

Fall 2009

2009-2010 Graduate Academic Catalog

Cedarville University

Follow this and additional works at: https://digitalcommons.cedarville.edu/graduate_academic_catalogs



Part of the [Higher Education Commons](#)

Recommended Citation

Cedarville University, "2009-2010 Graduate Academic Catalog" (2009). *Graduate Academic Catalogs*. 4. https://digitalcommons.cedarville.edu/graduate_academic_catalogs/4

This Book is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Graduate Academic Catalogs by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact digitalcommons@cedarville.edu.



2009–10 Graduate Academic Catalog

A Baptist University of Arts, Sciences, and Professional Programs
Established in 1887

Contents

Introduction.....	2	Financial Information	9
Profile.....	2	University Financial Operating Policy	9
History	2	Financial Registration Policy.....	9
Mission	2	Making Payment.....	9
Accreditation.....	2	Notification of the University Bill	9
Distinctives	3	Payment Penalties.....	9
Campus Setting.....	3	Interest Rates	9
The Cedarville Graduate Experience	3	Financial Aid	10
Community Covenant	3	Veterans Training Benefits and Dependents Educational Assistance	10
Standards of Conduct.....	3	Refund and Withdrawal.....	10
Admissions	4	Federal Refund.....	11
General Information.....	4	Federal Refund Policy for Stafford Loans	11
Standards	4	Academic Programs	12
How to Apply.....	4	Master of Education.....	12
Conditional Acceptance	5	Licensure and Certification	13
Academic Information	5	Admissions Standards.....	13
Registration Process.....	5	Admissions Process	13
Drop/Add Policy	5	Background Checks for Clinical Experiences	13
Continuation As an Active Student.....	6	Tuition Cost.....	13
Withdrawal Policy.....	6	Financial Aid and Scholarships.....	13
Grading System.....	6	Accreditation	13
Grade Points and Point Averages	7	Academic Course Load	13
Probation and Suspension Policies	7	Transfer Credits	13
Attendance.....	7	Graduation Requirements.....	13
Controlling Catalog	8	Program Delivery	13
Course Load	8	Housing for M.Ed. Students.....	13
Repeating Courses	8	Campus Services.....	14
Independent Study	8	Summer Housing Information.....	14
Transfer Credits	8	Library	14
Transient Study.....	8	Computer Services	14
Graduation Requirements and Procedure	8	Computer Help	14
Second Graduate Degree.....	8	E-mail	14
Student Responsibility.....	8	Recreation Center.....	14
Academic Misconduct.....	9	Food Services.....	14
Academic Advising	9	Campus Safety	15
		Course Descriptions	15

Information in this document is intended to accurately represent the philosophy and process of graduate education at Cedarville University. However, the University reserves the right to change, without notice, statements in this catalog concerning policies, fees, curricula, course offerings, and other matters.

Introduction

Profile

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

History

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

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

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

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

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

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

In April of 2000, the board of trustees voted to change the designation of the institution from college to university effective September 1, 2000. Under the leadership of the current University president, Dr. William Brown, the future looks bright for Cedarville University as it seeks God's continued blessing.

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.

To achieve this purpose, the University seeks to accomplish the following objectives:

1. To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of scriptural truth.
2. To encourage growth in Christian character in each student and to help the student accept responsibility in faithful Christian service.
3. To increase the student's awareness of the world of ideas and events which are influencing our contemporary culture and to prepare the student to knowledgeably participate in our society.
4. To enable the student to develop sound critical and analytical reasoning.
5. To provide sufficient opportunities for students to practice the skills of communication.
6. To offer opportunities for academic specialization and preparation for graduate study and to assist the student in selecting and preparing for a vocation.
7. To foster the student's appreciation of and participation in wholesome avocational and cultural activities.

Accreditation

Cedarville University is a four-year and graduate degree-granting institution chartered by the state of Ohio and certified by the Ohio Board of Regents.

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

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

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

Information concerning accrediting agencies and respective accreditation requirements is available in the office of the academic vice president.



Distinctives

The primary intention of all graduate and professional 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 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 graduate courses.
- **Practical intervention:** Graduate and professional 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 problem-solving approaches to real issues in all graduate courses.
- **Personal interaction:** Graduate and professional 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 cooperation in all graduate courses.
- **Technological innovation:** Graduate and professional 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 computer technology in course assignments and educational teaching environments.

