

Chapter 12: Request for Master’s Programs

Statement of Requested Change

The College has been looking at the possibility of offering a limited number of graduate programs for some time. In fact, a Graduate Programs Task Team has been working for the last three years to determine the best course of action to pursue. Several recent events have encouraged the completion of these efforts and the proposal is now ready. The Interdisciplinary Master of Science in Administration with several concentrations is the first degree program that the institution hopes to offer. This chapter serves as a request to the NCA to recognize Cedarville College as a master's degree-granting institution. This chapter outlines the proposed organization of graduate degree offerings according to the NCA guidelines for institutional change.

Rationale Behind the Change

Status of the College

Cedarville College was chartered by the State of Ohio in 1887 under the auspices of the Reformed Presbyterian Church as a church-related, undergraduate, liberal arts college. It began offering classes in 1894 and graduated its first five students in 1897. In 1953 the ownership and operation of Cedarville College was transferred from the Reformed Presbyterians to the trustees of the Baptist Bible Institute of Cleveland, Ohio, who retained the name of the institution.

The Commission on Institutions of Higher Education of the North Central Association of Schools and Colleges granted accreditation to Cedarville College in 1975. Professional accreditation by the National League of Nursing (NLN) was granted in 1985 for the undergraduate Bachelor of Science in Nursing, and by the Accreditation Board for Engineering and Technology (ABET) in 1994 for the undergraduate Bachelor of Science in Electrical Engineering and Bachelor of Science in Mechanical Engineering degree programs.

Cedarville College is a mission-driven institution. Its mission “to provide an education consistent with Biblical truth” provides the focus for the direction of the College and is consistently articulated to all of its constituencies. Strategic planning drives the vision and helps to fulfill the mission. The strategic planning process involves the trustees, administrators, faculty, and staff. Resource and program decisions are directly related to the strategic plan.

Having positioned itself as a comprehensive college of liberal arts, sciences, and professional programs, today Cedarville College is a leading institution of Christian higher education offering a liberal arts core, a required Bible minor, respected professional programs, the latest technological tools, and worldwide Christian ministries. These distinctive qualities attracted 2,509 students from 49 states and 10 foreign countries for the 1996 Fall Quarter.

The most popular areas of study include Business Administration, Bible, Education, Science and Mathematics, Nursing, and Engineering. A strong teaching faculty (65 percent of the full-time faculty have earned doctorates), integrate biblical principles and their Christian faith into all 75 disciplines.

Cedarville students evidence academic achievement. Their credentials are the basis for inclusion in *Peterson's Guide to Competitive Colleges* and a *U.S. News & World Report's* ranking among the top 20 percent of Midwestern liberal arts colleges. With costs typically 30 percent less than the national average, Cedarville was further designated a *U.S. News* "Best Buy" in both 1995-96 and 1996-97.

A plan for managed growth has resulted in an 18-year pattern of record enrollments and has driven an aggressive expansion program. The completion of the new Ministry Center in October 1996, is the third major academic building project in the past 10 years.

Cedarville's award-winning campus-wide computer network has set a standard in campus networking. Every dorm room and faculty office is equipped with either a 486 or 586 computer workstation, allowing 24-hour access to the library, more than 150 software programs, statewide direct borrowing through the OhioLink library system, the Internet, and the World Wide Web.

Cedarville advocates free enterprise. It does not accept any local, state, or federal government funds for operating or capital purposes.

In analyzing the need for Cedarville College to offer a graduate program like the proposed interdisciplinary M.S. in Administration, the Graduate Task Team considered the general demand for master's degrees, especially one with a more professional than pre-doctorate focus, the opportunity for master's programs with a Christian perspective providing biblical integration, and the response of Cedarville alumni, students, prospects, and friends to beginning this type of graduate program.

An Interdisciplinary Approach to Administration

At the beginning of the twentieth century, with the growth of the scientific management movement, the field of management began to emerge as a unique discipline. In conjunction with the economic, political, technological, and social developments of the period and stimulated by the appearance of the results of the now famous Hawthorne Studies, management became recognized as a professional field of endeavor. The functions to be performed by a manager or administrator were identified and universal principles of management were sought and frequently prescribed. During the 1940's, management was firmly established as a distinct process, embodying its own knowledge, skills, and values. It was widely accepted that principles of management could be taught and that professional administrators could be trained to manage in any type of organization.

With the significant advances in the behavioral aspects of management, the innovations in operations research and decision theory and the introduction of systems methodology and concepts, the universality of many of the managerial precepts were disproved. Instead, a contingency approach to the study of management and administration began to gain acceptance. As comparative management studies have been undertaken among similar organizations in different cultures and different organizations within a similar culture, the managerial process and administrative concepts have been refined to state which theories are applicable under which conditions. Consequently, the aspects of management and administration which confront administrators regardless of their organizations and the aspects that vary among different types of organizations have been better defined. However, many educational programs preparing individuals for management positions have tended to overemphasize the unique aspects of a particular administrative field to the neglect of that which was common to all managerial areas.

To provide an educational program which emphasizes the generic management concepts and skills, while still providing the more technical and specialized expertise needed to manage effectively within a particular organizational field, the interdisciplinary M.S. in Administration Degree is proposed.

The College's request for approval of the change in degree-granting status is required by the NCA guidelines which demand Commission approval for adding a different degree level. Since this approval requires an on-site visit, it seems appropriate to link the request for approval of graduate programs with the current NCA reaccreditation process and site visit.

Appropriateness of the Change

Thirty years ago, Pattillo and Mackenzie (Church-Sponsored Higher Education in the United States, 1966), articulated the need for church-related colleges to develop distinctive graduate schools and programs, but a large response has not been forthcoming. George Marsden in an article entitled "Why No Major Evangelical University: the Loss and Recovery of Evangelical Advance Scholarship" in Making Higher Education Christian edited by Carpenter and Shipps published in 1987, refers to the continued absence of Protestant church-related graduate schools as "one of the oddest anomalies in American religion today." While more church-related institutions have begun to offer some graduate programs, one book in the Jossey-Bass series "New Directions for Higher Education" entitled Agendas for Church-Related Colleges and Universities edited by Guthrie and Noftzger in 1992, again emphasizes "Regardless of the reasons, whatever is preventing or retarding the development of church-related graduate schools and programs must be overcome (p. 94).

The unique principles that underlie and inform Christian higher education (Arthur Holmes, 1980; G. A. Buttrick, 1960) provide the basis for this call for additional Christian graduate programs. As derived from biblical statements and theological

interpretation, they include the value of the natural world as the work of a good God, encompassing a high value on the human order and stewardship, and thus the importance of the humanities, arts and sciences; the principle of human finitude, which places limits on the known and leads to a variety of human insufficiencies and dependencies; and the principle of redemptive love, which operates in the area of moral concerns such as justice and liberty. This principle of redemptive love also implies a restoration of broken relationships on personal or even socio-cultural levels; it also requires the giving of disciplined service to others, and helping students to be all that they can be.

