

## Chapter 3: General Institutional Requirements

The goal of this chapter is to demonstrate that Cedarville College meets the 24 General Institutional Requirements that are mandatory for institutions seeking accreditation with NCA. Copies of all supporting documents are available in the Consultant-Evaluators Resource Room or one of the administrative offices.

### Mission

1. *Cedarville College has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.*

The mission of Cedarville College is “to offer an education consistent with biblical truth.” The mission statement appears in the college catalog and many other campus publications. The mission is further explained and expanded in the Faculty Handbook which states:

“The purpose of Cedarville College, a Baptist college of arts and sciences, is to provide a balanced education. The student is viewed in his wholeness with a desire to achieve knowledge and its implications for all of life. The College is committed to the correlation of the liberal arts with Christian presuppositions.”<sup>1</sup>

The complete incorporation statement is available in the Office of the President. Refer to Chapter 4 for a full discussion of the College mission.

2. *Cedarville College is a degree-granting institution.*

Cedarville College is recognized as a degree-granting institution by its charter, issued under the laws of the State of Ohio on January 13, 1887.

The College grants six baccalaureate degrees including Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), Bachelor of Science (B.S.), Bachelor of Science in Electrical Engineering (B.S.E.E.), Bachelor of Science in Mechanical Engineering (B.S.M.E.), and Bachelor of Science in Nursing (B.S.N.). The College also grants an Associate of Arts in Office Technology (A.A.). Refer to the College catalog for complete degree requirements.

### Authorization

3. *Cedarville College has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.*

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<sup>1</sup>Cedarville College Faculty Handbook, pg. 1

Cedarville College is chartered by the State of Ohio and certified by the Ohio Board of Regents. Copies of these documents are available in the Consultant-Evaluator Resource Room.

4. *Cedarville College has legal documents to confirm its not-for-profit status.*

Copies of not-for-profit documents are available in the Consultant-Evaluator Resource Room.

## **Governance**

5. *Cedarville College has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.*

The Board of Trustees serves as the governing board at Cedarville College. The Board consists of a minimum of 27 and a maximum of 36 members and is self-perpetuating. Members are elected to tiered three-year terms. Trustees are primarily responsible for policy-making and fiscal control.

6. *Cedarville College's governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.*

The governing board is composed of individuals from a wide range of backgrounds. This diversity is very reflective of the Cedarville College constituency. The President of the College serves as an ex officio member of the Board. Documentation of board membership is available in the Consultant-Evaluator Resource Room.

7. *Cedarville College has an executive officer designated by the governing board to provide administrative leadership for the institution.*

The Cedarville College Board of Trustees has designated Dr. Paul H. Dixon as the chief executive officer.

8. *Cedarville College's governing board authorizes the institution's affiliation with the Commission.*

Copies of Board minutes reflecting this authorization are available in the Consultant-Evaluator Resource Room.

## **Faculty**

9. *Cedarville College employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

The Cedarville College faculty numbered 191 during the 1996-97 academic year. There were 140 full-time faculty and 51 part-time faculty. Of the full-time teaching faculty (132), 83 have earned doctorates from accredited institutions.

Two more full-time faculty members have Master of Fine Arts degrees, which is the terminal degree in their specializations. The remainder have a masters degree or more. Seven of the part-time faculty have earned doctorates from accredited institutions. Thirty-two have masters degrees and 12 have bachelors degrees. Full-time faculty credentials and vitae are on file in the office of the Academic Vice President.

10. *A sufficient number of the faculty are full-time employees of the institution.*

See the discussion under the previous item.

11. *Cedarville College's faculty has a significant role in developing and evaluating all of the institution's educational programs.*

The Department Chair Committee must review and approve every curricular change and addition. The entire faculty must review and approve the addition of new fields of study, changes which alter the General Education requirements, or changes in college-wide requirements.

### **Educational Program**

12. *Cedarville College confers degrees.*

Refer to #2 above.

13. *Cedarville College has degree programs in operation, with students enrolled in them.*

Table 3.1 shows the number of students enrolled in each of the six degree programs offered by Cedarville College. Numbers for the Associates degree are not included.

**Table 3.1**  
**Number of Students in Degrees**

<b>Degree</b>	<b># of Students</b>
BA	2199
BSN	272
BSME	158
BSEE	99
BME	53
BS	12
Undeclared	128
Academic Development	51

14. *Cedarville College's degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.*

All the degrees offered by Cedarville College are consistent with accepted liberal arts and professional offerings of institutes of higher education.