Campus Setting

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

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

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

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

The Cedarville Graduate Experience

Community Covenant

The Cedarville University community, as brothers and sisters in Christ, covenants together to uphold the following core values as an important part of the mutual support and accountability that we extend to one another.

We do not view these core values as matters of mere convenience or personal preference. We believe they are essential marks of lives transformed by God's grace. As a community of born-again believers, we commit ourselves to the pursuit of these marks of spiritual growth and maturity so that God may be glorified on our campus.

- We covenant together to express our love for God through our obedience to the authority of His Word, our practice of spiritual disciplines, and regular expressions of worship and Christian service.
- We covenant together to express our love for others through acts of kindness, wholesome and uplifting speech, redemptive expressions of confrontation and forgiveness, merciful acts to those in need, and loving proclamation of the Gospel.
- We covenant together to be people of integrity and self-control, truthful in our speech, honest in our conduct, and morally pure in both thought and action.
- We covenant together to pursue excellence in all that we do as an expression of our gratitude to God and our desire to be good stewards of all God's gifts, including our talents, time, and resources.

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 www.cedarville.edu/gradapply/studentlife.

- 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 employees are neither God-honoring nor acceptable behaviors within or outside the work place.

Graduate Education

Admissions

- 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.

Admissions

General Information

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

Standards

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

Cedarville University invites applications for its graduate and professional programs from college graduates who are able to present strong academic records and a testimony of faith in Jesus Christ.

Applicants generally have a bachelor's degree or higher from a regionally accredited college or university, or an institution specially recognized by Cedarville University.

How to Apply

All forms including the admissions application are available at www.cedarville.edu/academics/graduate/admission.

1. Complete and submit the Graduate Programs Application for Admission along with a \$30 non-refundable application fee. The essay section should be typed (1000-word maximum). The essay will be used to assess both content and communication factors in evaluating your potential success in completing the graduate program.
2. Submit completed recommendation forms from the following:
 - a. Supervisor/employer
 - b. Church leader
 - c. Colleague

3. Request an official transcript to be sent to Cedarville University from each college and/or university attended. The transcript for your baccalaureate degree must indicate the month and date the degree was granted.
4. Submit the appropriate standardized test score as required by your particular field of study. The test must have been taken within the last five years prior to applying.

Please note: The GRE is required of all degree-seeking students. However, a student who is granted conditional acceptance may take up to 11 credit hours before completing the GRE requirement. (See Conditional Acceptance.)

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

5. International students must submit TOEFL (Test of English as a Foreign Language) scores when English is a second language. Typically a web-based score of 80 is required. The test must have been taken within the last five years unless the applicant has completed an entire baccalaureate or graduate program in residence in the United States.

Applicants for graduate and professional programs may be interviewed by a member of the graduate admissions committee and, where beneficial, by representatives from the graduate program for which admission is being sought. The director of graduate admissions will be responsible for arranging these interviews.

The application, its supporting documents, and a course registration form should be submitted to the graduate admissions office a minimum of two weeks before the first class session. Extenuating circumstances for late acceptance will be considered on a case-by-case basis, enabling a student to temporarily attend classes before being officially accepted. However, any student who has not completed the admissions process by the start of the second class in either the fall or spring term or by the start of the second week of the summer session will not be permitted to attend further classes. In this case, tuition payments will not be refunded.



Conditional Acceptance

A student may be granted conditional acceptance and permitted to take up to 11 credit hours (unless otherwise stipulated) for any of the following reasons:

- Official copies of transcripts have not yet been received by the University.
- GRE scores have not yet been received by the University.
- The student's academic record does not meet typical graduate admission standards but shows potential for success.

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

Academic Information

Cedarville University graduate and professional 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.

Registration Process

Registration dates for each session are listed in the University academic calendar and on the graduate admissions website at www.cedarville.edu/graduate. Early registration periods may be designated for currently enrolled students.

Registration materials are distributed by mail prior to the respective registration periods. These materials include the appropriate registration forms, instructions, and a class schedule for the semester. Additionally, registration information, including available course offerings and sections, are available online at www.cedarville.edu/graduate.

Prior to submitting a course registration form, 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 and course of study.

Completed course registration forms should be mailed, faxed, or brought to the graduate admissions office. Course selections are then checked against available openings, and a final course schedule is confirmed. To complete registration, students must make financial arrangements for payment of the amount due. (See Financial Registration Policy.)

