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A PUBLICATION OF THE CEDARVILLE UNIVERSITY EDUCATION DEPARTMENT AND GRADUATE PROGRAM      SPRING 2006

## CU Classroom News

by Dr. Steve Gruber, Ed.D.

Our spring M.Ed. courses are under way, and we praise the Lord for our continued growth in enrollment. We are pleased to once again be offering M.Ed. classes on the campus of Worthington Christian Schools near Columbus, Ohio. It is our desire to offer the entire M.Ed. degree program in the Columbus area. Although the class schedule may vary based upon student enrollment, we are optimistic about continuing the program in Columbus.

The Board of Examiners will conduct an on-site visit March 25-29, 2006. Please be praying for the department that we may be able to showcase what God is doing through

the teacher education program to prepare teacher candidates for service around the world.

We are praising God for the return of Dr. Sue Baker to the classroom following her recovery from extensive back surgery last summer. It is with sadness that the department has accepted the resignations of Dr. Don Meissner and Dr. Joan Dungey, effective at the end of the current academic year. Both have provided their students and the department with dedicated service and high-quality instruction.

Now is a great time to reflect on the challenges and opportunities you've seen during this academic year. Be sure to reward yourself for any trials you resolved, and use the insight gained from your reflection to modify teaching methods as necessary – I hope

you will find “Tips for Teachers” on Page 3 of this issue helpful to that end. It's also the time to make final arrangements for summer graduate courses to satisfy licensure requirements or begin work on an M.Ed.

Please feel welcome to share with us information regarding your classroom and the successful strategies and techniques you have discovered. We are always excited to hear from our graduates and learn from their challenges and successes.

We will continue to offer administration courses that will lead to *Ohio principal licensure*. This summer we will offer a school finance course during the June session.

## New Graduate Scholarships for Teachers in Christian Schools

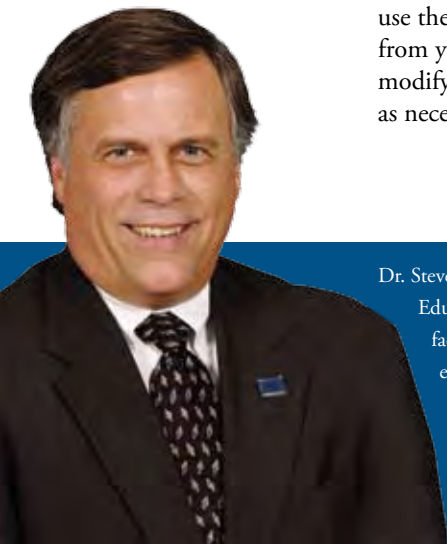
A lot of schools talk about value in education; at Cedarville, we deliver. To make graduate education more affordable for Christian school educators, we are pleased to announce the Christian School Association Scholarship, a 25% tuition scholarship for teachers at ACSI, NICS, AACS, and SBACS-affiliated schools.

Value is a combination of content, cost, and convenience. Our *content* has always been based on its consistency with biblical truth. *Convenient* classes are offered in either Saturday-only or summer modules. And now, just in time for summer classes, we are pleased to offer the Christian School Association Scholarship. This new scholarship is for the faculty and staff of ACSI, AACS, and SBACS-affiliated schools and is designed to reduce the cost of graduate education.

We know affordability is a major challenge that most Christian school faculty face when considering graduate education. Many teachers in Christian schools are paid below their public school counterparts. We are pleased to offer this scholarship to assist with the financial hurdles Christian school teachers face.

The Christian School Association Scholarship can be applied toward regular graduate tuition and is effective immediately (continuing education tuition is not eligible). To qualify, a student must apply and be accepted into Cedarville's graduate program and complete a scholarship application for processing.

If you would like more details regarding this exciting new scholarship, contact Bruce Traeger, director of graduate admissions, at 1-888-233-2784 or e-mail [traegerb@cedarville.edu](mailto:traegerb@cedarville.edu).



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 Dollars & Sense

## Tuition Costs Reduced

**Rarely does the cost of tuition go down, but this summer it will.**

Fall 2005 graduate class attendance was up 60% from the previous year. Spring 2006 attendance was up 117% from the previous year. And with lower tuition rates, we anticipate that some classes may be filled to capacity. Now is the time to begin planning for summer graduate classes because space is limited.