15. *Cedarville College's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the program.*

All the degrees offered by Cedarville College follow the standard four-year academic model with the exception of the two-year Associate of Arts degree. The naming of all degrees is similar to names given to comparable programs at other institutions of higher education.

16. *Cedarville College's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.*

The mission of Cedarville College is achieved through the accomplishment of seven clearly published objectives. These objectives are the impetus behind the General Education requirements of the College. Refer to Chapter 4 for a more complete discussion of the seven objectives.

Every student at Cedarville College is required to complete 80-102 quarter hours of General Education courses. The number of required hours varies by degree. General Education requirements fall into several areas. These areas are selected to expose each student to a broad range of topics.

Biblical Education	24 credits
Communication	10-15 credits
Humanities	14-16 credits
Global Awareness	various
Physical Education	3 credits
Science and Mathematics	15-24 credits
Social Sciences and History	14 credits

As part of the General Education requirements at Cedarville College, every student receives the equivalent of a minor in biblical education. This aspect of the Cedarville experience is essential to the fulfillment of the College's mission.

All General Education courses are an extension of various academic departments and are taught by faculty from the supporting department. However, the entire faculty is responsible to approve any changes to the General Education requirements. General Education requirements are reviewed periodically by faculty committees and there is a sub-committee assigned to the assessment of these requirements. Refer to Chapter 8 for a complete discussion of assessment.

The following table provides a detailed description of the General Education requirements at Cedarville College. As of this writing, work is continuing to revise and update some of the General Education requirements. A revised description of the General Education requirements is available in the Consultant-Evaluator Resource Room.

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**Table 3.2**  
**Cedarville College General Education Requirements**

<b><i>Proficiency</i></b> .....	<b>0-8</b>
Includes basic requirements for proficiency in English and mathematics.	
<b><i>Biblical Education</i></b> .....	<b>24</b>
BEGE-171 The Christian Life.....	4
BEGE-172 Introduction to Bible Study .....	4
BEGE-273 Old Testament Survey .....	4
BEGE-274 New Testament Survey.....	4
BEGE-375 God and History .....	4
BEGE-376 God and Church.....	4

<b>Communication</b> .....	<b>10-15*</b>
ENG-110 English Composition I .....	5
ENG-140 English Composition II .....	5
COM-110 Fundamentals of Speech .....	5
<b>Humanities</b> .....	<b>14-16</b>
HUM-140 Introduction to the Humanities .....	5
Any 200-level five credit literature course .....	5
At least four quarter hours from the following: .....	4-6
ART-110 Introduction to Art (4)	
ANTH-180 Cultural Anthropology (5)	
BEPH-220 Introduction to Philosophy (5)	
BEPH-225 Ethics (5)	
BEPH-226 Religion and Culture (5)	
COM-141 Introduction to Dramatic Art (4)	
COM-314 Intercultural Communication (4)	
COM-411 History of Public Address (5)	
EDUC-320 Children’s Literature (3)	
EDUC-321 Philosophy of Education (3)	
ENGR-480 Professional Ethics (4)	
HLMU-231 Introduction to Music Literature (4)	
HLMU-235 American Music (5)	
HUM-243 Music Appreciation (4)	
HUM-300 American Popular Music (4)	
PSYCH-372 Psychology of Personality (4)	
Any second year foreign language course (5)	
Any other 4 or 5 hour literature course (4-5)	

**Global Awareness**

Students pursuing B.A. and B.M.E. degrees must complete one of the following:

1. Pass three years of the same foreign language in high school or one term of an intermediate college-level foreign language
2. Live in a non-U.S. cultural immersion experience for at least one school year after the age of 12
3. Pass two years of the same high school foreign language or pass the third quarter of a college level foreign language *and* one of the following:
  - a. Complete a global awareness course selected from the list below in #4
  - b. Complete an approved intercultural experience of at least four weeks duration

Students pursuing Bachelor of Science degrees must complete one of the following:

1. Pass two years of the same foreign language in high school

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\* Students who score 27 or better on the English section of the ACT or 650 or better on the recentered Verbal section of the SAT are exempt from taking English Composition I.