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, are enrolled in 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, are seeking a degree, and are taking fewer than eight semester hours.
- **Non-degree seeking** students are those who are taking courses but not working toward a graduate degree. Since degree-seeking and non-degree-seeking students complete the same application, written permission from the dean or director of a graduate program is all that is needed for a student to become degree-seeking.

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

- **Regular status:** the student has met all of the requirements for admission to the graduate program.
- **Conditional status:** the student has applied for admission to the graduate program at Cedarville University but must meet some prerequisite of his/her graduate program or must complete some part of the application process (see Conditional Status).
- **Transient status:** the student is enrolled and in good standing in a graduate degree program at another institution, has written authorization from the appropriate officials at that institution to take graduate courses at Cedarville University, meets all the registration requirements for the course (for example, prerequisites), and has been accepted for transient status by the Graduate Admissions Committee.

Drop/Add Policy

Changes in the course schedule may be made through the drop/add process. Course drop/add forms are available in the office of the registrar. The form must be signed by both the course instructor and the appointed representative of the graduate program. 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. No courses may be added without the approval of the appointed representative of the particular graduate program and the approval of the faculty member teaching the course.



Graduate Education

Academic Information

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

Fall and Spring Saturday-Only Format

Week Course Is Dropped

Before the start of the second class
After the start of the second class

Action

No record on transcript
W – Withdrawn

Summer Modules

Week Course Is Dropped

Before the start of the second class
After the start of the second class but before the start of the third class (one-week module) or second week (two- or three-week module)

Action

No record on transcript
W – Withdrawn

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

For information concerning refunds due for dropped courses, see Financial Information.

Continuation As an Active Student

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. Reapplication for admission will be required to reactivate the student's records.

Withdrawal Policy

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

1. Obtain an official withdrawal form from the office of the registrar.
2. Request a refund for any funds due from the cashiers office **at least three days prior to withdrawal**. See Refund and Withdrawal in the Financial Information section of this catalog.

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

Grading System

- A** This grade is given in recognition of excellent achievement by those at the very top of their class.
- A-** This grade is given in recognition of excellent achievement.
- B+** This grade is given in recognition of achievement distinctively above that expected at the graduate level.
- B** This grade indicates achievement expected of graduate students.
- B-** This grade is given for achievement somewhat less than that expected of most graduate students.
- C+** This grade indicates below average achievement but somewhat more than minimal meeting of the course requirements.
- C** This grade indicates below average achievement and a minimally satisfactory meeting of requirements. This is the lowest grade for which credit can be earned toward a graduate degree.
- F** This grade reveals accomplishment that is inferior in quality and is unsatisfactory from the standpoint of course requirements. Grades at this level will not be accepted for credit toward a graduate degree. *At the graduate level of study at Cedarville University there is no provision for grades of “D”*
- I** An “I” signifying “incomplete” is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause. This temporary grade does not influence the student's grade point average. To be considered for an incomplete, the student must be passing the course and have completed the majority of the coursework. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student by using the Incomplete Contract form which is available at www.cedarville.edu/registrar. This date may extend to the end of the semester following the one in which the course was taken. If the work is not completed by the designated date, 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 or director of a particular graduate program. This permanent grade does not influence the student's grade point average. To receive a permanent incomplete, the faculty member should submit the appropriate form to the academic vice president identifying the circumstances warranting this special grade. If a permanent incomplete is awarded, the grade may not be changed at a future date. To receive credit for the course, the student must again register for the course and complete the course requirements.
- K** The notation “K” signifies credit and accompanies courses transferred from other colleges or universities. It has no effect 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.





Grade Appeal Process

Grading system and criteria used by each faculty member should be included in the syllabus distributed to the class at the beginning of the term. Any modifications of such criteria or system should be explained publicly to the students in the class. Each student in the class is to be evaluated on the same basis, unless there are alternative options which are available to each student in the class.

A student who believes that a grade received is incorrectly recorded, inaccurate, unfairly awarded or based on criteria different than that applied to other students in the same class may initiate a grade appeal. The process for grade appeals is available on the website of the Academic Vice President (www.cedarville.edu/academics/avp) using the "Policies" link from that page. That information may also be obtained by calling the office of the academic vice president at 937-766-7770.

Probation and Suspension Policies

The minimum cumulative grade point average required to maintain good academic standing is 3.0.

A student whose cumulative grade point average falls below a 3.0 will be placed on **academic probation**.

