

9-1-2015

2015-2016 Graduate Academic Catalog

Cedarville University

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CEDARVILLE
UNIVERSITY®

2015-16 Graduate Academic Catalog



for the **WORD OF GOD** and the
TESTIMONY of **JESUS CHRIST**



2015–16 Graduate Programs Academic Catalog

Home to 3,600 Christian students, Cedarville University is an accredited, Christ-centered, Baptist university of arts, sciences, professional, and graduate programs.

Established in 1887

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Introduction

Profile

Cedarville University is an accredited 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 fifty 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. During the presidency of Dr. William Brown from 2001 to 2013, graduate programs grew at the master's level and our first doctorate program was added in pharmacy.

In fall of 2013, the University welcomed Dr. Thomas White as the 10th President and is looking forward to continued growth in the programs and services of Cedarville University. 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" that 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 authorized by the Ohio Board of Regents, [web: ohiohighered.org](http://web:ohiohighered.org).

The University is accredited by the Higher Learning Commission (hlcommission.org), phone: 312-263-0456.

The Master of Education degree program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Master of Business Administration degree is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Master of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (CCNE).

The Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education (ACPE).



More information regarding accreditation for individual programs is included in the academic programs section in this catalog and at cedarville.edu/about/accreditation.

Cedarville University also holds membership in the Council for Christian Colleges and Universities (CCCCU), the Association of Christian Schools International (ACSI), and the National Association of Independent Colleges and Universities (NAICU). For a listing of additional memberships, visit cedarville.edu/memberships.

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

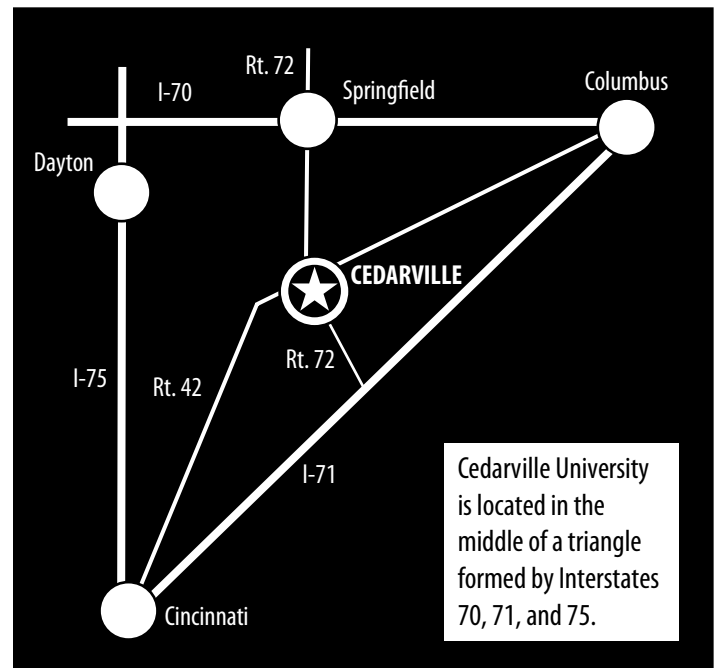
Cedarville University actively seeks to attract and serve a diverse group of Christian employees and students who exercise their spiritual calling to be agents of reconciliation; pursuing unity, peace, and community in an atmosphere that recognizes our union in Christ and celebrates the contributions 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 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.

The Cedarville Graduate Student 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; 1 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 (1 Peter 5:5; Eph. 5:21; Phil. 2:3–11; Rom. 14:1–23; 1 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 (1 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; 1 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; 1 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.



Graduate Admissions

Apply online at cedarville.edu/gradapply.

Admission Criteria

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 clear testimony of faith in Jesus Christ.

All graduate program application checklists may be found under the appropriate graduate program by accessing cedarville.edu/gradapply.

Applicants must also affirm their commitment to the Cedarville Covenant and agree to abide by the 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.

Cedarville University does not discriminate on the basis of race, color, sex, disability, or national origin.

Degree Program Admission

Admission to Cedarville University graduate degree programs is managed by the associated academic school in cooperation with University Admissions. All admissions are competitive and reflect the judgment of the academic school for which admission is being sought. Those making admission decisions take into account the student's potential to complete a particular program. Some graduate programs may require a personal interview for admission to the program and the program director may request an interview, when beneficial, for nonacademic matters. For specific information on each program's criteria for admission, please refer to the respective program's section of this catalog.

The graduate admissions committee carefully considers each applicant's total record, seeking to make decisions that will result in the best fit between the applicant's interests and abilities as well as the University's expectations and values.

Nondegree and Certificate Program Admission

Students who would like to take a graduate course for enrichment or transfer to another graduate program, or who plan to be a part of one of our graduate certificate programs, should complete the appropriate nondegree application. Admission to Cedarville University nondegree and certificate programs is managed by University Admissions in cooperation with the respective program director. For specific information on each nondegree or certificate program's criteria for admission and application process, please refer to the respective program's section of this catalog and/or the graduate programs admission website.

Readmission

Cedarville University graduate students who have not been enrolled in graduate courses at Cedarville University for more than two years (24 months) and now want to re-enroll should submit the application for graduate readmission according to the admission deadlines posted on the respective program website. For information regarding readmission to your graduate program, please contact University Admissions.

Graduate Admission Decisions*Unconditional Admission*

Graduate applicants meeting all stated requirements for a particular graduate program and approved by the program school are granted unconditional degree-seeking admission. Unconditional admission allows students to matriculate and pursue a degree program plan without any restrictions. Students with this type of admission are eligible for University and federal financial aid.

Conditional Admission

Graduate applicants who evidence insufficient preparation in their intended graduate program, or who lack certain supporting documentation required for unconditional admission, may be granted conditional degree-seeking admission by the program school. Conditionally admitted students must meet the stipulations set forth at the time of admission to achieve unconditional admission status. Conditions of admission will be communicated to the student by letter and the academic advisor. Students are eligible for University and federal student aid.

Students are permitted to take a predetermined number of credits on a conditionally admitted basis. Each graduate program committee may determine the number of credits depending on program requirements. Once students meet all the conditions of admission and are admitted to an unconditional status, they may pursue a degree program plan without any further restrictions. Conditions of admission not met by the communicated deadline could lead to dismissal from the program at the end of the term.

Academic deficiencies include but are not limited to the following:

- Undergraduate GPA does not meet the program requirements.
- Undergraduate degree is from an unaccredited or unapproved institution.
- Final, official undergraduate transcript has not been received. (Used to offer conditional admission to current applicants in their final semester of undergraduate study or used to offer conditional admission to late applicants who submit unofficial transcripts. In both cases, a final and official transcript would be needed to meet the conditions of admission.)
- Program course deficiencies (may be taken at Cedarville University or other accredited university): A program course deficiency is defined as courses that are lacking in the student's undergraduate preparation and indicate that the student is inadequately prepared to begin master's-level work as determined by the program admissions committee. A course deficiency is not the same as a course prerequisite.
- Required entrance examination scores have not been received (includes international student test scores) or need to be retaken for higher score.

Note: Program directors may require GRE/GMAT of applicants prior to considering for/approval of conditional admission.

Denied Admission

Graduate applicants who do not meet the stated requirements for admission to the University and/or the desired graduate program may be denied admission. Applicants may appeal decisions directly to the graduate admission committee for consideration if additional information is provided that addresses the reason for the deny decision.

Deadlines and Notifications

With the exception of the School of Pharmacy, Cedarville University follows a rolling admissions process. Applicants to graduate programs should note the admission deadline on each respective program website. An admission decision is made when application files (i.e., application form and required documents) are complete. Applications should be completed at least two weeks prior to the admission deadline to allow time for proper review and decision. Applicants are officially notified by letter as soon as a decision is reached. Applicants may also monitor the status of their application online. Extenuating circumstances for late applicants may be considered on a case-by-case basis.

Applicants for the School of Pharmacy should refer to the pharmacy program's section of this catalog for application deadlines.

Graduate students may request to defer their acceptance to a future term for up to one year from the original application term. Students should send a written request to University Admissions for review and approval. If a reservation deposit has been paid, it will be credited to the requested term.

International Applicants

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.

International applicants applying for graduate residential programs must submit an affidavit of financial support, along with credible documentary evidence (bank statements, fixed certificates of deposit, etc.) that you have enough readily available funds to meet all expenses (tuition, room, board, etc.) for the first year of study without having to seek outside employment. International students are limited to on-campus employment only and cannot displace qualified U.S. citizens for such positions.

Transcript and Standardized Test Policy

Graduate applicants generally have a bachelor's degree or higher from a regionally accredited or otherwise approved university. Transcripts received for admission review must be official. Applicants are required to submit official college transcripts from all postsecondary institutions in which the student has enrolled, even if no credit was earned. The degree-granting institution transcript should also indicate the degree conferred and

the date granted. If a graduate applicant is currently completing a baccalaureate degree during the admission review, conditional admission may be granted until the final degree-granting transcript is received.

If transcripts are in a language other than English or are from a non-U.S. college/university (graduate students), the original transcript must be submitted to a credential evaluation service. The original transcript should be submitted along with the official evaluation from the evaluation agency. The cost for credential verification and translation is the responsibility of the applicant. We recommend the following credential evaluation/translation services:

- International Consultants of Delaware
- World Education Services (WES)
- Academic Evaluation Services, Inc.
- International Education Research Foundation

If required by a degree program, standardized test scores should be submitted directly from the testing agency to University Admissions. The test must have been taken within the last five years prior to applying. Standardized test scores, if required by a program, will be considered along with other factors in making the admissions decision.

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 Student Planning. The online registration process may be completed from any computer through which the student has Internet access. Registration instructions using Student Planning 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 12.) 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.

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:

Action

16-Week Class

Through the first full calendar week No record on transcript
 Second full calendar week through the next-to-last calendar week..... W – Withdrawn
 During the last calendar week of the course..... Drops not permitted

12-Week Class

5 weekdays** from start of class..... No record on transcript
 6th weekday** from start of class through next-to-last calendar week.... W – Withdrawn
 During the last calendar week of the course..... Drops not permitted

8-Week Class

5 weekdays** from start of class..... No record on transcript
 6th weekday** from start of class through next-to-last calendar week.... W – Withdrawn
 During the last calendar week of the course..... Drops not permitted

4-Week Class

2 weekday** from start of class No record on transcript
 3rd weekday** from start of class through next-to-last calendar week.... W – Withdrawn
 During the last calendar week of the course..... Drops not permitted

For classes 3 weeks or less

2 weekdays** from start of class..... No record on transcript
 3rd weekday** from start of class through the end of the second week . W – Withdrawn
 During the last calendar week of the course..... Drops not permitted

All other Classes

10% from start of class No record on transcript
 11% from start of class through 90% from the start of class W – Withdrawn
 91% from start of class through the end of the class Drops not permitted

*A week ends at the close of business (5 p.m.) on Friday.

**A weekday is defined as Monday through Friday. A day ends at 5 p.m., Eastern Standard Time.

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 on page 12. Visit cedarville.edu/studentplanning 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 Withdrawal Refunds on page 13.

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.
- D** Reveals inferior accomplishment and is generally unsatisfactory from the standpoint of course requirements. This is the lowest grade for which credit can be earned.
- 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."
- AU** Given when a course is audited. To receive this notation, the student must attend and participate in the course. No credit is earned.
- 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 that 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 Dean of Graduate and Extended Learning Programs 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 Vice President for Academics 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.

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 Vice President for Academics (cedarville.edu/academics/vpa) using the “Policies” link from that page. Students may also obtain the same information directly from the office of the Vice President for Academics.

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 or director 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 Dean of Graduate and Extended Learning Programs 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 and/or class participation are necessary for the student to receive full benefit from the University experience. University policy allows each faculty member to determine and develop reasonable attendance/participation standards that 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 Dean of Graduate and Extended Learning Programs or director of a particular graduate program for poor scholarship or excessive work responsibilities outside of college hours.

Repeating Courses

Any graduate course may be repeated once with the approval of the 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 two 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 Dean of Graduate and Extended Learning Programs 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 Dean of Graduate and Extended Learning Programs 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 Dean of Graduate and Extended Learning Programs 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 Dean of Graduate and Extended Learning Programs 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.



Undergraduates in Graduate Courses

Students in undergraduate programs at Cedarville University who are interested in taking graduate course work prior to graduation may be eligible to do so with appropriate approvals. Individual graduate programs have the ability to allow or prevent this practice. In some cases credits may count as electives in the undergraduate program as well as meeting requirements of a graduate degree. The requirements and procedures for granting graduate credit to undergraduates are as follows:

The undergraduate student:

- Must have achieved senior standing at the undergraduate level prior to taking graduate courses.
- Must have a cumulative undergraduate GPA of 3.70 or higher to take graduate course work.
- May not use more than two graduate courses toward requirements for an undergraduate degree.
- May take at most two graduate courses prior to graduation from the undergraduate program.
- Must meet all prerequisites for the graduate course(s) for which they intend to register.
- Must obtain the following approvals prior to registering for the graduate course:
 - the undergraduate advisor,
 - the chair/dean of the undergraduate program, and
 - the director of the graduate program

The approval form for this process may be obtained from the Office of the Registrar or from the office of the appropriate graduate program. The GPA requirement may be overridden by permission of both the Dean of Graduate and Extended Learning Programs and the program director.

Tuition for undergraduate students taking graduate courses will be charged at the higher of the undergraduate or graduate rates. Graduate credits may be included within a student's undergraduate block pricing, but the student may have additional charges if the graduate tuition is higher than the block rate.

The University reserves the right to limit the number of undergraduate enrollments allowed within any given graduate section.

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. An "Intent to Graduate" form is available at www.cedarville.edu/gradintent. A graduation fee of \$100 will be charged to your account.

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 in a graduate degree program 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 misuse of documents, records, or identification within the course activities, requirements, or responsibilities
- 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
- Representing another's work as one's own

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 Vice President for Academics in writing within six (6) instructional days of the resolution of the incident.

Any student involved in academic dishonesty maybe subject to suspension or dismissal.

The procedure and process for appeals of decisions related to academic misconduct, is available on the website of the Vice President for Academics (cedarville.edu/academics/vpa) using

the "Policies" link from that page. Students may also obtain the same information directly from the office of the Vice President for Academics.

Family Educational Rights and Privacy Act

Cedarville University complies with the Family Educational Rights and Privacy Act (the Buckley Amendment), which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The University has adopted a policy that explains in detail the procedures followed for compliance with provisions of the act. Copies of the policy are available in the Office of the Registrar and Student Life.



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 first do one of the following:

- Pay his or her bill in full by the stated due date on the invoice, make at least the first payment plan due date
- Make arrangements with the Cashiers Office for payment (cedarville.edu/cashiers)

Students who do not make financial arrangements for the payment of their bill may not be permitted to attend classes and may be asked to withdraw from the University (see Payment Penalties on page 12).

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

	Fall 2015	Spring 2016
First Payment Due:	August 4, 2015	January 4, 2016
Second Payment Due:	September 1, 2015	February 1, 2016
Third Payment Due:	October 1, 2015	March 1, 2016
Fourth Payment Due:	November 1, 2015	April 1, 2016

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, Visa, 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.

Invoices and Statements Online

Students may view their student account, current invoice, and most recent transactions online using CedarInfo at cedarville.edu/cedarinfo.

