

Fall 2003

2003-2004 Bulletin of the Graduate Programs

Cedarville University

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2003-2004
BULLETIN OF THE
GRADUATE PROGRAMS
CEDARVILLE UNIVERSITY
A Baptist University of Arts, Sciences and Professional programs

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**2003-2004 BULLETIN OF THE
GRADUATE PROGRAMS
AT
CEDARVILLE UNIVERSITY**

A Baptist University of Arts, Sciences and Professional programs

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 Bulletin concerning policies, fees, curricula, course offerings, and other matters.

**INTRODUCTION TO CEDARVILLE
UNIVERSITY**

UNIVERSITY PROFILE

Cedarville University is a Baptist university of arts and sciences of over 3,000 students. 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 a biblical worldview.

HISTORY

Cedarville College was established on January 26, 1887, through the vision of five godly men who dreamed of a university 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 for not only 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 one final attempt to become strong after the end of WWII, 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 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 university of arts and sciences. James T. Jeremiah, the pastor who first suggested the Baptist Bible Institute-Cedarville College connection, was called to be the university'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 university's enrollment had grown to over 1,200 students.

Paul Dixon was then called to lead Cedarville College. Through his leadership, the University has continued to flourish in every area. The student body has grown to

over 3,000 students. Several new facilities, including seven residence halls, the Athletic Center, Centennial Library, and the Miter Conference Center have been constructed since 1980. A new academic building for engineering, nursing, and science was completed in 1992. The Dixon Ministry Center, completed in 1996, includes a 3,400-seat chapel and facilities for both the Division of Christian Ministries and the Department of Music and Arts.

Construction was completed in the summer of 1998 to convert the original Jeremiah Chapel into the Apple Technology Resource Center, complete with state-of-the art classroom and computer laboratory equipment. A new student life center was completed in the Fall of 2000.

Many new academic and co-curricular programs also have been added. In 1987, Cedarville College celebrated its centennial, commemorating one hundred years in Christian higher education. In the 1998-99 school year, the College initiated its first graduate degree program. In April of 2000, the Board of Trustees voted to change the designation of the institution from college to university effective September 1, 2000. In 2002, the first students of the Master of Education program graduated. The future looks bright for Cedarville University!

PURPOSE AND OBJECTIVES

Since its establishment, the purpose of Cedarville University has remained the same: to offer an education consistent with 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 a vocational and cultural activities.

RECOGNITION, CERTIFICATION, AND ACCREDITATION

The 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 approved by the Ohio State Department of Education for the education and certification of both elementary and secondary teachers at both the undergraduate and masters levels.

The Bachelor of Science in Nursing program is accredited by the National League for Nursing. The Bachelor of Science in Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The Social Work major is accredited by the Council of Social Work Education.

The University holds membership in the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2502, 312-263-0456. This recognition signifies that the University is accredited for both undergraduate and masters-level degrees.

The University also holds membership in the Council of Christian Colleges and Universities, the Ohio College Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, the Association of Christian Schools International, and the Ohio Foundation of Independent Colleges (OFIC).

Information concerning accrediting agencies and respective accreditation requirements is available in the Office of the Academic Vice President.

THE SETTING

Cedarville University is located on almost 400 acres at the north edge of the village of Cedarville, Ohio, a town with a population of approximately 3,000. Though located in a rural community, Cedarville University is conveniently situated with easy access to shopping areas in the small cities of Xenia 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.

Goals and Distinctives of Graduate Programs at Cedarville University

The primary intention of all graduate 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 consistent with biblical truth," all graduate 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 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 non-profit career fields. Students are encouraged to focus on problem-resolving approaches to real issues in all graduate courses.
- **Personal interaction.** Graduate programs at Cedarville University are designed to promote interaction among students and teacher 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 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.

Admission to Graduate Programs at Cedarville University

Admission to Cedarville University Graduate Programs is managed by the director of graduate programs. Some programs have distinctive requirements, but the application process is similar. All admissions are competitive and reflect the judgment of the Graduate Admissions Committee relative to the expectation that a student will successfully complete the particular program for which admission is sought.

APPLICATION STEPS AND STANDARDS FOR THOSE SEEKING COURSES AS NON-DEGREE SEEKING STUDENTS

Students with a bachelor's degree or higher may receive permission to take up to twelve hours of graduate course credit without entering into an actual degree program.

(1) Complete and submit the *Graduate Study Application* along with a \$20.00 non-refundable application fee.

(2) Complete and submit the *Pastor/Church Leader Recommendation*.