Students may be placed on **academic suspension** if

- their cumulative grade point average falls below a 2.5 at any time,
- they receive grades of less than B- for 25% or more of the total credit hours required for their graduate program, or
- they remain on academic probation after completing 50% of the semester hours required for their graduate degree program.

Academic suspension occurs upon evaluation by the dean or director of a particular graduate program (in consultation with the departments sponsoring either the degree or the career concentration of a degree).

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.

A student on **academic suspension** may apply for readmission during any semester in the regular academic year following the semester of suspension. If a period of less than two years has transpired from the time of the suspension, the student may apply by simply sending a letter to the dean or director of the particular graduate program requesting readmission. Before that letter is written, the student must contact the dean or director of the particular graduate program for information which must be addressed in the letter. If a period greater than two years has transpired since the time of suspension, the student will be considered as a new student and will be asked to complete all the materials required of first-time applicants.

Attendance

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

- NP** The mark "NP" is used to indicate that the student did not pass a prerequisite skill course.
- P** The mark "P" is used to indicate that the student passed a prerequisite skill course.
- W** The mark "W" is used to indicate that the student withdrew from the course during the second, third, or fourth week.
- WP** The mark "WP" is used to indicate that the student is "passing" when a course is dropped following the fourth week and before the week of final examinations.
- WF** The "WF" is used after the fourth week of the semester if the student is "failing" at the time of withdrawal. A "WF" is treated in the same manner as the "F" grade when figuring the grade point average.
- 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
F	0.0

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.

Controlling Catalog

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

Course Load

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

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

Repeating Courses

Any course may be repeated once with the approval of the dean or director of the program sponsoring the course. When a student repeats a course, both grades are calculated into the cumulative grade point average. Credit hours for a repeated course count only once toward the credits needed for graduation.

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, rewarding self-motivated students and encouraging 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 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

Transfer credit is allowed at the discretion of the University for courses that clearly correspond to required/elective courses offered in the graduate and professional programs at Cedarville University.

The dean or director of the academic program is responsible for evaluating all requests for transfer credit within that program.

Courses will be considered for transfer evaluation only if:

- they were taken at regionally accredited colleges/universities (unless otherwise accepted by the academic department),
- a "B" or higher was earned, and
- the course was completed not more than seven years prior to the time of the transfer request.

Transient Study

Coursework to be completed at other institutions by a student enrolled at Cedarville University must be approved by the dean 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 application to take courses may be obtained from the graduate admissions office.

Graduation Requirements and Procedure

Students are responsible to see that all graduation requirements are met. A degree candidate should carefully study the requirements for his/her desired degree (see Academic Programs) as well as the general requirements listed below.

- Meet all admission and proficiency requirements.
- Submit an application for graduation to the office of the registrar by February 1 of the year the candidate plans to participate in the spring commencement ceremony. This includes graduates who plan to complete their degree programs in the fall following commencement.
- Pay any applicable graduation fees.

Second Graduate Degree

A student who earns a graduate degree from Cedarville University, or any other regionally accredited institution of higher education (or one otherwise recognized by Cedarville University), may apply up to nine semester hours of credit from that degree's requirements toward the second master's degree if the receiving department determines the coursework to be equivalent.

Student Responsibility

Each student assumes full responsibility for knowing Cedarville University standards, regulations, and procedures along with those of the graduate and professional 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 Misconduct

All forms of academic misconduct are prohibited by the standards of conduct for graduate students at Cedarville University. Academic misconduct includes, but is not limited to, cheating on examinations or quizzes, plagiarism, or knowingly furnishing false information to the University by forgery, alteration, or misuse of documents, records, or identification.

Typical penalties assigned by the faculty for academic misconduct include, but are not limited to, the following:

- Reduction of the letter grade for the work involved
- Reduction of the letter grade for the course
- Assignment of a failing grade for all work involved
- Assignment of a failing grade for the course

Any student involved in academic dishonesty is also subject to suspension or dismissal by recommendation of the chair of the department in which the student is enrolled and upon approval of the dean of the respective school.

