

CU in the classroom

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A PUBLICATION OF THE CEDARVILLE UNIVERSITY EDUCATION DEPARTMENT AND GRADUATE PROGRAM

SPRING 2005

Education News

by Dr. Steve Gruber, Chair

Winter weather confined many of us to our indoor routines involving home and school. Now spring brings restlessness for students and teachers. Summer is not far away and now is the time to begin making summer professional development plans. In this issue, we have provided our schedule of summer graduate education courses. Each class is designed to meet your professional development, licensure, and advanced degree needs.

This issue will also introduce you to two Cedarville University

M.Ed. alumni who teach at Calvary Christian School in Kentucky. In future issues, we will feature other CU alumni who are teaching in a variety of settings, including public, private, and international schools. We are very proud of the reputation our alumni have earned in the education community through hard work and dedication. Alumni, feel free to share with us what you are doing to advance the profession and the Kingdom!

Currently, the education department is working hard to prepare for the spring 2006 site visit of the Ohio Department of Education. It is important for our department to continually assess the effectiveness of our teacher preparation

programs to ensure that our teachers are "highly qualified" as defined by the No Child Left Behind legislation. More importantly, we desire to "prepare compassionate, professional educators who are committed to the integration of faith, learning, and life as demonstrated in teaching competence and Christlike character through leadership and service."

Finally, we are very excited about starting an M.Ed. in administration this fall. Now in the final stages of approval, this program will lead to licensure for principals in the state of Ohio. Please pray with us as we continue to expand our efforts to equip educators who are leaders in their field.

Dr. Steve Gruber serves as chair of the Cedarville University Education Department. He joined the Cedarville education faculty in 2000 after enjoying a 26-year career in public education as a teacher, coach, and administrator. Dr. Gruber is a 1974 graduate of Cedarville with a bachelor of arts degree in social science. He completed his doctoral studies at Miami University in 1990.

Summer '05 Graduate Courses

Did you know??

You can complete in-class requirements for two graduate courses in just two weeks and earn four to five graduate credit hours.

Ah, "... summertime, and the livin' is easy ...". At least that's how part of an old song goes! Easy? Well, maybe it slows down just enough for you to consider joining us for an outstanding graduate class. If you need to maintain certification, augment your professional development, or earn an M.Ed., then let Cedarville University graduate programs help.

The following is a list of summer classes and their meeting dates and times.

<i>Special Topics: Abstinence Education</i>	June 13-17	8:30 a.m.-4 p.m.
<i>Special Topics: Current Issues</i>	June 20-July 1	8:30-11:30 a.m.
<i>Advanced Media & Technology</i>	June 20-July 1	8:30-11:30 a.m.
<i>Program & Outcomes Assessment</i>	June 20-July 1	1-4 p.m.
<i>Research Design</i>	June 20-July 1	1-4 p.m.
<i>Bible Survey for Professionals</i>	June 20-July 1	8:30-11:30 a.m.
<i>Models of Teaching</i>	} must be taken together	July 11-15
<i>Applied Learning Theory</i>		July 18-22
<i>Diversity & Social Issues in Education</i>	July 11-22	8:30-11:30 a.m.
<i>History & Philosophy of Education</i>	July 11-22	1-4 p.m.
<i>Statistical Reasoning in Education</i>	July 11-29	8:30-11:30 a.m.

Find out more about all of these courses and how they will benefit you by reviewing helpful course information on pages 6-7.

To register for graduate classes, call **1-888-233-2784** and ask for Bruce Traeger, associate director of graduate admissions, or visit **www.cedarville.edu/graduate**.

See complete course descriptions on pages 6-7.

Current Trends in Education:

BECAUSE I SAID SO: A New Approach to Character Education

The phrase “because I said so” has been universally spoken by parents to children since there have been children and parents. Usually parents use this phrase when they no longer wish to argue a point or policy with a child. When using this phrase, parents are declaring their absolute authority. As such, the parent demands obedience or at least complicity to the directive provided and does not desire to further debate the issue. Children have the free will to accept and comply or to argue and defy. What is at question is a term resisted by both children and adults alike – authority. The phrase “because I said so” demands a response either by word or deed.