(3) Send a copy of the transcript where the student's undergraduate degree was earned. The transcript must indicate the month and date the degree was earned.

(4) International students must submit TOEFL (Test of English as a Foreign Language) test scores when English is a second language. Typically a score of at least 600 is required and the test must have been taken within the last five years, unless they completed an entire baccalaureate or graduate program in residence in the United States.

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

ADDITIONAL APPLICATION STANDARDS FOR THOSE SEEKING TO ENTER A DEGREE PROGRAM

The Graduate Admissions Committee admits students it believes are most likely to graduate and who offer the most potential to contribute positively to the university community. 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.

- **Degree:** Successful applicants to Cedarville University Graduate Programs typically have a bachelor's degree or higher from a regionally accredited college or university, or an institution specially recognized by Cedarville University.
- **Undergraduate GPA:** Successful applicants for the M. Ed. degree typically have a cumulative undergraduate grade-point average of 2.75 (on a 4.0 scale). Successful applicants for the MSA degree typically have a cumulative undergraduate grade-point average of 3.0 (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.
- **Experience/licensure:** Successful applicants to the non-education administrative-oriented graduate

programs typically have a minimum of two years of successful full-time working experience beyond the conclusion of the baccalaureate degree. 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:** Successful applicants to Cedarville University Graduate Programs 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. Students seeking to enter the MSA program typically take the GMAT exam. Students seeking to enter the M. Ed. program typically take the GRE exam.

ADDITIONAL APPLICATION STEPS FOR ADMISSION TO GRADUATE DEGREE PROGRAMS

- (1) Complete and submit the *Degree Candidate Application* accompanied by an application fee of \$20.
- (2) Send official copies of (a) transcripts from all undergraduate and/or graduate programs attended and (b) the appropriate standardized test as required by the particular field of study for which

you are applying taken within the five years prior to applying.

- GRE for the M.Ed. degree program
- GMAT for the MSA degree program
- TOEFL (Applicants for whom English is a second language must typically have a score of at least 600 on the TOEFL examination taken within the last five years, unless they completed an entire baccalaureate or graduate program in residence in the United States.)

- (3) Submit two recommendation letters
 - One from your current employer or supervisor, or someone else in a position to evaluate your **career performance/potential**
 - One from someone in a position to comment on your **academic performance/potential**
- (4) Complete a typed 600-word (maximum) essay. This essay will be used to assess both content and communication factors in evaluating your probable success in completing the graduate program. Your essay should address four issues:
 - How the graduate program fits your **career plans**
 - Your **salvation** experience and key events in your subsequent **spiritual growth**
 - The **strengths and limitations** you could bring to the graduate program
 - The **support network** (family, church, professional, personal) you have that will help you during your time in the graduate program

Applicants for graduate programs may be interviewed by the director of graduate programs and, where beneficial, by representatives from the particular graduate programs for which admission is being

sought. The Graduate Office will be responsible for arranging these interviews.

The processing of applications by the applications office cannot be completed until all application materials (including official copies of transcripts and test scores) are received. Applicants should feel free to contact the Graduate Admissions Office to check on the status of materials received.

STANDARDS OF CONDUCT

At Cedarville University we believe that the principles found in the Bible should govern our appearance, words and actions. We believe that our appearance, words and actions should honor and manifest godly qualities, recognizing that we have a responsibility to maintain a clear and compelling witness before unbelievers.

Consequently, all students at Cedarville University are expected to handle issues of conduct and dress as mature Christians and working professionals. Some aspects of the commitment that faculty, staff and students make reflect biblical convictions; others reflect what we call "institutional preferences" and such preferences allow us to maintain an orderly Christian educational community on campus.

Specifically, we all agree not to use alcoholic beverages, tobacco, or non-medicinal drugs. We also agree not to participate in inappropriate dancing, gambling, use unwholesome media materials, or hold membership in secret societies. Most graduate courses are offered on Saturdays or during summer modules, so modest, dress-casual would be appropriate. We have a sincere respect for the Lord's Day and ask all students to respect and

honor that position. In all things we seek to serve Christ and avoid personal attitudes of distrust, dishonesty, selfishness, damaging criticism, disrespect, unethical conduct, and irreverence.

All graduate students are expected to comply with the Cedarville University Standards of Conduct. The director of graduate programs, working with the appropriate campus officials and offices, is responsible for matters related to graduate student conduct. Students who are found to violate the University's standards of conduct will be subject to corrective action up to and including expulsion from the University.

