

MASTER OF EDUCATION

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Mission

The Master of Education (M.Ed.) degree is designed to assist previous or current licensed teachers with increasing their professional effectiveness. Although the M.Ed. program is a non-licensure program, many course requirements may satisfy requirements for teacher licensure.

This dynamic program will prepare teachers to assume leadership roles in their schools and in the education profession. The practical focus of the courses also serves those not seeking a degree, but desiring recertification or licensure. Teachers with ACSI or state certification can use the course work to upgrade from an initial provisional license to a professional license.

The curriculum is characterized by flexibility. The course schedule is configured so that class times complement the schedules of active teaching professionals. For more information about the M.Ed. program, visit cedarville.edu/MEd.

Program Outcomes

Teachers completing the M.Ed. program will possess the following characteristics:

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Program Prerequisites

Students must have completed a minor in Bible or have taken course work adequate to meet the outcomes of BEGS-6250 Bible Survey for Professionals and BEGS-7250 Foundations of Biblical Theology. Students who have not met this requirement, as determined by the Office of the Registrar, must enroll in BEGS-6250 and/or BEGS-7250 before or concurrent with other classes during the first year and before enrolling in EDU-6100 History and Philosophy of Education.

Program prerequisites may be taken at Cedarville University or at another regionally accredited institution.



Course Requirements

Course requirements involve a minimum of 34 semester hours including:

Master of Education Core	21
¹ ECS-7000 Curriculum Theory: Analysis and Design	2
EDU-6000 Learning Theory.....	2
EDU-6050 Applied Learning Theory.....	2
¹ EDU-6100 History and Philosophy of Education	2
¹ EDU-6150 Diversity and Social Issues in Education	2
EDU-6200 Models of Teaching	2
¹ EDU-6250 Statistical Reasoning in Education.....	3
EDU-6300 Program and Outcomes Assessment	2
EDU-6400 Intervention Strategies and Techniques	2
¹ EDU-6700 Technology in Education	2
Research Courses	4
EDU-7200 Research Design	2
Choose one from the following	2
EDA-7900 Applied Research Project in Educational Administration	2
EDA-7950 Research Thesis in Educational Administration	2
ECS-7900 Applied Research Project in Curriculum, Instructional, and Personnel Development.....	2
ECS-7950 Research Thesis in Curriculum, Instructional, and Personnel Development	2
EDU-7900 Applied Research Project in Education	2
EDU-7950 Research Thesis in Education.....	2
Electives Selected From Concentrations	9

¹Must be taken at CU

²First course for degree-seeking student

Students may choose from the following concentrations. Six approved hours must be taken for a concentration to be denoted on the transcript.

Concentration in Curriculum	6
ECS-6550 Special Topics in Curriculum: Abstinence	1–2
ECS-6550 Special Topics: Current Issues in Bioethics	2
ECS-7000 Curriculum Theory: Analysis and Design.....	2
ECS-7100 Curriculum Theory: Implementation and Evaluation	2
Concentration in Educational Administration.....	6
EDA-6550 Special Topics in Administration.....	1–4
EDA-6600 The Principalship: Early Childhood to Young Adolescence.....	2
(or EDA-6700 The Principalship: Adolescence to Young Adult 2)	
EDA-7000 Assessing Classroom Performance	2
EDA-7100 School Finance	3
EDA-7150 School Law	3
EDA-7200 Pupil Services Programs.....	3
Concentration in Instruction.....	6
EDA-7600 Building Collaborative Schools	3
EDU-6550 Special Topics in Instruction: Current Issues ...	1-2
EDU-7400 Instructional Leadership for Early Childhood and Pre-adolescence	2
EDU-7500 Instructional Leadership for Adolescents and Young Adults	2

Master of Education Curriculum Summary

Master of Education Core	21
Research Courses	4
Electives/Concentration Courses.....	9
Total	34

Licensure and Certification

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

Accreditation

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

Admissions Standards

Cedarville University invites applications for the M.Ed. program from teachers who are currently or were previously licensed, are able to present strong academic records, and, a testimony of faith in Jesus Christ. Each candidate will be reviewed on an individual basis.

In addition to general admission requirements listed in the Academic section of this catalog, students must meet the following requirements.

1. Meet all program prerequisites. Students not meeting program prerequisites or admission standards may be considered for conditional admission to the program.
2. Have a cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale). Conditional acceptance may be offered in some cases where the overall grade point average in the last 60 hours of course work is at least a 2.75. See Conditional Admissions on page 6.
3. Have experience or licensure. Successful applicants to the M.Ed. program typically have a minimum of two years of successful full-time teaching experience beyond the conclusion of the baccalaureate degree and a valid teaching certificate or the equivalent, such as an expired or out-of-state license.
4. Provide national exam scores as necessary. Many students seeking to enter the M.Ed. program are not required to complete the Graduate Record Exam (GRE). The chart below illustrates the criteria that determine if the GRE is, or is not, required. For those individuals required to complete the GRE, the graduate education department has established a combined score of 300 as an admission benchmark.

