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A PUBLICATION OF THE CEDARVILLE UNIVERSITY EDUCATION DEPARTMENT AND GRADUATE PROGRAM **SUMMER 2005**

CU Classroom News

by Dr. Steve Gruber, Chair

Greetings to our friends in education! We recently completed our summer M.Ed. courses and praise the Lord for the continued growth in enrollment. Director of Graduate Admissions Bruce Traeger and his administrative assistant, Ashley Rohne, have worked diligently to provide students with quality and timely admissions service.

We are excited to announce that this fall we will begin offering the administration courses that lead to Ohio principal licensure. The first of these courses, "School Law," is designed

for all educators. Although it is required for principal licensure, it may be taken by other M.Ed. degree seekers as an elective. For information on the new M.Ed. in administration, please refer to page 3 of this newsletter.

For most educators, the summer months provide an opportunity to rest and regroup following a long and challenging school year. These summer months also provide an opportunity for educators to reflect on the previous academic year and to begin preparing for a new crop of students. This time of reflection is important to those educators who desire to improve their instruction and become even more effective in the classroom.

We trust that as Christian educators you are using the summer months to reflect upon what God has done through you for His Kingdom. The Bible has much to say about good stewards and those who are faithful. As educators we have been entrusted by God with so much. First, we have been entrusted with influence. Whether we are serving in public or private schools, we have been given many opportunities to make a difference in the lives of young people. Do we make the most of these opportunities? For many of our students, we are the closest example of Christ they will ever know. Are we consistently showing the love, grace, and mercy of our Savior to our students?

(continued on page 3)

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.

Fall '05 Graduate Courses

We are excited about offering a first-ever graduate education course in the Indianapolis area this fall. The class, "Bible Survey for Professionals," will be offered at the Bethesda Christian Schools campus in Brownsburg, Indiana. See the class list below or visit www.cedarville.edu/graduate for more information.

It is hard to believe that summer is almost over, at least for most teachers and administrators. As you make your fall lesson plans, consider joining us for a few Saturdays to maintain certification, work toward an M.Ed., or enhance your own professional development. CU graduate courses are convenient, economical, and taught from a biblical worldview.

The following is a list of fall classes and their meeting dates. All courses are offered on Saturdays from 8:30 a.m.-4 p.m.

Main Campus

Learning Theory	Sept. 17, Oct. 15 and 29, Nov. 19
Advanced Media & Technology	Sept. 17, Oct. 15 and 29, Nov. 19
School Law	Sept. 24, Oct. 8, Nov. 5, Dec. 10
Program and Outcomes Assessment.....	Oct. 1, Nov. 12, Dec. 3 and 17
Applied Research Project	Determined by instructor and student
Applied Research Thesis	Determined by instructor and student

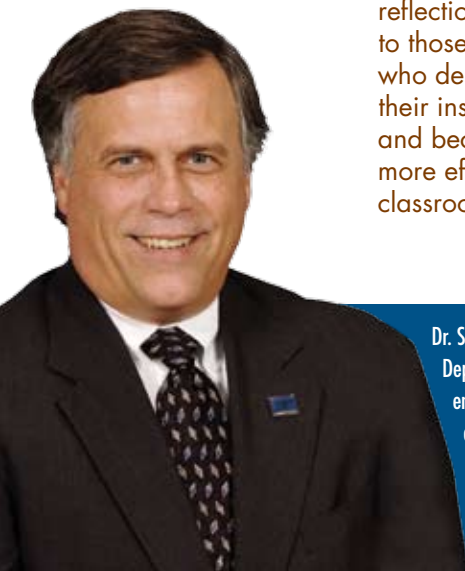
Indianapolis Area

Bible Survey for Professionals	Sept. 17, Oct. 8 and 22, Nov. 12
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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, director of graduate admissions, or visit www.cedarville.edu/graduate.

See complete course descriptions on pages 6-7.



Current Trends in Education: Teaching as a Tentmaking Profession

The testimony of Dr. Phil Bassett

In 1991, just a week after I completed my Ph.D., my wife, Sue, and I arrived in Xenia with our five young children. A week later I started teaching in the education department at Cedarville University. In the summer of 2004 we moved again, this time with just our youngest son, to Beijing, China, so that I could become director of teacher training for International Schools of China (ISC).

Those 13 intervening years at Cedarville were wonderful for me — spiritually, personally, and professionally. After seven years of teaching 10 different classes and field experiences, I became department chair, following in the distinguished footsteps of Dr. Merlin Ager.

Dr. Ager had spent his long career at Cedarville leading the education faculty in developing the teacher education program to become one of the largest and most respected in Ohio. As the first state-approved professional program at Cedarville University, the teacher education program has educated and placed thousands of Christian teachers. They serve the Lord in public,

private, and Christian schools not only locally but literally across our country and around the world.

It is the group serving “around the world” that I joined when I moved to China in July 2004.

In the spring semester of 2004, I developed a special affinity with students like Amanda, Anna, Caleb, Holly, Nate, Liz, Adelle, Susan, and several others (more than 10% of the teacher education graduates) who were heading overseas to countries like China, Mexico, Egypt, and Austria — they at the beginning of their careers, and I at what seemed to be the apex of mine. For all of us, it has been a unique and wonderful year.

My primary job in China has been to set up a master’s degree program for the teachers who stay with ISC for more than a two-year term. Although the degree is offered as part of an online M.Ed. program with another university, the elective courses are face-to-face Cedarville University graduate classes taught by myself and other professors.

As I write this in late June, I have

just completed the first Cedarville graduate class taught in China, and I am preparing materials for my on-campus graduate class in July. It is a rewarding experience to continue to work with Dr. Gruber, the new department chair, in delivering the M.Ed. program that he helped us design and take through the approval process back in 1999.