FINANCIAL DETAILS

UNIVERSITY FINANCIAL OPERATING POLICY

The tuition and fees are kept as reasonable as possible 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 have a share in the preparation of young people for effective Christian service as pastors, teachers, missionaries, evangelists, and dedicated Christians in all walks of life. Some funds are received from interested businesses, industries, and foundations.

Student costs as stated are subject to change upon reasonable notification by the University.

STUDENT COSTS (AS OF NOVEMBER 2002.)

| COSTS | SU & FA 2003 |
|--|-------------------------|
| Tuition per semester hour | \$275 |
| Fees: | |
| Application fee | \$20 |
| Drop/add (course) fee | \$10 |
| Reservation deposit (per course, applied toward tuition) | \$50 |
| Late payment fee | \$20 |

ESTIMATED ANNUAL COSTS (FALL 2003)

| | |
|---|----------------|
| Tuition (based on 12 semester hours) | \$3300 |
| Books and supplies (based on four courses per year) | \$600 |
| Total Estimated Costs | \$3,900 |

FINANCIAL REGISTRATION POLICY

To enable the University to be responsible in meeting its financial responsibilities, students must make provision for the payment of their bill at the beginning of each semester. A student's registration for classes indicates a commitment to pay for related charges as stated in the University catalog.

Payment in full is required prior to the start of classes each semester. A student will not be considered officially registered until arrangements for payment have been finalized with the Cashier's Office. Payment may be made by mail or in person. The Cashier's Office is open from 8:30-4:00, Monday through Friday. Classes held at teaching points other than the main campus may pay balances by mail or in person at the teaching site prior to the start of the first class. Students who do not make financial arrangements for the payment of their bill will not be permitted to attend classes and may be asked to leave the University.

NOTIFICATION OF THE UNIVERSITY BILL

Students who pre-register for classes will normally receive an invoice 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 account is generated each month that the account has activity. Invoices and account statements are directed to students at their current home residence.

FORMS OF PAYMENT

Students may pay their bill using cash, money orders, personal checks, certified checks, or checks drawn on a major credit card. Payments may be made at the Cashier's Office or by mail.

PAYMENT PENALTIES

Students who do not make financial arrangements within the first two days of the semester will be charged a \$20 late payment charge.

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

INTEREST RATES

An annual interest rate (currently 13% or 1.083% per month), will be charged from the beginning of Fall Semester to the end of Spring Semester on accounts of students enrolled in the current semester.

An annual interest rate (currently 15% or 1.25% per month) will be charged during the academic year on accounts of students no

longer enrolled and during the summer months on all student accounts.

PAYMENT OPTIONS

Payment in Full is the most popular payment plan. This plan involves paying the full amount due as indicated on the Student Invoice within the first two days of the academic term.

Prepayment Incentive Credit Plan (PIC-Plan) enables students to earn interest on student accounts that have a credit balance of \$500 or more. Interest earned is credited monthly. This plan operates automatically as soon as the student has a credit balance of \$500 or more on the first day of a calendar month. Prepayments can be made anytime. All payments are credited immediately to the student's account. The University reserves the right to limit the amounts deposited under the PIC-Plan. Interest rates are established on a semester basis beginning January 1, April 1, July 1, and August 1. Please call 937-766-7665 for the current rate. For more details please request a current PIC-Plan brochure from the Cashier's Office.

WITHDRAWAL REFUNDS: TUITION AND COURSE FEES

Students withdrawing from the University before the end of a semester may request a refund from the Cashier's Office. Refunds may be requested anytime after the beginning of a semester. The effective date of the withdrawal from the University is the last day of class attendance as determined by the Academic Services Office.

Processing of refunds will begin the third week of the semester. Tuition and course fee refunds for withdrawal are granted on the following schedule for courses offered on a

regular semester basis (inquire at the graduate office for courses offered on a special term basis):

| Amount | Dates |
|---------------|---|
| 100% | Last class day of the 1 st class week |
| 75% | Last class day of the 2 nd class week |
| 50% | Last class day of the 3 rd class week |
| 25% | Last class day of the 4 th class week |
| None | Anytime beginning the 5 th class week and beyond |

Course offerings changed or deleted by the University entitle a student to a full refund of tuition and related course fees.

Students withdrawing from a course or courses 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.

Other Fees

All other fees are not refundable except for withdrawal within the first calendar week of the semester.

FEDERAL REFUND POLICY

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

Program included:

Federal 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;
- 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 percent point of time, the percentage of assistance earned is equal to the percentage of the period of enrollment for which it was awarded that was completed as of the day the student withdrew. If the student withdrawal occurs after the 60 percent point, then the percent is 100 percent.