These principles are in obvious contrast to a whole series of worldviews operative in the world today. Most obvious are the contrasts with modern secularisms; reductionistic science, humanistic psychologies, relativistic individualism, technological commercialism, and any number of superficial pieties and enthusiasms. And, for many, the task of counteracting these worldly values by focusing on Christian perspectives in the most rigorous manner provides a sufficient reason for the continued existence of church-related colleges. For those who see limits to the public university (Martin, 1982), particularly its insufficient attention to service and lack of coherence in mission, church-related higher education is a mandatory alternative.

In a recent monthly publication from Baylor University, Dr. Dean Walbesser, Dean of the Graduate School at Baylor, cited evidence that current trends show adults ages 21-65 change careers an average of four times. “The consequences for our graduate school is that we have to be able to provide schooling for these changes in careers.” Dr. Michael Bishop, Vice President for Marketing and Communications said, “Public expectations concerning higher education will be greatly increased, and this means more and more students will be expected to have a master’s degree.” Dean Walbesser also noted graduate enrollments were shifting at Baylor, as well as nationally, to more students in their thirties as compared to the predominant members of younger graduate students in the past. He observed the future student would be more well-rounded instead of being an expert in only one discipline, and he predicted a blurring of disciplinary lines and an increase in interdisciplinary programs and collaboration.

These comments are supported by the findings of the Futures Sub-committee in last year’s strategic planning process. Support can also be seen from Table 12.1 and Table 12.3. These tables not only show the rise in graduate degrees awarded, but also show this rise has occurred during a period of declining numbers of high school students. The national decline of the number of high school students ended in 1995, however, and the number of high school graduates will rise by 50,000 per year during the next decade.

Table 12.1
Degrees Awarded in the United States, 1971-1990

	1971	1975	1981	1985	1990	% Change 1971-1990
Doctorate	32,107	34,083	32,615	32,943	38,238	19%
1st Prof.	37,946	55,916	70,131	75,063	70,980	87%

Master's	230,509	292,450	298,081	286,251	323,844	40%
Bachelor's	839,730	922,933	929,417	979,477	1,049,657	25%
Associate's	252,610	360,171	400,910	454,712	454,679	80%
High School	2,938,000	3,133,000	3,020,000	2,677,000	2,587,000	-17%

Table 12.2
Master's Degrees Conferred by Field (1988-89)

	Number of Degrees	% of Total Degrees
<i><u>Professional</u></i>		
Agriculture and natural resources	3,245	1.0
Architecture and environmental design	3,378	1.1
Business and management	73,154	23.6
Communications	4,233	1.4
Computer and information sciences	9,392	3.0
Education	82,238	26.5
Engineering	24,541	7.9
Health sciences/allied health	19,255	6.2
Home economics	2,174	0.7
Law	2,098	0.7
Library/archival sciences	3,940	1.3
Parks and recreation	460	0.1
Protective services	1,046	0.3
Public affairs and social work	17,928	5.8
Theology	4,625	1.5
Visual and performing arts	8,234	2.7
Total	259,941	83.8
<i><u>Liberal arts and sciences</u></i>		
Area and ethnic studies	987	0.3
Foreign languages	1,911	0.6
Letters	6,608	2.1
Liberal and general studies	1,408	0.5
Life sciences	4,933	1.6
Mathematics	3,424	1.1
Multi-/interdisciplinary studies	3,225	1.0
Philosophy and religion	1,274	0.4
Physical sciences	5,737	1.9
Psychology	8,579	2.8
Social sciences	10,854	3.5
Total	48,940	15.8
Grand Total	309,771	

Note: In 1988-89, 890 conferred master's degrees (0.3%) were not classified by field of study.

Table 12.3
Master's degrees conferred, by discipline, 1971 to 1990

Discipline	1971	1973	1975	1977	1979	1981	1983	1985	1987	1989	1990
Agriculture	2,675	3,198	3,671	4,333	4,749	4,646	4,819	4,472	3,999	3,245	3,373
Architecture	1,705	2,307	2,938	3,213	3,113	3,153	3,357	3,275	3,142	3,383	3,492
Area & ethnic studies	1,032	1,053	1,166	1,052	853	804	826	879	851	1,004	1,198
Business & Mgmt.	26,481	31,007	36,247	46,420	50,372	57,898	65,319	67,527	67,496	73,521	77,203
Communications	1,856	2,406	2,794	3,091	2,882	3,105	3,604	3,669	3,937	4,257	4,369
CIS	1,588	2,113	2,299	2,798	3,055	4,218	5,321	7,101	8,491	9,414	9,643
Education	88,952	105,565	120,169	126,825	111,995	98,938	84,853	76,137	75,501	82,533	86,057
Engineering	16,443	16,619	15,348	16,245	15,495	16,709	19,350	21,557	22,693	24,572	24,848
Foreign languages	4,755	4,289	3,807	3,147	2,426	2,104	1,759	1,724	1,746	1,898	1,995
Health sciences	5,445	7,879	9,901	12,323	14,781	16,004	17,068	17,383	18,426	19,293	20,354
Home Economics	1,452	1,679	1,901	2,334	2,510	2,570	2,406	2,383	2,070	2,166	2,153
Law	955	1,048	1,245	1,574	1,647	1,832	2,091	1,796	1,943	2,013	1,869
Letters	11,148	10,808	10,068	8,701	7,289	6,515	5,767	5,934	6,123	6,676	7,223
Liberal/gen. studies	549	1,210	1,630	1,492	1,251	1,085	889	1,180	1,126	1,450	1,594
Library sciences	7,001	7,696	8,091	7,572	5,906	4,859	3,979	3,893	3,815	3,953	4,349
Life sciences	5,728	6,263	6,550	7,114	6,831	5,978	5,696	5,059	4,954	4,961	4,861
Mathematics	5,191	5,028	4,327	3,695	3,036	2,567	2,837	2,882	3,221	3,447	3,677
Military Sciences	2	0	0	43	38	43	110	119	83	0	0
Multidisciplinary	1,157	1,336	1,938	3,006	3,335	3,434	2,930	3,184	3,041	3,236	3,505
Philosophy & religion	1,326	1,218	1,402	1,300	1,143	1,229	1,091	1,167	1,108	1,280	1,326
Physical sciences	6,367	6,257	5,807	5,331	5,451	5,284	5,290	5,796	5,652	5,723	5,447
Psychology	4,431	5,831	7,066	8,301	8,003	7,998	8,378	8,408	8,204	8,552	9,231
Protective services	194	342	993	1,681	1,729	1,538	1,300	1,235	1,019	1,047	1,151
Public affairs	8,215	10,899	14,610	17,917	18,300	18,524	16,245	16,045	17,032	18,370	18,423
Social sciences	16,476	17,288	16,892	15,395	12,807	11,855	11,112	10,380	10,397	10,867	11,419
Theology	2,710	2,778	3,228	3,625	3,558	4,220	4,782	4,352	4,881	4,644	4,686
Visual & perform.	6,675	7,254	8,362	8,636	8,524	8,629	8,742	8,714	8,506	8,265	8,546
TOTAL	230,509	263,371	292,450	317,164	301,079	295,739	289,921	286,251	289,457	309,770	321,992

Relationship of Change to Previous Report

The last site team report in 1987 was very positive about the faculty and programs at Cedarville College. Since that time, the College has further improved its programs, faculty, and facilities. The present request for change is a natural progression of the institution's growth in size and expertise and is the result of ongoing development based on strong faculty, facilities, and finances.

