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A PUBLICATION OF THE CEDARVILLE UNIVERSITY EDUCATION DEPARTMENT AND THE GRADUATE PROGRAM SPRING 2007

Fear Factors: Five Barriers to Intellectual Growth

by Dr. Bill Brown, president of Cedarville University

In this issue we begin an insightful six-part series on education by CU president Bill Brown.

Christians once dominated the world of thought, education, ideas, and research. Think Milton, Herbert, Chesterton, Eliot, Donne, Greene, and Endo in the world of literature; Augustine, Aquinas, and Anselm in philosophy; Handel, Brahms, and Bach in music; and Newton, Kepler, Pasteur, Faraday, Maxwell, and Carver in science. The sheer excellence of their intellect set them apart and commended the Christian worldview to an unbelieving world.

But in the succeeding era the influence of great Christian thinkers faded to the point that in 1963 Harry Blamires lamented, "There is no longer a Christian mind." He pointed out that there remains a Christian ethic, a Christian practice, and a

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Education Department News

by Dr. Steve Gruber, department chair

Greetings to friends of education,

Our Spring M.Ed. courses are underway, and we praise the Lord for our continued growth in enrollment. We are once again pleased to offer M.Ed. classes on the campus of Worthington Christian Schools. It is our desire to offer the entire M.Ed. program at Worthington Christian to better serve our graduate students in the Columbus area. This will, of course, be dependent upon sufficient student enrollment. Graduate admissions director Bruce Traeger and administrative assistant and applications coordinator Ashley Rohne continue to work hard to provide our students with timely and high-quality admissions service.

The education department recently applied for NCATE accreditation for our teacher education program. In future editions of this publication, we will provide updates regarding our progress toward achieving this important accreditation. Please pray that the department is able to showcase what God is doing through the teacher education program to prepare teacher candidates for service around the world.

In other news, the trustees of Cedarville University have approved tenure for Dr. Kevin Winslow. Also, Mrs. Shelley Dugle will soon become Dr. Shelley Dugle as she completes her doctorate from the University of Cincinnati. Please join us in congratulating these two faculty members on their achievements.

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Record Enrollment Expected this Summer

Six years ago, when CU's graduate education program began, reserving a place in classes wasn't a problem — even at the last minute. **However, space may be a challenge for some classes this summer!** To receive priority consideration on course selection, complete your application and register by May 1, 2007. For more information visit www.cedarville.edu/graduate or call Bruce Traeger at 1-888-233-2784. **Hurry, space is limited!**

Summer 2007 Course Schedule

Do you need to renew your certification? What about that M.Ed. goal you set for yourself — any progress? Do you desire to continue sharpening your professional teaching skills? Cedarville University can help.

We are pleased to offer a variety of graduate classes this summer to assist with your continuing education needs. In addition, CU continues to offer scholarships and financial aid to make the cost of graduate education more affordable than ever! We have scholarships for those who teach in Christian schools, scholarships for alumni, and financial aid available for those who register for at least two classes during the same term. See page 3 for a list of summer classes, meeting dates, and times.

Did you know you can complete almost all M.Ed. class requirements in just three summers?

Receive a 25% Tuition Scholarship!
See inside for details!



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.

Tips for Middle Childhood Teachers

by Dr. Steve Gruber

Those who teach young adolescents know that their students are undergoing a time of developmental and physical changes. It is easy to see the changes in their hands, feet, arms, and legs. Their chests deepen and their trunks get longer. Their hearts double in weight during puberty. The size of their lungs increases, and their stomachs become longer. This helps explain why middle-level students are always hungry! Why not use this knowledge to your advantage? Food is an effective student reward/incentive, whether it's a piece of candy or a slice of pizza.

Middle-level students can sit about three minutes on a hard surface before they feel the need to shift. They may pull one leg up and sit on it. Pretty soon they're up on their knees in the chair. The cause of this activity may be due to pain. At this age, students' bones are ossifying, which causes students pain as they sit on their bony backsides. One solution is to allow students to bring cushions for their chairs or desk seats.