Calculation of Title IV assistance not earned

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

Difference between amounts earned and amounts received

The 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 or 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

VETERANS TRAINING BENEFITS AND DEPENDENTS EDUCATIONAL ASSISTANCE

Cedarville University is approved under Title 38, Chapters 30, 31, 32, 35, and 106 U.S. Code for Education of Veterans and their Dependents.

Students under Chapters 30, 32, 35, and 106 are required to pay the school for all charges. The Veterans Administration in turn pays them 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 student's cases to accomplish this requirement for the student.

Cedarville University students eligible for veterans' benefits should contact the Graduate Office.

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/dept/fa 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.

SUMMER HOUSING INFORMATION

RESIDENCE HALLS

Residence hall housing for graduate students is available during the summer course schedule. University housing and meals are available with single-occupancy rooms. Each room is air conditioned, fully furnished (desk, bed, chair, dresser) and equipped with a phone, permitting students to dial and receive calls directly. Every residence hall room is equipped with a modern networked computer and ink jet printer (printer cartridges available in the University bookstore), enabling residents to take full advantage of the vast information resources of CedarNet, the University's award-winning network. Meals for graduate students may be purchased at the school cafeteria at staff rates.

Graduate students living in the residence halls should plan to arrive from 3-5 p.m. or from 8:30 – 9:30 p.m. on the Sunday before their class begins. Students unable to arrive during these designated times, should contact the Student Services Office to make arrangements for a special arrival time.

Housing assignments are made by the Student Services Office. Contact Kirsten Gibbs, Associate Dean of Students, at 937-766-7872 with any questions pertaining to housing.

GRADUATE PROGRAM GOVERNANCE

DIRECTOR OF GRADUATE PROGRAMS

The **director of graduate programs** reports to the academic vice president. The director has administrative responsibility for graduate programs relative to the following:

- program design and modification
- admission to programs
- evaluation of course transfer requests
- acceptable progression within a graduate program
- eligibility to graduate from programs

This responsibility is exercised within the context of oversight of graduate program structure and implementation by a variety of groups: the Graduate Program Committee, the Graduate Admissions Committee, the Dean's Council and, ultimately, the Cedarville faculty at large.

The director of graduate programs chairs two University oversight committees:

GRADUATE PROGRAM COMMITTEE

- The **Graduate Program Committee** provides direction and oversight regarding curricular and program policy issues. This committee is comprised of
 - a member of the Dean's Committee (sitting as an ex-officio member)
 - one faculty member from each department sponsoring either a graduate program or a career concentration in the MSA program
 - one at-large faculty member from the faculty not sponsoring either a graduate program or a career concentration in the MSA program
 - one faculty member from the Library

- one staff member chosen from among the following areas:
 - Admissions
 - Registrar
 - Student Life
 - Computer Services

GRADUATE ADMISSIONS COMMITTEE

- The **Graduate Admissions Committee** provides direction and oversight regarding admission to the various graduate programs. This committee is comprised of
 - one faculty member from each department sponsoring a graduate program or career concentration (for the MSA program)
 - one staff member from the Enrollment Management Division
 - one staff member from the Student Services Division

The director of graduate programs works with **school deans** and **department chairs** to facilitate the staffing of graduate courses.

Graduate programs themselves are approved by the Board of Trustees in accordance with directives from the Ohio Board of Regents. Curriculum design for all new graduate programs, and for those that undergo substantial change (as determined by the academic vice president) are submitted, through designated channels, to the faculty at large for confirmation.

Teaching-oriented graduate programs offer the opportunity to meet licensure requirements of selected specialties for Ohio as specified by the State of Ohio Department of Education.

ACADEMIC INFORMATION

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

ACADEMIC ADVISING

Each student is assigned to an academic advisor by the director of graduate programs working in concert with the appropriate department chair. 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.

ACADEMIC COURSE LOAD

Assuming that proficiency requirements have been satisfied, a minimum of 32 semester hours is required for graduation in the M.Ed. program. 36 semester hours is required for graduation in the MSA program.

A student's academic load for any given term is subject to reduction or limitation by the director of graduate programs 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 director of graduate programs.