Demand for Master's Degrees

General Market Climate

In the future, college officials should be prepared for larger graduate and professional school enrollments and for a higher proportion of women in those groups. According to researchers at the University of California at Los Angeles, a record 65 percent of all the 1993 freshmen said they were interested in attending graduate school compared to 55 percent in 1992, and fewer than 50 percent in the early 1970's. Alexander W. Astin, the director of the Higher Education Research Institute at U.C.L.A., stated that changes in women's aspirations were especially dramatic. In 1967, three times as many men as women said they would pursue advanced degrees. In 1993, 66 percent of the women compared to 63 percent of the men said they would seek advanced degrees.

The survey was conducted by the Higher Education Research Institute under the sponsorship of the American Council on Education. The results are based on responses by 220,757 students at 457 colleges and universities, including Cedarville College. Dr. Astin concluded, "These findings suggest that the students may be more interested in graduate degrees because they feel that advanced training will give them a competitive edge in their quest for job and financial security." Many higher education officials say that the changes forecast by the survey are already taking place.

The Council of Graduate Schools at One Dupont Circle in Washington, D.C., sponsored a study entitled "Overview of Master's Degrees in the United States" which was published in June 1993. This study convincingly concluded that Master's degrees were important, viable, increasingly necessary, first post-baccalaureate degrees. The researchers found, in their extensive interviews with almost 800 stakeholders, that "the experiences these individuals had with master's education were, for the most part, very positive and inconsistent with the largely negative views of master's education portrayed in some literature." These 800 stakeholders were in case study programs in 31 institutions with varying characteristics such as institutional size, public/private, part-time/full-time, etc., and they involved top administrators, program heads, faculty, students, alumni and employees from 47 different programs. Conrad, Haworth, and Miller in A Silent Success: Master's Education in the United States published by The Johns Hopkins University Press in 1993, also concluded "master's education in the

United States has been a silent success—for degree holders, employers, and society in general” (pg. 342).

Both studies’ conclusions were true for the wide range of people interviewed, independent of factors such as institutional control, geographic location, traditional or non-traditional delivery system, program prestige, or full-time or part-time students. These researchers discovered frequent references to the social benefits associated with master’s education and the benefit from the multidisciplinary character of master’s programs. Master’s education has been able to respond quickly to the changes in society which are requiring further education to prepare people for the workplace.

Factors Supporting Demand for M.S.A. in Business

The State of Ohio CPA organization has adopted, along with many other states, a requirement that in the year 2000 and beyond those taking the CPA exam must have completed additional course work beyond what is necessary for the normal undergraduate major. To qualify to take the CPA examination, students must complete 150 semester hours (225 quarter hours) of coursework including some specific accounting courses but, more importantly, courses in the areas of general business, communication, organizational behavior, and general electives. The expressed intention of the revised CPA requirements is to increase the breadth and depth of accounting education beyond the specific technical and procedural elements already found in accounting undergraduate programs. A variety of private Christian colleges have responded to this change by developing M.B.A. programs. The M.S.A. program under development at Cedarville College promises to offer the broader-based education sought by the Ohio (and other states) CPA organization.

The Dayton/Cincinnati/Columbus area has become an important center for information technology workers. The presence of such companies as Lexis-Nexus and NCR, as well as the presence of Wright-Patterson Air Force Base (with its hundreds of civilian contractors) as well as a growing number of industrial and service firms has increased significantly the demand for highly educated employees. A recent study released by the Information Technology Association of America (*Help Wanted: The IT Workforce Gap at the Dawn of a New Century*, 1997) concluded that, “Today, it can be said, employers everywhere need information technology (IT) workers and virtually nowhere can they be found in sufficient numbers.” (pg. 7) The survey found that “68 percent [of company executives] cited the lack of skilled/trained workers as a barrier to their company’s future growth.” (pg. 12) The M.S.A. program under development at Cedarville College will offer the broad, multi-disciplinary curriculum so vital to those workers seeking to move beyond their undergraduate training. Cedarville College’s commitment to academic quality and professional development, accompanied with a state-of-the-art computer network capability will make the M.S.A. a very attractive program for those seeking professional development in the Tri-City area.

Based on the College's Alumni Study detailed elsewhere in this chapter, it is clear that a number of those who did not pursue an undergraduate degree in business, education or nonprofit management (the three career concentration areas anticipated to be included under the M.S.A. umbrella) develop an interest in these areas after graduation. Undergraduate teaching majors discover that their interests draw them toward business careers and business majors discover that their interests draw them toward teaching careers. With the effects of corporate downsizing and the great challenge being faced by professionals in the education arena, many people are now seriously determining to assess and, often, redirect their careers. The M.S.A. program provides the interdisciplinary framework within which those seeking career path changes can find a responsive and supportive environment.

Factors Supporting Demand for M.S.A. in Education

The revised Teacher Education and Licensure Standards approved by the State Department in the state of Ohio on October 15, 1996, which become effective January 1, 1998, have as one of the requirements for the professional administrator license to have completed a master's degree. The administrative specialist license requires completion of a program with a concentration in a set of specified fields one of which is curriculum and supervision. The second renewal of the professional teacher license requires the completion of a master's degree, or thirty hours of graduate credit, in classroom teaching and/or an area of licensure. Further, these are professional development requirements for continued licensure for all educators which can be met by continuing education units or additional credits in graduate courses.

Within an hour's drive from campus, there are over 1,000 teachers in private, Christian schools with theological perspectives similar to churches, denominations, and non-denominational backgrounds from which the current undergraduate population is drawn. There are over 1,500 General Association of Regular Baptist churches nationally including almost 500 in the state of Ohio, Indiana, Michigan, many of whom support or fund K-12 schools who would send their teachers to Cedarville College in the summer for this graduate program. Locally, as an example, Dayton Christian Schools employs over 145 teachers, and they are interested in Cedarville College becoming their primary server. There is a long-standing working relationship with them.

None of the above figures include the evangelical Christians in the public school systems in surrounding counties which employ thousands of teachers, some of whom are already contacting Cedarville College about potential graduate instruction.

Results of the Market Survey

In order to assess the potential market for the unique M.S.A. degree being contemplated by Cedarville College, two surveys were conducted to identify the

level of potential demand from Cedarville alumni and current Cedarville undergraduate juniors and seniors.

