as well as to the pharmacological management of disease. *Prerequisites: admission into the Pharm.D. program*

PHAR-6131 Pharmaceutical Sciences I–Fa   **5 hours**

The major focus of this course is to introduce biophysical principles that are foundational for evaluating different pharmaceutical systems. This course will emphasize development of thermodynamic concepts that explains the equilibrium phenomena in different buffers, ionic solutions, and complex formation in various pharmaceutical dosage forms. Further, non-homogenous pharmaceutical systems and the problems involving interfacial phenomena and the stability of pharmaceutical dosage forms will also be studied. *Prerequisite: admission into the Pharm.D. program.*

PHAR-6132 Pharmaceutical Sciences II –Sp   **5 hours**

This course will lay the foundation for understanding the medicinal chemistry and pharmacological principles that govern the pharmacodynamics and pharmacotherapeutics of the various classes of drugs. *Prerequisites: good standing in the P1 year in the School of Pharmacy; PHAR-6131 Pharmaceutical Sciences I.*

PHAR-6133 Genetics and Pharmacogenomics–Sp   **3 hours**

This course introduces the basics of genetics followed by disease-specific applications of pharmacogenomics to provide an insight in to the future of clinical pharmacy practice. Using case studies, class discussion and a scholarly paper, students will apply genetic and pharmacogenomics principles to the practice of pharmacy. *Prerequisite: admission into the Pharm.D. program.*

PHAR-6134   **4 hours**
Pharmacokinetics and Biopharmaceutics–Sp

This course will lay the foundation for understanding the kinetic phenomena that helps to quantify and integrate the journey of drugs in the body. In addition, this course also shows the practical applications of pharmacokinetics and biopharmaceutics in providing a rational approach to patient care by establishing, optimizing and individualizing dosage regimen of different drugs in a clinical setting. *Prerequisites: Good standing in P1 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences.*

PHAR-6150 Drug Information and Informatics–Sp   **3 hour**

A primary focus of this course is the development of skills related to the retrieval, analysis and communication/dissemination of drug-related information. Further, this course will investigate the manner in which such information is integrated into automated data processing systems—including the benefits, risks, and constraints of such integration. *Prerequisites:P1 year in good standing in the School of Pharmacy; PHAR-6110 Introduction to Pharmacy Practice; PHAR-6121 Pharmacy Practice Lab I.*

PHAR-6171   **1 hour**
Introductory Pharmacy Practice Experience I–Fa

Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period through the semester, totaling 52 contact hours. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics and critical thinking. *Prerequisite: entrance into the professional curriculum.*

PHAR-6172   **1 hour**
Introductory Pharmacy Practice Experience II–Sp

Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period throughout the semester, totaling 52 contact hours. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics and critical thinking. *Prerequisite: entrance into the professional curriculum.*

PHAR-6210   **2 hours**
Cross-Cultural Care and Communication–Fa

This course utilizes a cross-cultural framework to communicate principles of healthy living and provide patient care to different people groups. The course emphasizes the application of biblical basis for missions in providing patient care across different cultures with a genuine respect for the specific culture involved. In addition, this course introduces the design, implementation, and evaluation of health communication programs. *Prerequisites: good standing in P1 year in the School of Pharmacy PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6211 Medication Therapy Management–Fa, Sp   **2 hours**

This course will provide the student with an in-depth, working knowledge of Medicare Part D, with an emphasis on Medication Therapy Management (MTM) Services. Through self-study modules, case studies, and hands-on patient interview and assessment practice sessions, students will strengthen existing skills needed to develop and implement MTM services in community pharmacies. *Prerequisites: good standing in P2 or P3 year in the School of Pharmacy.* (odd years)

PHAR-6231 Exotoxicology–Sp   **2 hours**

This course explores the current understanding related to different interactions of substances and chemicals in environmental systems and subsystems on their bioavailability, circulation, and assimilation in target organisms as well as their physiological and pathophysiological responses. In addition, this course will examine the mechanisms and processes by which chemicals exert their effects on ecosystems and their ultimate impact on the populations or communities. *Prerequisites: good standing in P1 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6250 Applied Biomedical Sciences Module–Fa   **5 hours**