Payment Penalties

Students not making financial arrangements by the first due date of the term 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 13 percent or 1.083 percent 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.

Withdrawal Refunds

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:

Tuition Refund Schedule

	Withdraw from University	Withdraw from Class
16 Week Class		
Week* class begins	100%	100%
Week* 1 (first full week)	75%	75%
Week* 2	50%	0%
Week* 3	25%	0%
12 Week Class		
2 weekdays** from start of class	100%	100%
6 weekdays** from start of class	75%	75%
10 weekdays** from start of class	50%	0%
14 weekdays** from start of class	25%	0%
8 Week Class		
2 weekdays** from start of class	100%	100%
4 weekdays** from start of class	75%	75%
7 weekdays** from start of class	50%	0%
9 weekdays** from start of class	25%	0%
4 Week Class		
1 weekday** from start of class	100%	100%
2 weekdays** from start of class	75%	75%
3 weekdays** from start of class	50%	0%
5 weekdays** from start of class	25%	0%
For classes 3 weeks or less		
2 weekdays** from start of class	100%	100%
3 weekdays** from start of class	0%	0%
All other Classes		
4% from start of class	100%	100%
10% from start of class	75%	75%
17% from start of class	50%	0%
23% from start of class	25%	0%

*A week ends at the close of business (5 p.m.) on Friday.

**A weekday is defined as Monday through Friday. A day ends at 5 p.m., Eastern Standard Time.

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 percent 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 mid-point 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 percent 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 percent point, then the percent is 100 percent.

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 to use CedarNet, the University's intranet. Printing capabilities are available in the library, in open-access computer labs, and in classrooms across campus.

Students needing residence hall housing for the summer need to contact Residence Life at 937-766-7872 at least two weeks prior to the start of class in order to secure on-campus housing.

You are encouraged to make your health a priority and carry personal health insurance so that your academic progress is not interrupted by unexpected medical bills. Please contact University Medical Services at 937-766-7862 if you have 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 over 300,000 print, media, and digital items, including almost 900 journal subscriptions in print form, 10,000 e-journal titles, and over 83,000 e-books. 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 91 Ohio college and university libraries, students and faculty have access to more than 50 million library items through a centralized computer catalog with on-campus delivery. Additional partnerships provide access to the collections of over 78,000 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, electronic versions of master's theses and projects must be submitted to the University's open access institutional repository, DigitalCommons@Cedarville (digitalcommons.cedarville.edu/graduate_programs/). An electronic copy is printed, bound, and added to the University archives 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 two online tools:

- CedarInfo
 - Viewing your transcript, checking your class schedule, accessing your latest invoice, updating your address, etc.
 - cedarville.edu/cedarinfo
- Student Planning
 - Registering for classes
 - cedarville.edu/studentplanning

For both CedarInfo and Student Planning, 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 36-foot climbing wall, an exercise studio, three racquetball courts, a free-weight area, 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/campusafety.

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 Service 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.





School of Biblical and Theological Studies

MASTER OF MINISTRY

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Master of Ministry

Mission

The mission of the Master of Ministry Program (M.Min) at Cedarville University is to help cultivate graduates that understand the importance of being rooted in Christ, His Church, and His Mission. This mission is achieved through the M.Min. by providing students with a curriculum that addresses the theological and practical challenges of Christ-centered ministry. The conduit of that curriculum will involve both the use of classroom lecture as well as intentional relationships between students and the program leadership.

The graduate of Cedarville University's accelerated Master of Ministry program (M.Min.) will be marked by:

- Growth in godly wisdom
- An increase in Christian virtue
- An increase in love and knowledge of God, the Bible and other people
- Effective skills that will enable graduates to discern, engage, and serve in Christ-centered ministry

Areas of Focus

The M.Min. program offers courses that focus on biblical interpretation, theology, and application. The goal of the program is to offer students, at an accelerated pace, a biblical and practical baseline to engage in fruitful ministry. Rigorous course work and a substantial ministry internship will accomplish these purposes.

Program Outcomes

- The graduate's personal life will be an example of godliness, maintaining a consistent walk with God, moral excellence, emotional maturity, self-discipline, intellectual virtue, and passion for God's truth.
- The graduate's life in the Christian community will evidence a shepherd's heart given to servant leadership.
- The graduate's ministry will be characterized by love for God's people and for those outside the Christian community, by contextual sensitivity and imagination in reaching out to all people with God's love and truth, and by professional skills necessary for effective service

Program Prerequisites

Bible

Students entering the M.Min. program at Cedarville University must have completed a minor in Bible or have taken course work that applies to the academic fields of theology, biblical interpretation, and Bible survey. Conditional admission may be granted with unmet prerequisites as approved by the M.Min. program director. A student can be conditionally accepted into the program if he or she has achieved two of the three program prerequisites. In this case, students admitted conditionally will be required to complete all prerequisites before beginning the second semester of course work.

Students who have not met all prerequisite requirements, as determined by the Office of the Registrar, may enroll in Cedarville's online BEGS-5110 Bible Survey for Professionals, BEGS-5120 Foundations of Biblical Theology, or both to satisfy unmet proficiency requirements. View the general study/ nondegree courses for convenient online scheduling. Program

prerequisites may be completed at Cedarville University or from another regionally accredited institution. Any other course under consideration to accomplish an outstanding prerequisite must be approved by the program director.

Language Proficiency

Master of Ministry students are expected to have some proficiency in biblical languages. This proficiency requirement is met if students have prior academic credit in either Greek, Hebrew, or a class that emphasizes the use of technology in engaging the biblical languages. If no prior academic work exists, students may take a course offered at Cedarville University that qualifies for this proficiency. The completion for this proficiency must be achieved before the start of the ministry internship. This course must be approved by the program director.

Course Requirements

Course requirements involve a minimum of 38 semester hours including:

Biblical Language Proficiency.....0-3
¹BTBL-XXXX Biblical language..... 3

Master of Ministry requirements38
 BTNT-6110 Exposition of New Testament Book..... 3
 BTOT-6110 Exposition of Old Testament Book 3
 BTAT-6110 Biblical Care and Counseling 3
 BTAT-6210 Biblical Leadership..... 3
 BTAT-6310 Ministry of Teaching and Preaching 3
 BTAT-6410 The Church and God's Mission..... 3
 BTAT-6420 Trinitarian Implications for Practical Ministry 3
 BTAT-6450 Christian Apologetics..... 3
³BTAT-6510 Character Colloquium (1 credit hour) repeatable... 2
^{*}BTAT-6900 Ministry Internship..... 6
 BTHT-6100 Biblical Theology..... 3
 BTHT-6150 Contemporary Theology in Historical Context..... 3

* Capstone course

¹This is a proficiency requirement that must be met before the student can take BTAT-6900 Ministry Internship. Requirement may be met during undergraduate studies or may take the appropriate class in addition to the core classes of the Master of Ministry program. Credits do not count toward the Master of Ministry degree.

²Master of Ministry students who are part time may achieve the objectives for the Character Colloquium through a special arrangement with the Master Ministry program director. The Character Colloquium requirements must be met during two consecutive semesters before graduation from the Master of Ministry Program.

Master of Ministry Curriculum Summary

Proficiency requirements0-3
 Master of Ministry course requirements..... 38
Total 38

Character Colloquium

This course is an introduction to the importance of Christian character in the outworking of public ministry. M.Min. students will attend Cedarville's chapel one day a week, and on another day will meet together with the program director for character cultivation, prayer, and encouragement. This one-credit course is taken during two consecutive semesters prior to the ministry internship.

Admission Standards

The Cedarville University Master of Ministry (M. Min.) program invites applications from qualified students who hold a bachelor's degree from a regionally accredited or otherwise approved university, who are able to present a strong academic record, and who have a profession of faith in Jesus Christ.

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

- Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
- Have a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale). Conditional acceptance may be offered in some cases.
- Complete writing sample. (Instructions provided upon scheduled interview.)
- Interview with a program representative.

Admissions Process and Timeframe

Applicants should follow steps 1–5 under “How to Apply” in the Admissions section of the graduate catalog. Qualifying applicants will be contacted for an interview with the program director or a program representative. A writing sample is required in the interview process. Application decisions are generally made by the leadership of the M.Min. program within two weeks after the candidate interview. University Admissions will then notify applicants of the admission decision.

Tuition and Fees

Tuition cost for the M.Min. program for the 2015–16 academic year is \$438 per semester credit hour.

The graduation fee for the M.Min. program for the 2015–16 academic year is \$100.

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.

Academic Advising

Each student is assigned an academic advisor by the program director. 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 selecting the Progress Tab option in Student Planning at cedarville.edu/studentplanning.

The program director will work with each student individually to construct a uniquely complimentary ministry internship.

Course Sequencing

The M.Min. program may be completed in as little as one year. Review the program website for information about full-time and part-time completion options.

Course Load

Assuming that proficiency requirements have been satisfied, a minimum of 38 semester hours is required for graduation.

Repeating Courses

The general requirements for repeating graduate course work apply to the M.Min. program.

Transfer Credits

In addition to the general requirements for the transfer of graduate credits, students may transfer up to nine semester hours of credit from a regionally accredited program into this program. Any transfer courses must be graduate level, completed with a grade of B (3.0 GPA on a 4.0 scale) or higher, and must be similar in content to courses offered by the School of Biblical and Theological Studies. Courses must have been completed within the past seven years. Transfer credit is not included in the cumulative grade point average. To request transfer credit, send an official transcript directly from the transfer institution to the Office of the Registrar at Cedarville University.

Once the official transcript is received, the program director will evaluate the transfer request. The Office of the Registrar will send a notification email when approved transfer credits have been added to the transcript.

Ministry Internship

A part-time ministry internship serves as the capstone experience for the M.Min. program. This mentored and evaluated ministry experience under the direction of a qualified field mentor takes place following all program course work. This experience lasts approximately eight weeks, and the requirements include:

- Developing a personal philosophy of ministry
- Weekly journal to evaluate personal ministry strengths and weaknesses
- Reading reaction papers
- Teaching observation, planning, experience, and self-evaluation
- Individual mentor/mentee relationships
- Leadership development and observation

The Program Director will work alongside students to craft a meaningful internship experience. The field mentors are required to complete a training and equipping session to ensure that course objectives are met and that students have a rich and profitable experience.

Capstone Internship Requirements

In order to begin the ministry internship, a M.Min. student must have completed all degree course work, met the biblical language proficiency, have a 3.0 GPA or better, and may not have grades of incomplete.

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. All requirements for the degree must be completed within five years after matriculation in the program.

Program Delivery

This M.Min program will be offered in a classroom format culminating in an off-site ministry internship.

Faculty

Jason K. Lee, *Dean*, Professor of Theological Studies. *Education*: B.A., University of Mobile, 1991; M.Div., New Orleans Baptist Theological Seminary, 1993; Ph.D., University of Aberdeen (U.K.), 1999. At Cedarville since 2013.

Rob Turner, *Director of the Master of Ministry Program*, Associate Professor of Bible. *Education*: B.A., Northern Kentucky University, 1995; M.Div., The Southern Baptist Theological Seminary, 2000; Ph.D., The Southern Baptist Theological Seminary, 2011. At Cedarville since 2012.

Christopher Bruno, Assistant Professor of Bible and Theology. *Education*: B.A., Northland International University, 2001; M.Div., Southern Baptist Theological Seminary, 2006; Ph.D. Wheaton College, 2009. At Cedarville since 2015.

Mindy K. May, *Director of Counseling*, Adjunct Professor. *Education*: B.A., East Texas Baptist University, 2004; M.A.(dual), Southwestern Baptist Theological Seminary, 2008; Ph.D. (candidate), Southwestern Baptist Theological Seminary, 2014. At Cedarville since 2014.

Randall L. McKinion, *Assistant Dean*, Associate Professor of Old Testament. *Education*: B.S., University of South Alabama, 1998; M.Div., The Master's Seminary, 2001; Ph.D., Southeastern Baptist Theological Seminary, 2006. At Cedarville since 2014.

Michael Parrott, Assistant Professor of Educational Ministries. *Education*: B.S., California Polytechnic State University, 1974; M.Div., Western Conservative Baptist Seminary, 1981; D.Min., Gordon Conwell Theological Seminary, 2010. At Cedarville since 2004.

Michael Shepherd, Associate Professor of Biblical Studies. *Education*: B.F.A., New School University (NYC), 2000; M.Div., Southeastern Baptist Theological Seminary, 2004; Ph.D., Southeastern Baptist Theological Seminary, 2006. At Cedarville since 2015.

Ched Spellman, Assistant Professor of Biblical and Theological Studies. *Education*: B.A., Stephen F. Austin State University, 2004; M.Div., Southwestern Baptist Theological Seminary, 2008; Ph.D., Southwestern Baptist Theological Seminary, 2012. At Cedarville since 2013.



School of Business Administration

MASTER OF BUSINESS ADMINISTRATION

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DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION DUAL DEGREE

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Master of Business Administration

Purpose Statement

The Cedarville University M.B.A. program is designed to prepare students for expanded leadership responsibilities in business and government, and provides them with a comprehensive set of business competencies combined with a distinctively Christian worldview. The M.B.A. provides a fully online program that can be completed in one or two years, integrating biblical values and ethics across all business disciplines. The M.B.A. program includes core business functions of accounting, economics, finance, information technology, management, marketing, and corporate strategy. Understanding global business perspectives and developing cultural intelligence normally requires a study abroad business tour.

Values

- **Excellence** – adhering to the highest standards in ethical and moral behavior. Providing continuously quality goods and services using processes that are customer-focused. Applying Biblical wisdom and discernment in everyday business interactions.
- **Missional Purpose** – recognizing that our purpose is to serve Christ and minister to others. Reflecting godliness as salt and light in a business world. Edifying others who we interact with on a daily basis.
- **Stewardship** – using our talents, skills, money and time in recognition that they originate from God and are for use in His purposes. Making decisions that reflect the diversity of stakeholders in ways that bring glory to God.
- **Servant** – an attitude of humbly serving God and our fellowman with compassion in the business setting. Showing mercy and grace in business relationships, which reflects God’s love for us.

Program Objectives

Upon completion of the Master of Business Administration, the graduate will:

1. Demonstrate a strategic understanding of the integration of management, marketing, finance, accounting, global business, and economics in a business context.
2. Anticipate and analyze trends in the business and public policy environments and formulate organizational strategies.
3. Identify and evaluate legal and ethical dilemmas affecting business decisions from a Christian context.
4. Articulate the internal and external positions of an organization; applying current techniques to measure, communicate, evaluate and change those situations.
5. Develop cultural intelligence for operating in a global environment.
6. Collect, interpret, analyze, and present existing and/or original research, using quantitative and statistical tools for use in the decision making process.
7. Understand core leadership and management strategies for designing organizations and managing change.

Program Prerequisites

Students entering the M.B.A. program at Cedarville University are expected to have previous undergraduate or postbaccalaureate course work in the following disciplines as deemed appropriate by the program. A lack of such course work would require that students either complete such course work

or successfully complete non-credit modules and proficiency examinations for those disciplines as specified by the program:

- Accounting I (Financial)
- Accounting II (Managerial)
- Microeconomics
- Business Statistics

These courses may be taken concurrent with M.B.A. courses but must be completed prior to each course listing the prerequisite.

