

## Course Descriptions

### Biblical Education - General Studies (BEGS)

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

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

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

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

### Education Curriculum Studies (ECS)

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

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

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

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

#### **ECS-7100 2 hours**

#### **Curriculum Theory: Implementation and Evaluation**

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

#### **ECS-7900 2 hours**

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

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

#### **ECS-7950 2 hours**

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

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

### Education Administration (EDA)

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

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

#### **EDA-6600 2 hours**

#### **The Principalship: Early Childhood to Young Adolescence**

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

#### **EDA-6700 2 hours**

#### **The Principalship: Adolescence to Young Adult**

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

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

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

#### **EDA-7100 School Finance 3 hours**

Students will study the historical issues, constitutional issues, sources of revenue, state aid distribution methods, and the budgeting process for K–12 schools. The course is designed for the practicing school administrator and will focus on Ohio public schools.

#### **EDA-7150 School Law 3 hours**

An introduction to the specific legal issues pertinent to education with emphasis on the relationship between school administration and employees, students, the community, and various levels of government.

#### **EDA-7200 Staff and Pupil Personnel Services 2 hours**

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

**EDA-7600 Building Collaborative Schools 3 hours**

This course presents and develops the skills necessary for the principal in building collaborative schools. It emphasizes the building and development of a shared vision for the school which values the positives of a diverse community, consensus building and negotiating with various constituents, business, and social agencies within diverse community settings. Techniques will be presented for collaborating with families, responding to community needs, and mobilizing community resources to facilitate student success and the school vision.

**EDA-7900 2hours****Applied Research Project in Educational Administration**

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

**EDA-7950 2 hours****Research Thesis in Educational Administration**

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

**Education General (EDU)****EDU-6000 Learning Theory 2 hours**

This course studies the development of current theories in cognitive psychology: examination of human memory structure, encoding, storage, and retrieval processes as well as how beliefs about one's self, intelligence, and the nature of knowledge affect knowledge acquisition and the development of critical thinking, problem solving, and reflective thinking. The course will focus on an examination of current theories regarding constructivism, associationism, cognitive motivation, and meta-cognition.

**EDU-6050 Applied Learning Theory 2 hours**

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

**EDU-6100 History and Philosophy of Education 2 hours**

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

**EDU-6150 Diversity and Social Issues in Education 2 hours**

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

**EDU-6200 Models of Teaching 2 hours**

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

**EDU-6250 Statistical Reasoning in Education 3 hours**

This course offers a survey of descriptive and sampling statistics applied for use in investigation and decision-making in education. Topics covered include the nature of quantitative design in educational research, descriptive statistics for univariate distributions, joint distributions, drawing inferences from statistical data, and statistical tests for between-subjects and within-subject designs.

**EDU-6300 Program and Outcomes Assessment 2 hours**

This course studies assessment concepts and procedures in the K–12 school setting. The course will review competencies required of teachers for educational assessment of students and application of assessment procedures in a K–12 program setting.

**EDU-6400 Intervention Strategies and Techniques 2 hours**

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

**EDU-6550 Special Topics in Instruction 1–2 hours**

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

**EDU-6700 Technology in Education 2 hours**

A variety of resources and instructional websites are used to allow teacher candidates to take their own next step in the use of instructional technology. Students develop and present technology-based instruction reflecting newly-acquired technology skills. Basic technology skills developed include the creation and editing of images, audio, and wikis and the use of a web-based course management system, presentation software, and online research tools. Students already familiar with these technologies are required to expand their current skill set and demonstrate their skills in the delivery of instruction. (Fee: \$125)

**EDU-7000 School Improvement 2 hours**

School improvement is the continuous process of renewal of the social system, the curriculum, and the staff of the school. This course is designed to develop the meaning of the concepts, strategies, and practices involved in improving the school as a whole. Students will analyze school improvement from both the short-range and long-range perspective. The course will address areas such as improving proficiency scores, the learning environment, and attendance rates. The students will participate in simulations and discussions designed to analyze school improvement using data, improvement strategies, and formal evaluations.