This course studies application of fundamental concepts of pharmacology, toxicology, and pharmacognosy in direct patient care-related issues. The concepts related to pathophysiological conditions, crude drug extraction, drug interactions, xenobiotics, toxins, and their toxicokinetics will be discussed in detail. *Prerequisites: good standing in P1 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6251 Cardiology Module–Fa   **5 hours**

This course prepares the student to manage therapy of patients with conditions or diseases affecting the cardiovascular system. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medical chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR- 6111 Research Design and Methology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences;PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-6252 Renal and Gastrointestinal Module–Fa   **5 hours**

This course prepares the student to manage therapy of patients with conditions or diseases affecting the renal and gastrointestinal systems. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-6253 Pulmonology Module–Sp   **5 hours**

This course prepares the student to manage therapy of patients with conditions or diseases affecting the pulmonary system. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-6254   **5 hours**
Infectious Disease and Immunology Module–Sp

This course prepares the student to manage therapy of patients with conditions or diseases affecting the immune system and/or caused by infection. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacolinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-6255   **5 hours**
Endocrinology and Dermatology Module–Sp

This course prepares the student to manage therapy of patients with conditions or diseases affecting the endocrine system or the skin. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-6260 Patient Care and Safety–Fa   **2 hours**

This course provides an introduction to patient assessment. Topics include taking a medical history and review of systems, cultural competency, health literacy, interpretation of laboratory and diagnostic tests, documentation of patient care activities and writing progress notes, therapeutic plan development, and patient safety issues. *Prerequisite: P2 in good standing.*

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PHAR-6273 – PHAR-6342

PHAR-6273   **1 hour**
Introductory Pharmacy Practice Experience III–Fa
   Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period throughout the semester, totaling 52 contact hours. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics and critical thinking. *Prerequisite: P2 in good standing.*

PHAR-6274   **1 hour**
Introductory Pharmacy Practice Experience IV–Sp
   Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period throughout the semester, totaling 52 contact hours. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics and critical thinking. *Prerequisite: P2 in good standing*

PHAR-7310 Biomedical Informatics–Fa, Sp   **2 hours**
   This course is designed to familiarize students with the application of computer technologies and information science in biomedicine and health science. Through a combination of lectures and hands-on computer exercises, students will be introduced to the conceptual and technical components of biomedical informatics. The conceptual components will include principles of database design, human-computer interfaces, medical terminologies and coding systems, medical decision analysis methods, clinical information systems architectures, and methods for measuring costs and benefits in health care systems. The technical components will include use of the Internet for biomedical applications, current and emerging wide area network technologies, use of literature and molecular sequence databases, and systems for telemedicine. *Prerequisites: PHAR-6110 Introduction to Pharmacy Practice; PHAR-6111 Research Design and Methodology; PHAR-6150 Drug Information and Informatics; PHAR-6171 Introductory Pharmacy Practice Experience I: PHAR-6250 Applied Biomedical Module; PHAR-6260 Patient Care and Safety; PHAR-6273 Introductory Pharmacy Practice Experience III.*

PHAR-7311   **2 hours**
Community Pharmacy Management Seminar–Sp
   Building on the overviews presented in PHAR-7353 Leadership and Business Module, this seminar course will focus on developing the knowledge and skills necessary to effectively and successfully manage the business of community pharmacy. Students will actively address a number of issues related to the entrepreneurial, financial, human resource, legal, operational, customer service and professional aspects of owning/operating a fictitious independent community pharmacy located in a mid-sized community in the Midwest. *Prerequisites: PHAR-6110 Introduction to Pharmacy Practice; PHAR-6112 Introduction to Self Care; PHAR-6171 Introductory Pharmacy Practice Experience I: PHAR-6172 Introductory Pharmacy Practice Experience II; PHAR-6260 Patient Care and Safety; PHAR-6273 Introductory Pharmacy Practice Experience III; PHAR-6274 Introductory Pharmacy Practice Experience IV; PHAR-7353 Leadership and Business Module.*

PHAR-7312 Topics in International Pharmacy–Fa, Sp   **2 hours**
   This course will engage students in discussions relating to global pharmaceutical issues and international practices of pharmacy. This will be facilitated via readings, web-based resources, guest faculty presenters, and student presentations. *Prerequisites: good standing in P2 or P3 year in the School of Pharmacy.* (odd years)