In addition, students must have completed a minor in Bible or have taken course work adequate to meet the outcomes of BEGS-5110 Bible Survey for Professionals and BEGS-5120 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-5110 and/or BEGS-5120 before or concurrent with the first two courses.

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

Course Requirements

Course requirements involve a minimum of 36 semester hours including:

Master of Business Administration core requirements	27
ACCT-6300 Accounting for Business Executives.....	3
BUS-6100 Managerial Data Analysis.....	3
ECON-6400 Managerial Economics.....	3
FIN-6500 Executive Financial Management.....	3
ITM-6800 Information Technology for Competitive Advantage..	3
MGMT-6700 Legal and Ethical Environment of Business.....	3
MGMT-6710 Organizational Design and Behavior.....	3
*MGMT-6790 Organizational Management Strategy	3
MRKT-6200 Strategic Marketing Planning.....	3
Electives	9

Operations Management Concentration Course Requirements

The **operations management concentration** is designed for engineers and other operational managers that are or will be responsible for the design, planning, control, coordination, and improvement of business processes, systems, and resources integral to the creation of the firm’s products and services. Operations management graduates find career opportunities in engineering, consulting, manufacturing, distribution, retail, transportation, health care, and the public sector.

Course requirements involve 36 semester hours including:

Master of Business Administration core	27
ACCT-6300 Accounting for Business Executives.....	3
BUS-6300 Operations Research	3
ECON-6400 Managerial Economics.....	3
FIN-6500 Executive Financial Management.....	3
ITM-6800 Information Technology for Competitive Advantage..	3
MGMT-6700 Legal and Ethical Environment of Business.....	3
MGMT-6710 Organizational Design and Behavior.....	3
*MGMT-6790 Organizational Management Strategy	3
MRKT-6200 Strategic Marketing Planning.....	3
Operations Management concentration	9
MGMT-6300 Project Management.....	3
MGMT-6310 Supply Chain Management.....	3
MGMT-6320 Lean Process Management	3

*Capstone Course

Master of Business Administration Curriculum Summary

Master of Business Administration.....	36
Total	36

Accreditation

In addition to University accreditation listed in the Accreditation section of this catalog, the School of Business Administration is accredited by the ACBSP and will complete the requirements for inclusion of the M.B.A. program after the first graduating class (per their required procedure). Once completed and approved by the ACBSP, all previous M.B.A. recipients will be retroactively included.

Admission Criteria

Cedarville University invites applications to the M.B.A. program from graduates who have received a degree from a regionally accredited or otherwise approved university, who are able to present strong academic records, and who have a profession of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

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

- Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
- 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 is at least a 2.0. Specific conditions will be decided by the M.B.A. Admissions Committee.
- Completion of the Graduate Management Admission Test (GMAT) may be required for those with a grade point average below 2.75. Some exceptions are made on an individual basis. The GRE is an acceptable alternative.
- Computer proficiency and ability to take courses in an online environment.
- Recommendations from a church leader and professional colleague.

Tuition and Fees

Tuition cost for the M.B.A. program for the 2015–16 academic year is \$572 per semester hour.

The graduation fee for the M.B.A. program for the 2015–16 academic year is \$100.

Financial Aid and Scholarships

Federal aid is available to students who meet established requirements and complete the required forms. For additional information, visit cedarville.edu/gradaid. Institutional scholarships are not currently available.

Academic Advising

Upon admission into the M.B.A. program, each student is assigned a graduate advisor and a faculty advisor. The graduate advisor assists in helping the students with graduate processes. The faculty advisor provides career and course advice.

Course Sequencing

See the M.B.A. website (cedarville.edu/mba) for course sequencing and information on completion options.

Course Load

Assuming the proficiency requirements have been satisfied, a minimum of 36 semester hours is required for graduation in the M.B.A. program.

Transfer Credits

In addition to the general requirements for the transfer of graduate credits, up to nine semester hours are permitted to be transferred into this program. The program director is responsible for evaluating all requests for transfer credit. Courses will be evaluated on an individual basis on the following criteria:

- The course is equivalent to the required course offered in the M.B.A.
- 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.
- Course transferred from institutions on quarter hours are converted to semester hours using the standard calculation.

Graduation Requirements

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

- Complete 36 semester hours as specified in the program design in good academic standing. A minimum of 27 semester hours of the course requirements must be taken from Cedarville University.
- Maintain an overall cumulative grade point average of 3.0.
- Complete all requirements for the degree within seven years after matriculation in the program.
- Obtain approval from the faculty advisor.

Program Delivery

Cedarville University has designed the M.B.A. to be flexible and responsive to student needs. Courses are offered year-round in fully online eight-week sessions

M.B.A./Pharm.D. Dual Degree

Purpose Statement

The Pharm.D./M.B.A. Dual Degree program is designed for Pharm.D. students interested in pursuing an in-depth, Christ-centered, education in business and leadership. Pharmacists are increasingly taking leadership roles within the health care system. This program is designed to equip those future leaders.

Course Requirements

Course requirements involve a minimum of 36 semester hours including:

Master of Business Administration.....	36
ACCT-6300 Accounting for Business Executives.....	3
BUS-7100 Directed Research.....	3
ECON-6400 Managerial Economics.....	3
FIN-6500 Executive Financial Management.....	3
ITM-6800 Information Technology for Competitive Advantage.....	3
MGMT-6710 Organizational Design and Behavior.....	3
*MGMT-6790 Organizational Management Strategy.....	3
MRKT-6200 Strategic Marketing Planning.....	3
PHAR-6111 Research Design and Methodology.....	3
PHAR-7342 Law & Legal Affairs.....	3
PHAR-7346 Bioethics.....	3
PHAR-7353 Leadership & Business.....	3

*Capstone Course

Master of Business Administration Curriculum Summary

Master of Business Administration.....	36
Total	36

Program Prerequisites

Students entering the M.B.A. program who are also pursuing the Pharm.D. will satisfy the business statistics proficiency by successful completion of PPHR-3300 Biostatistics in Pharmacy and Medicine.

Program Admission Criteria

Students must complete at least one semester of the graduate professional Pharm.D. program (P1) before applying for the Pharm.D./M.B.A. Dual Degree program. Students must demonstrate strong academic performance in the Pharm.D. program, obtain a letter of recommendation from their pharmacy advisor, and complete a brief essay as part of the M.B.A. application. Students must maintain a minimum of a 3.0 GPA in both programs.

Faculty

Jeffrey Haymond, Associate Dean; Associate Professor of Economics. *Education:* B.S., United States Air Force Academy, 1985; M.S., University of Tennessee, 1989; M.A., University of Denver, 1997; Ph.D., George Mason University, 2001. At Cedarville since 2010.

Daniel Sterkenburg, Assistant Dean and Director of the M.B.A. program; Associate Professor of Business and Management. *Education:* B.S., Calvin College, 1977; M.P.H., University of Michigan School of Public Health, 1999; M.B.A., Wright State University, 1990; (ABD) Anderson University, 2013. At Cedarville since 2010.

Jon Austin, Associate Professor of Marketing. *Education:* B.A., University of Northern Iowa, 1982; M.S., Iowa State University, 1989; Ph.D., University of Wisconsin-Madison, 1997. At Cedarville since 2001.

John Delano, Associate Professor of Information Technology Management. *Education:* B.S., Maranatha Baptist Bible College, 1996; M.S., University of Wisconsin-Whitewater, 2001; Ph.D., University of Wisconsin-Milwaukee. At Cedarville since 2008.

William Ragle, Associate Professor of Finance. *Education:* B.S., Stephen F. Austin State University, 1976; M.B.A., University of North Texas, 1988; Ph.D., University of North Texas, 1996. At Cedarville since 1995.

Loren Reno, Vice President for Academics (Interim); Professor of Management. *Education:* B.A., Cedarville University, 1970; M.S., University of Southern California, 1981. At Cedarville since 2012.

Sarah Smith, Associate Professor of Accounting. *Education:* B.A., Cedarville University, 1975; M.A., Virginia Polytechnic Institute and State University, 1976; Ph.D., Virginia Polytechnic Institute and State University, 1982. At Cedarville since 1980.

Phoebe Tsai, Assistant Professor of Information Technology Management. *Education:* B.B.A., National Chengchi University, 1997; M.B.A., National Chengchi University, 2000; Ph.D., University of Western Ontario, 2010. At Cedarville since 2013.

Bert Wheeler, Professor of Economics. *Education:* B.S., University of Tennessee, 1981; M.A., University of Tennessee, 1984; Ph.D., University of Tennessee, 1985. At Cedarville since 1992.

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.



School of Education

MASTER OF EDUCATION

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Licensure and Certification	29	Faculty	30
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Master of Education

Purpose Statement

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. For more information about the M.Ed. program, visit cedarville.edu/MEd.

Program Objectives

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-5110 Bible Survey for Professionals and BEGS-5120 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-5110 and/or BEGS-5120 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.

Master of Education Course Requirements

Course requirements involve a minimum of 34 semester hours including:

Master of Education Core	21
•ECS-7000 Curriculum Theory: Analysis and Design	2
EDU-6000 Learning Theory.....	2
EDU-6050 Applied Learning Theory.....	2
•EDU-6100 History and Philosophy of Education	2
•EDU-6150 Diversity and Social Issues in Education	2
EDU-6200 Models of Teaching	2
•EDU-6250 Statistical Reasoning in Education.....	3
EDU-6300 Program and Outcomes Assessment	2
or EDA-6900 Assessing Classroom Performance.....	3*
EDU-6400 Intervention Strategies and Techniques	2
EDU-6700 Technology in Education.....	2

Research Courses	5
EDU-7200 Research Design	2
Choose one from the following	3
ECS-7900 Applied Research Project in Curriculum, Instructional, and Personnel Development.....	3
ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development	3
ECS-7925 Applied Practicum in Education.....	3
EDA-7900 Applied Research Project in Educational Administration	3
EDA-7950 Research Thesis in Educational Administration	3
EDA-7925 Applied Practicum in Education	3
EDU-7900 Applied Research Project in Education	3
EDU-7950 Research Thesis in Education.....	3
EDU-7925 Applied Practicum in Education.....	3
Electives Selected From Concentrations	8

*Must be taken from Cedarville University

*Alternate course only applicable for students pursuing dual programs of M.Ed. and Principal Licensure Certificate.

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-6900 Assessing Classroom Performance	3
EDA-7100 School Finance	3
EDA-7150 School Law	3
EDA-7200 Pupil Services Programs.....	3
Concentration in Instruction	6
EDA-7200 Pupil Services Programs.....	3
EDA-7600 Building Collaborative Schools	3
EDR-6000 Linguistics and Language Development for Teachers	3
EDR-6200 Diagnosis and Intervention in Reading	3
EDR-6300 Adolescent Reading: Theory and Practice.....	3
EDU-6550 Special Topics in Instruction: Current Issues ..	1–2

Master of Education Curriculum Summary

Master of Education Core	21
Research Courses	5
Electives/Concentration Courses.....	8
Total	34

Licensure and Certification

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

Accreditation

In addition to University accreditation listed in the Accreditation section of this catalog, the School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Admission Criteria

Cedarville University invites applications to the M.Ed. program from candidates who have received a teacher education degree from a regionally accredited or otherwise approved university, who are able to present strong academic records, who are currently or previously licensed to teach, and who have a profession of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

In addition to the general admission requirements listed in the Graduate Admissions 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 3.0 (on a 4.0 scale). Students with a cumulative undergraduate grade point average of less than 3.0 must take the GRE and achieve a GRE quantitative subscore greater than or equal to 144, achieve a GRE verbal subscore greater than or equal to 145, and achieve a GRE writing subscore greater than or equal to 3.50
3. 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.

Is the GRE Required?

Academic Level	Degree-Seeking Students			Nondegree-Seeking Students**	
Criteria*	Previously earned graduate degree(s)	Undergraduate cumulative GPA of 3.0 or higher for all colleges previously attended	Undergraduate cumulative GPA less than 3.0	Undergraduate cumulative GPA of 2.75 or higher	Undergraduate cumulative GPA less than 2.75
GRE Required?	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.

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, a combined score of 300 is the admission benchmark.
5. Students who have not completed an undergraduate teacher education program will be required to pass the appropriate Praxis II exams.

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 and Fees

Tuition cost for the M.Ed. program for the 2015–16 is \$438 per semester/credit hour. Audit costs are 50% of standard tuition.

The graduation fee for the M.Ed. program for the 2015–16 academic year is \$100.

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 Sequencing

See the M.Ed. website (cedarville.edu/med) for course sequencing and information on completion options.

Hours Required for the Degree

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

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.

Capstone Requirements

In order to register for a capstone course, 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.

Continuing Research Registration

The general requirements for repeating graduate course work apply to the M.Ed. program. Students who do not complete their capstone course during the semester of initial registration will be required to register for EDU-7965 Continuing Research. EDU-7965 Continuing Research may be taken twice for zero credits beginning the semester following the capstone course provided those two terms are subsequent terms, including summers. Any additional terms required to complete the thesis or non-subsequent terms require taking EDU-7965 Continuing Research for one credit per term.

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 School of Education. 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. Courses are offered in fully online eight-week sessions.

Certificate Options

Purpose Statement

Graduate certificates consist of a group of courses that allow individuals to obtain licensure for specific disciplines within the field of education. While the group of courses listed in the certificate do not constitute a full-degree program, those courses may often be taken as electives within a degree program. Students taking certificate courses that are not also enrolled as degree-seeking students within the Master of Education degree program (aka nondegree-seeking students) are not eligible for federal or state aid. However, students may qualify for personal loans to pay for these options.



Principal Licensure Graduate Certificate

Program Objectives

Candidates who complete the **Principle Licensure** graduate certificate are educational leaders who have the knowledge and ability to promote the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.
- Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Course Requirements

Course requirements involve 32 semester hours including:

EDA-6100 Education Leadership Theory.....	3
EDA-6560 Organizational Administration.....	3
EDA-6600 The Principalship: Early Childhood to Young Adolescence	2
OR EDA-6700 The Principalship: Adolescence to Young Adult.....	2
EDA-6900 Assessing Classroom Performance.....	3
EDA-7050 Curriculum Development for Instruction	3
EDA-7100 School Finance.....	3
EDA-7150 School Law	3
EDA-7200 Pupil Services Programs	3
EDA-7300 Building Level Personnel	3
EDA-7600 Building Collaborative Schools	3
EDA-7960 Principalship Internship	3

Licensure and Certification

Those who seek principal licensure may apply for the Ohio Principal License upon completion of licensure requirements. This is not a degree program.

Admission Criteria

Cedarville University invites applications to the principal licensure graduate certificate program from graduates who have received a master’s degree in education from a regionally accredited or otherwise approved university, have at least two years of successful K–12 teaching experience in the grade level for which the teacher is seeking the appropriate principal license, hold a current teaching license, and who desire to become principals or building-level administrators. The graduate degree may be a Master of Education, Master of Arts in Education, or a Master of Science in Education.

Applicants should present strong academic records and have a profession of faith in Jesus Christ. Each applicant will be reviewed on an individual basis.

Course Sequencing

See the principal licensure website (cedarville.edu/principal) for course sequencing and information on completion options.