ACADEMIC PROBATION AND SUSPENSION

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

At any point in a student's academic work, any 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

- at any time their cumulative grade point average falls below a 2.5
- they receive grades of less than B- for 25% or more of the total credit hours required for their graduate program (for example, 9 semester hours for the 36-hour MSA program)
- they remain on academic probation after completing 50% of the semester hours required of their graduate degree program (for example, 16 hours for the M.Ed. program)

Academic suspension occurs upon evaluation by the director of graduate programs (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 ½ of the hours for a given degree program, 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 director of graduate programs requesting readmission. Before that letter is written the student must contact the director of graduate programs for information that must be addressed in the letter. If a period has transpired greater than two years 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.

ACADEMIC MISCONDUCT

All forms of academic misconduct are prohibited by the character and standards of Cedarville University. Academic misconduct refers to dishonesty in assignments or examinations (cheating); presenting the ideas or the writing of someone else as your own (plagiarism); or knowingly furnishing false information to the University by forgery, alteration, or misuse of university documents, records or identification. Academic misconduct includes, but is not limited to, permitting another student to plagiarize or cheat from your work; submitting an academic exercise (written work, computer program or presentation) that has been prepared totally or in part by another (except for those using the services of someone to word process an original handwritten paper); acquiring improper knowledge of the contents of an exam; using unauthorized material during an exam; submitting the same paper in two or more different courses without the knowledge and consent of your professors; or submitting a forged grade change form.

In cases of academic misconduct, the faculty member has the authority to take action they deem appropriate up to and including failure in the course. Actions thus taken by a

faculty member must be documented in writing to the director of graduate programs.

Irrespective of the action taken by the faculty member, the director of graduate programs may make a determination to suspend the student.

Students can appeal actions taken under this Academic Misconduct section of the Graduate Bulletin.

- Students who wish to appeal a faculty member action would, after first appealing to the faculty member, make their appeal to the director of graduate programs.
- Students who wish to appeal a decision made by the director of graduate programs would direct their appeal to the Graduate Program Committee.
- Students who wish to appeal the decision made by the Graduate Program Committee would make their appeal to the academic vice president, whose decision would be final.

ADDING AND DROPPING A COURSE

Changes in the course schedule may be made through the drop/add process. Forms for course changes are available in the Academic Services Office. The form is to be signed by both the course instructor and the director of graduate programs. The student is required to make up any work missed due to 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 coordinator for the graduate program affected or the director of graduate programs and the faculty member teaching the course. Changes in a schedule caused by cancellation of courses will not result in financial penalty.

Failure to properly drop a class will result in a grade of "Z."

When a course is dropped during the fall or spring terms, the action is recorded as follows:

| Week Course Is Dropped | Action |
|---|---|
| Before the end of the first calendar week | No record on transcript |
| Second full calendar week through fourth calendar week | "W" (withdrawn) |
| After the fourth week and before the week of final examinations | "WP" or "WF" (Withdrawn Passing or Withdrawn Failing) |

Most graduate courses are handled on a special timing schedule. For instance, courses during the summer are offered in one or two week blocks. Some courses are offered on a weekend-only schedule. In these situations, please contact the Graduate Office for information about refund policies for those special situations.

Course changes are complete when the Graduate Office receives the completed Course Drop/Add Form. The effective date of the course change is the date the Graduate Office receives the completed form.

Refund information is listed in the financial information section of the bulletin.

ATTENDANCE IN CLASS

Regular attendance is necessary for the student to receive full benefit from the university experience. Because most graduate courses meet in modular or concentrated class offerings, any absence is considered to be a significant event. Official faculty policy allows each faculty member to determine and develop reasonable attendance standards which will meet the particular needs of the course.

CONTINUATION AS AN ACTIVE STUDENT

Graduate students who fail to take courses or otherwise 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 Graduate Office. Reapplication as a new student for admission will be required to reactivate the student's records.

CLASSIFICATION OF STUDENTS

Graduate students are classified by the number of hours 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 8 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 8 semester hours.
- **Non-degree seeking students** are students who are taking courses but not currently enrolled in a formal Cedarville graduate degree program. This status is granted by the director of graduate programs in consultation with the department sponsoring the degree program under which the course falls. In most cases students may take up to 1/3 of the number of hours required for a degree program on a "permission to take course" basis.

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

- **Regular status:** the student has met all the requirements for admission to the graduate program as determined by the Graduate Admissions Committee.
- **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 (the determination about whether to allow

participation in the graduate program under conditional status is made by the Graduate Admissions Committee).

- **Transient status:** the student is a properly qualified student 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.

CONTROLLING BULLETIN

The Graduate Bulletin in use when a student first enrolls governs his graduation requirements unless that bulletin is over 5 years old, or that student has left and then sought to reenroll more than two years later. Consequently, that bulletin should be retained and used as a guide in case changes are made in the course or graduation requirements during the time the student is enrolled. A student may select a subsequent bulletin if the student wishes, but all requirements from that bulletin must be completed.