PHAR-7321 Pain Management–Fa, Sp   **2 hours**
   This course will provide an in-depth, case-based, problem-solving approach to pain management in patients with both acute and chronic pain. Students will be guided by a faculty facilitator through various types of complex pain patients. Students will develop a working knowledge of opioid dosing and titration, adjuvant medications, non-steroidal anti-inflammatory drugs and non-pharmacologoic therapy. Students will be provided with a list of resources to assist them in their application of therapeutic principles to pain patients. The content of this course will be significantly more in-depth than the core curriculum requirements of pain management. *Prerequisites: good standing in P2 or P3 year in the School of Pharmacy.* (odd years)

PHAR-7331 Industrial Pharmacy–Sp   **2 hours**
   This course will discuss fundamental principles of Good Manufacturing Practice (GMP) in the pharmaceutical industry. The course will introduce the GMP principles and approaches for active pharmaceutical ingredients, excipients and finished pharmaceuticals that are applicable in day-to-day operations of the industry. In addition, the course will also study the history, the science, and the laws behind GMP that ensure high-quality operation and maintenance of a pharmaceutical industry. *Prerequisites: good standing in P1 and P2 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics*

PHAR-7332 Perinatal Pharmacology–Sp   **2 hours**
   This course will take an in-depth view of the fetal and intrauterine pharmacology and provides scientific basis for the effect of drugs on fetus. The course will explain the basic concepts together with experimental evidence on metabolism and distribution of drugs in the placenta, effect of drugs on placental metabolism, and biochemical and behavioral effects on infants when drugs are administered during perinatal period. *Prerequisite; good standing in P1 and P2 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-7342 Law and Legal Affairs–Fa   **1 hour**
   This course will introduce students to the U.S. legal system, and specifically the systems by which laws and rules related to the practice of pharmacy are created/promulgated, including the bodies of regulators responsible for such activities (e.g., federal and state legislatures, state boards of pharmacy, DEA, FDA). The course will subsequently focus on the laws and rules governing the practice of pharmacy in the state of Ohio as a guide to understanding the same across the nation. Case law will be used to demonstrate the tensions and limitations of current laws and rules in the context of contemporary practice, particularly considering ethical dilemmas in pharmacy practice. *Prerequisites: P3 in good standing in the School of Pharmacy; PHAR-6110 Introduction to Pharmacy Practice; PHAR-6112 Introduction to Self Care; PHAR-6121 Pharmacy Practice Lab I; PHAR-6122 Pharmacy Practice Lab II; PHAR-6150 Drug Information and Informatics; PHAR-6171 Introductory Pharmacy Practice Experience I: PHAR-6172 Introductory Pharmacy Practice Experience II; PHAR-6273 Introductory Pharmacy Practice Experience III; PHAR-6274 Introductory Pharmacy Practice Experience IV; PHAR-7353 Leadership and Business Module.*

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PHAR-7346 – PHAR-7355

PHAR-7346 Bioethics–Sp   **3 hours**

This course will explore the philosophical and theological foundations for professional, biomedical, and clinical ethics. Using case studies on different issues like contraception, abortion, euthanasia, personhood, and research ethics, this course will discuss and analyze them from different worldviews and contrast them with a biblical worldview. *Prerequisites: good standing in P2 year in the School of Pharmacy; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6250 Applied Biomedical Sciences Module.*

PHAR-7348 Research Seminar–Sp   **2 hours**

This course will introduce the student to professional research projects. The research project will be developed in concert with a member of the faculty, and will examine any valid pharmacy research question. Each student will be required to submit their project for a poster at a professional session. *Prerequisites: P3 in good standing in the School of Pharmacy; PHAR-6251 Cardiology Module; PHAR-6252 Renal and Gastrointestinal Module; PHAR-6253 Pulmonology Module; PHAR-6254 Infectious Disease and Immunology Module; PHAR-6255 Endocrinology and Dermatology Module; PHAR-6260 Patient Care and Safety.*

PHAR-7351 Neurology and Psychiatry Module–Fa   **5 hours**

This course prepares the student to manage therapy of patients with conditions or diseases affecting the neurologic system and psychiatric disorders. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-7352 Oncology and Palliative Care Module–Fa   **5 hours**

This course prepares the student to manage therapy of patients with oncologic conditions or diseases and /or palliative care issues. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-7353 Leadership and Business Module–Fa   **3 hours**