In an effort to assist Christian educators with the cost of graduate education, we have lowered tuition from \$305 to \$298 per credit hour. This is a savings of \$238 over the cost of the 34-credit hour M.Ed.

Add this tuition savings to new

scholarships that are now available, and CU graduate education is more affordable than ever!

It doesn't stop there. Housing costs remain the same for the third year at \$90 per week for single occupancy. Meals for graduate students may be purchased in the University dining hall at low faculty/staff rates: breakfast – \$2.50, lunch – \$3.00, and dinner – \$3.50. Meals are all-you-can-eat.

### Take this challenge.

Complete the following chart to compare CU's costs with another program you may be considering. You will discover that Cedarville graduate education is an outstanding value.

	Cedarville University	Your other option
Tuition	\$298 per credit hour	
Housing	\$90 per week, single occupancy	
Meals	\$2.50-3.50 all-you-can-eat	
Application	\$30	
Graduation fee	\$0	
Technology fee	\$0 computer and printer supplied	
Activity fee	\$0 use of recreation center included	
Other fees required for continuance	\$0	
All courses consistent with biblical truth	Yes	
Regional accreditation	Yes	
Completion options	Two options, summers only or year-round	

Did you know?  
You can complete your M.Ed. in just three summers!

**If you have any questions, call Bruce Traeger at 1-888-CEDARVILLE (233-2784). Why wait? Register now.**

# Current Trends in Education:

## Focus on Content

Teaching children to read is one of the most critical skills in education. No single skill for which schools are responsible is more important for learning than reading. However, beyond the *skill* of reading, the teacher is concerned about the *content* the students are reading in the process. In the late 19th century, the universally accepted reading curriculum was the McGuffey Reader series, which emphasized morality and good citizenship. Today, many of the books used as part of the reading curriculum contain only that which is deemed to be "politically correct." Perhaps it is time to invite McGuffey back into our classrooms. The article below, "Religion, the Only Basis of Society," by William Ellery Channing, is an excerpt from *McGuffey's Fifth Eclectic Reader*, which I believe demonstrates the combination of high reading level with excellent content.

*Religion is a social concern; for it operates powerfully on society, contributing in various ways to its stability and prosperity. Religion is not merely a private affair; the community is deeply interested in the diffusion; for it is the best support of the virtues and principles, on which the social order rests.*

*Pure and undefiled religion is to do good; and it follows, very plainly, that if God be the Author and Friend of society, then, the recognition of Him must enforce all social duty, and enlightened piety must give its whole strength to public order.*

*Few men suspect, perhaps no man comprehends, the context of the support given by religion to every virtue. No man, perhaps, is aware how much our moral and social sentiments are fed from this fountain; how powerless conscience would become without the belief of a god; how palsied would be human benevolence, were there not the sense of a higher benevolence to quicken and sustain it; how suddenly the whole of social fabric would quake, and with what a fearful crash it would sink into hopeless ruin, were the ideas of a Supreme Being, . . . and of a future life to be utterly erased from every mind.*

*Erase all thought and fear of God from a community, and selfishness and sensuality would absorb the whole man. . . . Virtue, duty, principle, would be spurned as unmeaning sounds. A sordid self-interest would supplant every feeling; and man would become, in fact, what the theory in atheism declares him to be, a companion for brutes.*

As one can clearly see after reading this passage, both the reading skill level and the content of most 5th grade reading curriculum is lower than what was expected of students of the 19th and early 20th century American schools.

# Summer 2006 Class Schedule

## Session One, June 12-23

8:30-11:30 a.m.

Foundations of Biblical Theology  
Learning Theory  
School Finance

1-4 p.m.

History & Philosophy of Education  
Intervention Strategies & Techniques

## Session Two, July 10-21

8:30-11:30 a.m.

Advanced Media & Technology  
Statistical Reasoning in Education

1-4 p.m.

Program & Outcomes Assessment  
Special Topics: Current Issues  
Research Design

## Summer 2006 Graduate Course Descriptions

### BEGS-7250 Foundations of Biblical Theology

This foundation course is designed to introduce the student to a Christian worldview created within a biblical framework. Attention is first given to the definition, function, formation, and evaluation of worldview. Then, Christian responses and applications will be developed from a survey of biblical theology with emphasis upon 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.