The Alumni Survey

Approximately 800 surveys were mailed to Cedarville alumni. The survey was limited to students with undergraduate majors in the fields of business, communication arts and education, the areas most likely to respond to the creation of the M.S.A. now being considered. The surveys were further limited to the states of Ohio and Indiana focusing on the primarily regional appeal expected of the contemplated M.S.A.. A little over 400 surveys were returned, offering a substantial 50%+ return rate, making the sample quite robust for inferential study.

The Undergraduate Survey

Approximately 1100 surveys were placed in the campus mailboxes of full time Junior and Senior students at Cedarville. About 200 (18%) surveys were returned, offering a limited but valid sample for the specific aims of our study (the surveys were distributed during the week of final exams). Unlike the Alumni survey, the Undergraduate Survey was given to students in all majors.

Overall Findings of the Study

Both the Alumni and Undergraduate Surveys indicated a substantial interest in the proposed M.S.A. program. Of those responding, 26.1% of the alumni and 19.1% of the undergraduates indicated they would be interested in pursuing an M.S.A. at Cedarville College. For those alumni residing in the state of Ohio the interest rate was 29.0%. At the undergraduate level, a variety of majors had interest rates far above the overall level of 18.1%. Of particular note, given possible M.S.A. career specialization tracks in business and in health administration, was the positive interest of students in the areas of business (33.3% of all responses from business majors were positive) and nursing (23.3% of all responses from nursing majors were positive).

Reasons for interest in the M.S.A.

The survey asked respondents to indicate the reasons for their interest, or lack of interest, in the proposed M.S.A. program. Table 12.4 show the results among alumni with a positive interest in the M.S.A. program. Numbers in parenthesis indicate number of responses.

Table 12.4
Reasons for Interest in M.S.A. Program

	Business	Comm. Arts	Education	ALL
Becoming more effective in current organization	63.0% (29)	72.7% (8)	42.9% (21)	54.7% (58)
Help advancement in current organization	34.8% (16)	36.4% (4)	28.6% (14)	32.1% (34)
Personal knowledge and growth	63.0% (29)	63.6% (7)	69.4% (34)	66.0% (70)
Need for professional certification in current organization	8.7% (4)	18.2% (2)	65.3% (32)	64.2% (68)
Want to change career field	17.4% (8)	-0-	10.2% (5)	12.3% (13)

Both business and education majors shared a desire to pursue the M.S.A. for reasons of personal growth and knowledge; additionally, business majors were more likely to seek the M.S.A. to gain greater effectiveness in their current organizations, while education majors were more likely to seek the M.S.A. for professional certification reasons.

Reasons for no interest

Alumni who indicated no interest in pursuing the M.S.A. at Cedarville College were asked to indicate the reasons for their lack of interest. Their responses are shown in Table 12.5.

Table 12.5
Reasons for Lack of Interest in M.S.A.

	Business	Comm. Arts	Education	ALL
Live too far away to commute	51.0% (50)	32.4% (12)	42.3% (69)	44.0% (132)
Want a different kind of degree	25.5% (25)	35.1% (13)	50.9% (83)	40.3% (121)
Family responsibilities	35.7% (35)	29.7% (11)	35.0% (57)	34.3% (103)
Not needed for my career plans	34.7% (34)	43.2% (16)	23.3% (38)	29.3% (88)
Cannot afford	15.3% (15)	10.8% (4)	22.7% (37)	18.7% (56)
Already have a master's degree	18.4% (18)	16.2% (6)	12.9% (21)	15.3% (46)
Not interested in further education	19.4% (19)	16.2% (6)	11.0% (18)	14.3% (43)
Present job commitments	12.2% (12)	16.2% (6)	6.7% (11)	9.7% (29)
Want a degree from another college	3.1% (3)	13.5% (5)	8.6% (14)	7.3% (22)
Job or career uncertainties	1.0% (1)	10.8% (4)	3.1% (5)	3.3% (10)
Too near retirement	-0-	2.7% (1)	1.2% (2)	1.0% (3)

The primary reasons for a lack of interest were, importantly, not related to factors related to concerns about the inherent qualities of the program proposed nor doubts about Cedarville’s capacity to deliver a high quality program. Rather, the reasons were primarily related to distance from campus, a desire for a different kind of degree, and family responsibilities.

Career concentration interests

Table 12.6 indicates the amount of interest in specific career concentrations within the M.S.A. degree.

Table 12.6
Interest in Specific M.S.A. Concentrations

CAREER CONCENTRATIONS	UNDERGRADUATE MAJORS			
	Business	Comm. Arts	Education	ALL
Business administration	76.1% (35)	54.5% (6)	14.3% (7)	45.3% (48)
Educational administration	8.7% (4)	-0-	51.0% (25)	27.4% (29)
Curriculum and instruction	4.3% (2)	9.1% (1)	51.0% (25)	26.4% (28)
Christian ministry	13.0% (6)	18.2% (2)	16.3% (8)	15.1% (16)
Health care administration	10.9% (5)	9.1% (1)	-0-	5.7% (6)
Sports management	8.7% (4)	9.1% (1)	-0-	4.7% (5)

As would be anticipated, those with an undergraduate business major were primarily interested in pursuing the business administration career track in the proposed M.S.A. program. Those with an under-graduate education major were primarily interested in pursuing the educational administration or curriculum and instruction career tracks. Those with an undergraduate communication arts major had a dominant interest in the business administration track, but also were interested in other tracks in Christian ministry, health care and sports management. This reflects the broader and more varied interests of those choosing the communication arts undergraduate major in the first place. It is significant that for both business and education majors, there was an interest in diversifying their education at the master's levels beyond their experiences at the undergraduate level.

Business and education undergraduate majors noted a special interest in the area of Christian ministry. This area should receive more investigation as a career

concentration that would have unique appeal to Cedarville alumni as well as others given the College’s historic commitment to providing leadership and training for Christian ministries including churches, Christian schools, and Christian service ministries.

For education majors it is significant to note that educational administration would also be a significant diversification from their undergraduate experience. In that light slightly less than one-half of those expressing an interest in the M.S.A. program expressed an interest in program areas outside of curriculum and instruction.

Class scheduling

The Alumni Survey also sought to determine the “best” class schedule for those interested in the M.S.A.. The responses are shown in Table 12.7 and 12.8.

Table 12.7
Interest in Fall-Spring Class Schedules

FALL-SPRING	Business	Comm. Arts	Education	ALL
One night a week	53.5% (23)	60.0% (6)	37.2% (16)	42.5% (45)
Saturday	30.2% (13)	20.0% (2)	39.5% (17)	30.2% (32)
Two nights a week	9.3% (4)	20.0% (2)	18.6% (8)	13.2% (14)

Table 12.8
Interest in Summer Class Schedules

SUMMER	Business	Comm. Arts	Education	ALL
Two nights a week, seven week sessions	46.3% (19)	50% (5)	25.0% (11)	36.8% (35)
Saturday	26.8% (11)	20.0% (2)	4.5% (2)	15.8% (15)
Five-days-a-week, one-or-two week sessions	22.0% (9)	20.0% (2)	40.9% (18)	30.5% (29)
Three-days-a-week, three-or-four week sessions	-0-	10% (1)	27.3% (12)	13.7% (13)

The preferences indicated some diversity regarding a regular school schedule of one weekday night versus a Saturday class (or classes). Summer school preferences were even more varied. The conclusion is that the scheduling of courses should aim at several options in order to meet the preferences of the largest number of students. Also, the expressed preferences for class times for business and education majors do show a pronounced divergence from each other. Because the proposed M.S.A. program will call for common courses shared by both these majors, and because the professors involved in teaching in the M.S.A. will also be teaching in the undergraduate program, administration of the M.S.A. program will call for imaginative, flexible scheduling.