This course will focus on developing the knowledge and skills necessary to successfully manage the business of pharmacy in various models/settings (e.g., privately owned and chain community pharmacies; hospitals/health systems), including entrepreneurship, business planning, human resource management (including employee candidate interviews), pharmacy operations, product/service pricing and reimbursement and business marketing. Further, models of leadership will be reviewed and related skills will be cultivated. *Prerequisites: P3 in good standing in the School of Pharmacy; PHAR-6110 Introduction to Pharmacy Practice; PHAR-6112 Introduction to Self Care; PHAR-6121 Pharmacy Practice Lab I; PHAR-6122 Pharmacy Practice Lab II; PHAR-6150 Drug Information and Informatics; PHAR-6171 Introductory Pharmacy Practice Experience I: PHAR-6172 Introductory Pharmacy Practice Experience II; PHAR-6273 Introductory Pharmacy Practice Experience III; PHAR-6274 Introductory Pharmacy Practice Experience IV; PHAR-7353 Leadership and Business Module*

PHAR-7354 Special Populations Module–Fa   **5 hours**

This course prepares the student to manage therapy of pediatric and geriatric patients, or patients with women's or men's health issues. The course focuses on the application of principles through a mixture of problem-based learning in small group settings, simulation and demonstration labs, and expert consultations in a team-taught, multidisciplinary environment. The course vertically integrates pharmacology, medicinal chemistry, pharmacokinetics, anatomy, physiology and pathophysiology, therapeutics, patient assessment, epidemiology, and administrative and psychosocial-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and nontraditional therapies, and non-drug therapies are specifically included. *Prerequisites: PHAR-6111 Research Design and Methodology; PHAR-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6133 Genetics and Pharmacogenomics; PHAR-6134 Pharmacokinetics and Biopharmaceutics; PHAR-6150 Drug Information and Informatics.*

PHAR-7355 Capstone–Sp   **5 hours**

The focus of this course is to apply the material learned in the Disease Modules to describe, optimize and critique drug therapy in complex patient cases in a variety of practice settings. The student will present this information in writing and verbally throughout the course. The activities will include case presentations, review, analysis and application of the literature, and written papers. Students will be required to demonstrate proficiency in patient assessment, medication history, patient counseling and communication skills through simulated patient care settings. *Prerequisites: P3 in good standing in the School of Pharmacy; PHAR-6251 Cardiology Module; PHAR-6252 Renal and Gastrointestinal Module; PHAR-6253 Pulmonology Module; PHAR-6254 Infectious Disease and Immunology Module; PHAR-6255 Endocrinology and Dermatology Module; PHAR-6260 Patient Care and Safety; PHAR-7351 Neurology and Psychiatry Module; PHAR-7352 Oncology and Palliative Care Module; PHAR-7353 Leadership and Business Module; PHAR-7354 Special Populations Module; PHAR-7375 Introductory Pharmacy Practice Experience V.*

Introduction   Experience   Admissions   Academics   Financial Info.   Campus Services   M.Ed.   M.S.N.   Pharmacy   Course Descriptions   Appendix

PHAR-7375 – PHAR-7487

PHAR-7375   **1 hour**
Introductory Pharmacy Practice Experience V–Fa

    Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period throughout the semester, totaling 52 contact hours. Students will demonstrate core practice skills; communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics, and critical thinking. *Prerequisites: entrance into the P1 portion of the professional curriculum.*

PHAR-7376   **1 hour**
Introductory Pharmacy Practice Experience VI–Fa

    Introductory Pharmacy Practice Experiences (IPPE) in the first year of the professional curriculum are designed to provide opportunities for students to practice technical pharmacy skills in either community or institutional settings. Students in IPPE will meet with an assigned preceptor for a four-hour period throughout the semester, totaling 52 contact hours. Students will demonstrate core practice skills; communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics, and critical thinking. *Prerequisites: entrance into the P1 portion of the professional curriculum.*

PHAR-7481   **1 hour**
Advanced Institutional Experience I–Fa, Sp, Su

    Advanced Institutional Experience I is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Institutional Experience I is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: entrance into the P1 portion of the professional curriculum.*

PHAR-7482   **4 hours**
Advanced Community Experience I–Fa, Sp, Su

    Advanced Community Experience I is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Community Experience I is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year in good standing.*