The procedure to address academic dishonesty is as follows: When a faculty member suspects a case of academic dishonesty, the faculty member will confront the student(s) involved. If a faculty member concludes that academic dishonesty has occurred, then the student(s) will be informed in writing of the faculty member's academic penalty and any other recommended disciplinary action. The faculty member will also provide written notification to the chair of the faculty member's department and the chair of the department of the student's major (in the case they are different) to inquire about any previous involvement in academic dishonesty. The faculty member will also provide a copy of the notification to the office of the dean of the school in which the student is enrolled. Any disciplinary action beyond a grade penalty is to be recommended to the chair of the department in which the student is enrolled (e.g., suspension or dismissal).

The process for appeals of decisions related to academic misconduct, is available on the website of the academic vice president (www.cedarville.edu/academics/avp) using the "Policies" link from that page. That information may also be obtained by calling the office of the academic vice president at 937-766-7770.

Academic Advising

Each student is assigned to an academic advisor by the dean or the director of a 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.



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 young people 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 semester. To be financially registered, a student must either

- Pay his or her bill in full within the first two days of the start of class, or
- Make arrangements with the cashiers office for payment (www.cedarville.edu/cashiers).

Students who do not make financial arrangements for the payment of their bill **within the first two days of the start of class** may not be permitted to attend classes and may be asked to withdraw from the University (see Payment Penalties).

Making Payment

Payment can be made by check, cash (in person at the cashiers office), or online through our EZPAY system at www.cedarville.edu/ezpay. For your protection, please do not mail cash.

Please send payments made payable to:

Attn: Cashiers
Cedarville University
251 N. Main St.
Cedarville, OH 45314

*Please remember to include your student ID number and student name on all checks.

Notification of the University Bill

Students who pre-register for classes will normally receive a statement based on their pre-registration schedule 10 to 15 days before the semester begins or on the first day of class. A statement of the student's account is generated each month when that account has activity. Invoices and account statements are directed to students at their current home residence. Students may view their student accounts online using CedarInfo.

Payment Penalties

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

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

Interest Rates

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

Graduate Education

Financial Information

Financial Aid

Financial aid information can be obtained from the financial aid office. The financial aid office serves as a resource center to assist students and their families in exploring alternative sources of educational funding. All questions may be directed to the financial aid office at 937-766-7866 or 1-800-444-2433. Visit Cedarville's financial aid website at www.cedarville.edu/finaid and the FAFSA website at www.fafsa.ed.gov.

Student Rights

- You have the right to know what financial aid programs are available at your school.
- 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 school'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 the financial aid office 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 school's refund procedures.

All schools must provide information to prospective students about the school's programs and performance. You should consider this information carefully before deciding to attend a school.

Veterans Training Benefits and Dependents Educational Assistance

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

Students under Chapters 30, 32, 35, 1606, and 1607 are required to pay the school for all charges. The Veterans Administration in turn pays the students a monthly allowance based upon their training load. Veterans under Chapter 31 are paid a monthly allowance, and the Veterans Administration pays the school for tuition, fees, books, and supplies.

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 in the case of disabled students' cases to accomplish this requirement for the student.

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

Refund and Withdrawal

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

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

Fall and Spring Saturday-Only Classes

Amount	Dates
100%	After the first class but before the second class
25%	After the second class but before the third class
None	Any time after the start of the third class

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

100%	After the first class but before the second class
50%	After the second class but before the third class
25%	After the third class but before the fourth class
None	Any time after the start of the fourth class



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

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

Federal Refund

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

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

Federal Refund Policy for Stafford Loans

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

Withdrawal date

The day the student withdraws is the date (determined by the school):

- The student began the withdrawal process prescribed by the school; or
- The student otherwise provided the school 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 school must first determine the percentage of Title IV assistance the student earned. Up through the 60% point of time, the percentage of assistance earned is equal to the percentage of the period of enrollment for which it was awarded that was completed as of the day the student withdrew. If the student withdrawal occurs after the 60% point, then the percent is 100%.

Calculation of Title IV assistance not earned

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

Difference between amounts earned and amounts received

The school 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 school, the student, or both.

Responsibility of the school

The school 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 school returns.

Order of return of Title IV funds

Excess funds returned by the school 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

Academic Programs

Master of Education

The Master of Education (M.Ed.) degree is designed to help teachers increase their professional effectiveness. This dynamic program will prepare teachers to assume leadership roles in their schools and in the education profession.