Clinical Requirements

The capstone experience for the principal licensure certificate is a one-semester internship. This internship will most often be completed in the “home school” of the intern and supervised by a cooperating administrator. This internship is a three-hour course.

Transfer Credits

Up to 11 credit hours are permitted to be transferred into this program.

Graduation Requirements

In addition to general graduation requirements listed in the Academic section of this catalog, students seeking the Principal Licensure Graduate Certificate must fulfill the following:

Complete 32 semester hours as specified in the certificate program design in good academic standing. A minimum of 21 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 certificate 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 School of Education. Requests for such permission must provide explicit evidence that satisfies two criteria:
 - 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
 - The evidence must demonstrate how the student has kept up-to-date with current content in those courses. Extension of the time to complete the certificate requirements will be granted rarely and only if steady progress toward the certificate is evident AND if there are clearly extenuating circumstances beyond control of the student.

Reading Endorsement

Program Objectives

The **Reading Endorsement** will assess student candidates on both their knowledge of and ability to teach to the Modified Ohio/IRA Standards for the Reading Endorsements through a series of assessments incorporated both in the class work segment of the program as well as the field experience component.

- To address foundational knowledge and advance teachers' knowledge and skills related to phonetics, phonics, and language development.
- To expand teachers' understanding of foundational issues related to both historical and current reading issues.
- To provide an opportunity through field experiences for candidates to apply the concepts taught in the course work.

Program Prerequisites

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

1. Have a current Ohio educator license.
2. Complete a baccalaureate degree prior to enrollment.
3. Applicants holding the Adolescent/Young Adult (AYA), multi-age, or career technical license must have completed a prerequisite nine credit hours of undergraduate- or graduate-level reading sequence course work before being admitted as well as a course in phonics. All other applicants must have completed the prerequisite 12 semester credit hours of undergraduate- or graduate-level reading sequence course work before being admitted, which includes one phonics course.

Course Requirements

Course requirements involve 16 semester hours including:

EDR-6000 Linguistics and Language Development for Teachers.....	3
EDR-6100 Literacy Issues and Trends.....	4
EDR-6200 Diagnosis and Intervention in Reading	3
EDR-6250 Supervised Field Experience-PK3.....	1
EDR-6300 Adolescent Reading: Theory and Practice	3
EDR-6350 Supervised Field Experience-Middle	1
EDR-6375 Supervised Field Experience-Secondary	1

Licensure and Certification

Students who complete this program receive the Ohio Reading Endorsement. This is not a degree program.

Admission Criteria

Cedarville University invites applications to the reading endorsement graduate nondegree program from graduates who have received a master's or bachelor's in education from a regionally accredited or otherwise approved university, and who hold a valid Ohio educator license and are currently teaching. Applicants should be currently teaching in the classroom or be able to provide the program director with a proposal for an appropriate teaching audience for the clinical portion of this program. Additionally, applicants must meet the following prerequisites:

- Applicants hold the Adolescent/Young Adult (AYA), multi-age, or career technical license must have completed a prerequisite of nine credit hours of undergraduate or graduate level reading sequence course work before being admitted
- All other applicants must have completed the prerequisite 12 semester credit hours of undergraduate- or graduate-level reading sequence course work before being admitted.

Applicants should present strong academic records and also have a profession of faith in Jesus Christ. Each applicant will be reviewed on an individual basis.

Course Sequencing

See the reading endorsement website (cedarville.edu/graduaterereading) for course sequencing and information on completion options.

Clinical Requirements

The capstone experiences for the Reading Endorsement Program are three one-hour supervised field experiences that coincide with the grade levels of the endorsement. These field experiences are completed in collaboration with educators at the elementary, middle, and high school levels to address the reading needs of students at those levels.

Transfer Credits

Up to five credit hours are permitted to be transferred into this program.

Graduation Requirements

In addition to general graduation requirements listed in the Academic section of this catalog, students seeking the Reading Endorsement must fulfill the following:

Complete 16 semester hours as specified in the endorsement program design in good academic standing. A minimum of 11 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 endorsement 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 School of Education. Requests for such permission must provide explicit evidence that satisfies two criteria:
 - 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
 - The evidence must demonstrate how the student has kept up-to-date with current content in those courses. Extension of the time to complete the endorsement requirements will be granted rarely and only if steady progress toward the endorsement is evident AND if there are clearly extenuating circumstances beyond control of the student.

Faculty

Jeremy Ervin, *Dean*; Associate Professor of Education.

Education: B.A., Cornerstone University, 1993; M.A., The Ohio State University, 2003; Ph.D., The Ohio State University, 2003. At Cedarville since 2013.

Margaret Grigorenko, *Associate Dean for Undergraduate Programs*; Associate Professor of Education. *Education*: B.S., Bowling Green State University, 1978; M.Ed., Cedarville University, 1995; Ph.D., The Ohio State University, 2010. At Cedarville since 2006.

Stephen Gruber, *Assistant Dean for Graduate Programs*; 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.

Eddie Baumann, Senior 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.

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.

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

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.

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.

Lynn Roper, Assistant Professor of Special Education. *Education*: B.S., Asbury College, 1988; Certification in Special Education, University of Kentucky, 2000; Graduate Study in Special Education, University of Kentucky, 2005-present. At Cedarville since 2010.

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.

Thomas Sweigard, Associate Professor of Education. *Education*: B.S., Bowling Green State University, 1973; M.A., The Ohio State University, 1982; Ph.D., The Ohio State University, 1992. At Cedarville since 2003.

Ruth Sylvester, Associate Professor of Education. *Education*: B.S., Tennessee Temple University, 1981; M.Ed., University of South Florida, 1991; Ph.D., University of South Florida, 2007. At Cedarville since 2013.

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.

Emeritus

Merlin Ager, Professor Emeritus 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 since 1978.



School of Nursing

MASTER OF SCIENCE IN NURSING

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GRADUATE CERTIFICATE IN GLOBAL PUBLIC HEALTH NURSING

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Master of Science in Nursing

Purpose Statement

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. 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 Public Health Nursing (GPHN)

The Global Public Health Nursing area of focus prepares nurses with expertise in providing population-based care domestically and around the world. 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 in the areas of advanced public health nursing and health ministry.



Program Objectives

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 or Global Public Health Nursing.



Program Prerequisites

Students must have completed a minor in Bible or have taken course work adequate to meet the outcomes of BEGS-5110 Bible Survey for Professionals and BEGS-5120 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-5110 and/or BEGS-5120 before or concurrent with other classes during the first year and before taking NSG-5060 Spiritual Care in Advanced Nursing Practice

Students, who did not provide evidence of completing a nursing research course and a statistics course during the admission process, must satisfy the requirement before taking NSG-5050 Research for Evidence-Based Nursing Practice.

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 speciality courses appropriate to the selected advanced nursing practice area of focus. The graduate students complete all clinical courses as precepted clinical experiences. The Family Nurse Practitioner area of focus has a total of 600 clinical hours; the Global Public Health Nursing area of focus has a total of 400 clinical hours.

The Master of Science in Nursing Core involves 27 semester hours plus 50 lab hours including:

Nursing Core.....	14
NSG-5000 Theoretical Foundations of Nursing Practice	3
NSG-5040 Professional Role Development for Advance Practice	3
NSG-5050 Research for Evidence-Based Nursing Practice	3
NSG-5060 Spiritual Care in Advanced Nursing Practice	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

Fifty hours of laboratory practice is required. On-site laboratory practice of 50 hours is required for the Family Nurse Practitioner students.

Nursing Capstone.....	4
NSG-6380 M.S.N. Capstone I.....	2
NSG 6390 M.S.N. Capstone II.....	2

Areas of Focus Course Requirements

Family Nurse Practitioner (FNP) Course Requirements

Course requirements involve 43 semester hours plus 600 clinical hours including:

Master of Science in Nursing Core	27
FNP Specialty Courses	16
NSG-6010 Advanced Concepts in the Care of Older Adults	3
*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 FNP	1
NSG-6040 Advanced Concepts in the Care of Children	3
*NSG-6045 Advanced Practice in the Care of Children for FNP	1

*A precepted clinical experience of 150 hours is required.

Global Public Health Nursing (GPHN) Course Requirements

Course requirements involve 42 semester hours plus 400 clinical/lab hours including:

Master of Science in Nursing Core	27
Global Public Health Nursing Specialty Courses	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 clinical experience of 400 hours is required.

Licensure and Certification

Graduates of the family nurse practitioner area of focus are qualified to seek national certification and employment as family nurse practitioners. Graduates of the Global Public Health Nursing area of focus are qualified to seek national certification and employment in the areas of public health nursing and health ministry.



Accreditation

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

Admission Criteria

Cedarville University invites applications to the M.S.N. program from graduates who have received a bachelor of science in nursing degree from a regionally accredited or otherwise approved university, who are able to present strong academic records, who are currently licensed as a registered nurse, and who have a profession of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

In addition to the general admission requirements listed in the Graduate Admissions 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 earned a B.S.N. undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. 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.
4. Evidence of computer proficiency or plan for learning informatics skills.
5. Evidence of current unrestricted licensure as a registered nurse in the United States for clinical experience in the United States.
6. Completion of the Graduate Record Examination (GRE) is optional; however, taking the GRE may strengthen a graduate application.
7. Clinical work experience as a registered nurse (RN) is highly recommended.
8. Interview with nursing faculty.

Admission Process

Applicants should follow the steps under “How to Apply” in the Admission’s section of this catalog. Personal interviews with nursing faculty are required. Applicants must present satisfactory evidence of their ability to perform at the graduate level of study to be considered for admission to the graduate nursing program at Cedarville University.

Tuition and Fees

Tuition cost for the M.S.N. program for the 2015–16 academic year is \$536 per semester hour.

The graduation fee for the M.S.N. program for the 2015–16 academic year is \$100.

Financial Aid and Scholarships

Federal aid is available to students who meet established requirements and complete the required forms. For additional information, visit cedarville.edu/gradaid. Institutional scholarships are not currently available.

Academic Advising

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

Course Sequencing

See the M.S.N. website (cedarville.edu/msn) for course sequencing and completion options information.

Course Load

Assuming that proficiency requirements have been satisfied, a minimum of 42–43 semester hours is required for graduation in the M.S.N. program.

Clinical Requirements

Clinical requirements associated with all clinical courses include:

- Successful completion of the prerequisite 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 in the minimum amount of \$2,000,000/occurrence and \$5,000,000/aggregate.
- 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 School of Nursing and the Director of Graduate Nursing Programs will evaluate courses 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 an M.S.N. capstone experience.
- 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.

Graduate Certificate in Global Public Health Nursing

Purpose Statement

The graduate certificate in **Global Public Health Nursing (GPHN)** will uniquely position candidates to address trends in contemporary nursing practice, domestically and globally. The certificate program will allow students who are currently enrolled in a graduate nursing program or those who have completed a graduate nursing degree to add core knowledge related to health ministry, epidemiology, global health issues, and population-focused nursing care to their advanced nursing practice.

Program Objectives

Candidates who complete the Graduate Certificate in Global Public Health Nursing (GPHN) are equipped to be leaders in contemporary nursing practice by:

- Analyzing and defending a biblical perspective of Global Public Health Nursing practice.
- Analyzing and considering a broad range of complex determinants of global health.
- Explaining and developing population-focused nursing interventions to improve the health and wholeness of diverse and vulnerable populations.

Course Requirements

Course requirements include 12 semester hours as follows:

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

Accreditation

The Graduate Certificate in Global Public Health Nursing is accredited by the Higher Learning Commission and authorized by the Ohio Board of Regents. Currently, the certificate program

is not accredited by the Commission on Collegiate Nursing Education (CCNE). The certificate program is not eligible for initial accreditation review by CCNE until 2017.

Admission Criteria

Cedarville University invites applications to the Graduate Certificate in Global Public Health Nursing (GPHN) from candidates who are currently enrolled in or have completed a graduate nursing degree from a regionally accredited or otherwise approved university, who are able to present strong academic records, and who have a profession of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

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

- Have earned a B.S.N. undergraduate and graduate nursing grade point average of 3.0 or higher on a 4.0 scale.
- Official transcripts of a baccalaureate degree in nursing from an accredited program.
- Official transcripts of a graduate degree in nursing from an accredited program or current enrollment in an accredited graduate nursing program.
- Evidence of computer proficiency or plan for learning informatics skills.
- Evidence of current unrestricted licensure as a registered nurse in the United States for clinical experience in the United States.

Tuition Cost

Tuition cost for the Graduate Certificate in Global Public Health Nursing (GPHN) courses for the 2015–16 academic year is \$536 per semester credit.

Financial Aid

As a nondegree program, students enrolled in Cedarville’s Graduate Certificate in Global Public Health Nursing (GPHN) are not eligible for federal or state aid. However, students may qualify for personal loans to pay for this program.

If students are currently enrolled in a degree program at Cedarville University, they may be eligible for federal and state aid for the GPHN courses. For more information, contact Financial Aid.

Program Delivery

Cedarville University has designed the Graduate Certificate in Global Public Health Nursing (GPHN) to be flexible and responsive to student needs. Courses are offered fully online in eight-week sessions during the fall and spring semesters.



Faculty

Angelia M. Mickle, *Interim Dean*, Assistant Professor of Nursing. *Education*: AAS Nursing, Sandhills Community College, 1991; B.S.N., Indiana Wesleyan University, 1999; M.S.N., Indiana Wesleyan University, 2008; D.N.P., University of Tennessee, 2013. At Cedarville University since 2008.

Sharon Christman, *Assistant Dean and Director for Graduate Nursing Programs*, 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.

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.

Elizabeth Delaney, Assistant Professor of Nursing. *Education*: B.S.N., Wright State University, 1988; M.S., Wright State University, 1992. At Cedarville since 2012.

Clifford W. Fawcett, III, Coordinator of FNP Program; 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, Associate 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.

Chu-Yu Huang, 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.

Carrie Keib, *Assistant Dean of Undergraduate Nursing Programs*, Associate Professor of Nursing. *Education*: B.S.N., Liberty University, 1999; M.S., 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. *Education*: B.S.N., Goshen College, 1983; M.S., SUNY-Stony Brook Neonatal Nurse Practitioner Program, 2004. At Cedarville since 2001.

Rachel Parrill, Coordinator of Global Public Health Nursing Program; Assistant Professor of Nursing. *Education*: B.S.N., Cedarville University, 1997; M.S., Wright State University, 2006; Ph.D., Walden University, 2011. At Cedarville since 2005.

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.



School of Pharmacy

DOCTOR OF PHARMACY

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Doctor of Pharmacy

Purpose Statement/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 Objectives

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 course work adequate to meet the outcomes of BEGS-5110 Bible Survey for Professionals and BEGS-5120 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-5110 and/or BEGS-5120. 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.