### EDA-7100 School Finance

A study of the historical issues, constitutional issues, sources of revenue, state aid distribution methods, and budgeting process for K-12 schools. This course is designed for the practicing school administrator and will focus on Ohio public schools with practical applications for Christian schools and Christian school administrators.

### EDU-6000 Learning Theory

"Learning Theory" is designed to help you understand the learning process. This course will acquaint you with current theory and research in cognitive psychology. Through class presentations, discussions, and research on topics of personal interest, you will learn about enhancing effective cognitive processing, developing intrinsic motivation, and addressing factors that enhance or inhibit student learning. By the end of the course, you will have used Scripture, course content, and your experience to develop a psychology of learning.

### 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-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-6400 Intervention Strategies & Techniques

In this class you will learn how to teach strategies for improving performance of all students, but especially at-risk students with special learning needs and disabilities. You will examine literature regarding effective teaching practices and behavior change plans in order to develop strategies to implement in class.

### 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 classes, or for more information on the scholarships that are available, call **1-888-233-2784** and ask for Bruce Traeger, director of graduate admissions, or visit [www.cedarville.edu/graduate](http://www.cedarville.edu/graduate).

## Tips for Teachers: Improve Your Methodology

Although it is the student who is responsible to do the learning, it is our job as teachers to facilitate that learning. There are many ways that we can more effectively do this.

1. At the beginning of each class, write on the board the learning objectives and learning activities for the day.
2. Prepare study guides or study questions to help students (and parents) complete assignments or study for tests and quizzes.
3. Develop and consistently use a system for taking notes in your class.
4. Make sure when showing a video that you begin with an overview. Then, ask a few key questions for students to keep in mind as they watch it. After viewing, end with a small group and/or whole class discussion.
5. Make learning as interactive as possible. In addition to lectures, provide opportunities for students to see and do things with key concepts. Group discussions and projects, demonstrations, skits, case studies, short papers, and experiments are a few ways to employ constructive learning methods.
6. Explain how to study for your tests. Give concrete examples and answers.
7. Provide frequent opportunities for

student assessment and corresponding feedback so that students are aware of their progress.

It is so important for teachers to reflect upon their teaching daily and make adjustments to their teaching accordingly. We have all experienced the joy of connecting with our students through lessons and activities that worked well. However, we must also learn and adjust our lesson plans when we experience days that have not gone so well. Continuous improvement in our teaching is produced by frequent and honest reflection.

# Alumni Spotlight:

## Van B. Holloway



*Van Holloway graduated from CU in 1988 with a teaching degree in biology. Since then he has taught science courses at Xenia Christian High School. He attends Emmanuel Baptist Church in Xenia.*

Four years ago I began working toward my master's degree. One of the professors, Dr. Phil Bassett, was instrumental by encouraging me to begin my graduate work. I appreciated his wise counsel as he helped me to understand how graduate work would affect my family. However, he encouraged me that a degree was possible and would be beneficial.

I decided to complete a master's degree because at that time in my life our children were still in elementary school. I was advised that the junior high and high school years would be even busier times for my family and me. My wife, Janell (Kelley) '90, our four boys (ages 9, 11, 13, and 14), and I understood that the pursuit of this degree would be a team effort. Even while taking classes, our family found time to enjoy hiking, camping, and playing tennis together. I completed my thesis and all graduate requirements in February 2004 (praise God!) and participated in the graduation ceremony in May.

I discovered many benefits of completing my Master of E

ducation degree at Cedarville. Cedarville was close to my home, and the commute was easily managed. Furthermore, the class schedule for fall and spring terms was "Saturday only." This schedule enabled me to continue teaching full-time as I attended class.

I appreciated the biblical emphasis that was naturally integrated into the graduate classes. Several professors emphasized

group devotions and personal Bible study in their curriculum. This provided a great opportunity to get to know the professor and my classmates better. This also provided a good model for integrating Scripture into my own classroom.

I also appreciated the flexibility afforded to me by my professors while completing my coursework. They understood the pressures of school, family, and work and the impact of graduate work on an already busy life.

Professors were often willing to adjust due dates for the benefit of their students. This mutual understanding was greatly appreciated.