PHAR-7483   **4 hours**
Advanced Ambulatory Care Experience I–Fa, Sp, Su

    Advanced Ambulatory Care Experience I is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Ambulatory Care Experience I is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year in good standing.*

PHAR-7484   **4 hours**
Advanced Acute Care Experience I–Fa, Sp, Su

    Advanced Acute Care Experience I is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Acute Care Experience I is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year in good standing.*

PHAR-7485   **4 hours**
Advanced Institutional Experience II–Fa, Sp, Su

    Advanced Institutional Experience II is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Institutional Experience II is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: PHAR-7481 Advanced Institutional Experience I.*

PHAR-7486   **4 hours**
Advanced Community Experience II–Fa, Sp, Su

    This course is a selective experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This course meets the requirement for one of the two required selective experiences. Advanced Community Experience II is designed to further the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: PHAR-7482 Advanced Community Experience I.*

PHAR-7487 Advanced Ambulatory Care Experience II–Fa, Sp, Su   **4 hours**

    Advanced Ambulatory Care II is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Institutional Experience II is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: PHAR-7483 Advanced Ambulatory Care Experience I.*

PHAR-7488   **4 hours**
Advanced Acute Care Experience II–Fa, Sp, Su
   Advanced Acute Care Experience II is a required experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. Advanced Acute Care Experience II is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in an institutional pharmacy practice setting. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: PHAR-7484 Advanced Acute Care Experience I.*

PHAR-7510 Institutional Care Elective–Fa, Sp, Su   **4 hours**
   Institutional care is a category of electives of the experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. Students may register for one to three sections within this category of electives This course may be repeated under different sections. *Prerequisites: P4 year in good standing.*

PHAR-7511 Pain Management Elective–Fa, Sp, Su   **4 hours**
   Pain management is an elective of the experiential rotations in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year in good standing.*

PHAR-7520 Acute Care Elective–Fa, Sp, Su   **4 hours**
   Acute care is a category of electives of the experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. Students may register for one to three sections within this category of electives This course may be repeated under different sections. *Prerequisites: P4 year in good standing.*

PHAR-7530 Community Care Elective–Fa, Sp, Su   **4 hours**
   Community care is a category of electives of the experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. Students may register for one to three sections within this category of electives.t This course may be repeated under different sections. *Prerequisites: P4 year in good standing.*

PHAR-7531 Medical Mission–Fa, Sp, Su   **4 hours**
   Medical mission a category of electives of the experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year student in good standing.*

PHAR-7540 Ambulatory Care Elective–Fa, Sp, Su   **4 hours**
   Ambulatory care a category of electives of the experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. Students may register for one to three sections within this category of electives This course may be repeated under different sections. *Prerequisites: P4 in good standing.*

PHAR-7541   **4 hours**
Anticoagulation Service Elective Experience–Fa, Sp, Su
   The anticoagulation service elective is an elective experiential rotation in the Advanced Pharmacy Practice Experience (APPE) sequence. This category of electives provides experiences that is designed to foster the development of the knowledge, skills, abilities, attitudes, and values of a pharmacist in institutional care environments. APPE's are full-time and are conducted under pharmacist-preceptors who provide supervision and monitoring. Advanced experiences emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies. *Prerequisites: P4 year in good standing.*

Introduction Experience Admissions Academics Financial Info. Campus Services M.Ed. M.S.N. Pharmacy Course Descriptions Appendix

PHAR-7550 – PHAR-7560

PHAR-7550 Long-Term Care Elective–Fa, Sp, Su   **4 hours**
   Long-Term care is a category of electives of the experiential
rotations in the Advanced Pharmacy Practice Experience (APPE)
sequence. This category of electives provides experiences that
is designed to foster the development of the knowledge, skills,
abilities, attitudes, and values of a pharmacist in institutional care
environments. APPE's are full-time and are conducted under
pharmacist-preceptors who provide supervision and monitoring.
Advanced experiences emphasize the need for continuity of
care throughout the health care delivery system, including the
availability and sharing of information regarding a patient's
condition, medications, and other therapies. Students may register
for one to three sections within this category of electives This
course may be repeated under different sections. *Prerequisites: P4
in good standing.*