Internal and External Approvals

Internal Approvals

Flowing out of the strategic planning process described earlier, the Academic Vice President appointed a Graduate Task Team of eight members approved by the Administrative Council. This task team began studying the feasibility and advisability of implementing Cedarville College's first graduate degree, as well as selecting and designing the interdisciplinary M.S. in Administration program. Faculty representatives from key academic departments were included on this task team.

Over the past three years periodic updates have been given to the Department Chair Committee. This group has conducted several discussions of this strategic step and the specific degree proposal.

The Graduate Task Team submitted their report to the Academic Vice President, who presented it to the Department Chair Committee, which, as one of its functions, acts as a college-wide curriculum committee. On February 18, 1997, the Department Chair Committee approved submitting the M.S.A. degree to the Ohio Board of Regents and the North Central Association for their respective authorizations.

Following the Department Chair Committee action, the Academic Vice President distributed copies of the Graduate Task Team's report, with the minor curricular adjustments approved by the Department Chair Committee, to the Cedarville College faculty. He also met with the faculty of the Department of Education and the Department of Business Administration to review the report and curriculum.

As the sole agenda item for the Cedarville College faculty meeting on February 21, 1997, the College faculty approved submitting the interdisciplinary M.S.A. degree to the Ohio Board of Regents and the North Central Association to obtain their authorization for the first graduate program at Cedarville College. This vote was 80% in favor, 10% against, and 10% not voting.

Prior to the faculty action, the Cedarville College Board of Trustees, based upon the recommendations of the Academic Vice President and the President, passed a motion to seek approval from the Ohio Board of Regents and the North Central Association. This action was on January 9, 1997. This motion was reconfirmed by the Academic Committee of the Cedarville College Board of Trustees on April 4, 1997, following the faculty approvals cited above.

The official minutes for each of the meetings cited above are available in the Consultant-Evaluator Resource Room.

External Approvals

Located in the State of Ohio, Cedarville College must receive authorization to offer the M.S. in Administration degree from the Ohio Board of Regents. An application for authorization to offer this new master's degree program has been submitted to the Ohio Board of Regents. This application is currently being processed through their review procedures. Notification of the Ohio Board of Regents' authorization will be forwarded to the North Central Association as soon as it has been received. Besides the Ohio Board of Regents and the North Central Association, Cedarville College does not need any other external approvals.

Continuing Ability to Meet GIRs and Criteria

The degree programs submitted for approval must meet the same institutional criteria required of all programs within the College. The proposed graduate programs flow from the same mission as the undergraduate programs. Graduate programs will undergo the same financial and academic assessment procedures as other College programs. Since this change request is included as part of the overall reaccreditation effort, the ability of the institution to continue meeting the GIRs and accreditation criteria is addressed throughout the self-study document.

Effect on Undergraduate Programs

One of the key benchmarks of Cedarville College is that this institution of higher education is "primarily an undergraduate institution." When considering initiating a graduate program, the implications of this benchmark are clear. First, any new graduate program offerings must not detract from existing undergraduate programs. Second, such graduate programs must strengthen undergraduate programs. Third, undergraduate programs will remain a priority; therefore, graduate programs must enhance undergraduate resources not dilute them.

The design, organization, and implementation of the proposed interdisciplinary M.S. in Administration Program addresses the implications of the above benchmark. First of all, the proposed tuition and fee revenues generated by the program have been set at a level to cover the projected costs with some excess revenues to contribute to the general fund. In effect, this program will operate on a self-sustaining basis.

In reality, identifying some of the costs charged against the graduate program only as costs is misleading. In fact, they also are resource benefits to the undergraduate program. For example, library acquisitions focused on graduate areas of study also are able to be accessed and utilized by undergraduates. Further, the implementation of OhioLink and the Internet facilities reduce the traditional costs of providing the requisite library resources.

Over the past fifteen years it has been more difficult to recruit faculty with the qualifications Cedarville College expects in the Department of Business Administration than in any other department. At least one and often two positions have remained unfilled in most of those years. Several desirable candidates have found the lack of opportunity to be involved in some graduate instruction a detriment. The Department of Education also has found some top faculty candidates who were less interested because they would not be able to occasionally teach a graduate course. Still, many fine, highly qualified faculty have joined the excellent longer term faculty.

As a consequence, the existing faculty have the academic achievements, professional expertise, and graduate-level experience to implement this program. The new faculty positions required to implement this master's program are due to anticipated new enrollments and additional graduate sections so that faculty resources are not diverted from the undergraduate course offerings.

In fact, in initiating this graduate program, a separate or separately designated graduate faculty will not be established. Any faculty members who teach a graduate course will have the predominance of their teaching load at the undergraduate level. In conjunction with this approach, it is obvious that any faculty member teaching a graduate course enters into the undergraduate classroom with more advanced and more current preparation as that knowledge base trickles down.

Related to the latter point, given the targeted graduate clientele of full-time employed practitioners who are part-time graduate students, the faculty teaching a graduate course will gain insights, examples, and organizational contacts which would be shared and would be beneficial to the undergraduate students and instructional program. These contacts also would result in additional faculty development opportunities for the faculty, and the need for expanded summer offerings would provide additional compensation both of which could be especially beneficial for younger faculty.

As an additional operating safeguard to the undergraduate program, the department chairs will continue to have the responsibility for assigning faculty to courses. While the graduate program director will plan the schedule of graduate sections and make staffing requests of the department chairs, that person must work with the department chairs who will determine scheduling priorities and make actual undergraduate and graduate teaching load assignments.

Given the nature of the M.S. in Administration Degree and its target student population, it is tentatively planned to operate on a semester system. In calculating a faculty member's teaching load, each person will be credited with two times the number of semester hours toward the typical annual thirty-six hour quarter load. Thus, teaching a

three semester hour graduate course will count as six quarter hours of load. Any graduate teaching in the summer would not be a part of the regular teaching load, nor divert anyone from the undergraduate program. Just as the current summer courses provide extra compensation, so would graduate instruction in the summer be compensated over and above the base pay.

It also should be recognized that offering carefully selected graduate programs enhances the academic reputation of the institution. Cedarville College would be perceived by the general public, including prospective students and their parents, as having stronger undergraduate programs because of having a few good graduate programs.

