### COURSE DESCRIPTIONS

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**Biblical Education - General Studies (BEGS)**

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

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

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

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

**Education Curriculum Studies (ECS)**

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

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

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

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

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

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**

**Applied Research Project in Curriculum, Instructional, and Personnel Development**

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

**ECS-7950**

**Research Thesis in Curriculum, Instructional, and Personnel Development**

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

**Education Administration (EDA)**

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

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

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

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

**EDA-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**

**The Principalship: Adolescence to Young Adult**

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

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

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

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

This course will help administrators determine educational needs of their constituency, and give some insights for curricular design and instruction improvement, and development of staff and program evaluation. This program will assist the administration in managing every area of the curricular process in their setting including determining teaching strategies and priorities which promotes the success 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)
EDU-6000 Learning Theory 2 hours
This course studies the development of current theories in cognitive psychology: examination of human memory structure, encoding, storage, and retrieval processes as well as how beliefs about one's self, intelligence, and the nature of knowledge affect knowledge acquisition and the development of critical thinking, problem solving, and reflective thinking. The course will focus on an examination of current theories regarding constructivism, associationism, cognitive motivation, and meta-cognition.

EDU-6050 Applied Learning Theory 2 hours
This course offers an application of current theories of cognitive processing (e.g., encoding, storage, and retrieval), meta-cognition, and cognitive and affective factors of motivation to classroom instruction and assessment. Emphasis placed on the development of instructional lessons and units that utilize current theories of learning to enhance the development of meaningful learning, critical thinking, and intrinsic motivation in students.

EDU-6100 History and Philosophy of Education 2 hours
This course addresses the relationship between philosophy of education and how various philosophies have historically affected the practice of schooling in the United States. It will examine how different philosophical schools answer questions related to the nature and purpose of schooling, and how these philosophies have been incorporated and modified to deal with social and cultural changes in United States history.

EDU-6150 Diversity and Social Issues in Education 2 hours
A study of the social, cultural, and political issues that affect decision-making and student achievement in schools, this course will examine the role of school in the enculturation or "Americanization" of students; the effects of student background and culture on achievement; and the different socio-cultural groups with a political stake in the curriculum and how these groups work to further their interests.

EDU-6200 Models of Teaching 2 hours
This course provides an overview of several models of teaching. After studying the theory behind a given model, students will participate in classroom demonstrations and then practice the model in micro-teaching or classroom situations.

EDU-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
This 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.

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

EDU-7950 Research Thesis in Educational Administration 2 hours
Students develop an organized scientific contribution or comprehensive analysis of a theory and/or practice in a specific area of education. Thesis topic must be approved by the graduate advisor or thesis committee. Credit may be earned over a period of several semesters.
EDU-7965 Continuing Research 0-1 hours
This course provides continuous registration for both Research Thesis and/or Research Project. Students will be permitted to register for this course for zero credits in the two terms following the thesis or project course. Subsequent registrations for this course will be as a 1 credit hour graduate course. Prerequisites: ECS-7900 Applied Research Project in Curriculum, Instructional, and Personnel Development or ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development; EDA-7900 Applied Research Project in Educational Administration or EDA-7950 Research Thesis in Educational Administration; EDA-7900 Applied Research Project in Education or EDU-7950 Research Thesis in Educational Administration.

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

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

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

NSG-6010 Advanced Concepts in the Care of Older Adults 3 hours
The focus of this course is to prepare the advanced practice students with the theoretical, scientific, and technical foundations required in care for mature adults and aging family members. Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care.

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 department of nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted clinical experience with qualified preceptors. Prerequisite: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG-6010 Advanced Concepts in the Care of Older Adults. (Fee: $100)
NSG-6020 Advanced Concepts in the Care of Adults 3 hours

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

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 in adults in a clinical practice setting. The students work under the supervision of qualified preceptors and department of nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted experience with qualified preceptors. Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, and NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG-5030 Advanced Concepts in the Care of Adults (or permission of instructor). (Fee: $100)

NSG-6030 Advanced Concepts in the Care of Women 3 hours

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

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

In this course, the students are afforded the opportunity to master knowledge of health care problems in women, and to develop the advanced clinical and decision-making skills required. The students apply knowledge and skills of health promotion, disease prevention, assessment, diagnosis, and management of common primary health problems of women in a clinical practice setting. The students work under the supervision of qualified preceptors and department of nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. The practicum includes a 150-hour precepted experience with qualified preceptors. Prerequisites: NSG-5010 Advanced Physiology and Pathophysiology, NSG-5020 Advanced Health/physical Assessment and Diagnostic Reasoning, and NSG-5030 Advanced Pharmacology, NSG-5040 Professional Role Development for Advanced Practice or NSG-5045 Professional Role Development for the Nurse Educator, and NSG-5060 Bioethics and Spiritual Care. Co-requisite: NSG-5030 Advanced Concepts in the Care of Women (or permission of instructor). (Fee: $100)
NSG-6100 Foundations of Nursing Education 3 hours
This course is designed to provide an overview of the various activities inherent in the role of the nurse educator within academic and practice settings. There is a focus on concepts and theories basic to curriculum development, philosophies of education, learning theories, and research in nursing education. Standards and regulations influencing nursing education programs and curriculum development are also analyzed. Prerequisite: NSG-5045 Professional Role Development for the Nurse Educator.

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

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

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

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

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

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

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

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

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 or permission of instructor), NSG-6220 Epidemiology. (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-6210 Philosophy and Theology of Health, Healing, and Illness; NSG-6210 Global Health and Vulnerable Populations; NSG-6220 Epidemiology. Co-requisite: NSG-6230 Population-Based Health Care Management (or permission of instructor). (Fee: $100)

NSG-6300 Master’s Project I 2 hours
The students will develop an evidence-based practice project with an identified area of interest: practice or education. In Master’s Project I, the students will identify a topic of current concern within the specialty, review and synthesize the relevant literature, examine and address a specific issue. The scholarly activity is supervised and guided by a faculty advisor and committee. Prerequisites: NSG-5000 Theoretical Foundations of Nursing Practice and NSG-5050 Research for Evidence-based Nursing Practice.
NSG-6350 Master's Project II 2 hours

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

NSG-6400 Master's Thesis I 2 hours

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

NSG-6450 Master's Thesis II 2 hours

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