Is the GRE Required?

Academic Level	Degree Seeking Students				Nondegree Seeking Students**	
Criteria*	Previously earned graduate degree(s)	Undergraduate cumulative GPA of 3.5 or higher for all colleges previously attended	Undergraduate cumulative GPA of 2.75 or higher and graduate cumulative GPA of 3.0 or higher after 10 credit hours at Cedarville	Undergraduate cumulative GPA less than 2.75	Undergraduate cumulative GPA of 2.75 or higher	Undergraduate cumulative GPA less than 2.75
GRE Required?	No	No	No	Yes	No	Yes

*Degree(s) and credits earned from a regionally accredited institution

**Students may earn up to 11 credit hours as a nondegree seeking student before degree seeking status

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

Admissions Process and Timeframe

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

The application and supporting documents should be submitted to graduate admissions a minimum of two weeks before the first class session. Extenuating circumstances for late acceptance will be considered on a case-by-case basis.

Background Checks for Clinical Experiences

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

Tuition Cost

Tuition cost for the M.Ed. program for the 2012–13 is \$386 per semester/credit hour. Audit costs are 50% of standard tuition.

Financial Aid and Scholarships

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

Course Load

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

Graduate Courses for Undergraduates

Seniors at Cedarville University may apply for permission to take 600-level courses for graduate credit in the M.Ed. program. To apply for permission you must have at least 112 semester hours toward a bachelor's degree and a cumulative grade point average of 2.75. Approval must be granted by a graduate academic advisor, the instructor for the course, and the director of the M.Ed. program. Students with undergraduate majors other than education may be required to meet prerequisites determined by the director prior to taking graduate course work.

You must complete the form "Permission for Undergraduate Students to Enroll in Graduate Courses," available from the office of the department of education. Up to 10 semester hours may count toward the M.Ed. degree if the courses are taken for graduate credit during your undergraduate program. Courses taken for graduate credit cannot count toward requirements for a bachelor's degree. Graduate course work taken as an undergraduate does not count toward block pricing for the undergraduate program. Graduate tuition rates for the M.Ed. program would apply to any graduate credits

Repeating M.Ed. Courses

The general requirements for repeating graduate course work apply to the M.Ed. program. Students who do not complete their research thesis or research project during the semester of initial registration will be required to register for continuing thesis credit. The continuing thesis course may be taken twice for zero credits beginning the semester following the research thesis or project course provided those two terms are subsequent terms, including summers. Any additional terms required to complete the thesis or non-subsequent terms require taking the continuing thesis course for one credit per term.

Transfer Credits

In addition to the general requirements for the transfer of graduate credits, up to 11 credits are permitted to be transferred into the M.Ed. program. Those transferred courses may not exceed the age limit of five years.

Thesis/Project Requirements

In order to register for either Research Thesis or Research project, an M.Ed. student must have completed all degree course work, have a 3.0 GPA or better, and may not have grades of incomplete.

Graduation Requirements

In addition to general graduation requirements listed in the Academic section of this catalog, students seeking the M.Ed. degree must fulfill the following:

Complete 34 semester hours as specified in the program design in good academic standing. A minimum of 23 semester hours of the course requirements must be taken from Cedarville University.

Maintain the following grade performance standards:

- Sustain an overall cumulative grade point average of not less than 3.0.
- Complete all requirements for the degree within seven years after matriculation in the program. Courses completed more than seven years prior to the date of graduation cannot be used to meet graduation requirements without written approval from the academic department. Requests for such permission must provide explicit evidence that satisfies two criteria: (1) The evidence must demonstrate that the content of these out-of-date courses is still a viable part of the student's graduate program, and (2) The evidence must demonstrate how the student has kept up-to-date with current content in those courses. Extension of the time to complete degree requirements will be granted rarely and only if steady progress toward a degree is evident AND if there are clearly extenuating circumstances beyond control of the student.

Program Delivery

Schedules

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

Delivery Formats

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

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

Housing

Single-occupancy summer housing is available for \$125 per week. See the Campus Services section for more detailed housing information. For information on meals, see the Campus Services section.

Faculty

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, Adjunct 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.

Laurie Campbell, Adjunct Professor of Education. *Education*: M.Ed., University of South Florida, 1999; Ed.D., Regent University, 2009. At Cedarville since 2011.

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, Adjunct 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.

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.

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, Adjunct 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.

Andrew A Runyan, *Senior 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.

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, Adjunct 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.