**EDU-7200 Research Design 2 hours**

This course provides a critical study of research techniques and reporting methods used in education. Students will design a research project or thesis, utilizing accepted educational research methods.

**EDU-7900 Applied Research Project in Education 2 hours**

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

**EDU-7950 Research Thesis in Education 2 hours**

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

## Faculty

**Andrew A Runyan**, *Associate Academic Vice President and Dean, Graduate Studies*, B.M.E., University of Dayton, 1983; M.S.M.M., GMI Engineering and Management Institute, 1993; Ph.D. Nova Southeastern University, 2000. At Cedarville since 2006.

**Stephen Gruber**, *Director of the M.Ed. Program*. Associate Professor of Education. *Education*: B.A., Cedarville University, 1974; M.Ed., Wright State University, 1977; Ed.S., Wright State University, 1984; Ed.D., Miami University, 1990. At Cedarville since 2000.

**Merlin Ager**, Professor of Education. *Education*: B.A., Cedarville University, 1960; M.S., University of Wisconsin, 1962; Ph.D., The Ohio State University, 1967. At Cedarville 1964–75, and since 1978.

**Phil Bassett**, Professor of Education. *Education*: B.S., Plymouth State College, 1977; M.A., Grace Theological Seminary, 1986; Ph.D., Andrews University, 1991. At Cedarville since 1991.

**Eddie Baumann**, Professor of Education. *Education*: B.S., University of Wisconsin, 1983; M.S., University of Wisconsin, 1987; Ph.D., University of Wisconsin, 1995. At Cedarville since 1993.

**Scott Dixon**, Associate Professor of Bible. *Education*: B.A., Cedarville University, 1984; Th.M., Dallas Theological Seminary, 1989; Ph.D., Michigan State University, 2001. At Cedarville since 1997.

**Shelley Dugle**, Associate Professor of Education. *Education*: B.A., Cedarville University, 1995; M.Sp.Ed., Ball State University, 1998; Ed.D., University of Cincinnati, 2007. At Cedarville since 2000.

**Michael Firmin**, Professor of Psychology. *Education*: B.A., Calvary Bible College, 1983; M.A., Calvary Theological Seminary, 1985; M.S./Ph.D., Bob Jones University, 1987, 1988; M.A., Marywood University, 1992; Ph.D., Syracuse University, 2000. National Certified Counselor (NCC); Licensed Psychologist (OH). At Cedarville since 1998.

**Timothy Heaton**, Professor of Education. *Education*: B.A., Wittenberg University, 1973; M.A., Grace Theological Seminary, 1986; Ph.D., University of Dayton, 1999. At Cedarville since 1987.

**John Hess**, Director of Student Teaching and Licensure. *Education*: B.S., Cedarville University, 1967; M.Ed.Ad., University of Dayton, 1980; Postgraduate work, Wright State University and University of Dayton, 1990. At Cedarville since 2000.

**Chi-en Hwang**, Professor of Psychology. *Education*: B.S., National Taiwan University, 1977; M.A., University of Iowa, 1980; Ph.D., University of Iowa, 1986. At Cedarville since 1991.

**Chris Miller**, Senior Professor of Bible. *Education*: B.A., Tennessee Temple University, 1976; Th.M., Grace Theological Seminary, 1981; Ph.D., Dallas Theological Seminary, 1993; graduate study, Institute of Holy Land Studies (Jerusalem, Israel), 1992. At Cedarville since 1991.

**Bryan Moore**, Assistant Professor of Education. *Education*: B.A., Manchester College, 1969; M.Ed., Xavier University, 1973; Ph.D., Bowling Green State University, 1980. At Cedarville since 2004.

**Dennis Sullivan**, Professor of Biology. *Education*: B.S., Youngstown State University, 1974; M.D., Case Western Reserve University, 1978; Diplomate, American Board of Surgery, 1985; Fellow, American College of Surgeons, 1996; M.A. (Ethics), Trinity International University, 2004. At Cedarville since 1996.

**Duane Wood**, Professor of Management. *Education*: B.S.M.E., Rose-Hulman Institute of Technology, 1964; M.B.A. Butler University, 1968; D.B.A. Indiana University, 1974. At Cedarville since 1987.