PHAR-7551   **4 hours**
Nutrition Support Elective Experience–Fa, Sp, Su
   The nutrition Support elective is an elective experiential
rotation in the Advanced Pharmacy Practice Experience (APPE)
sequence. This category of electives provides experiences that
is designed to foster the development of the knowledge, skills,
abilities, attitudes, and values of a pharmacist in institutional care
environments. APPE's are full-time and are conducted under
pharmacist-preceptors who provide supervision and monitoring.
Advanced experiences emphasize the need for continuity of
care throughout the health care delivery system, including the
availability and sharing of information regarding a patient's
condition, medications, and other therapies. *Prerequisites: P4 year
in good standing.*

PHAR-7552   **4 hours**
Mental Health Elective Experience–Fa, Sp, Su
   The mental health elective is an elective experiential rotation in
the Advanced Pharmacy Practice Experience (APPE) sequence.
This category of electives provides experiences that is designed to
foster the development of the knowledge, skills, abilities, attitudes,
and values of a pharmacist in institutional care environments.
APPE's are full-time and are conducted under pharmacist-
preceptors who provide supervision and monitoring. Advanced
experiences emphasize the need for continuity of care throughout
the health care delivery system, including the availability and
sharing of information regarding a patient's condition, medications,
and other therapies. *Prerequisites: P4 year in good standing.*

PHAR-7560 Non-Patient Care Elective–Fa, Sp, Su   **4 hours**
   Non-Patient care is a category of electives of the experiential
rotations in the Advanced Pharmacy Practice Experience (APPE)
sequence. This category of electives provides experiences that
is designed to foster the development of the knowledge, skills,
abilities, attitudes, and values of a pharmacist in institutional care
environments. APPE's are full-time and are conducted under
pharmacist-preceptors who provide supervision and monitoring.
Advanced experiences emphasize the need for continuity of
care throughout the health care delivery system, including the
availability and sharing of information regarding a patient's
condition, medications, and other therapies. Students may register
for one to three sections within this category of electives This
course may be repeated under different sections. *Prerequisites: P4
year in good standing.*

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Mark McClain, *Associate Academic Vice President; College of Professions.* B.A., Cedarville University, 1989; Ph.D., University of Michigan, 1994; Postdoctoral Fellow, Sandia National Laboratories, 1994–96; Summer Faculty Research Fellow, Air Force Research Laboratory, 1997, 1999, 2000, 2001, 2002; National Research Council Senior Research Associate, 2003–2004. At Cedarville since 1996.

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Andrew A Runyan, *Senior Associate Academic Vice President and Dean, Graduate Studies,* B.M.E., University of Dayton, 1983; M.S.M.M., GMI Engineering and Management Institute, 1993; Ph.D. Nova Southeastern University, 2000. At Cedarville since 2006.

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Other Faculty

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Lynne M. Funtik, *Reference Librarian; Assistant Professor of Library Science.* B.A., Wayne State University, 1981; M.L.I.S., Wayne State University, 1984. At Cedarville since 1994.

Jeffery S. Gates, *Information Services Librarian; Assistant Professor of Library Science*. B.S., Baptist Bible College, 1981; M.L.S., Kent State University, 1995; M.A., Faith Baptist Theological Seminary, 2002. At Cedarville since 2007.

Gregory A. Martin, *Curriculum Materials Center Librarian; Assistant Professor of Library Science.* B.M.M.E., Wright State University, 1972; M.M., Wright State University, 1979; M.L.S., Kent State University, 2005. At Cedarville since 2002.

Doctrinal Statement

All trustees, administrators, full-time faculty, and staff support and adhere to the doctrinal statement and lifestyle commitment of Cedarville University.

We believe in the Scriptures of the Old and New Testaments as verbally inspired by God and inerrant in the original writings, embracing all matters which the biblical authors address, and believe that they are of supreme and final authority in faith and life. II Timothy 3:16,17; II Peter 1:19–21.

We believe in one God—eternal, omnipotent, omniscient, and omnipresent existing as three Persons—Father, Son, and Holy Spirit, one in nature, attributes, power, and glory. Genesis 1:1,26; Proverbs 30:4; Mark 12:29; Matthew 28:19; II Corinthians 13:14; John 1:1–4, 14,18; Acts 5:3,4.

We believe that the Lord Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and that He is both true God and true man. Matthew 1:18–25; Luke 1:26–35; Philippians 2:6–11; Isaiah 7:14; John 1:14.