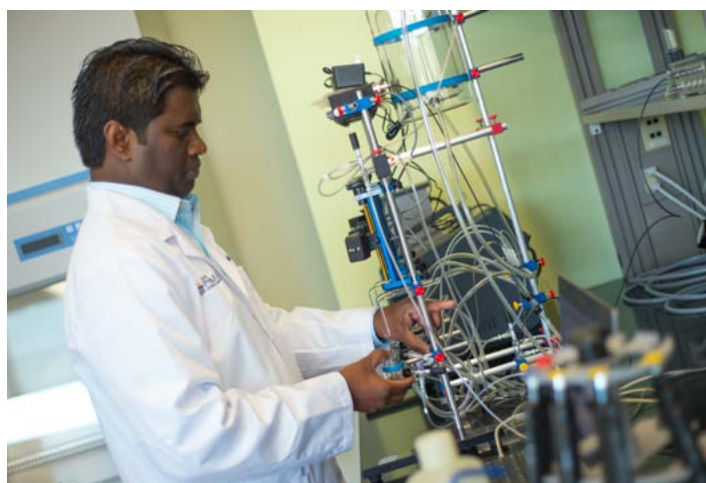


Professional Pharmacy Curriculum

P1 (First Professional Year) – Fall Semester 18
 PHAR-6110 Introduction to Pharmacy Practice 1
 PHAR-6111 Research Design and Methodology 3
 PHAR-6112 Introduction to Self-Care 3
 PHAR-6121 Pharmacy Practice Lab I 1
 PHAR-6130 Medicinal Biochemistry 4
 PHAR-6131 Pharmaceutical Sciences I 5
 PHAR-6171 Community Introductory
 Pharmacy Practice Experience I 1
P1 (First Professional Year) – Spring Semester 17
 PHAR-6122 Pharmacy Practice Lab II 1
 PHAR-6132 Pharmaceutical Sciences II 5
 PHAR-6133 Genetics and Pharmacogenomics 3
 PHAR-6134 Pharmacokinetics and Biopharmaceutics 4
 PHAR-6150 Drug Information and Informatics 3
 PHAR-6172 Community Introductory
 Pharmacy Practice Experience II 1
P2 (Second Professional Year) – Fall Semester 18
 PHAR-6250 Applied Biomedical Sciences Module 5
 PHAR-6251 Cardiology Module 5
 PHAR-6252 Renal and Gastrointestinal Module 5
 PHAR-6260 Patient Care and Safety 2
 PHAR-6273 Institutional Introductory
 Pharmacy Practice Experience I 1
P2 (Second Professional Year) – Spring Semester 18
 PHAR-6253 Women’s Health and Pulmonology Module 5
 PHAR-6254 Infectious Disease and Immunology Module 5
 PHAR-6255 Endocrinology and Dermatology Module 5
 PHAR-6274 Institutional Introductory
 Pharmacy Practice Experience II 1
 *Approved Electives 2
P3 (Third Professional Year) – Fall Semester 18
 PHAR-7351 Neurology and Psychiatry Module 5
 PHAR-7352 Oncology and Palliative Care Module 5
 PHAR-7353 Leadership and Business Module 3
 PHAR-7354 Special Populations Module 2
 PHAR-7375 Service Learning Introductory
 Pharmacy Practice Experience I 1
 *Approved Electives 2
P3 (Third Professional Year) – Spring Semester 18
 PHAR-7342 Law and Legal Affairs 3
 PHAR-7346 Bioethics 3
 PHAR-7348 Research Seminar 2
 PHAR-7355 Capstone 5
 PHAR-7376 Service Learning Introductory
 Pharmacy Practice Experience II 1
 *Approved Electives 4

P4 (Fourth Professional Year) 36
 PHAR-7481 Advanced Pharmacy Practice Experience I 4
 PHAR-7482 Advanced Pharmacy Practice Experience II 4
 PHAR-7483 Advanced Pharmacy Practice Experience III 4
 PHAR-7484 Advanced Pharmacy Practice Experience IV 4
 PHAR-7485 Advanced Pharmacy Practice Experience V 4
 PHAR-7486 Advanced Pharmacy Practice Experience VI 4
 PHAR-7487 Advanced Pharmacy Practice Experience VII 4
 PHAR-7488 Advanced Pharmacy Practice Experience VIII 4
 PHAR-7489 Advanced Pharmacy Practice Experience IX 4

- *Approved Electives selected from the following:
 Any PHAR course 2
 ACCT-6300 Accounting for Business Executives 3
 BUS-7100 Directed Research 3
 ECON-6400 Managerial Economics 3
 ITM-6800 Information Technology for
 Competitive Advantage 3
 MGMT-6710 Organizational Design and Behavior 3



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

Cedarville University's Doctor of Pharmacy program has been granted candidate 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 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.

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 Criteria

Cedarville University invites applications for the Pharm.D. program from Cedarville undergraduate students pursuing the Bachelor of Science in pharmaceutical sciences degree, and students from accredited baccalaureate programs who will have completed all prepharmacy prerequisite courses by the fall semester of intended enrollment who are able to present a strong academic record and a testimony of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

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

- Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
- Have a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale). GPAs less than 3.0 considered.
- Have earned a grade of "C" or better in all prerequisite courses (see below).
- Have earned a Pharmacy College Admissions Test (PCAT) score in at least the 50th percentile.
- Interview with School of Pharmacy faculty.
- Verifiably meet the Technical Standards for students as outlined in the School of Pharmacy Professional Student Handbook (cedarville.edu/pharmacy).
- Be fully eligible for, and receive, a Pharmacy Intern License from the Ohio State Board of Pharmacy by the beginning of the fall semester of the first professional year.

Prerequisite courses for all applicants:

- Course (semester credits)
- English composition (3)
 - Speech (3)
 - General Chemistry (8) with laboratory
 - Organic Chemistry (8) with laboratory
 - Calculus I (4)
 - Physics (4) with laboratory
 - BioStatistics (3)
 - Introduction to Biology (4) with laboratory
 - Human Structure and Function (8) with laboratory
 - Cell Biology (4) with laboratory
 - Immunology (3)
 - Microbiology (3) with laboratory
 - Pharmacy Calculations* (1)
 - General education courses (18)**

*Can be completed at Cedarville University during the summer prior to enrollment in Doctor of Pharmacy program

**General education courses must include: Humanities, Social Behavioral Sciences, Economics, Bible, English Literature (18).

Admission Process

Admission to the Doctor of Pharmacy program is a competitive process (with limited capacity).

Undergraduate Preferred Admission: Students who have Preferred Admission status in the School of Pharmacy (see Cedarville University Undergraduate Catalog for details regarding Preferred Admission) must apply for admission to the Doctor of Pharmacy program during the fall semester of their final year of undergraduate education. Students must complete and submit the Doctor of Pharmacy Program Application for Preferred Admission Students, including all associated/requested materials, and interview with School of Pharmacy faculty.

General Admission: Students who have completed the prerequisite courses from an accredited institution and desire admission to the Doctor of Pharmacy program must complete

and submit a PharmCAS application, and a Cedarville University supplemental application (including all associated/requested materials as indicated within the PharmCAS application) via the Pharmacy College Application Service of the American Association of Colleges of Pharmacy (pharmcas.org). Successful candidates are invited to interview with School of Pharmacy faculty. Students are encouraged to apply beginning up to one year in advance of their intended enrollment in the Doctor of Pharmacy program.

Tuition and Fees

Students enrolled at the University beginning fall semester 2010 and thereafter pay 'block tuition,' i.e., an amount allowing them to take between 12 and 18 credits in the professional program.

The estimated cost of attendance equals basic costs plus 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)	\$31,444
Block Tuition (12-18 credits per semester)	
Fall Semester	\$15,222
Spring Semester	\$15,222
Annual Costs	\$30,444
Comprehensive Pharmacy Fee - (no course fees)	
Fall Semester	\$500
Spring Semester	\$500
Annual Costs	1,000
Tuition Overblock per hour	\$788
Tuition Underblock per hour	\$1,153
Audit Tuition (1/2 of underblock rate)	\$576.50
Graduation Fee	\$100

* Basic costs are owed directly to the University.

P4 (Fourth Professional Year Tuition & Program Costs)

Tuition for the P4 year will be charged at an hourly rate of \$846 per credit hour. The pharmacy program fee will be billed at a rate of \$333 per term for a total of \$999 per year (summer, fall, and spring). A three-payment plan is an option for summer, with four payment due dates for fall and spring as listed on CedarInfo. Accrued interest is charged at a rate of 1.083% monthly on an average daily balance, if balance is not paid in full. M.B.A courses taken during P4 academic year, the M.B.A courses will be billed at a per credit rate of \$572 in addition to the P4 Pharmacy courses.

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	\$3,327
Spring Semester	\$3,327
Annual Costs *	\$6,654

*Townhouse will increase this amount

Textbooks and Supplies (estimated)	
Fall Semester	\$600
Spring Semester	\$600
Annual Costs	\$1,200
Other personal expenses (estimated)	
Fall Semester	\$850
Spring Semester	\$850
Annual Costs	\$1,700

Financial Aid and Scholarships

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. Specific information regarding this scholarship can be obtained by contacting the assistant dean.

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.

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 participation
- Maintain a minimum cumulative grade point average of 3.0
- Complete all requirements for the Pharm.D. program within six 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.

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

Ginger Cameron, *Assistant Dean of Assessment*; Assistant Professor of Pharmacy Practice. *Education*: B.A., English, Union University, 1996; M.A., Higher Education, Central Michigan University, 2003; M.Sc., Public Health, Walden University, 2008; Ph.D., Public Health, Walden University, 2012. At Cedarville since 2013.

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.

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.

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

Zach Jenkins, Assistant Professor of Pharmacy Practice. *Education*: Pharm.D., Northeast Ohio Medical University. At Cedarville since 2013.

Emily Laswell, Assistant Professor of Pharmacy Practice. *Education*: Pharm.D., Ohio Northern University, 2012. At Cedarville since 2013.

Chelsea Manion, Assistant Professor of Pharmacy Practice. *Education*: Pharm.D., Ohio Northern University, 2013. At Cedarville since 2014.

Brenda Pahl, Assistant Professor of Pharmacy Practice. *Education*: B.S., Ohio Northern University, 1991; Pharm.D., The Ohio State University, 2007. At Cedarville since 2015.

Mark Pinkerton, Assistant Professor of Pharmacy Practice. *Education*: B.A., Chemistry, Cedarville University, 1983; M.S., Chemistry, Miami University, 1985; M.D., Medical College of Ohio at Toledo, 1991. At Cedarville since 2014.

Andrew Straw, Assistant Professor of Pharmacy Practice. *Education*: Pharm.D., Ohio Northern University, 2014. At Cedarville since 2015.

Dennis Sullivan, Professor of Pharmacy Practice. *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.

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.

Samson Amos, Associate Professor of Pharmaceutical Sciences. *Education*: B.Pharm., Pharmacy, Ahmadu Bello University, Nigeria, 1989; M.Sc., Pharmacology, University of Jos, Nigeria, 1998; Ph.D., Pharmacology, University of Nigeria, 2002. At Cedarville 2013.

Melissa Beck, Associate Professor of Pharmaceutical Sciences. *Education*: B.S., Toxicology, Ashland University, 1995; Ph.D. Toxicology, University of Michigan, 2001. At Cedarville since 2013.

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; Postdoctoral 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.



Graduate-Level Course Descriptions

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A

Accounting (ACCT)**ACCT-6300 Accounting for Business Executives 3 hours**

Accounting serves the needs of both external and internal decision-makers as they assess, measure, communicate, evaluate, and change the financial position of an organization. We will discuss the theory and skills needed to interpret basic financial statements, considering a variety of standards, including GAAP, the AICPA and IMA codes of ethics, SEC requirements, and governmental requirements and how they align with the conceptual framework of accounting theory. We will also discuss cost behavior, costing systems, budgeting and variance analysis to support operational decision-making and the balanced scorecard to support strategic decision-making.

B

Biblical Education — General Studies (BEGS)**BEGS-5110 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-5120 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.

Biblical Studies — New Testament (BENT)**BENT-6110 Exposition of New Testament Book 3 hours**

This course examines the historical, literary, and theological features of a New Testament book focusing not only on the content, but also on methodological approaches in interpreting the literature.

Biblical Studies — Old Testament (BEOT)**BEOT-6110 Exposition of Old Testament Book 3 hours**

This course examines the historical, literary, and theological features of an Old Testament book focusing not only on this content, but also on methodological approaches in interpreting the literature.

Biblical Studies — Practical Theology (BEPT)**BEPT-6110 Biblical Care and Counseling 3 hours**

This course introduces the principles, techniques, approaches, and tools used in the ministry of care and counseling. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. It also considers various contemporary approaches to counseling and care in the church. These may include professional counseling programs, recovery ministries, discipleship care, and leadership of lay counseling ministries, among many others. The course format includes lecture, video, role play, and discussion. (Dual listed with undergraduate course BTAT-3400 Biblical Care, Discipleship, and Counseling)

BEPT-6210 Biblical Leadership 3 hours

Christian leadership is primarily a function of the Holy Spirit's work through a servant of Christ. The Spirit usually does not override the personality or leadership style of the person in this process. Therefore, an individual's personality, leadership style, personal integrity, and ministry philosophy are vital to effectiveness in the Christian ministry. This course will guide the student to critically interact with the Bible, academic research, and the writings of seasoned practitioners in the fields of biblical leadership and Christian ethics.

BEPT-6310 Ministry of Teaching and Preaching 3 hours

This course is designed for the student to develop a philosophy, strategic approach and working model for teaching and preaching. Emphasis is placed on the preparation and presentation of lessons and sermons appropriate and effective for particular audiences and contexts.

BEPT-6410 The Church and God's Mission 3 hours

This course provides a biblical study of important topics relevant to historical and modern expressions of North American ecclesiology with emphasis being placed within the missional nature of God.

BEPT-6420 3 hours**Trinitarian Implications for Practical Ministry**

Christian ministry is never accomplished in isolation from others. Serving alongside other people is foundational to healthy and fruitful ministry. The goal of this course is to provide practical strategies in teamwork and conflict resolution that are undergirded by a biblically grounded view of the triune nature of God.

BEPT-6450 Christian Apologetics 3 hours

The need for disciples of Jesus to be courageous and clear about what they believe is being felt throughout the evangelical world. How will Christians engage a world that increasingly sees truth as a personal construct instead of an objective reality provided by a Creator. This course will equip students to discern faulty assertions made about the Christian faith, exposure to different streams of apologetics, and tools for active Gospel engagement with competing belief systems. (Dual listed with undergraduate course BTAT-3300 Christian Evidences and Apologetics)

BEPT-6510 Character Colloquium 1 hour

The Character Colloquium is an educational experience that involves a weekly Cedarville University chapel service as well as interaction with the M.Min program director. A variety of ministry issues will be covered in these weekly interactions but with special attention paid to the inner life of the student. The Character Colloquium is a one-credit-hour class and must be taken in two subsequent semesters. (*repeatable*)

BEPT-6900 Ministry Internship 6 hours

A mentored and evaluated ministry experience under the direction of a qualified field mentor.

Biblical Studies — Theology (BETH)**BETH-6100 Biblical Theology 3 hours**

A study of some of the major distinctive theologies of the Old and New Testaments within the overall unity of Scripture. This course focuses both on the varieties and tensions among biblical authors and collections within their particular genres and historical settings, and on the similarities and unifying themes among the biblical writings and through both Testaments. (Dual listed with undergraduate course BTAT-4100 Biblical Theology)

BETH-6150 3 hours**Contemporary Theology in Historical Context**

What do we do when we read a book or blog or listen to a teaching that seemingly espouses a new or provocative theology? As Christians we need to practice biblically saturated discernment, but that can be difficult. This course exposes students to prominent contemporary theological systems while reading those systems through the context of their historical antecedents.