The use of graduate students to teach undergraduate courses would not be permitted. First of all, the graduate program emphasis is upon full-time employed, part-time students. Although full-time students would not be prohibited, these students would have to take evening classes, would not be provided housing in residence halls (unless they happened to be on the residence hall staff), and would not be allowed to compete with undergraduates for financial aid from the institution.

Organization of Resources

Human Resources

The Academic Vice President, Dr. Duane Wood, has over fifteen years of experience at Indiana University, Central Michigan University, and the University of Southern Maine directing graduate programs in business, management, and administration in a wide range of disciplines. The initial program director of the proposed M.S.A. program, Dr. Sharon Johnson, currently serves as the chair of the Department of Business Administration, previously taught in the M.B.A. program, and was one of the founding teachers in the executive M.B.A. program at Baylor University. He was also the co-director of the Baylor Center for Church Management and Director of the Small Business Institute at Francis Marion University. Both of these individuals have a doctorate in management and their vita are available in the Consultant-Evaluator Resource Room.

The proposed graduate program will be administered by the Director of Graduate Studies who will report directly to the Academic Vice President. The Director of Graduate Studies is appointed by the Cedarville College Board of Trustees upon the recommendation of the President who approves the recommendation of the Academic Vice President. Responsibilities of this position include:

1. Admissions, student recruitment, program promotion, and academic progress.
2. Orientation, academic advising, and coordination with the department chairs of the assigning of academic advisors.
3. Strategic planning, budget justification and management, and other administrative and academic reports.

4. Involvement in the selection and evaluation of faculty teaching in the graduate programs including input and schedule coordination with department chairs.
5. Preparation of schedule of graduate course offerings.
6. Chairing the Graduate Council.
7. Other relevant tasks as assigned by the Academic Vice President.

A Graduate Council, chaired by the Director of Graduate Studies, will provide oversight of all aspects of academic policy related to graduate offerings. Membership includes two faculty members from the Department of Education, two faculty members from the Department of Business Administration, one faculty member from the Department of Biblical Education, one faculty member from the Library, and one faculty member at-large from the remainder of the other academic departments. The Graduate Council will have the status of a standing committee. Its responsibilities will include establishing standards for admission and approving conditional admissions, graduate program assessment, curricular actions, and other related educational policies.

Related to governance, the policies and procedures for the graduate program are the same as those found in the Faculty Handbook for undergraduate programs except where obviously inappropriate for a graduate program. While only those faculty members with the appropriate qualifications as determined by the respective department chairs, the Director of Graduate Programs, and the Academic Vice President will teach graduate courses, a separate graduate faculty will not be established.

The faculty from the academic department sponsoring an area of career concentration will set the specific requirements for the design, implementation, and assessment of that portion of the curriculum and the design, supervision, and evaluation of the practicum/applied project for students in that area of career interest. The faculty will function under the general guidelines and criteria set by the Graduate Council, but they may institute some requirements distinctive to that career concentration.

The curricular authority process steps will be the academic department, Graduate Council, Cedarville College faculty, the Academic Vice President, President, and the Cedarville College Board of Trustees for the addition or deletion of new career concentrations, new programs, or major changes in curriculum or degree requirements. The Director of Graduate Programs with appropriate faculty input will submit annual planning documents, budgets, and assessment reports into the ongoing College processes.

In addition to the Director of Graduate Programs, a full-time twelve-month secretarial position will be added. Another full-time staff position in the Enrollment Management Division will be needed to assist with processing in

Admissions and Academic Records. When the incremental growth of the proposed graduate program is combined with the growth of the undergraduate program and the continued technological utilization and development on campus, it is anticipated that an additional person in both Computer Services (technician) and the Library (faculty) will be needed.

One of the strengths upon which the institution is building in proposing this M.S. in Administration Program is the number of qualified faculty already in place. (A list of the faculty who may teach in the program is available in the Consultant-Evaluator Resource Room.) However, included in the tentative budget is funding for five additional full-time faculty positions. Two of these positions will be allocated to both the Department of Education and to the Department of Business Administration and one to the Department of Biblical Education. Obviously, actual enrollment patterns could cause some change. Supplementing existing faculty, these positions will require doctorates and practitioner experience in educational administration (2), management/organizational behavior (1), accounting/finance (1), and pastoral/Christian ministries (1).

If each full-time faculty member taught two graduate courses per semester, this number of five new faculty could provide a staffing for twenty courses per year without including any summer offerings. However, none of them would do so. Each would teach some undergraduate courses, enabling existing faculty to be released from these courses in order to teach some graduate courses as well. In addition, part-time faculty salary monies are already available so that a few doctorally qualified practitioners from the area could occasionally be utilized.

As with the existing faculty evaluation process for the undergraduate programs, faculty members teaching in the graduate program will have student evaluations for each section, classroom visitation by peers, classroom observation by the Director of Graduate Programs and/or their respective department chairs. They also will go through the existing faculty orientation and mentoring program, the faculty development program, and the tenure and promotion evaluation process. The M.S.A. program also will be included in the ongoing institutional process of outcomes assessment.

Financial Resources

The Cedarville College Board of Trustees does not give final approval for any upcoming fiscal year matters until the April meeting immediately preceding that fiscal year. Pro forma budget information was provided to the Board of Trustees at the time they approved seeking authorization to offer the M.S.A. degree. They also had previously been involved in strategic planning discussions supporting the development of this proposal.

The financial health of Cedarville College can easily be seen in other sections of this self-study document. Further, the institution's track record in sound fiscal management and academic planning and program development in adding the nursing and engineering programs, the campus-wide network, and the new

buildings should give credence to the ability of the institution to adequately fund and support this graduate program.

Cedarville College's strategy of moderate, managed growth has resulted in record enrollments in eighteen of the last nineteen years with another record anticipated for the 1997-98 academic year. The institution has had a balanced budget with budget surpluses for the past eighteen years, and the Administration never submits a budget for the upcoming year which anticipates or is based upon continued growth. Further, over the past ten years, the academic division has added an average of seven new faculty positions each year. The ability of the institution to respond to an enrollment decline or other unexpected financial hardship can also be seen from the financial information provided elsewhere.