GRADING SYSTEM

| Grade | Standard |
|------------|---|
| 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. <i>At the graduate level of study at Cedarville University there is no provision for grades of "D."</i> |
| 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. 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 director of graduate programs. This permanent grade does not influence the student's grade point average. To receive a permanent incomplete, the faculty member should submit the appropriate form to the academic vice president identifying the circumstances warranting this special grade. If a permanent incomplete is awarded, the grade may not be changed at a future date. To receive credit for the course, the student must again register for the course and complete the course requirements. |
| K | The notation "K" signifies credit and accompanies courses transferred from other colleges or universities. It has no affect upon cumulative grade point average. |

| | |
|-----------|--|
| CR | The mark "CR" means that credit hours have been earned for a course for which a letter grade was not deemed appropriate in the development of the course. For example, in the MSA program there are a number of practicum or project courses. 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. |
| 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 a four-point system to determine academic averages. Grade points are awarded as follows:

| Each Semester Hour | 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 or her academic achievement with his or her instructor.

GRADUATION REQUIREMENTS

At this time Cedarville University is authorized to grant a Master of Science in Administration (MSA) degree with career concentrations in organizational leadership and communication, educational administration, and nonprofit administration. The University is also authorized to offer a Master of Education (M. Ed.) degree with degree concentrations in curriculum, educational administration, CIPD, and instruction.

A degree candidate should carefully study the requirements for his/her desired degree as well as the special requirements for graduation found in this bulletin. Careful attention to these requirements will enable the student to avoid doing unnecessary work. Students are responsible to see that graduation requirements are met.

Requirements for the M.Ed. degree are listed below. A student must:

- Meet all admission and proficiency requirements.
- Complete 32-semester hours as specified in the program design in good academic standing. A minimum of 21 semester hours of the course requirements must be taken from Cedarville University.
- Maintain the following grade performance standards:
 - Sustain an overall cumulative grade point average of not less than 3.0.
 - Complete all requirements for the 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 the graduation requirements without the written approval of the director of graduate programs. Requests for such permission must provide explicit evidence regarding why the content of these out-of-date courses is still a viable part of the student's graduate program, and 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.

- Complete a timely application for commencement which will include a Graduation Audit by the Graduate Office to verify completion of all program requirements
- Submit an application for graduation by February 1st of the year he/she plans to graduate to participate in the Spring commencement ceremony. This includes Spring graduates as well as those who may complete their graduate programs in the fall.
- Pay any applicable graduation fees.

Requirements for the MSA degree are listed below. A student must:

- Meet all admission and proficiency requirements.
- Complete 36-semester hours as specified in the program design in good academic standing. A minimum of two-thirds 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.
- Sustain a grade point average of not less than 3.0 in career concentration courses.
- 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 the graduation requirements without the written approval of the director of graduate programs. Requests for such permission must provide explicit evidence regarding why the content of these out-of-date courses is still a viable part of the student's graduate program, and 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.
- Complete a timely application for commencement which will include a Graduation Audit by the Graduate Office to verify completion of all program requirements.
- Submit applications for graduation before March 1st of the year he/she plans to graduate to participate in the Spring commencement ceremony. This includes Spring graduates as well as those who may complete their graduate programs in the Fall.
- Pay any applicable graduation fees.

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 specific 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 director of graduate programs 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 Graduate Office
- Taking an independent study course is a privilege, not a right, and faculty do not have to offer such courses if they choose not to do so.
- Participating faculty members determine the letter grade.

REGISTRATION FOR CLASSES

Registration dates for each session are listed in the university academic calendar. Early registration periods may be designated for currently enrolled students. During early registration, the University allows students to register for courses for the upcoming academic term. Students who have registered early for a term and do not return the following semester must notify the director of graduate programs of this change in status.

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, may be available on the campus-wide computer network.

Prior to submitting a course registration form, each student should meet with his/her academic advisor to discuss career direction, 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. Students should become very familiar with the course requirements of their chosen major.

Once the advising process is complete, students bring their completed course registration forms to the Graduate Admissions Office (in person preferably, or by mail). 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 listed on their billing invoice (see the financial section of the bulletin for

information concerning costs and payment plans).

REPEATING COURSES

Any course may be repeated once with the approval of the director of graduate programs. 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.