Business Administration (BUS)**BUS-6100 Managerial Data Analysis 3 hours**

This course equips students to use statistical techniques to analyze and evaluate organizational data. Key topics of the course include: hypothesis testing, simple linear regression, multiple regression, time series forecasting, process control, and data mining. Emphasis will be made on the practical application of statistical tools and techniques within an organizational context. For operations management concentration, take BUS-6300 Operations Research.

BUS-6110 Global Business Perspectives 3 hours

This course incorporates learning experiences in contrasting economies and integrates opportunities to learn about the social, economic, political, and cultural issues affecting the ways business is conducted around the world. This course includes visits to foreign corporations and exposure to different cultural settings.

BUS-6300 Operations Research 3 hours

This course provides an analytical and mathematical approach to model building and develops a sound conceptual understanding of the role Operations Research and Management Science play in support of the business decision-making process. The focus will be descriptive models using a variety of techniques like linear programming, nonlinear optimization, decision analysis, simulation, and project scheduling.

BUS-7100 Directed Research 3 hours

This course provides an opportunity to explore areas not covered in normal course structure or provides a focused project that enhances the learning experience. The topic and project outline must have prior approval by the assigned faculty member and the director of each program involved. This course will extend across multiple course time periods. *Prerequisites: FIN-6500 Executive Financial Management; MGMT-6710 Organizational Design and Behavior; MRKT-6200 Strategic Marketing Planning.*

E**Economics (ECON)****ECON-6400 Managerial Economics 3 hours**

This managerial economics course studies the role of economic theory in management analysis and decisions incorporating a Christian ethical context. This course is about economic principles and their relevance to business decision-making. We will explore the interaction of information, economic incentives, and market competition and how these interact to determine prices, products available, profits, and patterns of trade and organization. At the end of this course, students should be able to understand how basic economic reasoning can lead to improved managerial decisions. *Prerequisite: BUS-6100 Managerial Data Analysis.*

ECON-6450 Economics of Government Policy 3 hours

This course provides a review of the macroeconomic instruments of public policy (both fiscal and monetary) and an overview of the implication to business decisions. Monetary policy will review tools of the central bank, a historical examination of the evolution of monetary policy, and the current state of monetary theory. The linkage between monetary policy and debt finance will be examined, and contemporary public finance issues will be explored. Monetary and fiscal policy impacts on interest rates, credit availability, and exchange rates will be assessed. Finally, collective decision-making will be examined with an introduction to public choice theory. *Prerequisite: ECON-6400 Managerial Economics.*

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 3 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. *Prerequisite: EDU-7200 Research Design.*

ECS-7925 Reflective Practice 3 hours

The purpose of this course is to promote critical thinking and collaboration among teachers, administrators, and the education research community, through action research. Action research is a vital part of the reflective practice and professional development that is grounded in a commitment to improving practice. Successful completion of National Board Certification will be considered meeting the requirements for this course. *Prerequisite: EDU-7200 Research Design.* (Crosslisted EDU)

ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development 3 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 graduate advisor or thesis committee. Credit may be earned over a period of several semesters. *Prerequisite: EDU-7200 Research Design.*

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-6900 Assessing Classroom Performance 3 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 for 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.

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 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 3 hours**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. *Prerequisite: EDU-7200 Research Design.*

EDA-7950 3 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. *Prerequisite: EDU-7200 Research Design.*

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 Reading Endorsement (EDR)**EDR-6000 Linguistic and Language****Development for Teachers****3 hours**

Teachers will study the linguistic foundations of reading and typical language development. From that basis, teachers will learn about language variation, academic language and common language disorders that impact the reading processes.

EDR-6100 Literacy Issues and Trends**4 hours**

Teachers seeking the graduate reading endorsement will learn foundational issues related to both historical and current issues related to reading. Topics covered include literacy acquisition; reading skills; language of school-based texts; teaching struggling readers and diverse learners; use of new, popular, and critical literacy; and standards, assessment, and high stakes tests.

EDR-6200 Diagnosis and Intervention in Reading**3 hours**

Study and implementation of individual assessment and teaching strategies in reading; knowledge of the uses of multiple assessments to identify students' strengths and needs as well as to monitor progress in reading; development of skills to administer and analyze reading assessments; analysis of cultural, family, and environmental factors influencing reading; assessment and instruction in academic language; tiered interventions for RTI and development of individualized assessments, and plans for reading intervention to address a students' learning needs. *Prerequisites: EDR-6100 Literacy Issues and Trends.*

EDR-6250 Supervised Field Experience — PK-3**1 hour**

The supervised field experiences allow teachers to apply the knowledge of the classes in three grade ranges. All teachers must engage in a PK–3 field experience (minimum 40 contact hours), a middle childhood field experience (minimum 30 contact hours), and a secondary field experience (minimum 30 contact hours). Field experiences may be completed concurrently or consecutively in any order. Teachers should sign up for the number of hours based on the number of field experiences they will complete within the semester. *Prerequisites: EDR-6000 Linguistic and Language Development for Teachers; EDR-6100 Literacy Issues and Trends; EDR-6200 Diagnosis and Intervention in Reading.*

EDR-6300 Adolescent Reading: Theory and Practice**3 hours**

Presentation of theory, research, and strategy for the instruction of adolescent readers (grades 4–12) with a focus on addressing the reading needs of students who are not able to meet literacy expectations for their grade level. Particular focus is on the range of instructional practices, technologies, and curricular materials that may meet the academic needs of older students with disabilities and/or with culturally/linguistically diverse backgrounds. *Prerequisites: EDR-6100 Literacy Issues and Trends.*

EDR-6350 Supervised Field Experience — Middle**1-3 hours**

The supervised field experiences allow teachers to apply the knowledge of the classes in three grade ranges. All teachers must engage in a PK–3 field experience (minimum 40 contact hours), a middle childhood field experience (minimum 30 contact hours), and a secondary field experience (minimum 30 contact hours). Field experiences may be completed concurrently or consecutively in any order. Teachers should sign up for the number of hours based on the number of field experiences they will complete within the semester. *Prerequisites: EDR-6000 Linguistic and Language Development for Teachers; EDR-6100 Literacy Issues and Trends; EDR-6200 Diagnosis and Intervention in Reading; EDR-6300 Adolescent Reading: Theory and Practice.*

EDR-6375 Supervised Field Experience — Secondary**1 hour**

The supervised field experiences allow teachers to apply the knowledge of the classes in three grade ranges. All teachers must engage in a PK–3 field experience (minimum 40 contact hours), a middle childhood field experience (minimum 30 contact hours), and a secondary field experience (minimum 30 contact hours). Field experiences may be completed concurrently or consecutively in any order. Teachers should sign up for the number of hours based on the number of field experiences they will complete within the semester. *Prerequisites: EDR-6000 Linguistic and Language Development for Teachers; EDR-6100 Literacy Issues and Trends; EDR-6200 Diagnosis and Intervention in Reading; EDR-6300 Adolescent Reading: Theory and Practice.*

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. *Prerequisite: EDU-6200 Models of Teaching.*

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)

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. All core and requisite courses must be completed prior to enrollment in EDU-7200 Research Design.

EDU-7900 Applied Research Project in Education 3 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. *Prerequisite: EDU-7200 Research Design.*

EDU-7925 Reflective Practice 3 hours

The purpose of this course is to promote critical thinking and collaboration among teachers, administrators, and the education research community, through action research. Action research is a vital part of the reflective practice and professional development that is grounded in a commitment to improving practice. Successful completion of National Board Certification will be considered meeting the requirements for this course. *Prerequisite: EDU-7200 Research Design. (Crosslisted ECS)*

EDU-7950 Research Thesis in Education 3 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. *Prerequisite: EDU-7200 Research Design.*

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.*

F**Finance (FIN)****FIN-6500 Executive Financial Management 3 hours**

This course focuses on the critical financial issues and decisions facing organizational leaders and business executives. Key concepts covered in the course include analysis of financial statements, time value of money, cost of capital, working capital management, and cash flow forecasting. Using these tools, students will learn to evaluate and determine the value of organizations and proposed capital projects. *Prerequisite: ACCT-6300 Accounting for Business Executives.*

I**Information Technology Management (ITM)****ITM-6800 3 hours****Information Technology for Competitive Advantage**

This course examines the role of information technology in today's volatile business environment and analyzes its implications for global competitive advantage. The class will discuss a number of frameworks and models that currently guide technology decisions for many large organizations. Students will be expected to draw on knowledge gained through readings, lectures, and case studies to understand and evaluate the value of technology in their own work environments.

M

Management (MGMT)

MGMT-6300 Project Management 3 hours

This course seeks to lay a foundation for understanding and applying effective project management processes. Project management deals with changes within an organization. Therefore, project management processes seek to effectively minimize risks, efficiently align resources and costs, and maximize accountability. The course will examine principles, processes, and tools project managers have developed to achieve these objectives. You can view project management as a toolkit containing a number of tools that a project manager can use to create a completed project. Some of these tools are technical in nature. Others are tools to increase people skills and team building. Both the technical and people sides of project management will be explored.

MGMT-6310 Supply Chain Management 3 hours

This course focuses on the development and application of decision models in supply chains, with an operation emphasis. Some of the topics discussed include demand forecasting, aggregate planning, inventory management (cycle and safety), supply network design, transportation, coordination, and sourcing. There is extensive use of spreadsheet-based tools and techniques to build various decision models for effective decision-making in supply chains. Students who take this course must have access to and knowledge of how to use Microsoft Excel.

MGMT-6320 Lean Process Management 3 hours

This course focuses on the development and application of lean operations. We discuss operational topics in today's volatile workplace environment such as 6s, VSM, 6 Sigma, FMEA, DOE, Kaizen, TPS, A3s, SMED, KanBan, Poka yoke, and TPM. There is an integrated design and common purpose throughout the course to inform about actual practices as well as development of an understanding of relevant theories.

MGMT-6700 3 hours**Legal and Ethical Environment of Business**

This course examines individual and corporate character development, the legal and regulatory environment of business, and the ethical decision-making dilemmas faced by organizational leaders from a Christian context. Ethical models and decision-making approaches will be applied to contemporary business issues. Key legal terms and scenarios for organizational leaders will be addressed as well, including employment law, contracts and negotiations, and organizational structures.

MGMT-6710 Organizational Design and Behavior 3 hours

This course examines the influence of organizational design, change management and organizational behavior on business success. The course identifies the strengths, weaknesses, and situations for organizational structures such as networked, flat, and matrix. Organizational change, transformation, and leadership are also addressed.

MGMT-6720 Applied Leadership 3 hours

This course will prepare students to succeed as leaders in a variety of workplaces by providing principles of applied Christian leadership. Students will be challenged to build upon their current understanding of leadership by correlating principles, traits, and practices of effective practitioners in the public and private sectors and by integrating biblical models into an informed, personalized model of leadership.

MGMT-6730 Human Resource Management 3 hours

A survey of human resources management, from an executive viewpoint, including an understanding of the function, risk, management, and creating effective people strategies that support business objectives. Includes review of legislative, judicial, and regulatory decisions and the impact on business outcomes.

MGMT-6790 Organizational Management Strategy 3 hours

This is the capstone course that integrates previous business knowledge by focusing on the strategic challenges and decisions facing organizational leaders. This course uses case studies to experientially involve the student in analyzing complex information and then determining the best strategy for the company. The cases will emphasize different aspects of the strategic management process, including selection, implementation, and evaluation. *Prerequisite: completion of minimum of nine courses in the MBA program.*

Marketing (MRKT)

MRKT-6200 Strategic Marketing Planning 3 hours

This course examines how managers from across any business or nonprofit organization are impacted by, and have impact on, the marketing activities of the organization. Strategic planning for marketing will be highlighted throughout the course. Specifically, environmental analysis, market segmentation, and positioning analysis will be examined as the pathway to the ultimate development of strategies in the four key decision areas of marketing: product, pricing, distribution, and integrated marketing communications. The ethical and spiritual implications of various marketing practices will also be discussed.

MRKT-6250 Responding to the Marketplace 3 hours

This course examines what it means to be a "market driven" organization and how to position an organization to properly hear and respond to the market(s) it serves. Managers must lead in listening to the "voice of the market" in identifying needs and preferences of the market and in building strategies to respond in a relevant way. Strategies for developing an effective communication strategy are emphasized. *Prerequisites: MRKT-6200 Strategic Marketing Planning.*

N

Nursing (NSG)

NSG-5000 3 hours**Theoretical Foundations of Nursing Practice**

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. (Fee: \$50)

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. (Fee: \$50)

- NSG-5020** **Advanced Health/Physical Assessment and Diagnostic Reasoning** **3 hours**
 The focus of this course is on utilization of diagnostic reasoning in analyzing data from comprehensive health assessments of clients across the lifespan in order to determine appropriate and effective health care, including health promotion strategies. Risk reduction, health promotion and prevention, early detection of physical and common emotional illnesses, and clinical decision making are addressed. On-site laboratory practice of 50 hours is required for the Family Nurse Practitioner students. *Prerequisite:* NSG-5010 *Advanced Physiology and Pathophysiology and evidence of undergraduate instruction in health assessment.* (Fee: \$200)
- 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.* (Fee: \$50)
- 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: \$100)
- 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. (Fee:\$50)
- NSG-5060** **Spiritual Care in Advanced Nursing Practice** **2 hours**
 This course introduces students to principles of spiritual care. A biblical study of the human spirit is used to help students better understand the nonmaterial essence of man, and a biblical model of spiritual care is used to teach students how to meet the essential needs of the spirit. Spiritual formation and the application of spiritual disciplines are studied as foundational to the provision of spiritual care. *Prerequisites:* BEGS-5110 *Bible Survey, BEGS-5120 Foundations of Biblical Theology or undergraduate minor in Bible.* (Fee: \$50)
- 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. (Fee: \$50)
- 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. Co-requisites:* NSG-6015 *Advanced Practice in the Care of Older Adults for FNP.* (Fee: \$100)
- NSG-6015** **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. Co-requisite:* NSG- 6010 *Advanced Concepts in the Care of Older Adults.* (Fee: \$400)
- 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. Co-requisites:* NSG-6025 *Advanced Practice in the Care of Adults for FNP.* (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. Co-requisite:* NSG- 6020 *Advanced Concepts in the Care of Adults (or permission of instructor).* (Fee: \$400)

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*. *Co-requisite:* NSG-6035 *Advanced Practice in the Care of Women for FNP*. (Fee: \$100)

NSG-6035 1 hour**Advanced Practice for the Care of Women for FNP**

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*. *Co-requisite:* NSG-6030 *Advanced Concepts in the Care of Women* (or permission of instructor). (Fee: \$400)

NSG-6040 3 hours**Advanced Concepts in the Care of Children**

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*. *Co-requisites:* NSG-6045 *Advanced Practice in the Care of Children for FNP*. (Fee: \$100)

NSG-6045 1 hour**Advanced Practice in the Care of Children for FNP**

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*. *Co-requisite:* NSG-6040 *Advanced Concepts in the Care of Children* (or permission of instructor). (Fee: \$400)

NSG-6200 3 hours**Philosophy and Theology of Health, Healing, and Illness**

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. (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. (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. (Fee: \$50)

NSG-6230 3 hours**Population-Based Health Care Management**

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. (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-6210 *Global Health and Vulnerable Populations*; NSG-6230 *Population Based Health Care Management*. (Fee: \$100)

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-6240 Practicum I. (Fee: \$100)

NSG-6380 M.S.N. Capstone I**2 hours**

The focus of this course is to provide students a culminating capstone experience for the application and integration of expertise gained in the program. This capstone activity is supervised and guided by nursing faculty. Students are required to complete both NSG-6380 and NSG-6390 to satisfy the capstone requirement for the M.S.N. program. *Prerequisites:* NSG-5000 *Theoretical Foundations of Nursing Practice*; NSG-5050 *Research for Evidence-based Nursing Practice*.