2. Pass the third quarter of a college level foreign language
3. Live in a non-U.S. cultural immersion experience for at least one school year after the age of 12
4. Complete a global awareness course from the following:
 

ANTH-180	Cultural Anthropology
BEPH-226	Religion and Culture
BUS-291	International Business
COM-314	Intercultural Communication
ECON-338	Developmental Economics and the Political Economy
GEO-352	World Regional Geography-East
GEO-354	Geography of Africa
HIST-321	History and Political Development of East Asia
HIST-322	The Middle East: History and Politics
SOC-375	Social Movements
NSG-309	Community Health Nursing II
NSG-420	Culture and Health
SPAN-364	Introduction to Hispanic Literature
SPAN-460	Hispanic Civilization

***Physical Education* .....3**

- |   |   |   |
|---|---|---|
| PEF-199   | Physical Activity and the Christian Life..... | 2 |
| One physical education activity course from PE-100 to PE-212..... |   | 1 |

***Science and Mathematics* .....15**

- |   |  |   |
|---|--|---|
| One course from the biological sciences .....                                 |  | 5 |
| One course from the physical sciences .....                                   |  | 5 |
| At least five quarter hours selected from the following quantitative courses: |  |   |

- |                                   |  |   |
|-----------------------------------|--|---|
| GSCI-180                          | Introduction to Mathematics.....               | 5 |
| GSCI-184                          | College Algebra.....                           | 5 |
| GSCI-185                          | Precalculus.....                               | 5 |
| GSCI-190                          | Calculus for Business and Social Science ..... | 5 |
| Any five credit MATH course ..... |  | 5 |
| BUS-211/12                        | Statistics I and II.....                       | 6 |
| PYCH-261                          | Psychological Statistics .....                 | 5 |
| POLS-368                          | Data Analysis.....                             | 5 |

Students pursuing Bachelor of Science degrees must complete an additional nine quarter hours. These hours must be selected from courses with BIO, CHEM, MATH, and PHYS designators; or appropriate GSCI courses; or decision sciences; or statistics; or computer application courses selected from the following:

- |          |                                 |   |
|----------|---------------------------------|---|
| CIS-222  | Structural Programming .....    | 4 |
| CIS-223  | Microcomputer Applications..... | 3 |
| CIS-224  | COBOL Programming I .....       | 4 |
| CIS-225  | COBOL Programming II.....       | 4 |
| ENGR-191 | Digital Logic Design .....      | 4 |
| ENGR-221 | Fortran Programming .....       | 4 |
| ENGR-280 | “C” Programming .....           | 3 |

OTEC-293	Information Processing.....	3
RTV-375	Authoring for Interactive Multimedia .....	4
<b><i>Social Sciences and History.....</i></b>		<b><i>14</i></b>
GSS-100	Foundations of Social Science.....	5
One course in history .....		4-5
Electives in social sciences or history .....		4-5

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17. *Cedarville College has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.*

Cedarville College invites applications from secondary school students who are able to present strong academic records and a clear testimony of faith in Jesus Christ. In selecting students, the Admissions Committee admits students who are most likely to graduate and who offer potential to contribute positively to the College community. They carefully consider all factors which demonstrate the applicant’s ability to succeed at Cedarville College. Criteria for selection include:

I. Non-academic criteria:

- A. Testimony of personal faith in Christ
- B. Evidence of spiritual interest and growth
- C. Good recommendations from both a pastor and guidance counselor (high school) or college dean (transfer student)
- D. Compliance with the College’s lifestyle commitment

II. Academic criteria:

A. Rolling admission

1. Freshmen

- a. ACT composite of 21 (SAT of 1000)
- b. Cumulative high school GPA of at least 3.0 on a 4.0 scale
- c. Rank in the top half of the graduating class

2. Transfers

- a. Minimum cumulative (from all colleges) GPA of 3.0 on a 4.0 scale in full-time, college-level study from an accredited or Cedarville approved college.
- b. Students with slightly lower academic credentials (minimum 2.75) and with academic promise can be offered admission on a “special” basis, having two quarters at Cedarville to earn a cumulative GPA at Cedarville of 2.75 in full-time study.

B. Competitive admission

All applications are held until March 1. Students are ranked based on probability for graduation and potential for contribution to the College. Admission is based on available space. Students admitted

conditionally and in the Academic Development Program are admitted through this process. Minimum academic credentials include the following:

<b>ACT</b>	<b>or</b>	<b>SAT</b>	<b>with</b>	<b>Cumulative GPA</b>
19		890-920		3.2
20		930-960		3.0
21		970-1000		2.8
22		1010-1040		2.7

These standards apply in nearly every situation. Factors considered in an exceptional situation include age/maturity, type of previous academic institution attended, and the timing of the application. Admission priorities include special talents (forensics, music, and athletics), intercultural background, and Cedarville legacy including relationship to faculty and staff.