M.S.A. PRO FORMA BUDGETS

Expenditures	Year One	Year Two	Year Three
Director of Graduate Program	\$4,800	\$5,400	\$6,000
P/T Faculty Salaries	5,000	7,000	9,000
Secretary's Salary	9,000	13,500	18,000
Admissions/Records Staff	12,000	18,000	24,000
Faculty Salaries	72,000	144,000	180,000
Benefits	21,200	39,100	50,000
	\$124,000	\$227,000	\$287,000
Computer Services	\$10,000	\$15,000	\$20,000
Library Acquisitions	5,000	10,000	15,000
Office	10,000	12,500	15,000
Other	1,000	2,500	3,000
	\$26,000	\$40,000	\$53,000
TOTAL	\$150,000	\$267,000	\$340,000

Revenues

\$350/credit hour tuition

3 credit hours/course

\$1,050/student course registration

Year One: 10 registrations/course x 15 courses= \$157,500
Application fees= 2,500

Year Two: 12 registrations/course x 22 courses= \$273,000
Application fees= 3,000

Year Three: 15 registrations/course x 22 courses= \$346,500
Application fees= 3,500

Office	Year One	Year Two	Year Three
Legal	\$300	\$400	\$500
Dues/Memberships–Individual	200	250	300
Subscriptions	100	100	100
Professional/Consultant	600	800	1,000
Conference/Convention/Seminar	1,200	1,500	1,800
Computer Charges	200	250	300
Copy Center Charges	1,400	1,700	2,000
Food Service Charges	200	250	300
Vehicle Rental	200	200	200
Advertising	2,000	2,500	3,000
Postage/Freight	400	500	600
Printing	1,200	1,600	2,000
Social Activities	400	450	500
Supplies	800	1,000	1,200
Travel–Food/Mileage/Lodging	400	500	600
Phones–Long Distance	400	500	600
	\$10,000	\$12,500	\$15,000

In the pro forma budgets above, Year Three is assumed to approximate the on-going size of the M.S.A. program. Year One and Year Two demonstrate how the program is expected to develop. As in the initial plans for the engineering program, when the growth dramatically exceeded the initial estimates, resources were needed and provided at a substantially quicker rate and in measurably larger amounts than projected. Should enrollments be over-projected, the pro forma budgets can also be reduced and slowed. Both adjustments can be accommodated since the largest single cost is labor which can be varied accordingly.

In these budget projections, it has been assumed that the rate of increases in tuition would match the rate of increases in compensation and inflation. Therefore, both expenditures and revenues are listed in constant dollars and the increases shown are real increases.

It can be seen from the budgets that two additional full-time faculty will be added for Year One, two more in Year Two, and a fifth one in Year Three. The graduate secretarial position will start at half-time, twelve months, then increase to three-fourths and full time. The same pattern is true of the new admissions/registration support staff position.

The operating budgets are shown by line item, but an explanation of each one is not provided. They are based upon and consistent with the same line expenditures of existing operating departments on campus for the nature of the responsibilities and the volume of processing anticipated. The projections for advertising, printing, and related promotional items are based on current costs provided from the appropriate on-campus services (e.g., public relations) and off-campus vendors for brochures, advertisements, and forms.

The specific start-up costs, which are considered to be one-time only expenditures have been prepared by the respective departments based on the projected enrollments, extending network and computer services, library analysis and usage estimates, and equipment expenses from this year's building and equipment capital expenditures. These start-up costs will be funded from a combination of sources which can be identified from the financial and budgetary information of the institution provided elsewhere. These sources are existing classroom, instructional technology, computer network, office facilities, and on-going equipment allocations. Further, the annual amount of approximately \$900,000, which has been set aside for special one-time only projects, will be a prime source. A third source is a portion of the annual surplus which results from non-budgeted growth. Finally, a limited amount of designated gift income from supporters interested in this program development would be utilized.

The justification for library acquisitions is based upon actual selections and purchase costs which can be obtained from the Associate Director of Library Services when the evaluation team arrives on campus. The start-up costs of \$100,000 would be spent over an initial three-year period with at least half spent in Year One. These acquisitions obviously will benefit the undergraduate programs as well.

The up-front capital costs in the Computer Center include improved dial-up access devices, additional dial-up computers (one per 25 students), and specialized software. These computer amounts are based upon 100 graduate students even though the initial enrollment projections are not that high. The total start-up for computer services is \$25,000.

The other start-up costs are \$10,000 for office furniture and equipment, \$5,000 for promotion, and \$5,000 for consultants, travel, and miscellaneous expenses.

Master's students may be employed by the institution to provide assistance in computer labs or computer services, to help faculty to prepare and conduct lab assignments, or to work in admissions, maintenance, housekeeping, library, or other support staff functions. Monies will be available from existing student work-study funds or staff salary budgets to provide this type of financial support for graduate students. In addition, government student loan monies for which they qualify will be made available.

Given that the primary target population is full-time employed, part-time graduate students, Cedarville College does not plan to use any institutional funds for graduate scholarships, grants, or fellowships. Not only is the intent to preserve and to devote these types of monies for the undergraduate students, but also it is recognized that many employers will provide educational assistance funds for graduate study. Further, full-time employed graduate students have a steady income stream upon which to draw.

Physical Resources

Because the M.S.A. program targets primarily full-time employed, part-time graduate students, no additional classrooms or instructional equipment are required. Courses will be scheduled evenings, week-ends, and summers when the existing facilities are available and under-utilized. (The facilities are heavily utilized from 8:00 A.M.–3:00 P.M. on Monday–Thursday during the academic year.)

As outlined in the planned budget figures shown above, additional computer and network equipment will be purchased to facilitate access to the campus network, OhioLink, and the Internet from remote work or residence locations for graduate students. Some additional office space for the administration of the program, the new faculty, and the expanded support staff will be required. The current plans for new building construction and existing facility renovation and retrofitting will easily accommodate these space needs. The existing budget already provides for replacement and upgrading of computer, media, and classroom presentation equipment so that at least one-fourth is regularly replaced each year.

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Instructional Resources

Program Design and Overall Objectives

This graduate program offers students the opportunity to study the field of administration in order to prepare themselves for professional careers in management in a broad range of organizations. In view of this overall objective, taking into consideration the development of the administration field, the curriculum is divided into three parts. The first part is the administrative core which is required of all students and is designed to provide them with the generic concepts, techniques, and skills needed by the generalist in administration. This phase is intended to improve a student's ability in leadership, problem-solving, and decision-making, the ability to relate the internal operations to the external environments of organizations, and the ability to understand and cope with human behavior in organizations.

The courses in the core are interdisciplinary in nature. Some of these courses utilize team-teaching with professors from two or three different disciplines participating in the instruction. The other courses are eclectic, drawing from a variety of basic disciplines as they focus on certain administration issues and problems. Academic competency in the areas of financial and managerial accounting, micro and macro economics, computer systems, and statistics must be demonstrated prior to enrolling in the administrative core courses.

The second segment of the curriculum is in an area of career interest. This phase is intended to develop the specialized administrative expertise required in one of these career areas as it acquaints the student with unique aspects of management and the specific problems confronting the administrator of these types of organizations. Consequently, the student combines an understanding of general administrative functions and processes with an in-depth knowledge of administration in a specialized professional area. These fields could potentially consist of athletic administration, broadcast/film administration, business administration, Christian and non-profit organizations, educational administration, fine arts administration, healthcare and nursing administration, personnel and labor relations, public administration, park and recreation administration, organizational communications, and social work administration. Initial emphasis will be on business administration, educational administration, and management of non-profit organizations. Others will be added as program growth, faculty, and other resource considerations warrant.