Why do people of all ages bristle when they hear this phrase? Why is submission to authority so offensive to people? What is it about rules that invites rebellion and anarchy? The terms “freedom” and “anarchy” are very similar in definition. According to the dictionary, the term “freedom” means “power to do, say, or think as one pleases” (Scott Foresman *Advanced Dictionary*, Thorndike and Barnhart, 1983). In the same dictionary,

“anarchy” is defined as the “absence of a system of government and law.” By definition, both terms are supportive of the notion that individual choice is supreme.

Citizens of the world today reject authoritative phrases such as “because I said so” because they acknowledge no deity, no person, and no government as being worthy of being the “I” in the phrase. The world would rather choose to operate as if there were no absolute authority. They prefer to make their own decisions as the situation might dictate rather than to comply with authority. By definition, this can be thought of as either freedom or anarchy.

The concept of freedom sounds much nicer and is more widely accepted than the term “anarchy.” The difference between the two, some would argue, is that the term “responsibility” is a concomitant term to freedom but not to anarchy. Being responsible is defined as “obliged or expected to be accountable or answerable.” If freedom and responsibility are concomitants, freedom must mean that we are accountable or

answerable for the consequences of our use of freedom. Most people are willing to accept in principle this kind of reasoning as they build their worldview. Difficulty and dissension begin when individuals are called upon to determine to whom or to what they are to be accountable or answerable. The difference between freedom and anarchy then comes down to an issue of authority.

So the question becomes, “What happens in a world where there is no one or nothing held to be the absolute authority?” I would suggest that we are currently living in such a world, a world that is spinning out of control and that is steadfastly defiant of anyone or anything that would dare to be in control.

As an educator I have been concerned about what we teach our young people regarding freedom and responsible citizenship. Upon what authority do we decide what constitutes good citizenship? In other words, when we instruct students to be good citizens and they challenge our directives, what do we rely upon as our authority? Do we say, “because I said so?” Or should we acknowledge a higher authority?

Can we not agree that there should be a framework for human decency? Can we not establish just what a morally responsible citizen looks like? I believe we can. The commonly held beliefs that individuals must accept responsibility for their own actions, demonstrate respect for the welfare of

others, place restraints on personal behavior, and demonstrate respect for authority have all been supported by the teachings of Jesus found in the Bible. Why is it then so difficult to acknowledge this? According to most public opinion polls, the vast majority of Americans do acknowledge the existence of God. Why can we not as God’s children accept His directive “because I said so?”

By Steve Gruber, Ed.D.
Education Department Chair,
Cedarville University

To interact with Dr. Gruber about this article, e-mail grubers@cedarville.edu or call 937-766-4496.



Abstinence Education Works!

CU to offer a one-week module on abstinence education training June 13-17

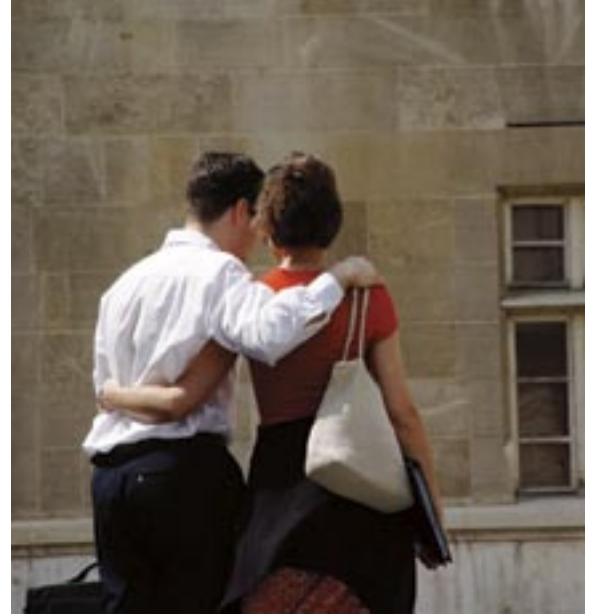
A report from the Centers for Disease Control (CDC) indicates something that many have known for quite some time: abstinence works! The CDC released a new study that indicates 53 percent of the overall decline in teen pregnancy between 1991 and 2001 is due to abstinence programs and 47 percent to improved contraceptive use. Given the fact that contraceptive sex-ed programs receive about three times as much funding as abstinence programs, the findings of this study reveal that abstinence programs may be far more effective than contraceptive sex-ed programs.

In addition to being cost-effective, abstinence programs also prepare young men and women for healthy relationships as married adults while eliminating the risk of sexually transmitted diseases at the same time.