The College offers a supplemental Academic Development program to serve students whose academic backgrounds do not reflect their collegiate academic potentials. Components of this program include an orientation course entitled Transitions 100, special advising, tutoring when necessary, and diagnostic testing, in some cases. Admission to the academic development program is determined by the Admissions Committee. Students selected to be involved in this program usually take a typical freshman course of study comprised of General Education Requirements.

The College does not discriminate on the basis of race, color, sex, or national origin. The College admits students with various physical handicaps. Through specific counseling, adjustments are made to enable these students to achieve their educational objectives.

A complete description of the admission procedures of Cedarville College as well as application materials are available in the Consultant-Evaluator Resource Room.

18. *Cedarville College provides its students access to those learning resources and support services requisite for its degree programs.*

Cedarville College provides a broad range of learning resources and support services. The following list is a brief overview of some of the available resources and services.

a. Centennial Library

The Centennial Library houses almost 150,000 volumes and provides almost 2,000 current periodicals. It also houses a faculty development center, the archives of the College, and a variety of seminar and group study rooms. Part of the lower level is devoted to Media Services which includes the Media Resource Center, a media production center, public access computers, a video studio, a language/learning laboratory, media-supported classrooms, and the Curriculum Materials Center. The library catalog is fully computerized as are a number of index, database, reference works, and full-text resources. Through OhioLINK, the College family can access and borrow library holdings of six million records in over 50 college and university libraries in the state. Interlibrary loans are available through an on-line computer network, OCLC, Inc. With OCLC the library has access to over 32,000,000 additional books and other library materials in over 19,000 libraries in all 50 states, Canada, and several foreign countries.

b. CedarNet Computer Network

CedarNet is a campus-wide computer network linking over 1,500 computers in dormitory rooms, faculty offices, laboratories, classrooms, the library, the computer center, the clinic, and the maintenance department. Every dorm room is equipped with a computer and printer. Along with routine applications like word processing and spreadsheets, the network provides computing capacity for access to the library catalog, electronic mail, and the delivery of a wide range of instructional software. Over 150 separate programs are available on the network. The network also provides students with direct access to the Internet.

c. Laboratories

The Cedarville College campus includes a host of laboratory facilities dedicated to different uses. Computer labs include general use computing areas, computer assisted design labs, and computer music labs. The science and nursing areas contain general use science labs

and a simulated hospital ward. Many departments also have audio-visual learning labs.

d. Academic Advising

All enrolled students at Cedarville College are assigned to an academic faculty advisor in their discipline. These advisors help guide the students to make wise choices concerning scheduling, course loads, course sequencing, and graduation requirements.

e. Financial Aid

The College offers a variety of need-based and merit-based financial aid programs. Although Cedarville College supports the premise that the primary responsibility for financing a college education rests with the student and family, aid programs are available to supplement personal resources.

f. Housing

Cedarville College is primarily a residential campus. On-campus housing is provided for approximately 80-85% of all students. The remainder choose to live in off-campus housing.

g. Food Service

Food service responsibilities are delegated to Pioneer College Caterers. Although serving full-time at the Cedarville campus, food service directors are employed by Pioneer.

h. Health Services

Patterson Clinic provides total health care with a staff that consists of physicians and college health certified registered nurses. The Clinic is available to students who carry over six credits and offers many health care services such as preventative care, illness care, wellness education, many over-the-counter medications, allergy injection management, laboratory services, prescription medications, rehabilitation treatment, and an insurance claim service.

The Cedarville College Emergency Medical Service (CCEMS) is available 24 hours a day to respond to any campus emergency.

i. Career Services

Career Services provides extensive materials to help students move into the job market. Services range from aptitude testing to résumé writing to Career Fairs.

j. Counseling Services

Counselors are available to discuss personal problems, self-appraisal, decision-making, relationships, preparation for marriage, spiritual growth, and a variety of other concerns.

## Finances

19. *Cedarville College has an external financial audit by a certified public accountant or a public audit agency at least every two years.*

The College's financial statements are audited annually by independent certified public accountants. Ernst and Young, a nationally recognized CPA firm, has been providing auditing services to the College since 1985.