The third phase of the program, which will be included within the career area of the program, is an applied practicum. This concluding practicum purports to help the student make the transition from the acquisition of the scientific concepts of administration to their application in dynamic organizations. Practitioners and scholars alike have both been concerned about the transferability of learning from the classroom to the job. There is a distinct difference between knowing about administration and having the skill and experience to successfully implement that knowledge. Given that art is the application of knowledge to reality with the view

to accomplishing some concrete results, then administration is as much an art as it is a science. Like any art proficiency is gained by practice. This fact means that there is more to learning about administration than can be provided in formal classroom programs.

The responsibility of the establishment, design, supervision, and evaluation of the practicum rests with the department(s) sponsoring the area of career interest. The purpose of the practicum is not to gain administrative experience per se, but to apply the concepts and skills obtained in the curriculum to the problems encountered, the projects assigned, and the tasks undertaken in a position of managerial responsibility. An academic treatise, not simply a log of daily activities which describes, analyzes, and evaluates the applications attempted and the learning experience, is submitted to the academic advisor. The organizational sponsor also evaluates the practicum. These inputs are used as a summative evaluation of both the student and the program.

Curricular Outline

The M.S. in Administration degree is designed around a core curriculum that includes some prerequisites for those who have not had significant exposure to biblical education and introductory material. The following sections outline the proposed core curriculum. Course syllabi are available in the Consultant-Evaluator Resource Room.

I. COMPETENCIES (0-14 semester hours)

For students without appropriate undergraduate background

1. MSA 500 Foundations of Biblical Theology (3)
2. MSA 510 Development of Biblical Theology (3)
3. MSA 520 Personal Computer Applications (2)
4. MSA 530 Graduate Survey of Economics (3)
5. MSA 540 Graduate Survey of Statistics (3)

II. COMMON CORE IN ADMINISTRATION (12-18 semester hours)

For all students in the program

1. MSA 600 Integrating Worldviews, Ethics, and Decision-Making (3)
2. MSA 610 Managerial Communication (3)
3. MSA 620 Organizational Behavior and Leadership (2)
4. MSA 630 Financial Analysis and Control (3)
5. MSA 640 Organizational Strategy and Management (2)
6. MSA 650 Marketing and Public Relations Concepts (3)
7. MSA 660 Legal Issues (2)

Along with the core curriculum, students enrolled in the M.S. in Administration would pursue one of three career concentrations. The total semester hours for the M.S. degree including career concentration is a minimum of 36. The design for the concentration curricula is shown below.

Career Concentration in Education Administration

(21-24 semester hours)

1. EDU 600 Educational Administration (3)
2. EDU 610 School Law (2)
3. EDU 612 School Finance (2)
4. EDU 614 Pupil Personnel Services (2)
5. EDU 620 Supervision of Instruction (3)
6. EDU 625 Professional Development (3)
7. EDU 640 Program and Outcomes Assessment (3)
8. EDU 650 Educational Psychology (3)
9. EDU 660 Curriculum Theory (3)
10. EDU 670 Advanced Media and Technology (3)
11. EDU 695 Practicum/Applied Project I (3)
12. EDU 696 Practicum/Applied Project II (3)

NOTE: Any courses in the career concentration above not used to complete master's program will need to be completed successfully to fulfill certification requirements.

**Career Concentration in Curriculum and Instruction
(21-24 semester hours)**

1. EDU 625 Professional Development (3)
2. EDU 640 Program and Outcomes Assessment (3)
3. EDU 650 Educational Psychology (3)
4. EDU 652 Instructional Theory (3)
5. EDU 660 Curriculum Theory (3)
6. EDU 662 Curriculum Analysis and Development (3)
7. EDU 670 Advanced Media and Technology (3)
8. EDU 695 Practicum/Applied Project (3)

NOTE: Students without a state certified license will need to take EDU 500 Foundations of Education (3)

**Career Concentration in Business Administration
(21-24 semester hours)**

1. BUS 600 Managerial Economics (3)
2. BUS 620 Human Resources Management (3)
3. BUS 630 Financial Management (3)
4. BUS 640 Operations Management (3)
5. BUS 690 Business Strategy and Policy (3)
6. BUS 695 Practicum/Applied Project (3)
7. BUS 6XX Business Electives (3-6)

**Career Concentration in Non-Profit Organization Management
(21-24 semester hours)**

1. NPO 610 Managing Non-Profit Organizations (3)
2. NPO 620 Marketing Services and Non-Profit Entities (3)
3. NPO 630 Non-Profit and Governmental Accounting (3)
4. NPO 640 Leadership of Key Stakeholder Relationships (3)
5. NPO 650 Development and Fund-Raising (3)
6. NPO 660 Strategic Program Development and Evaluation (3)
7. NPO 670 Managing Volunteers (6)
8. NPO 680 Fundamentals of Counseling (3)
9. NPO 695 Practicum/Applied Project (3)

The admissions requirements, curricular design, and degree requirements were presented to the Department Chair Committee and the Cedarville College faculty when they approved sending the M.S.A. Degree to the Ohio Board of Regents and the North Central Association for their authorizations. However, it is also the

commitment of the Academic Vice President to submit them through the internal curricular process again once the external authorizations have been received because some minor adjustments will undoubtedly be made as a result of these reviews.

The following explains the admissions standards:

At Cedarville College, multiple factors are evaluated in determining a candidate's admissibility into the interdisciplinary M.S. in Administration Program. Included in the assessment of a candidate's potential to perform satisfactorily in the program are:

1. Statement of faith
2. Pastor's recommendation
3. Agreement to abide by Cedarville College's lifestyle standards for graduate students
4. Undergraduate grade point average (typically a minimum of 2.50 on an A = 4.00 system)
5. Regional accreditation status and academic reputation of the institution awarding previously earned degree(s)
6. Academic performance in previous graduate coursework
7. Score of at least 475 on the appropriate graduate admissions exam (typically GMAT for career specialization in Business Administration and GRE for career specialization in Education fields)
8. Letters of recommendation
9. Candidate's record of successful managerial or professional experience

As an academic admissions guideline, a candidate normally will be expected to score at least a 1,000 on a formula equal to 200 times the undergraduate cumulative grade point average (A = 4.00), plus the appropriate score on the graduate aptitude exam. Candidates whose native language is not English must submit a test score of at least 600 on the Test of English as a Foreign Language (TOEFL).

This new degree program, under the leadership of the Director of Graduate Programs and the Graduate Council will become a part of the strategic planning, budgeting, assessment of student academic achievement, and institutional research process. In this regard, the program will function as an academic department even though it is not organized with disciplinary faculty.

The graduate students will be able to utilize the same career services, academic assistance center, library, computer services, food service, campus events, and athletic facilities as the undergraduate students. These services will easily be able to handle the extra volume which should arise from the graduate students.

Summary

Cedarville College has the stability and resources to pursue the addition of specialized Master's programs. Market surveys indicate that interest in select graduate programs is high enough to support the programs and the addition of the programs would not adversely affect the current undergraduate programs.

Although the final timetable for initiating graduate programs is not yet determined, Cedarville College requests that the NCA grant approval for this change in the academic offerings of the College.