Cedarville is pleased to offer a two-credit course this summer on abstinence education. The class will focus on the teaching of abstinence education in the classroom. Course assignments will include a project that can be used in schools, churches, or communities. This class will be taught by Dr. Merlin Ager, dean of the school of social sciences and professional studies.

The class provides a biblical basis for abstinence education and distinguishes between public school and faith-based content issues. Abstinence education materials available today will be evaluated, and students will become familiar with information promoting an abstinence point of view. In addition, students will learn about the faith-based and non-faith-based abstinence education movements locally, nationally, and internationally. The class makes extensive use of practitioners and experts in the field of abstinence education.

The course will also explore God's purposes for sexuality and provide research that promotes the family, both from a sociological and biblical perspective. As a result, students will be equipped to articulate a pro-abstinence education point of view.



"It's hard to argue with numbers. Abstinence education is reaching kids where they're at and helping them to make healthy choices for their futures ... They want something better. That's why they're choosing abstinence."

*—Leslee Unruh, president of the Abstinence Clearinghouse as quoted in an online article published by LifeNews.com and written by Steven Ertelt.
(<http://66.195.16.55/nat1038.html>)*

Coming Fall 2005: M.Ed. in Administration

Watch for exciting news in our summer newsletter about the launch of an M.Ed. in administration. This program will be a 49-credit hour program leading to state licensure for principals in Ohio. Coursework will be beneficial and applicable to those desiring administrative positions in Ohio as well as private and Christian schools in other states.



You Care About Your Students; We Care About You!

By Bruce Traeger, Associate Director of Graduate Admissions

At Cedarville University, we care about investing in future and current educators. We are committed to the integration of faith, learning, and life as demonstrated in teaching competence and Christlike character through leadership and service. We care by recognizing the supremacy of God's truth and seeking to integrate it into all of our course content.

We care about you by holding graduate costs down. In an unprecedented move, the administration of CU has agreed to hold

tuition, room, and board costs to last summer's rates! If you factor in inflation, you can attend summer grad classes for less than last year. In addition, students may also apply for need-based scholarships (apply early).

Did you know that if you start your M.Ed. program this summer at Cedarville, you can save at least \$580 in tuition costs alone? Why? Because this fall the M.Ed. will move from a 32-credit degree to 34 credits.

We care by providing you with experienced professors who bring a



wealth of knowledge from many dimensions of the education profession into the classroom. Our professors not only

love teaching, but love investing in you. You will find that you learn from their example as well as their words.

Finally, we care by providing personalized service. You are not just a number in a group of graduate students, but an individual who we understand is trying to balance family, career, and finances in a way that will better you as a Christian and an educator. May we have the privilege of serving you this summer?

Call Bruce Traeger at 1-888-CEDARVILLE (1-888-233-2784), ext. 6202, or e-mail traegerb@cedarville.edu.

Tips for Teachers: Never Give Up!

By Dr. Tim Heaton, Associate Professor of Education

If a student is failing, then you are failing as a teacher — until you find out the reason why. You are to be the diagnostician in the classroom!

Find out the root cause for the student's misbehavior or poor academic performance ... don't shift blame to "the student isn't trying or doesn't care." Find out WHY he or she doesn't seem to try or care. You might not be able to

do anything about the reason "why" in the classroom. It may be totally out of your control. However, you must try to understand the root cause so that you can direct positive and constructive efforts toward the student, providing specific help with other professionals.

Keep in mind that Jesus knew the root cause and never gave up on even the toughest of his pupils (e.g., Judas

or Simon Peter). He directly intervened and confronted Judas at the Last Supper, yet was saddened when Judas betrayed Him with a kiss in the garden.

For Simon Peter, even though Jesus forewarned him about denying Him and how the adversary wanted to sift Him like wheat, Peter's pride would not allow him to heed the Master Teacher's warnings. But Jesus never gave up on Peter

and later sought him out and restored Peter to service and ministry.

Some of your students will struggle and some

may fail. But don't give up! Find out the root cause and, with God's help and grace, help your students succeed.



Alumni Spotlight:

Craig and Celeste Dunlap

Education has always been important to us and to our families. When we shared with our parents our desire to continue our education, they were excited and very supportive. Education was emphasized in our homes when we were younger, and that has followed us into our adult years.