NSG-6390 M.S.N. Capstone II**2 hours**

The focus of this course is to provide students a culminating capstone experience for the application and integration of expertise gained in the program. This capstone activity is supervised and guided by nursing faculty. In this course, students will bring the capstone experience developed in NSG-6380 to completion for the M.S.N. program. *Prerequisites:* NSG-6380 *MSN Capstone I*. (Fee: \$150)

P**Pharmacy (PHAR)****PHAR-5460 Advanced Physiology****3 hours**

This course will address the structure and function of major organ systems of the human body. Organ systems covered include muscular, nervous, endocrine/reproductive, cardiovascular, respiratory, digestive, and urinary systems. *Prerequisites:* satisfactory completion of lower division anatomy/physiology with lab

PHAR-6110 Introduction to Pharmacy Practice**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 of professionalism. *Prerequisites:* P1 in good standing in the School of Pharmacy; PPHR-1011 *Profession of Pharmacy—Introduction to Public Health*; PPHR-1012 *Profession of Pharmacy—History and Issues*; PPHR-2013 *Profession of Pharmacy—Careers*; PPHR-2014 *Profession of Pharmacy—Careers*.

PHAR-6111 Research Design and Methodology**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**3 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**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.

PHAR-6122 Pharmacy Practice Lab II**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**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 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 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-6130 Medicinal Biochemistry; PHAR-6131 Pharmaceutical Sciences I.*

PHAR-6133 Genetics and Pharmacogenomics 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 Pharmacokinetics and Biopharmaceutics 4 hours

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 I.*

PHAR-6150 Drug Information and Informatics 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**Community Introductory Pharmacy Practice Experience I**

Community Introductory Pharmacy Practice Experiences (IPPE-I) in the first year of the professional curriculum is designed to provide opportunities for students to practice technical pharmacy skills in community settings. Students in Community IPPE-I will meet with an assigned preceptor for five-hour periods through the semester, totaling 50 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**Community Introductory Pharmacy Practice Experience II**

Community Introductory Pharmacy Practice Experiences (IPPE-II) in the first year of the professional curriculum is designed to provide opportunities for students to practice technical pharmacy skills in community settings. Students in Community IPPE-II will meet with an assigned preceptor for five hour periods throughout the semester, totaling 50 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**

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 I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6211 Medication Therapy Management 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 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 I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6250 Applied Biomedical Sciences Module 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 I; PHAR-6132 Pharmaceutical Sciences II; PHAR-6134 Pharmacokinetics and Biopharmaceutics.*

PHAR-6251 Cardiology Module**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 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-6252 Renal and Gastrointestinal Module**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**5 hours****Women's Health and Pulmonology Module**

This course prepares the student to manage therapy of patients with conditions or diseases affecting the reproductive and pulmonary system. The course focuses on the application of principles through team-based learning. This is complemented with 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 psycho-social-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and non-traditional therapies, and nondrug 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**

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, 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-6255**5 hours****Endocrinology and Dermatology Module**

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**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.

PHAR-6273**1 hour****Institutional Introductory Pharmacy Practice Experience I**

Institutional Introductory Pharmacy Practice Experiences (Institutional IPPE-I) in the second year of the professional curriculum is designed to provide opportunities for students to practice technical pharmacy skills in institutional settings and learn about pharmacy management as well as clinical and distributive functions. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics, and critical thinking. Students in Institutional IPPE-I will meet with an assigned preceptor for at least a four-hour period each week for 14 weeks throughout the semester, totaling an estimate of 56 contact hours. *Prerequisite:* P2 in good standing.

PHAR-6274 1 hour**Institutional Introductory Pharmacy Practice Experience II**

Institutional Introductory Pharmacy Practice Experiences (Institutional IPPE-II) in the second year of the professional curriculum is designed to provide opportunities for students to practice technical pharmacy skills in institutional settings and learn about pharmacy management as well as clinical and distributive functions. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, managing resources, wellness, health promotion, technology, informatics, and critical thinking. Students in Institutional IPPE-II will meet with an assigned preceptor for a four hour period each week for 14 weeks throughout the semester, totaling 56 contact hours.

Prerequisite: P2 in good standing.

PHAR-6280 Health Behaviors and Beliefs 2 hours

This course provides a reinforcement of concepts addressed in PHAR-6110, 6112, 6121 regarding patient health behaviors and cultural health beliefs. In the first half of the semester, students will examine the theories explaining health behaviors and complete in-class activities utilizing the theories to influence health behavior change. In the second half of the semester, students will examine health beliefs in cultures around the world and the implications of these beliefs with regard to modern medicine and pharmacy. The students will apply this knowledge and devise patient care plans that integrate health beliefs. *Prerequisites: P1 in good standing in the School of Pharmacy.*

PHAR-6281 2 hours**Chemical Dependency and the Pharmacist**

This course will provide discussion and exploration on the disease of chemical dependency and the profession of pharmacy. Students will be provided information in such areas as the concepts of addiction, risk factors, signs and symptoms of impairment, emotional states during and after the active disease states, withdrawal symptoms as a detriment to recovery, treatment programs, pharmacy board actions, recovery networks and retuning to practice. *Prerequisites: P1 in good standing in the School of Pharmacy.*

PHAR-6282 2 hours**Biologics and Monoclonal Antibody Therapies**

This course provides a reinforcement of concepts addressed in PHAR-6131 and 6133 regarding the increased numbers of biologic/antibody therapies in clinical trials and those nearing FDA approval. In the first half of the semester, students will explore the details and insights of antibody molecules and how they are made and “humanized” and delivered as therapies. In the second half of the semester, students will master the therapeutic antibody categories and preferred agents for various disease indications. The students will visit an upstart antibody company in Columbus, Ohio and see firsthand the scale of the manufacturing side of biologics and antibodies. *Prerequisite: P1 in good standing in the School of Pharmacy.*

PHAR-6283 2 hours**Book Club: Empathy and Chronic Disease**

This professional elective course is designed to provide the pharmacy student with an introduction to various disease states while addressing attitudes and concerns of patients. The purpose of the course is to develop the concepts of compassion and empathy for those with a chronic illness and those caring for these individuals. *Prerequisites: successful completion of first semester P2 curriculum. (Spring even years)*

PHAR-6284 2 hours**Advanced Assessment and Therapeutics**

This course prepares the student for a problem-based focus on patient care with conditions or diseases affecting multiple organ systems. The emphasis is on physical exam skills, understanding diagnostic labs, and on other components of the decision-making process in correct therapeutics. The course examines the therapeutic options and the use of non-pharmacological interventions. The approach considers the total trajectory of an illness, from its onset to the conclusion, allowing the student to see the role of the pharmacist in the “big picture” of the medical system. Over the counter, prescription, herbal and nontraditional therapies, and non-drug therapies are included. Advanced diagnostic testing by X-ray, CT, MRI, and sonography is used as well. *Prerequisite: P2 in good standing.*

PHAR-6285 2 hours**Advanced Pharmacy Compounding**

This professional elective course will provide students with a more in-depth understanding of contemporary pharmacy compounding — its techniques, regulations, and its future. The course is designed to build upon the student’s basic compounding knowledge and focus on product creation and formulation development, and will feature dosage forms and compounding equipment students may not have been exposed to previously. An emphasis will be placed on quality assurance and compliance with regulatory standards. The course will consist of a one-hour didactic session and a two-hour lab session each week; the didactic session will prepare students for that week’s lab session. Students will learn through a variety of methods, including online activities, expert guest-lecturers, and compounding-pharmacy field trips. Due to space limitations within the pharmacy practice lab, student capacity in this elective will be limited to 16 students. *Prerequisites: PHAR-6121 Pharmacy Practice lab I and PHAR-6122 Pharmacy Practice Lab II.*

PHAR-6286 Public Health in the Movies 2 hours

This course examines fundamental public health issues through viewing and discussing a variety of media types. Students may be required to view some movies outside of class. The course includes a discussion of the role of movies in public health, the impact it has on public perception of health issues and providers as well as a guide to critiquing public health concepts in movies. Movies will include documentaries, short films, and feature films over a variety of topics. *Prerequisite: P2 in good standing.*

PHAR-6287 Medical Quackery 2 hours

This course will examine both historical and current examples of quackery, focusing on the rhetoric used to promote pseudomedicine. The course will explore the history of quackery, the rhetoric used to promote it, how to search the literature for evidence for and against potential quackery, and how to communicate with both healthcare professionals and patients regarding potential quackery. *Prerequisites: P2 in good standing or by permission of the instructor.*

PHAR-6288 Telehealth in Vulnerable Populations 2 hours

This course will provide students with thorough understanding and views of Telehealth as a component of the health care system in developed and underdeveloped (developing) countries. The course is designed to enhance students’ knowledge in the new area of informatics in our health care system. Emphasis will be placed on how best to effectively integrate such programs in developing countries and underserved areas for patient care. The course will consist of didactic sessions, debate presentations of viewpoints, book review, and reflections. A variety of pedagogical methods and activities will be invited as guest lecturers. Field trips may be incorporated. *Prerequisites: P2 in good standing. (Fall odd years)*

PHAR-6900 Independent Study 2 hours

Research or scholarship designed to give the qualified student the opportunity to complete an original investigation or pursue an area of interest not covered in the existing required or elective Pharm.D. curriculum. The independent study topic and project outline must have prior approval by the assigned faculty member.

PHAR-7310 Biomedical Informatics 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 *Community Introductory Pharmacy Practice Experience I*; PHAR-6172 *Community Introductory Pharmacy Practice Experience II*; PHAR-6250 *Applied Biomedical Module*; PHAR-6260 *Patient Care and Safety*; PHAR-6273 *Institutional Introductory Pharmacy Practice Experience I*.

PHAR-7311 2 hours**Community Pharmacy Management Seminar**

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 *Community Introductory Pharmacy Practice Experience I*; PHAR-6172 *Community Introductory Pharmacy Practice Experience II*; PHAR-6260 *Patient Care and Safety*; PHAR-6273 *Institutional Introductory Pharmacy Practice Experience I*; PHAR-6274 *Introductory Pharmacy Practice Experience IV*; PHAR-7353 *Leadership and Business Module*.

PHAR-7312 Topics in International Pharmacy 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 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-pharmacologic 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 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 2 hours

This course uses an in-depth discussion of recent research on controversial or cutting-edge topics in perinatal pharmacology. The course discussions will equip the students with critical thinking skills necessary to articulate the pharmacological basis for treating the pregnant women and their babies during prenatal, neonatal, and postnatal stages of development by applying the basic concepts in developmental biology and neonatology. *Prerequisite:* completion of the P1 and P2 year of the School of Pharmacy or by approval of the instructor.

PHAR-7342 Law and Legal Affairs 3 hours

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 *Community Introductory Pharmacy Practice Experience I*; PHAR-6172 *Community Introductory Pharmacy Practice Experience II*; PHAR-6273 *Institutional Introductory Pharmacy Practice Experience I*; PHAR-6274 *Introductory Pharmacy Practice Experience IV*.

PHAR-7346 Bioethics 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**2 hours**

This research seminar course will discuss topics of current interest in foundational sciences, professional practice, and social and administrative sciences. The course content will consist of paper discussions, invited lectures, student presentations and short written assignments. Student presentations will be based on original research conducted during the first two years of the professional pharmacy program under the guidance of a faculty advisor. *Prerequisites: completion of P1 and P2 year of the School of Pharmacy or by approval of the instructor.*

PHAR-7351 Neurology and Psychiatry Module**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 team-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**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 Community Introductory Pharmacy Practice Experience I; PHAR-6172 Community Introductory Pharmacy Practice Experience II; PHAR-6273 Institutional Introductory Pharmacy Practice Experience I; PHAR-6274 Institutional Introductory Pharmacy Practice Experience II.*

PHAR-7354 Special Populations Module**2 hours**

This course prepares the student to manage therapy of patients with special medication needs (e.g., geriatrics, pediatrics). The course focuses on the application of principles through team-based learning. This is complemented with 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 psycho-social-behavioral issues involved in patient care. Over-the-counter, prescription, herbal and non-traditional 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**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 Service Learning Introductory Pharmacy Practice Experience I.*

PHAR-7360 Pharmacognosy and Herbal Medicines**2 hours**

This course will examine commonly used nutraceutical supplements and botanical preparations. Currently approved drugs that were discovered from natural sources as well as drugs that are based on naturally occurring compounds will be explored. The course will explore the safety, standardization, and effectiveness of these medicinal products and the potential for drug-drug interactions associated with these agents. *Prerequisite: good standing in P1 and P2 years of the School of Pharmacy or by approval of the instructor.*

PHAR-7375 1 hour
Service Learning Introductory Pharmacy Practice Experience I

Service Learning Introductory Pharmacy Practice Experiences (Service Learning IPPE) in the third year of the professional curriculum is designed to provide opportunities for students to improve assessment and communication skills, begin appropriate method of disease management, learn how to function effectively in an environment that is less than ideal, and to further establish a foundation of serving the underserved. Students will demonstrate core practice skills; calculations, ethics, medication therapy management, managing resources, wellness, health promotion, technology, informatics, and critical thinking. Students in Service Learning IPPE-I will meet with an assigned preceptor or overseeing manager during each individual experience. Students will complete 100 IPPE contact hours by selecting from a variety of service learning opportunities (i.e. free clinics, health screenings, immunization clinics, disease state presentations, medication therapy management). *Prerequisites: entrance into the P1 portion of the professional curriculum.*

PHAR-7376 1 hour
Service Learning Introductory Pharmacy Practice Experience II

Service Learning Introductory Pharmacy Practice Experiences (IPPE) in the third year of the professional curriculum is designed to provide opportunities for students to improve assessment and communication skills, begin appropriate method of disease management, learn how to function effectively in an environment that is less than ideal, and to further establish a foundation of serving the underserved. Students will demonstrate core practice skills; calculations, ethics, medication therapy management, managing resources, wellness, health promotion, technology, informatics, and critical thinking. Students in Service Learning IPPE-II will meet with an assigned preceptor or overseeing manager during each individual experience. Students will complete 100 IPPE contact hours by selecting from a variety of service learning opportunities (i.e. free clinics, health screenings, immunization clinics, disease state presentations, medication therapy management). *Prerequisites: entrance into the P1 portion of the professional curriculum.*

PHAR-7380 Clinical Toxicology 2 hours

This course will cover the basic principles of toxicology, focusing of toxic responses of select organ systems and patient populations. The course will also address some of the major classes of non-pharmacological toxicants, including pesticides and metals. In addition, the course will provide background on the role of the poison control center and the role of regulatory toxicology for human health. *Prerequisites: good standing in P2 year, PHAR-6130 Medicinal Biochemistry, PHAR-6132 Pharmaceutical Sciences II, and PHAR-6150 Drug Information and Informatics.*

PHAR-7385 Holistic Diabetes Management 2 hours

This course is designed to provide learners with enhanced education on diabetes topics. Emphasis is placed on current approaches to the medical management of patients with diabetes as well as the role of interdisciplinary approaches to diabetes education and coaching/case management. *Prerequisites: good standing in P1 and P2 years of the school of Pharmacy or by approval of the instructor. (Fee: \$30)*

PHAR-7481 4 hours
Advanced Pharmacy Practice Experience I

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care. *Prerequisites: P4 year in good standing.*

PHAR-7482 4 hours
Advanced Pharmacy Practice Experience II

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care. *Prerequisites: P4 year in good standing.*

PHAR-7483 4 hours
Advanced Pharmacy Practice Experience III

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care. *Prerequisites: P4 year in good standing.*

PHAR-7484 4 hours
Advanced Pharmacy Practice Experience IV

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care. *Prerequisites: P4 year in good standing.*

PHAR-7485 4 hours**Advanced Pharmacy Practice Experience V**

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care.