The curriculum is characterized by flexibility. Although the M.Ed. program is a non-licensure program, many course requirements may satisfy the licensure requirements for principalship and for Curriculum, Instructional, and Personnel Development (CIPD). Those who start the program can change their concentration to achieve any of these goals. The practical focus of the courses also serves those seeking recertification or licensure but who do not desire an advanced degree. Teachers with ACSI or state certification can use the coursework to upgrade from an initial provisional license to a professional license. The course schedule is also configured so that class times complement the schedules of active teaching professionals.



Course requirements involve a minimum of 34 semester hours including:

Required Bible Courses	4
*BEGS-6250 Bible Survey for Professionals	2
*BEGS-7250 Foundations of Biblical Theology	2
Master of Education Core	21
*EDU-6100 History and Philosophy of Education	2
*EDU-6150 Diversity and Social Issues in Education	2
EDU-6200 Models of Teaching	2
*ECS-7000 Curriculum Theory: Analysis and Design	2
EDU-6000 Learning Theory	2
EDU-6050 Applied Learning Theory	2
*EDU-6250 Statistical Reasoning in Education	3
EDU-6300 Program and Outcomes Assessment	2
EDU-6400 Intervention Strategies and Techniques	2
EDU-6700 Advanced Media and Technology	2
Research Courses	4
EDU-7200 Research Design	2
Choose one from the following	2
EDU-7900 Applied Research Project in Education	2
EDA-7900 Applied Research Project in Educational Administration	2
ECS-7900 Applied Research Project in Curriculum, Instructional, and Personnel Development	2
EDU-7950 Research Thesis in Education	2
EDA-7950 Research Thesis in Educational Administration	2
ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development	2
Electives Selected From Concentrations	5
*Must be taken at CU	
<i>Students may choose from the following concentrations. Six approved hours must be taken for a concentration to be denoted on the transcript.</i>	
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 OR	
EDA-6700 The Principalship: Adolescence to Young Adult	2
EDA-6900 Assessing Classroom Performance	2
EDA-7100 School Finance	2
EDA-7150 School Law	2
EDA-7200 Staff and Pupil Personnel Services	2
Concentration in Instruction	6
EDU-6550 Special Topics in Instruction: Current Issues	2
EDU-7400 Instructional Leadership for Early Childhood and Pre-adolescence	2
EDU-7500 Instructional Leadership for Adolescents and Young Adults	2
EDU-7600 Building Collaborative Schools	2
Masters in Graduate Education Curriculum Summary	
Bible Courses	4
Master of Education Core	21
Research Courses	4
Electives/Concentration Courses	5–6
Total	34–35

Licensure and Certification

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

Admissions Standards

- **Undergraduate GPA** – Successful applicants for the M.Ed. degree typically have a cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale). Conditional acceptance may be offered in some cases where the overall grade point average in the last 60 hours of coursework is at least a 2.5. (See Conditional Acceptance.)
- **Experience/licensure** – Successful applicants to the M.Ed. program typically have a minimum of two years of successful full-time teaching experience beyond the conclusion of the baccalaureate degree and a valid teaching certificate or the equivalent, such as an expired or out-of-state license.
- **National exam scores** – Students seeking to enter the M.Ed. program typically take the GRE exam. The graduate education department has established a composite score of 1000 as an admission benchmark. 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.

Admissions Process

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

Background Checks for Clinical Experiences

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

Tuition Cost

Tuition cost for the M.Ed. program for the 2008–2009 academic year is \$320 per credit hour. Tuition cost for the M.Ed. program for the 2009–2010 academic year is \$340 per credit hour. Continuing education costs (CEUs) are 50% of standard tuition.

Financial Aid and Scholarships

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

Accreditation

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

Academic Course Load

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

Transfer Credits

Students may transfer no more than 11 credits toward the M.Ed. degree.

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 (unless the student's program specifies a shorter period of time). Courses completed more than seven years prior to the date of graduation cannot be used to meet graduation requirements without written approval from the academic department. Requests for such permission must provide explicit evidence that satisfies two criteria: (1) The evidence must demonstrate that the content of these out-of-date courses is still a viable part of the student's graduate program, and (2) The evidence must demonstrate how the student has kept up-to-date with current content in those courses. Extension of the time to complete degree requirements will be granted rarely and only if steady progress toward a degree is evident AND if there are clearly extenuating circumstances beyond control of the student.

Program Delivery

Schedules

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

Delivery Formats

M.Ed. courses may be offered in the following formats:

- On one or two evenings per week
- In a series of weekends during the fall and spring semesters
- In one- to three-week modules during the summer
- Online

Housing for M.Ed. Students

Single-occupancy summer housing is available for \$100 per week. See the Campus Services section for more detailed housing information. For information on meals, see the Campus Services section.