The change in hormones impacts students emotionally. It is not unusual for middle-level students to think, "Some days I feel on top of the world. Some days I feel the world is on top of me." These students want to be part of a social group, but they also want to be individuals. We need to meet their social needs by creating small teams and using cooperative learning activities. Students should also be involved in mentorships and service learning projects. Ultimately, middle-level students need to feel competent, normal, and loved.

This summer, Dr. Phil Bassett will be returning from China to teach in our graduate program. We appreciate Dr. Bassett's continued dedication to our graduate program and his willingness to teach on our campus every other summer. We encourage all degree-seeking students to enroll in "Applied Learning Theory" or "Models of Teaching," which Dr. Bassett will be teaching this summer. We expect these classes will fill quickly, so register early to avoid being closed out.

For most educators the summer months provide an opportunity to rest and

regroup after the school year. These months also allow educators to reflect on the previous academic year and begin preparing for a new crop of students. This time of reflection is important to educators who desire to improve their instruction and become more effective in the classroom.

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.

(continued from Page 1) Fear Factors

Christian spirituality but added that "as a thinking being, the modern Christian has succumbed to secularization."

The reasons for this surrender are many, but the solution is found in reclaiming the lost aspiration for intellectual development. God makes it very clear that Christians are called to nurture the life of the mind. The greatest command is to love God with our hearts, souls, and minds (Matthew 22:37). We escape conformity and become transformed by the "renewing of our minds" (Romans 12:2). In fact, being renewed in the spirit of our minds is the preliminary step to "putting on" Christ as new creations (Eph. 4:22-24).

As we tackle the huge challenge of confronting issues in the public square, we must retool for intellectual growth at the personal level. But first, we need our bearings.

True intellectual growth is not merely accumulating more data. The emphasis on simply knowing facts reduces learning to trivial pursuits. There is a real danger in becoming like those who are "always learning but never able to acknowledge the truth" (2 Timothy 3:7). True intellect is making connections — seeing the worldviews and values behind ideas and behavior in the world around us. It is knowing what we believe and why. It is also knowing what others believe and why. Where are the points of contact? Where are the points of conflict?

Thinking deeply and broadly is not highly prized in society as a whole or among Christians in particular. What keeps us from developing intellectually? I asked this question on my weblog and was surprised at the responses. Readers from around the country chimed in with their thoughts:

"Mediocrity is celebrated, and hard work is seemingly not appreciated. There is an attitude: Why strive for more academic achievement, when I can achieve my dreams where I am at right now?"

"Intellectual growth isn't valued in our culture. One who attempts to learn and grow is often ridiculed."

"Biases and presuppositions, and being unwilling to challenge your own views."

"Barriers to intellectual growth? TV."

"I have found that one of the big barriers to intellectual growth is that life is so 'daily.' I would LOVE to have time to pursue interests and take a college class or finish my degree, but life as it is for me right now requires that I work to contribute to the family income. Our brains DO get tired, and we have a hard time pursuing intellectual growth after a long, hard day."

"Our society has created and encouraged quick solutions."

"We may find ourselves setting our sights so intently upon our dream job or perfect future that we forget the importance of having a beautiful, fully-developed mind."

These responses highlight what I consider the five major barriers to intellectual growth. These factors are interrelated and arise from personal and cultural values.

We'll continue Dr. Brown's article in our summer issue. If you would prefer to read the article in its entirety, visit www.cedarville.edu/president/fearfactors.htm.