We believe in the literal six-day account of creation, that the creation of man lies in the special, immediate, and formative acts of God and not from previously existing forms of life. Genesis 1:26,27; 2:7–9,16,17; 3:1–19.

We believe that man was created perfect in the image of God, that he sinned and thereby incurred not only physical death, but also that spiritual and eternal death, which is separation from God, and that all human beings are born with a sinful nature and are sinners in thought, word, and deed. Genesis 3:1–6; Romans 1:18,32; 3:10–19; 5:12,19.

We believe that the Lord Jesus Christ died for our sins according to the Scriptures as a representative and substitutionary sacrifice and rose again for our justification; and that all who believe in Him are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit and works. Acts 13:39; 16:31; Romans 3:21–28; Ephesians 2:8–10; Titus 3:3–8.

We believe that all who receive by faith the Lord Jesus are born again by the Holy Spirit through the Word of God and thereby become the children of God forever and are eternally secure. John 1:12,13; 3:3–16; 5:24; 10:28,29; I Peter 1:23; II Peter 1:4–11.

We believe that the Holy Spirit is a divine Person, equal with God the Father and God the Son; that He was active in creation; that He convicts of sin, righteousness, and judgment; that He is the Agent in the new birth; that He baptizes all believers into the body of Christ at conversion; that He indwells, seals, endues, guides, teaches, witnesses, sanctifies, and helps the believer. Psalm 139:7–12; John 14:16,17; 16:13,14; Romans 8:9; I Corinthians 6:19.

We believe that the sign gifts of the Holy Spirit are completed and are not applicable to the work of the Holy Spirit today. I Corinthians 12:8–10, 28–30; 14:1–40.

We believe in the imminent "Blessed Hope," the Rapture of the church before the tribulation, when the "Lord shall descend from heaven" to catch up His bride to meet Him in the air and "so shall we ever be with the Lord." John 14:1–3; I Thessalonians 4:13–18; I Corinthians 15:15–58.

We believe in the literal, bodily resurrection of the crucified Lord, His ascension into Heaven, His present life there as our High Priest and Advocate, and His personal, bodily, visible return to the earth at the end of the tribulation to establish His millennial Kingdom on earth, and to reign as the only Potentate, the King of Kings, and Lord of Lords. Luke 24:36–43; John 20:24–29; Acts 1:9–11; I Corinthians 15:25; Revelation 1:5–7; 19:11–16; 20:6.

We believe in the bodily resurrection of all the dead: the saved to a life of eternal glory and bliss in Heaven with God; the unsaved to eternal judgment of conscious suffering and woe in the lake of fire. John 5:28,29; Revelation 20:6,11–15; 21:1–8; Matthew 10:28; 18:8,9; 25:41,46; Mark 9:43–49; II Thessalonians 1:6–9.

We believe in personal separation from all practices and influences of the world which hinder a spirit-filled life. We believe in biblical separation from all forms of ecclesiastical apostasy. Romans 12:1; James 4:4; I John 2:15–17; II Corinthians 6:14; 7:1; Colossians 3:1–17; Romans 6:1–14; Galatians 5:16–25.

We believe that it is the privilege and responsibility of every believer to be a personal soul winner and to do his utmost to give the Gospel of Christ to the whole world. Mark 16:15; Acts 1:8; John 17:18; 20:21; II Corinthians 5:20.

We believe that the local Church is an organized congregation of immersed believers, associated by covenant, observing the ordinances of Christ, having the offices of pastor and deacon, exercising the gifts, rights, privileges, and responsibilities given them by His Word, and that it has the absolute right of self-government. We believe that the Church which is His Body includes all New Testament believers. Matthew 18:15–17; I Corinthians 1:2; 7:17; 11:16; I Timothy 3:1–15; I Corinthians 12:28; Ephesians 1:22,23; 2:14,15; 5:23–32.

We believe that the Scriptural ordinances of the local church are Baptism and the Lord's Supper; that Baptism, by immersion, should be administered to believers only, as an identifying symbol of their belief in the death, burial, and resurrection of our Lord and Savior Jesus Christ, and our death to sin and resurrection to a new walk in life, and that it is a prerequisite to local church membership; that the Lord's Supper is a commemoration of His death and should be preceded by believer's baptism and solemn self-examination. Matthew 28:19,20; Acts 8:36–39; 18:8; Romans 6:3–5; Colossians 2:12; I Corinthians 11:23–32.

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