I am also grateful to Dr. Gruber as he guided me in completing my final thesis project. He helped me to tailor my research project according to my interests and activities at Xenia Christian High School. It was satisfying to see the benefits of my thesis project, which I called the "buddy system," as it

was instituted at XCHS during the 2003-04 school year. Many teachers appreciated the opportunity to improve their own teaching techniques by intentionally and regularly observing their "buddy" teach. Both the process of completing the thesis project and the content of the project have proven to be beneficial for me and for the school where I teach. From my perspective the graduate classes, and especially my final project, connected well with my teaching experiences.

Another benefit that I enjoyed was being able to invite my family to join me during the chapels and lunches that were provided periodically during the summer terms at Cedarville. It was a blessing for my family to personally meet other graduate students and professors that I talked about so much.

Finally, I must also express my appreciation for the scholarships that I received from Cedarville University to help with the costs. The University's generosity certainly made my decision to participate in this program affordable.

*I discovered many benefits of completing my masters in education at Cedarville.*



# Why Take Intervention Strategies & Techniques



## Boost your students' performance

- Evaluate and explore various software programs for increasing math, reading, and writing skills
- Learn to design and use graphic organizers to increase student performance at all grade levels and in all content areas
- Design interactive instructional activities that improve your students' performance
- Foster student learning through differentiation

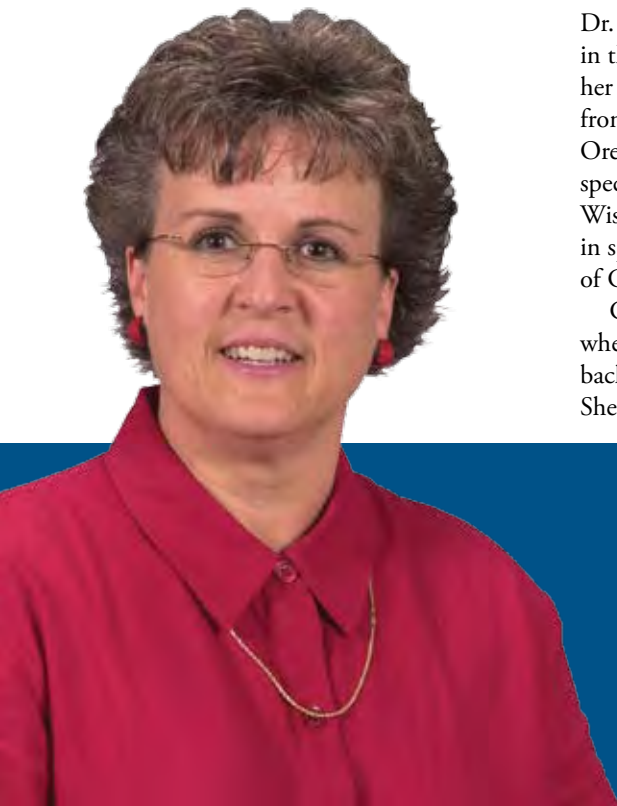
## Make assessment easier and more effective

- Learn to regularly assess and monitor student learning with curriculum-based probes for spelling, writing, math, and oral reading fluency
- Facilitate increased student performance through appropriate assessment accommodations

## Effectively manage your students' behavior

- Learn to manage behavior through robust instructional strategies
- Explore, design, implement, and evaluate various school-based interventions for students with high-incidence disabilities including learning disabilities, attention deficit/hyperactivity disorder, cognitive disabilities, and behavior disorders
- Evaluate and design strategies that facilitate inclusion
- Become familiar with the laws and policies guiding special education practice in public schools

## Faculty Focus: Dr. Cheryl Irish



Dr. Cheryl Irish serves as associate professor in the department of education. She earned her bachelor of science degree in education from Western Baptist College in Salem, Oregon, her master of science degree in special education from the University of Wisconsin in Whitewater, and her doctorate in special education from the University of Cincinnati.

Cheryl grew up in Corvallis, Oregon, where she enjoyed camp counseling, backpacking in the mountains, and hiking. She is married to a “wonderful husband” and

has three “great kids,” according to Cheryl, and we believe her!

Cheryl loves to spend time with her family, especially with her granddaughters, Rylie and Madison. She enjoys reading, stamping, scrapbooking, and watching old movies. Cheryl teaches “Intervention Strategies & Techniques” for the graduate program. The class is offered this summer, June 12-23, from 1-4 p.m. For more information about this class, see “Why Take Intervention Strategies & Techniques.”

# Look Inside for Information about our Reduced Tuition Rates and our New Scholarships for Teachers in Christian Schools!

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## 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.

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

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