20. *Cedarville College's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.*

The College uses a number of methods to determine appropriate allocation of resources. The primary method is the budget process. Refer to Chapter 6 for a more complete description of the budget process.

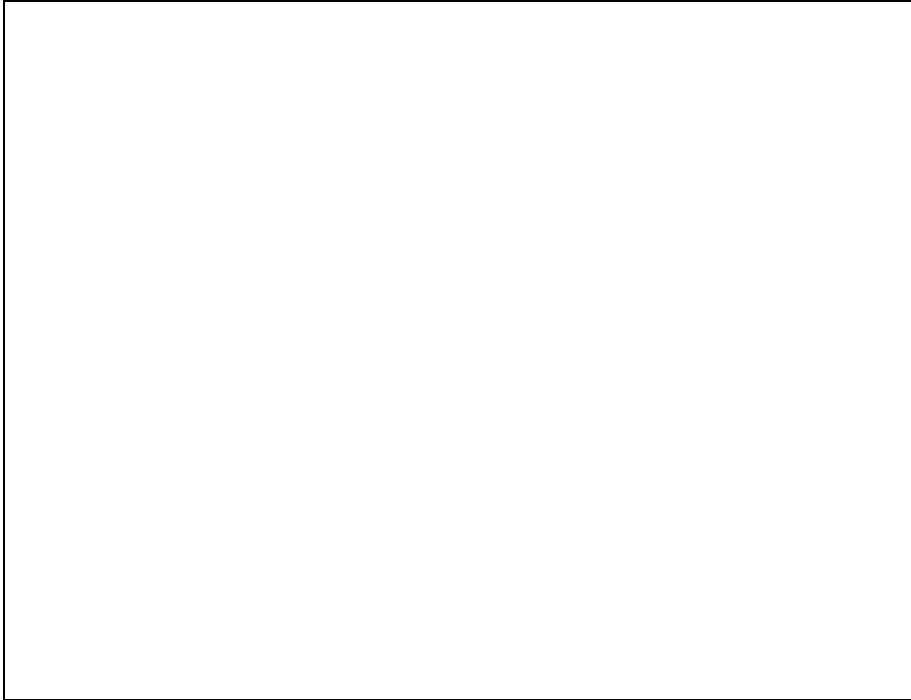
A second method for determining appropriate allocation is long-range planning. The Strategic Planning Committee suggests planning priorities to the Administrative Council. The approved priorities then provide the foundation for budget decisions. The planning process is discussed in detail in Chapter 9 of this document.

Budgets and planning documents for the last five years are available in the Consultant-Evaluator Resource Room. Other comparative financial documents are also available.

21. *Cedarville College's financial practices, records, and reports demonstrate fiscal viability.*

The College has operated with an operating surplus every year since 1979. These surpluses are the result of clearly defined budget processes and careful management of expenditures. Every department head is expected to operate with a surplus. New budget projections are always based on zero growth. Figure 3.1 shows an annual surplus summary for the years since the last site team visit in 1987.

**Figure 3.1**  
**Annual Budget Surplus Summary**



The College has been involved in extensive building and renovation programs for several years. Portions or all of many of these capital projects have been financed from cash flow, so-called “unfunded projects.” Accordingly, the majority of any annual surplus has been transferred to the Plant Fund to reduce the liability for these internally financed capital projects. Therefore, only a small annual surplus has been actually reported in the audited financial statements of the College.

Documents outlining the complete budgeting process and financial reports for the last ten years are available in the Consultant-Evaluator Resource Room.

### **Public Information**

22. *Cedarville College’s catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.*

All items listed above are found in the College catalog. Copies of current catalogs are included with this document and are available in the Consultant-Evaluator Resource Room.

23. *Cedarville College accurately discloses its standing with accrediting bodies with which it is affiliated.*

The College catalog discloses accrediting information for the entire institution. Departmental sections of the catalog disclose the accreditation status of

appropriate programs. Copies of current catalogs are included with this document and are available in the Consultant-Evaluator Resource Room.

24. *Cedarville College makes available upon request information that accurately describes its financial condition.*

The President's Annual Report provides general information concerning the financial condition of the institution. Form 990 from the IRS provides more specific information and is available in the Business Office of the College. Copies of these documents are available in the Consultant-Evaluator Resource Room.

## **Summary**

The previous evidence and references to required documentation substantiate that Cedarville College satisfies the General Institutional Requirements established by the NCA. The following chapters will focus on each of the five accreditation criteria.