Summer 2007

Summer Course Schedule

Summer Semester 2007

Course Number	Course Title	Instructor	Meeting Dates	Time
EDA-6600	Principalship: EC to Young Adol.	Mr. John Hess	June 18–29	8:30 a.m. – 11:30 a.m.
EDA-6700	Principalship: Adol. to Young Adult	Mr. John Hess	June 18–29	8:30 a.m. – 11:30 a.m.
EDU-6150	Diversity & Soc. Issues in Ed.	Dr. Ed Baumann	June 18–29	8:30 a.m. – 11:30 a.m.
EDA-7150	School Law	Dr. Bryan Moore	June 18–29	1 p.m. – 4 p.m.
EDU-6100	History and Philosophy of Ed.	Dr. Ed Baumann	June 18–29	1 p.m. – 4 p.m.
EDU-6550	Sp. Topics: Curr. Issues in Education	Dr. Steve Gruber	June 18–29	1 p.m. – 4 p.m.
EDU-6700	Advanced Media & Tech.	Dr. Kevin Winslow	June 18–29	1 p.m. – 4 p.m.
BEGS-6250	Bible Survey for Professionals	Dr. Chris Miller	July 9–20	8:30 a.m. – 11:30 a.m.
EDU-6200	Models of Teaching	Dr. Phil Bassett	July 9–20	8:30 a.m. – 4 p.m.
EDU-6050	Applied Learning Theory	Dr. Phil Bassett	July 9–20	8:30 a.m. – 4 p.m.
EDU-7200	Research Design	Dr. Michael Firmin	July 9–20	1 p.m. – 4 p.m.
EDU-6250	Statistical Reasoning in Ed.	Dr. Chi-en Hwang	July 9–27	8:30 a.m. – 11:30 a.m.

EDA-6600 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 good 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) nurturing of a school culture conducive to learning, and (4) developmentally and legally appropriate day-to-day operational policies and procedures.

EDA-6700 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 good 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) nurturing a school culture conducive to learning, and (4) developmentally and legally appropriate day-to-day operational policies and procedures.

EDU-6150 Diversity & Social Issues in Education

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

EDA-7150 School Law

This course examines the sources, content, and implications of some of the significant laws and regulations governing the relationships between schools, organizations, students, employees, communities, and society as a whole.

EDU-6100 History & Philosophy of Education

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

EDU-6550 Special Topics: Current Issues in Education

Students will be exposed to a variety of current issues in education. As part of the class, students will be expected to determine a topic of current educational interest and then complete a 10-page paper on the topic. The primary purpose of this course is to prepare students to develop what is traditionally considered chapter one of a master's thesis or master's-level project.

EDU-6700 Advanced Media & Technology

Assists students in the use of a wide range of technology to develop and enhance classroom instruction. Students will be introduced to and develop classroom applications for CD-ROM-based instruction, class web pages, and multimedia presentations. Various applications of computer-assisted instruction (CAI), use of interactive video, and applications for distance learning will be examined.

BEGS-6250 Bible Survey for Professionals

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.

EDU-6200 Models of Teaching

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-6050 Applied Learning Theory

An application of current theories of cognitive processing (e.g., encoding, storage, and retrieval), meta-cognition, cognitive and affective factors of motivation, 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-7200 Research Design

The 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-6250 Statistical Reasoning in Education

A survey of descriptive and sampling statistics applied to 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-subject and within-subject designs.

To register for one or more of these classes, call 1-888-CEDARVILLE (233-2784) and ask for Bruce Traeger, associate director of graduate admissions, or visit www.cedarville.edu/graduate.

Student News

It Pays to Do Research!

Clarenda (Sue) Norrod has taken graduate classes in CU's M.Ed. program and teaches art at East Dayton Christian School. While doing some research for one of her summer graduate classes, Sue came across an article written about Thomas Jefferson and her great-great-great-great-grandfather, the Reverend Andrew Tribble. The article was written by Dr. Malcolm D. McLean, a relative of Sue's who was also a relative of Rev. Tribble.

It seems that Tribble pastored the church President Jefferson attended: a little church called Buck Mountain Baptist Church, near Monticello, Virginia. Why is that significant?

According to a newspaper article in *The Western Star and Lebanon Gazette* (Lebanon, Ohio), the little Buck Mountain Baptist Church held monthly meetings. The church happened to be a short distance from where Jefferson lived. Jefferson, after attending the church for several months, asked to meet with Rev. Tribble over dinner. The discussion at dinner concerned the church's governance. Malcolm McLean writes (in the article kindly supplied by Sue Norrod):

Mr. Tribble asked Mr. Jefferson how he was pleased with their Church Government? Mr. Jefferson replied, that it had struck him

with great force, and had interested him much; that he considered it would be the best plan of government for the American colonies. This was several years before the declaration of American Independence [*sic*]. To what extent this practical exhibition of religious liberty and equality operated on Mr. Jefferson's mind, in forming his views and principles of religious and civil freedom, which were afterwards so ably exhibited, I will not say.