Prerequisites: P4 year in good standing.

PHAR-7486 4 hours**Advanced Pharmacy Practice Experience VI**

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care.

Prerequisites: P4 year in good standing.

PHAR-7487 4 hours**Advanced Pharmacy Practice Experience VII**

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care.

Prerequisites: P4 year in good standing.

PHAR-7488 4 hours**Advanced Pharmacy Practice Experience VIII**

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care.

Prerequisites: P4 year in good standing.

PHAR-7489 4 hours**Advanced Pharmacy Practice Experience IX**

The Advanced Pharmacy Practice Experiences consist of nine one-month rotations beginning in May following completion of the third professional year and concluding in April of the fourth professional year. Courses are designed to emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient care services in ambulatory and inpatient/health-system settings. Individual courses will focus on direct patient care, interprofessional interaction and practice, and/or medication dispensing, distribution, administration, and systems management. During these courses, students spend one month (approximately 160 hours) in a variety of practice settings. Students are exposed to the role and responsibilities of the pharmacist in each practice and the importance of the pharmacist in patient care.

Prerequisites: P4 year in good standing



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Board of Trustees

Cedarville University is governed by an autonomous, self-perpetuating board of trustees. Board members are selected for three-year terms. One-third of the board members are eligible for re-election each year. The executive committee of the board consists of the chair, vice chair, secretary, treasurer, chairs of the standing committees, and the president of the University. The board meets in January, May, and October.

Officers

William Bernhard (2016), Chair
Lorne Scharnberg (2018), Vice Chair
David Gower (2016), Secretary
David Dykema (2018), Treasurer

Term of Office Ending June 2016

William Bernhard, Menomonee Falls, Wisconsin
David Carr, Alexandria, Virginia
David Gower, Elgin, Illinois
Warren Jenkins, Purcellville, Virginia
David Jeremiah, El Cajon, California
Deforia Lane, Cleveland Heights, Ohio
David Lodwick, Portsmouth, Ohio
Michael Loftis, Fayetteville, Georgia
Don Lough, Schroon Lake, New York
Dominic McKinley, Greensboro, North Carolina
Eric Mounts, South Charleston, West Virginia
Paige Patterson, Fort Worth, Texas
Mark Vroegop, Indianapolis, Indiana

Term of Office Ending June 2017

Corey Abney, Union, Kentucky
John Blodgett, Elkhart, Indiana
David Graham, Erlanger, Kentucky
Randy Patten, Noblesville, Indiana
David Warren, Cedarville, Ohio
Hayes Wicker, Naples, Florida

Term of Office Ending June 2018

Daniel Akin, Wake Forest, North Carolina
Timothy Armstrong, Akron, Ohio
David Dykema, Rochester Hills, Michigan
Evan English, Tipp City, Ohio
Daniel Petek, Medina, Ohio
Lorne Scharnberg, Des Moines, Iowa
Jeffery Willetts, Bellefontaine, Ohio
Robert Wynalda, Comstock Park, Michigan

Emeriti

William Bolthouse, Avila Beach, California
Francis Bresson, Menomonee Falls, Wisconsin
Gilbert Brueckner, Menomonee Falls, Wisconsin
James Carraher, Laurel, MD
Jim DeVries, Ada, Michigan
Joseph Godwin, Gallipolis, Ohio
Roy Guenin, Winona Lake, IN
E. L. Hawkins, Northfield, Ohio
Ruth Kempton, Lititz, Pennsylvania
Irwin Olson, Mesa, Arizona
Bill Smith, Allegan, Michigan
Al Stevens, Moorestown, New Jersey
Robert Sumner, Lynchburg, Virginia

Administration

Cabinet

Thomas White, *President*; B.A., Anderson University, 1997; M.Div., Southeastern Baptist Theological Seminary, 2001; Ph.D., Southeastern Baptist Theological Seminary, 2005. At Cedarville since 2013.

Alan Geist, *Athletic Director*. B.A., Cedarville University, 1983; M.S.S., United States Sports Academy, 1989; Ph.D., The Ohio State University, 2001. At Cedarville since 2005.

Loren Reno, *Interim Vice President for Academics and Chief Academic Officer*. B.A., Cedarville University, 1970; M.S., University of Southern California. At Cedarville since 2012.

Christopher Sohn, *Vice President for Business and Chief Financial Officer*. B.A., Purdue University, 1989; M.B.A., Indiana University, 1996. At Cedarville since 2012.

Janice Supplee, *Vice President for Enrollment Management and Marketing*. B.A., Cedarville University, 1986; M.B.A., Wright State University, 2001; Ph.D., University of Nebraska, 2014. At Cedarville since 1995.

Jonathan Wood, *Vice President for Student Life and Christian Ministries*. B.A., University of Oklahoma, 2003; M.Div., Southwestern Baptist Theological Seminary, 2007; Ph.D., Southwestern Baptist Theological Seminary, 2015. At Cedarville since 2013.

Chancellor

Paul Dixon, *Chancellor*. B.A., Tennessee Temple University, 1961; M.Div., Temple Baptist Theological Seminary, 1964; D.D., Tennessee Temple University, 1978; LL.D., Liberty University, 1984; Ed.D., The University of Cincinnati, 1986. At Cedarville since 1978.

Other Faculty

Mark McClain, *Dean of Graduate and Extended Learning Programs; Professor of Chemistry*. 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.

Pamela Diehl Johnson, *Dean of Undergraduate Studies; Senior Professor of Kinesiology*. B.S., University of Dayton, 1970; M.A., The Ohio State University, 1971; Ph.D., The Ohio State University, 1974. At Cedarville since 1974.

David Rotman, *Chief Information Officer; Associate Professor of Information Technology Management*. B.S., Taylor University, 1968; M.A.T., Indiana University, 1972; C.D.P., Institute for Certification of Computer Professionals, 1980; Ph.D., Nova University, 1994. At Cedarville since 1984.

Library

Lynn Brock, *Dean of Library Services; Professor of Library Science*. B.A., Cedarville University, 1968; M.L.S., Indiana University, 1969. At Cedarville since 1969.

Kristi Coe, *Health Sciences Librarian; Assistant Professor of Library Science*. B.S.N., Cedarville University, 1995; M.S., The Ohio State University, 2011. At Cedarville since 2011.

Julie Deardorff, *Director of Library Collection Services; Associate Professor of Library Science*. B.A., Gettysburg College, 1990; M.L.I.S., The University of Rhode Island, 1993. At Cedarville since 1996.

Joseph Fox, *Instructional Services Librarian; Assistant Professor of Library Science*. B.A., Western Connecticut State University, 1992; M.L.I.S., San Jose State University, 2010. At Cedarville since 2011.

Lynne Funtik, *Information Services 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 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.

Sharon Kerestes, *Curriculum Materials Center Librarian; Assistant Professor of Library Science*. B.A., University of Pittsburgh, 1991; M.Ed., Wright State University, 2004. At Cedarville since 2012.

Gregory Martin, *Digital Commons Director; Associate Professor of Library Science*. B.M., Wright State University, 1972; M.M., Wright State University, 1979; M.L.I.S., Kent State University, 2005. At Cedarville since 2002.

Joshua Michael, *Director of Library Public Services; Assistant Professor of Library Science*. B.A., Cedarville University, 1999; M.Div., Northwest Baptist Seminary, 2004; M.L.I.S., University of Pittsburgh, 2007. At Cedarville since 2013.

Administrative Staff

University Registrar

Fran Campbell, *University Registrar*. B.A., Cedarville University, 1972; At Cedarville since 1981.

Student Life and Christian Ministries

Mindy May, *Director of Student Development*. B.A., East Texas Baptist University, 2004; MAMFC, Southwestern Baptist Theological Seminary, 2008; MACE, Southwestern Baptist Theological Seminary, 2008; Ph.D. (candidate), Southwestern Baptist Theological Seminary. At Cedarville since 2014.

Brad Smith, *Associate Dean of Students*. B.S., Liberty University, 1984; M.A., Liberty University, 1990. At Cedarville since 2000.

Correspondence

A complete listing of departments along with contact information can be obtained online at cedarville.edu/departments.

Cedarville University
251 N. Main St.
Cedarville, OH 45314
admissions@cedarville.edu
1-800-CEDARVILLE (233-2784)

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 that God has revealed Himself truthfully to humans through the inspired texts of the Scriptures. These canonical texts, Old and New Testaments, are inerrant, infallible, and reliable in detail and in the theological content. The Bible, as the sufficient Word of God, has authority over the church and the Christian's life and thought. As divinely inspired texts, the meaning of the biblical authors is to be discerned through careful, textual interpretation guided by the Spirit. 1 Corinthians 2:10-14; 2 Timothy 3:16,17; 2 Peter 1:19-21.

We believe in one God-eternal, all-powerful, all-knowing, and always present, existing as three Persons- Father, Son, and Spirit, one in nature, attributes, power, and glory. God will be glorified by all creation and is worthy of worship from all humans. Genesis 1:1,26; Psalm 104, 148; Proverbs 30:4; Matthew 28:19; Mark 12:29; John 1:1-4, 14, 18; Acts 5:3,4; 2 Corinthians 13:14; 1 Timothy 2:3-4.

We believe that the Son, eternally begotten by the Father, through the Spirit was also born of the virgin, Mary. Therefore, Jesus, the Son, is both fully God and fully human. As the Word made flesh, the Son is the perfect mediator between God and humanity. Proverbs 8:22-31; Isaiah 7:14; Matthew 1:18-25; Luke 1:26-35; John 1:14-18, 5:16-29; Philippians 2:6-11; 1 Timothy 2:5-6; Hebrews 1:1-14.

We believe that the Scriptures provide a literal and historical account of God's creation of all things. The climax of the six days of creation was the special, immediate and personal creation of human life. The first humans, Adam and Eve, were directly created, not evolved from previous life forms. God created humans, male and female, in His image. Human life, sexual identity and roles are aspects of God's creative design. From creation, marriage is a covenant between a man and a woman that should be marked by sexual purity, by sacrificial male leadership, and by recognizing the divine blessing of children, including preborn children. Adam and Eve, though created in perfection, sinned, warranting physical death, spiritual death, and eternal separation from God. Consequently, all human beings are born with a sinful nature, and are sinners in thought, word, and deed. Genesis 1:1-27; 2:7-25; 3:1-24; Psalm 127:3-5; Romans 1:18-32; 3:10-19; 5:12-19; Ephesians 5:22-33; Colossians 3:18-19

We believe that the Lord Jesus Christ died for our sins according to the Scriptures as the representative and substitutionary sacrifice and rose again for our justification. Only those who repent and 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. Genuine believers, the elect, are the adopted children of God and are eternally secure through the work of God. John 1:12,13; 3:3-16; 5:24; 10:28,29; Acts 13:39; 16:31; Romans 3:21-28; Ephesians 1:3-14; 2:8-10; Philippians 1:6; Titus 3:3-8; 1 Peter 1:23; 2 Peter 1:4-11.

We believe that the Holy Spirit is a divine Person, equal in nature with God the Father and God the Son. The Spirit had an active role in creation and in the inspiration of the Scriptures. He convicts sinners, guides humans into truth and regenerates believers to new life, baptizes them in Christ and serves as their assurance to eternal life. Believers mature in their faith through the work of the Spirit, who produces His fruit in them. The gifts of

the Spirit are for ministry to the body of Christ and the "sign gifts" are not intended to be a pattern for today. Psalm 139:7-12; John 14:16,17; 16:13,14; Romans 8:9; 1 Corinthians 6:19; 12:8-10, 28-30; 14:1-40; Galatians 5:22-23; Hebrews 2:3-4.

We believe that the local church is a gathered congregation of believers, associated by covenant, practicing self-governance, and observing the ordinances of believer's baptism by immersion and the Lord's Supper. The church is to be committed to the authority of the Word of God in matters of doctrine and practice. God calls certain men to be pastors, providing spiritual leadership for the church. Deacons, likewise, minister to the church body through specific acts of service. We believe that the universal church consists of all who have saving faith in Christ. As the body of Christ, the church is to fulfill His mission of making disciples throughout the world. Matthew 18:15-17; 28:18-20; 1 Corinthians 1:2; 12:12-28; 7:17; 11:16; Ephesians 1:22-23; 2:14,15; 4:11-16; 5:23-32; 1 Timothy 2:12; 3:1-15.

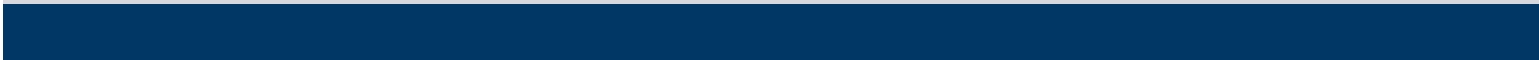
We believe that every believer should walk by the Spirit and engage in practices that stimulate spiritual maturity. Christians grow as they worship and serve the Lord, study the Scriptures, pray, and live in fellowship with other believers. Christians are also to flee evil influences and practices, which hinder a Spirit-filled life. Due to the commission of Christ and the urgency of the gospel, all believers are to engage in gospel conversations, to live God-honoring lives, and to work continuously to spread the gospel to their neighbors and the nations. Matthew 5:16; 28:19-20; Mark 16:15; John 17:18; 20:21; Acts 1:8; Romans 6:1-14; 12:1; 2 Corinthians 5:20; 6:14-7:1; Galatians 5:16-25; Colossians 3:1-17; James 4:4; 1 John 2:15-17.

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 rapture of the church before the tribulation. He will return bodily and visibly to the earth at the end of the tribulation to establish His millennial kingdom, and to reign as the supreme Lord over all nations. Luke 24:36-43; John 14:1-6; 20:24-29; Acts 1:9-11; 1 Corinthians 15:12-58; 1 Thessalonians 4:13-18; 5:1-11; Revelation 1:4-7; 19:11-16; 20:6.

We believe in the bodily resurrection and judgment of all the dead. Those people who are in Christ will be saved to a life of eternal glory with God. Unbelievers will suffer judgment and eternal punishment in the lake of fire. Matthew 10:28; 18:8,9; 25:41,46; Mark 9:43-49; John 5:28,29; 2 Thessalonians 1:6-9; Revelation 20:6,11-15; 21:1-8.

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