When we decided that it was time for us to start our master's degrees, we looked for schools that were local and affordable with a good reputation for their education department. We finally settled on a university near our home in Kentucky, but we soon realized that this was not the school for us. Although what we were taught provided good reminders, we felt that we were never stretched beyond what we learned in our undergraduate courses.

We decided to search for other graduate school options. We kept praying, and the Lord gave us His answer after several months. We first heard about Cedarville's graduate program when we received a brochure in the mail. We were excited about getting our master's degrees at Cedarville because we knew that Celeste received an excellent education

in Cedarville's undergraduate program, and we were hoping for the same in a graduate program. However, we were initially apprehensive because we thought we would not be able to afford to both go through school at the same time. But God supplies all our needs according to His glorious riches. Through scholarship money from Cedarville and our employer, Calvary Christian School (www.calvarychristianky.org), we were able not only to attend Cedarville but also to complete our degrees debt-free.

The graduate program at Cedarville met all of our expectations. It was not a mere repeat of our undergraduate studies, but instead we were stretched to think about education in an entirely different way. Our professors challenged us to think not only about what and how to teach but why we teach the way we do. One of the many things we appreciated about the

program was the way our professors continually connected education with Scripture. Whether it was going back to Genesis to determine God's perfect plan for education or turning to I Thessalonians to develop a Christian philosophy and methodology, our focus was on education the way God outlined it in His Word. We hope this has carried over into our everyday teaching experiences. We both attempt to connect not only what we are doing in the classroom but why we are doing it to Scripture.

No teacher could possibly be prepared in every possible way for what one experiences in the classroom. However, we feel Cedarville has done a tremendous job in helping us to become the kind of teachers God wants us to be. One emphasis at Cedarville is to incorporate critical thinking skills in the classroom. We

both have tried to

implement more of this in our classrooms. Our desire is not to merely have our students regurgitate information but to process and apply it themselves. This has also carried over into our junior high ministry at our church. We both are involved in this ministry and have incorporated some of the same techniques with the goal that our teens would independently think for themselves based on a biblical worldview.

A struggle that we both had experienced professionally was how to incorporate technology in the classroom. Cedarville helped us learn how to use the technology and then implement it into our classrooms. One summer class in particular taught us how to create Web sites. We are grateful for the professors who took the initiative first to model using technology in the classroom and then to teach us how to do the same. Because of this, we are able to model technology use and to enable our students to be better prepared for their futures.

We are thankful for the professors who willingly gave of themselves in order to provide us with an excellent

education. We were impressed with how approachable they are. They were real, sharing of themselves in a personal way. In our own classrooms, we have tried to model this in a similar way. We want our students to see us as "real people." We try to share what is going on in our lives with them such as what we are learning in our devotions or a funny story that happened over the weekend. God uses even what to us may seem like a little story or an insignificant fact to bring a child closer to Him. What an honor to be used in such a small way!

Cedarville's graduate program was an incredible experience for both of us. We are thankful that God provided us the opportunity to complete our graduate work there. We learned so much about ourselves, about education, and about our Lord. Our prayer is that the Lord will use what we have been taught in our lives to draw us closer to Him, to teach our students, to challenge our teens, to encourage our fellow workers, and to glorify Him.

Craig & Celeste Dunlap (Cedarville University M.Ed. graduates, 2002)
Calvary Christian School
Taylor Mill, Kentucky



Why Take “Program & Outcomes Assessment?”

Learn Answers to these Vital Issues

1. What assessment skills and concepts should a classroom teacher possess?
2. What are some key concepts for planning classroom instruction?
3. How are valid, reliable assessment techniques developed for classroom teaching?
4. How do traditional and alternative assessment contrast and when is each appropriate?
5. What are some principles for grading within the classroom setting?
6. When and where does “high-stakes” standardized testing fit in?

The class is part of the required core of classes for the M.Ed. and the new M.Ed. in administration. “Program & Outcomes Assessment” will be offered weekdays, June 20–July 1, from 1-4 p.m.

Faculty Focus: Merlin Ager, Ph.D

Dr. Merlin Ager serves as dean of the school of social sciences and professional studies and as professor of education at Cedarville. He has spent 32 years at Cedarville, 20 as chair of the education department. He received his B.A. from Cedarville College (1960), his M.S. from the University of Wisconsin (1962), and his Ph.D. from The Ohio State University (1967). He also completed graduate studies at Miami University (1963) and the University of Wisconsin (1964). Dr. Ager specializes in the content area of assessment. He teaches “Special Projects: Abstinence Education” and “Program & Outcomes Assessment” for the graduate program as well as “The Education Profession” for undergraduates.