One can imagine the excitement Sue felt when discovering that her ancestor not only had a direct connection with a U.S. president, but had a relationship that may have played a role in formulating our government!

We thank Sue for sharing that trivia tidbit. Currently, Sue is illustrating a children's book about Thomas Jefferson in collaboration with colleague Becky Bjornstad. Becky will be speaking at a Daughters of the American Revolution event on April 24, 2007, at the Brantley Carriage House Museum in Xenia, Ohio. Sue will be displaying some of her paintings for the book. The program is from 6–8 p.m. and is open to the public.

Faculty Focus

Dr. Phil Bassett

Every other summer, Cedarville has the opportunity and privilege to have Dr. Phil Bassett teach in CU's graduate education program. Dr. Bassett will be teaching two courses this summer, "Models of Teaching" and "Applied Learning Theory," beginning July 9. Phil is no stranger to education at CU. He served at Cedarville for 13 years, as professor of education and education department chair, before leaving to coordinate international education opportunities in China.

Dr. Bassett began his teaching career at a public school in a low-income area of New Hampshire, where he taught fourth grade, coached basketball, and even drove a school bus! He helped start a Christian school, where he served as principal for nine years and taught at every grade level except kindergarten. The school grew from 15 students in grades K-2 to 100 students in grades K-8. While in New Hampshire, Phil helped start the Granite State Christian School Association and organized an annual, statewide teachers' conference.

In 1988 Phil left for Andrews University to work on a doctoral degree. While there, he taught several undergraduate education courses and also taught at several teacher institutes in various places around the country. After earning his Ph.D. at Andrews in 1991, he came to Cedarville to serve as an assistant professor of education. Phil became department chair in 1998 and was eventually tenured and

promoted to full professor. He guided the education department through major program changes and helped begin Cedarville's first master's degree program, the Master of Education. While Phil was department chair, the Student Teaching Abroad program expanded so much that nearly 20% of CU teacher education undergraduates taught overseas.

One of Phil's favorite sayings at Cedarville was, "The sun never sets on the work of Cedarville teacher education graduates," as there are hundreds of Cedarville grads teaching across the U.S. and around the world. Phil believes that helping to prepare many of these teachers for service was and is a rewarding and significant privilege.

In July 2004 Dr. Bassett left Cedarville to begin new responsibilities as Director of Teacher Training for a group of international schools in China. His primary responsibility is to manage the in-country master's degree for teachers by working with five international schools to develop in-service training for teachers. He also oversees the placement of student teachers and helps coordinate with groups in the States who want to partner with international schools for service opportunities.

Phil has been married since 1973 to Sue, a certified teacher. They have seven children (two adoptive) and three grandchildren. They both enjoy the outdoors and spend time

camping. Phil's spiritual journey began when he was 12 years old, and Phil tells of his Father's faithfulness through the many ups and downs in his life. Phil's desire is to honor his Father in everything he does. Phil credits his colleagues, especially those in the education department at Cedarville, for having a major impact in his spiritual, personal, and professional growth. God used Cedarville to prepare him for the exciting work he is now doing in China.

Dr. Bassett has a B.S. in Elementary Education from Plymouth State University (Plymouth, New Hampshire), an M.A. in School Administration from Grace College (Winona Lake, Indiana), and a Ph.D. in Curriculum and Instruction from Andrews University (Berrien Springs, Michigan).



Quoteworthy

“Children should be educated and instructed in the principles of freedom.”