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), will be permitted to apply, as permitted, no more than nine (9) semester hours of credit from that degree's requirements toward the second master's degree (for example, a student earning an M.Ed. degree would be permitted to apply a maximum of nine semester hours of credit toward the MSA degree).

STUDENT RESPONSIBILITY

Each student assumes full responsibility for knowing Cedarville University and Graduate Program standards, regulations and procedures. Normally, a requirement will not be waived or an exception granted because the student pleads ignorance or claims that an advisor or other authority did not inform the student of the requirement. While all personnel at Cedarville University endeavor to help students in every way possible, the responsibility for meeting requirements stated in this bulletin rests with the student. Students are responsible for tracking their progress toward meeting all requirements for graduation.

TRANSFER CREDIT

Transfer credit is allowed at the discretion of the University, and only for courses that clearly correspond to required/elective courses offered in the Graduate Programs at Cedarville University.

The Graduate Office is responsible for evaluating all requests for transfer credit.

Courses will be considered for transfer evaluation only if

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

Students may transfer no more than 11 credits toward the M. Ed. degree and no more than one-third of the credits required for the MSA degree.

TRANSIENT STUDY

Coursework to be completed at other institutions by a student enrolled at Cedarville University must be approved by the director of graduate programs who will work in consultation with the student's academic advisor and the chairperson of the academic department governing the course requirement that the transferred course is to satisfy. 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 for permission to take

courses may be obtained from the Graduate Office.

WITHDRAWING FROM THE UNIVERSITY

Proper withdrawal from the University begins in the Graduate Office where the student picks up an official withdrawal form. Refund requests should be submitted to the Business Office at least three days prior to withdrawal. A student's ID card must be returned to the Graduate Office on the last day the student is on campus. No student should leave Cedarville University without completing proper withdrawal through the Graduate Office. Student transcripts will be marked with the appropriate grade once withdrawal is complete in accordance with the established university policy. (See Adding and Withdrawing from a Course.)

MASTER OF EDUCATION

The 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 the education profession. Flexibility characterizes the curriculum. Because many course requirements also satisfy the licensure requirements for principalship and 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 not desiring to earn an advanced degree, but who seek helpful courses for recertification or licensure. 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.

Approval of this program has been granted by the Ohio Board of Regents, and it is accredited by the North Central Association of Colleges and Schools

DEGREE SUMMARY

The degree program includes a minimum of 32 semester credits including:

- 9 credits of required core courses to be taken at Cedarville.
- 10 credits of common core courses, any one of which may be transferred or substituted with approval.
- 4-6 credits of research courses (a 2-credit research course and a 2-4 credit applied research project or thesis).

- 4-6 credits of electives, which may be selected to form an approved concentration of 6 or more credits.

Students may (with permission from the degree program coordinator transfer in up to 1/3 (11 hours) of the total credits required for the degree from regionally accredited and/or approved institutions.

Six credits of Bible courses are required unless the student has completed either a Bible major/minor as an undergraduate or is otherwise approved (through other courses and/or experience) for exemption from this requirement.

| Degree Component | Semester hours |
|---|-----------------------|
| Core courses | 19 |
| Bible courses | 3-6 |
| Research courses | 4-6 |
| Electives - These may be either general electives or electives within a designated or approved concentration area. | 3-6 |
| TOTAL REQUIRED (minimum) | 32 |

DETAILED COURSE REQUIREMENTS

(Note: Unless otherwise indicated all education courses are 2 semester hour courses.)

- **Core Courses** required for all M. Ed. candidates - 19 semester hours:
 - Must be taken at Cedarville – 9 semester hours:
 - EDU-6100 History and Philosophy of Education
 - EDU-6150 Diversity and Social Issues in Education