His wife of 40 years, Ruth, has also worked at the college since 1978. They have two daughters, Mindy and Debby, two grandsons, and a granddaughter. Dr. Ager is very interested in missions. In 1973 he spent six months in the Philippines at Faith Academy, and he has taken English-teaching teams to Hungary for six summers through Cedarville’s Missions Involvement Services (MIS). Dr. Ager will step down as dean this summer, but we are very pleased that he will continue to provide his knowledge and expertise to students and teachers as a professor at Cedarville University.

For the Summer 2005 graduate term, Dr. Ager will teach two courses, “Special Topics: Abstinence Education” and “Program & Outcomes Assessment.”



Summer 2005 Graduate Course Descriptions

ECS-6550 Special Topics: Abstinence Education – As abstinence education becomes increasingly recognized as a viable option within the spectrum of sex education, the importance of having trained instructors is critical. Abstinence education with biblical mores provides a healthful alternative to most sex education curricula. Practical assignments are designed to use in the classroom, community, or church.

EDU-6250 Bible Survey for Professionals – Do you ever wish you had a better grasp or understanding of the Bible as a whole? This course provides an exciting overview of the Bible that will energize and inspire you and provide a framework for understanding and interpretation.

EDU-6050 Applied Learning Theory – Explore how students think, process, recall, and apply classroom instruction. You will focus on the development of instructional lessons that utilize current theories that enhance learning, critical thinking, and intrinsic motivation in students. (Must be taken with EDU-6200)

EDU-6100 History & Philosophy of Education – Why does a Christian educator view history and philosophy differently from a secularist? What constitutes a distinctly evangelical philosophy of education? In this course, you will examine a biblical worldview and its application to the development of a philosophy of education.

EDU-6150 Diversity & Social Issues in Education – Get set for lively discussion, controversial subjects, and issues that often bring confusion and conflict in education. You will examine the role of the school in the “Americanization” of students, how background and culture affect achievement, and how different sociocultural groups influence curriculum and funding.

Contact Us

EDU-6200 Models of Teaching –

Every instructional model has advantages and disadvantages. How do you know which model to use? This course will help you explore various models and then participate in various micro-teaching situations. (Must be taken with EDU-6050)

EDU-6250 Statistical Reasoning in Education –

Learn how to interpret and apply information from standardized tests and research data accurately and discover how to apply the power of technology to the analysis of raw data.

EDU-6300 Program & Outcomes Assessment –

Review assessment concepts and procedures in the preK-12 setting and learn and apply specific data-gathering and observational methods to provide feedback and assistance in both individual and group settings.

EDU-6550 Special Topics: Current Issues –

Focusing on current issues that affect education in general and specifically teachers, administration, students, and parents, discover what issues are impacting your classrooms today and complete a project that helps you deal with that issue practically.

EDU-6700 Advanced Media & Technology –

Enhance your knowledge and skills in the use of technology in the classroom. Help connect this technologically driven generation with the subject matter in your classroom.

EDU-7200 Research Design – This course will acquaint you with research techniques and reporting methods used in education. It is designed to help you apply what you learn, concluding with a research project or thesis that becomes the foundation for the final project or thesis in the M.Ed. program.

To register for graduate classes, call **1-888-233-2784** and ask for Bruce Traeger, associate director of graduate admissions, or visit www.cedarville.edu/graduate.

Merlin Ager	937-766-3235	AGERM@cedarville.edu
Sue Baker	937-766-7783	BAKERS@cedarville.edu
Ed Baumann	937-766-7678	BAUMANNE@cedarville.edu
Omer Bonenberger	937-766-7788	BONEN@cedarville.edu
Sally Castle	937-766-7659	CASTLES@cedarville.edu
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Don Meissner	937-766-3294	MEISSNER@cedarville.edu
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Tom Sweigard	937-766-3768	TSWEIGARD@cedarville.edu
Kevin Winslow	937-766-7784	WINSLOWK@cedarville.edu



**Cedarville University Education Department
2004-2005**

(Pictured from left to right)