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) and equipped with a phone, permitting students to dial and receive calls directly. Every residence hall room is equipped with a networked computer and ink jet printer, enabling residents to use CedarNet, the University's intranet. Graduate students may purchase meals in the dining hall at faculty/staff rates.

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

www.cedarville.edu/gradapply.

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

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

Library

The Centennial Library provides a rich environment of resources and professional support to assist students with their research and course assignments. The library houses a collection of approximately 200,000 volumes and provides more than 7,000 electronic journal titles and nearly 1,000 periodical subscriptions in print form. The library also contains the MediaPLEX, the Center for Teaching and Learning, the Curriculum Materials Center, computer classrooms, a variety of individual and group study facilities, and the University archives. As a member of OhioLINK, a cooperative of 89 Ohio college and university libraries, students and faculty have access to more than 11 million unique titles in a centralized computer catalog. Additional partnerships provide access to more than 50 million library materials from more than 69,000 libraries worldwide. Our librarians provide reference services, research appointments, and library instruction to prepare students to locate, use, and evaluate information. At the conclusion of the master's program, each student's thesis is submitted to the library for binding and will be added to the collection. For more information and to access the library's catalog and online resources, visit the library's website at

www.cedarville.edu/library.



Computer Services

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 WebCT Blackboard. To access the online course material:

- Go to Cedarville's home page (www.cedarville.edu) and click "Current Students" and then "WebCT Blackboard Courses."
- Click "Login" and type in your CedarNet username and password.
- Students who have forgotten their account information can select one of the options under the "Forgot your password?" heading.
- Contact your professor if you are unable to get into the course.

You will also want to conduct academic business using CedarInfo (e.g., "View your class schedule" or "View your transcript"). To use this powerful tool:

- Go to Cedarville's home page (www.cedarville.edu) and click "Current Students," then "CedarInfo."
- Log in using your Cedarville username and password.
- Students who have forgotten their account information can select one of the options under the "Forgot your password?" heading.

Before using WebCT, CedarInfo, and other network resources, please read the Acceptable Use Policy for CedarNet at www.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 e-mail 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:

www.cedarville.edu/computerhelpall.

We also have an introductory video to help you understand the computing environment at Cedarville:

www.cedarville.edu/help/Introduction+to+CedarNet.

E-mail

Graduate students will receive e-mail from the University on their Groupwise e-mail accounts. Check this account frequently! Select "Resources" on the student home page (www.cedarville.edu/student) and then click on "Groupwise WebAccess." Enter your username and password and click "Login."

Recreation Center

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

www.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 should register their vehicles with the campus safety department, located in the Human Resource and Safety Center. At the time of registration, you will need to provide the make, model, color, and license plate number of your vehicle. Your will receive a window sticker that can be affixed to your right-rear-side window. There is no cost for graduate registrations.

Graduate ID Cards

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

Security and Safety

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

Course Descriptions

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. *Prerequisite: BEGS-6250 Bible Survey for Professionals.*

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

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

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

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

ECS-7100 **2 hours**

Curriculum Theory: Implementation and Evaluation

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

ECS-7900 **2 hours**

Applied Research Project in Curriculum, Instructional, and Personnel Development

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

ECS-7950 **2 hours**

Research Thesis in Curriculum, Instructional, and Personnel Development

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

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 **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-7100 School Finance **2 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-7200 Staff and Pupil Personnel Services **2 hours**

This course emphasizes the systematic selection, evaluation, assignment, and development of both professional and classified school personnel. Developing an understanding of the decision-making functions of personnel administration and the associated task areas will be emphasized.

EDA-7900 **2 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.

Graduate Education

Course Descriptions

EDA-7950

2 hours

Research Thesis in Educational Administration

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

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-6000 Learning Theory.*

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 Advanced Media and Technology

2 hours

Students learn how to use a wide range of technology to develop and enhance classroom instruction. Students will be introduced to and develop classroom applications for CD-ROM-based instruction, class web pages, and multi-media presentations. Various applications of computer-assisted instruction (CAI), use of interactive video, and applications for distance learning will be examined.

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-7600 Building Collaborative Schools

2 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.

EDU-7900 Applied Research Project in Education

2 hours

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

EDU-7950 Research Thesis in Education

2 hours

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