- EDU-6200 Models of Teaching
- BEGS-6250 Bible Survey for Educators (3 semester hours)
- Usually taken at Cedarville, but transfer and/or substitution credit may be allowed in some cases – 10 semester hours:
 - EDU-6000 Learning Theory
 - EDU-6050 Applied Learning Theory
 - EDU-6250 Statistical Reasoning in Education (3 semester hours)
 - EDU-6300 Program and Outcomes Assessment
 - EDU-6400 Intervention Strategies and Techniques
 - EDU-6700 Advanced Media and Technology
- **Research courses** - 4 to 6 semester hours:
 - EDU-7200 Research Design and any one of the following
 - EDU-7900 Applied Research Project in Education (2-4 semester hours)
 - EDA-7900 Applied Research Project in Educational Administration (2-4 semester hours)
 - ECS-7900 Applied Research Project in Curriculum, Instructional, and Personnel Development (2-4 semester hours)
 - EDU-7950 Research Thesis in Education (2-4 semester hours)
 - EDA-7950 Research Thesis in Educational Administration (2-4 semester hours)
 - ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development (2-4 semester hours)
- **Electives** - 4 to 6 semester hours selected from the following courses and concentrations (6 approved semester hours must be taken for a concentration to be denoted on the transcript):
 - **General electives**
 - EDU-7000 School Improvement
 - BEGS-7250 Foundations of Biblical Theology (3 semester hours)
 - **Concentration in Curriculum**
 - ECS-6550 Special Topics in Curriculum: Abstinence (1-2 semester hours)
 - ECS-7000 Curriculum Theory: Analysis and Design
 - ECS-7100 Curriculum Theory: Implementation and Evaluation
 - **Concentration in Educational Administration**
 - EDA-6550 Special Topics in Educational Administration (1-4 semester hours)
 - EDA-6600 The Principalship: Early Childhood to Young Adolescence OR
 - EDA-6700 The Principalship: Adolescence to Young Adult
 - EDA-6900 Assessing Classroom Performance
 - EDA-7100 School Finance
 - EDA-7150 School Law
 - EDA-7200 Staff and Pupil Personnel Services
 - **Concentration in Instruction**
 - EDU-6550 Special Topics in Instruction: Current Issues
 - EDU-7400 Instructional Leadership for Early Childhood and Pre-Adolescence
 - EDU-7500 Instructional Leadership for Adolescents and Young Adults
 - EDU-7600 Building Collaborative Schools

SCHEDULING

It is the intent of the graduate program at Cedarville to permit completion of the Master of Education degree in ways flexibly responsive to student needs and consistent with viable course demand and the University's resource capabilities. Courses may be offered one or two evenings per week, a series of weekends during the fall and spring semesters, or in 1-3 week modularity during the summer.

SPECIAL CONSIDERATIONS FOR THE M. ED. DEGREE

Licensure and Certification. The course requirements in the Master of Education program do not satisfy initial licensure or certification requirements but do help teachers maintain or upgrade ACSI, AACCS, or state certification.

Concentrations. Additional concentrations may be developed with the approval of the Graduate Program Committee in response to programmatic vision and/or individual professional needs. These concentrations may include transfer credits.

Master of Education Course Descriptions

BEGS-6250 Bible Survey for Educators (3)

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 (3)

A foundational course designed to introduce the student to a Christian worldview created within a biblical framework. Attention is first given to the definition, function, formation, and evaluation of worldview. Then Christian responses and applications will be developed from a survey of biblical theology with emphasis upon 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 Educators.

ECS-6550 Special Topics: Abstinence (2)

This course focuses on the teaching of abstinence education in the classroom providing a healthful alternative to most sex education curricula. Practical assignments are designed for the student to use in the classroom, community, or church.

ECS-7000 Curriculum Theory: Analysis and Design (2)

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)

This course offers a study of the theoretical models, instructional considerations and the 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 (2-4)

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 (2-4)

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-6600 The Principalship: Early Childhood to Young Adolescence (2)

This course will focus on issues which 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 (2)

This course will focus on issues which 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)

A study of 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)

This course emphasizes the systematic selection, evaluation, assignment, and development of both professional and classified school personnel. The development of an understanding of the

decision-making functions of the personnel administration and an understanding of associated task areas will be emphasized.

EDA-7900 Applied Research Project in Educational Administration (2-4)

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

EDA-7950 Research Thesis in Educational Administration (2-4)

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)

A study of 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)

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)

A survey of the relationship between philosophy of education and how various philosophies have effected the practice of schooling historically in the United States. The course 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)

A study of the social, cultural, and political issues that effect decision-making and student achievement in schools. The 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)

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)

A survey of descriptive and sampling statistics applied to 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)

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)

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

EDU-6550 Special Topics: Current Issues (2)

You will be exposed to a variety of current issues in education. As part of the class students will be expected to determine a topic of current educational interest and then complete a 10 page paper on this topic. The primary purpose of this course is to prepare students to develop what is traditionally considered chapter one of a master's thesis or master's level project.

EDU-6700 Advanced Media and Technology (2)

Presents and assists students in the use of 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)

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. The 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)

The 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)

Presentation and development of the skills necessary for the principal in building collaborative schools. Emphasis on 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 in collaborating with families, responding to community needs, and mobilizing community resources to facilitate student success and the school vision will be presented.

EDU-7900 Applied Research Project in Education (2-4)

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 (2-4)

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.