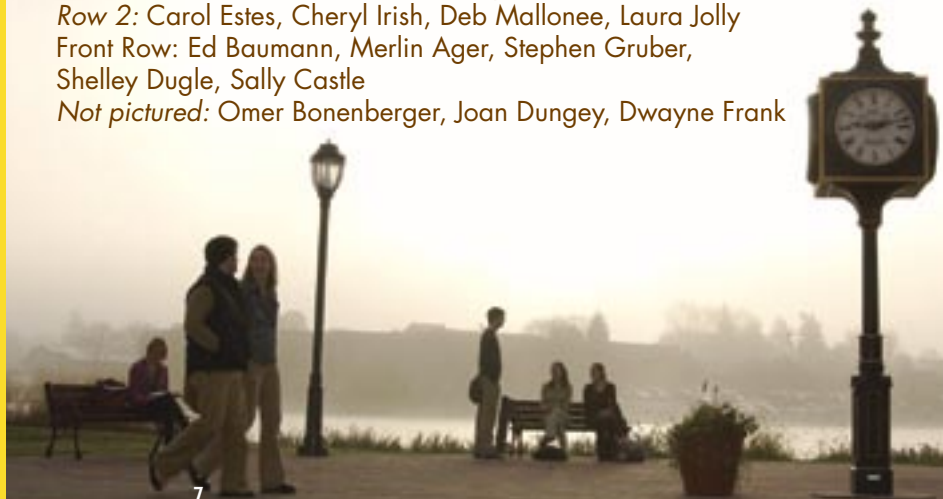
Back Row: Toi King, Bryan Moore, Tom Sweigard

Row 3: Kevin Winslow, Don Meissner, Tim Heaton, Terry Comers, Sue Baker, John Hess, Brenda MacKay

Row 2: Carol Estes, Cheryl Irish, Deb Mallonee, Laura Jolly

Front Row: Ed Baumann, Merlin Ager, Stephen Gruber, Shelley Dugle, Sally Castle

Not pictured: Omer Bonenberger, Joan Dungey, Dwayne Frank



Summer Dollars & Sense

Consider joining us this summer for one-, two-, or three-week modular classes. It's more affordable than you may think! In an effort to hold costs down for educators, **tuition costs remain the same as last summer at \$290 per credit hour!**

Housing rates for single occupancy are also the same as last summer — \$90 per week. Meals for graduate students may be purchased in the University dining hall at faculty/staff rates.

Breakfast — \$2.50

Lunch — \$3.00

Dinner — \$3.50

(All meals are "all you can eat.")

Insider Information

This fall (2005) the M.Ed. is being revised from a 32-credit program to a 34-credit program. If you enroll this summer, you will come in under the 32-credit requirements and save \$580 or more over the new program. If you have any questions, call Bruce Traeger at **1-888-CEDARVILLE (233-2784)**. Act now!

Earn your M.Ed. at

CEDARVILLE

university



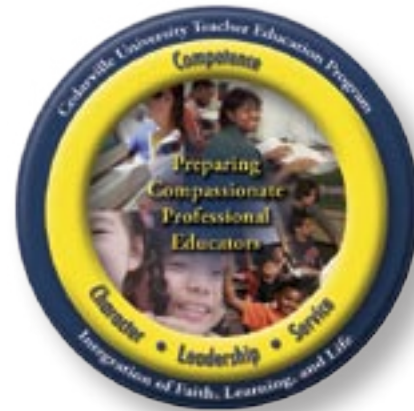
inspiring.

www.cedarville.edu/graduate
1-888-CEDARVILLE (233-2784)

The University does not discriminate on the basis of ethnicity, color, sex, or national origin. The University admits students with various disabilities.

Mission

To prepare compassionate, professional educators who are committed to the integration of faith, learning, and life as demonstrated in teaching competence and Christlike character through leadership and service.



Cedarville Graduate Education

Summer Quick Facts

- Designed to increase professional effectiveness
- Relevant, thorough, and distinctly Christian content
- 32 credit hours (11 may be transfer hours)
- \$290 per graduate credit hour, \$145 per CEU
- Classes offered conveniently in one-, two-, and three-week modules (mornings or afternoons)
- Three-summer (or two-year) completion options
- Satisfies ACSI biblical studies requirement
- Accredited by North Central Association of Colleges & Schools and the Association of Christian Schools International (ACSI)

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