—John Adams, *A Defense of the Constitutions of Government of the United States of America, 1787*

Master of Education Learning Objectives

When you complete your M.Ed. with Cedarville University, there are certain things you can expect! The Master of Education degree at Cedarville is designed to help you increase your classroom effectiveness and prepare you to assume leadership roles in your schools and in the teaching profession. The official objectives of Cedarville’s M.Ed. program are to:

- prepare teacher-leaders who are effective communicators, knowledgeable scholars, resourceful curriculum planners, reflective thinkers, and lifelong learners.
- expose students to the basic laws of nature to encourage an understanding of the Creation.
- require students to apply theoretical models, computer simulations, and laboratory experimentation to quantitatively analyze systems.
- require students to use tools and analysis techniques to systematically solve problems.
- provide opportunities for students to work in teams to solve problems.
- require students to practice their skills of oral and written communication in a variety of settings.

Summer Dollars & Sense

Tuition Costs Scheduled to Increase Fall 2007

Cedarville University does its absolute best to hold the line on inflation and keep costs down. In fact, last summer we even lowered our tuition price to \$298. **However, this summer is the last term you can expect to see tuition for less than \$300 per credit-hour.**

Starting with the Fall 2007 term, regular graduate tuition will increase to \$315 per credit-hour. Even with the increase, graduate education at Cedarville University remains one of the best values in education today.

Housing costs remain the same for the fourth straight year at \$90 per week for single occupancy. Meals for graduate students may be

purchased in the university cafeteria at faculty/staff rates and prices remain unchanged. Breakfast is \$2.50, lunch is \$3.00, and dinner is \$3.50 (all meals are on an “all you can eat” basis).

Take the CU graduate challenge

Complete the following chart. See why Cedarville graduate education is an outstanding value.

If you have any questions, call Bruce Traeger at 1-888-CEDARVILLE (233-2784) or visit www.cedarville.edu/graduate. Register today!

Receive a 25% Tuition Scholarship!

CHRISTIAN SCHOOL ASSOCIATION SCHOLARSHIP

Cedarville University is an ACSI-accredited institution and is pleased to offer scholarships to educators in schools affiliated with the Association of Christian Schools International. The Christian School Association Scholarship funds 25% of standard graduate tuition.

Cedarville University strongly supports Christian school associations by encouraging and advancing Christian education and by encouraging professional development and certification of teachers. If you teach in a school affiliated with ACSI, AACCS, SBACS, NICS, or CSI, you qualify.

CU is proud to offer graduate education that is marked by excellence and grounded in biblical truth. For additional information, call 1-888-CEDARVILLE, ext. 6202, or e-mail gradprog@cedarville.edu.

	Cedarville University	Another School
Tuition	\$298 per credit-hour	
Housing	\$90 per week single occupancy (with AC)	
Meals	\$2.50 to \$3.50 (all you can eat)	
Application Fee	\$30	
Graduation Fee	\$0	
Technology Fee	\$0 (computer/printer in room)	
Activity Fee	\$0 (use of field house & fitness center)	
Continuance Fees	\$0	
All courses consistent with biblical truth?	Yes	
Regional accreditation?	Yes	
Completion options	Summers only or year-round	

ADDRESS SERVICE REQUESTED

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.

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

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

Earn your M.Ed. at **CEDARVILLE**
university



Free Sweatshirt Offer



Recommend a friend or colleague to the Cedarville University graduate education program, and we'll send you a hooded sweatshirt free (a \$45 value). Applicants must successfully apply and register for the 2007 summer term. If you have any questions, call Bruce Traeger at **1-888-CEDARVILLE (233-2784)**.

Cedarville Graduate Education Quick Facts

- Costs
 - * Tuition – \$298 per graduate credit-hour; \$149 per CEU
 - * Meals – May be purchased at faculty/staff rates in the school cafeteria (breakfast: \$2.50, lunch: \$3.00, dinner: \$3.50)
 - * Summer housing – \$90 per week (single); all rooms are air-conditioned and include a networked computer
- Convenience – complete in-class requirements in just four Saturdays
- Content – relevant, practical, distinctly Christian
- Designed to increase professional effectiveness
- 34 credit-hour M.Ed., Teacher-Leader Program (11 credits may be transfer credits)
- Courses available to meet Ohio Principal Licensure Program
- Complete your degree in 2 years or 3 summers
- Graduate Bible and theology classes satisfy ACSI biblical studies requirements
- Accredited by North Central Association of Colleges & Schools and Association of Christian Schools International (ACSI)