Another aspect of my job in China has been to help one of my Chinese colleagues set up a teacher training institute. This summer 35 Chinese teachers will join us for all or part of an eight-week “summer semester.” As part of the Chinese Teacher Training Center (CTTC), 10 foreign teachers

and two American university professors will offer courses in child development, teaching methods, and philosophy. We are mentoring two Chinese graduate students whom we hope will someday be part of a national team running the CTTC.

As part of my new job, I have met many teachers, principals, and other educational leaders from international schools and organizations in the Far East. I have seen from a new perspective the quality of Cedarville University teacher education graduates and the respect that they have engendered for the program. It leaves me even more thankful for the opportunity I enjoyed for 13

years to work with prospective teachers at Cedarville and for the continued opportunity I have to work in the graduate program.

Jesus was called “Rabbi,” which is translated as “teacher.” What a privilege and awe-inspiring opportunity it is for those of us who serve Him in education to be called by that same name!

If you would like to reestablish contact with Dr. Bassett or receive his e-mail updates from China, write to his e-mail coordinator, Barb, at office@ebcxenia.org. For more information on teaching with International Schools of China, visit www.teachwithisc.com.



M.Ed. in Administration Takes Another Step Forward while Awaiting Official Launch in the Spring

(continued from page 1)

The Cedarville University Education Department is pleased to begin formally offering classes from the M.Ed. administration concentration this fall. The first class, "School Law," will be taught by Dr. Bryan Moore on four Saturdays: September 24, October 8, November 5, and December 10. (See pages 6 and 7 for complete details.)

The M.Ed. teacher-leader program has always included a concentration

in administration. However, under the old 32-hour program, these classes were electives that were offered only if need or demand required.

With the awaited launch of the 49-credit hour M.Ed. in administration, we are excited to begin offering the administration courses on a regular rotation in our class schedule. These classes are required for those interested in principal licensure in the state of Ohio for elementary, middle, or high school.

Coursework will be beneficial and applicable to those desiring administration positions in other states as well as in private and Christian schools.

Administrators and future administrators are encouraged to enroll! Call 1-888-233-2784, ext. 6202, for more information. Watch for exciting information about the official launch of the M.Ed. in administration in upcoming newsletters!

Second, we have been entrusted with time. Do we use it wisely? Do our lesson plans effectively manage class time? Do we make ourselves available to students and parents outside of the regular school day? Do we take the time to research new information and methods that would make our lessons more powerful?

As you take time to reflect this summer, allow the Holy Spirit to speak to you and convict if necessary in those areas where improvement is needed. We in the education department thank God for you and pray for you on a regular basis. If there is something in particular for which you would like us to pray, please let us know! It is our pleasure to continue serving you.

Taking a Fall for Students

Linda Nier, a 1980 CU grad, found herself taking a fall for students at Madison Rural Elementary in London, Ohio — literally. As the school's principal, Linda told her students she would jump from a plane if they went "above and beyond" the literacy requirements for Right-to-Read Week. So when students raised more money to buy books, read more than they ever had before, and expressed their love for reading, Linda kept her promise by doing a tandem parachute jump near the school, much to the delight of her pupils. "As a Christian principal in a public school system," shared Linda, "I believe I can make a difference and instill a Christian value system in a subtle way. That's why I focused on going 'Above and Beyond' in our literacy program."



Photo by Fred Squillante/Dispatch Photos

Tips for Teachers:

A Reading Perspective

By Dr. Omer Bonenberger, Associate Professor of Education

A person in our society is not considered literate unless he or she can understand written text. Understanding or comprehension is considered by reading experts to be of utmost importance in defining reading. It is considered to be a communicative event between the author and the reader. To separate reading from comprehension results in what some refer to as “barking at print.” Reflecting the importance of comprehension, I have arrived at a definition of reading as “thinking guided by print.” This works well for a school setting but does not work for metaphoric uses of the term that we commonly use such as, “I can read him like a book.” However, I believe that this definition guides teachers into the major emphasis of reading instruction.

Comprehension is the culmination of the interplay of several things I call “reading components.” The first of these is language. No one learns to read any language unless they know the language (i.e., the grammar, syntax, and vocabulary). The second component is knowledge of the sound/symbol relationships of the

language — being able to match letters with their sounds, or phonics, if you please. The third component is background experience. For the reader to understand the author’s message, he or she must share some background experience. A Venn diagram illustrates reading that takes place where these three factors overlap. One could certainly argue that there are many more factors involved in reading, but these are absolutely crucial.

Let’s explore these ideas in more detail. For children in the primary grades, reading instruction attacks all three of these components. However, emphasis will vary based on a variety of factors. A friend that I worked with in Maine told of an experience he had in inner-city Boston. He discovered that many children in his class had difficulty understanding stories in the basal reader that dealt with living in the country. One of the things he discovered was that several thought that cows were the same size as cats or maybe even as large as dogs. The only place that the children had seen cows was in pictures of pastoral scenes where a dog

in the foreground was the same size as the cows in the field some distance away. Having never seen a live cow and having no idea of perspective, the children assumed that all of the animals were approximately the same size with this background. Thus a major component of his instruction was to build the background experience of the children through the use of motion pictures and field trips.

My friend also had to develop knowledge of grammar and syntax along with knowledge of phonics that included training in phonemic awareness, phonological awareness, and rules of phonics. The vocabulary component of language was twofold. Since most of the words in early basal readers are within the knowledge background of the children, the primary emphasis was on teaching word pronunciation through the use of phonics. There was also some development of new vocabulary that was necessary, especially in the academic areas.

Emphases change in the middle and upper grades. The primary thrust of the language component is the development of new

meaning vocabulary. Again the components are interrelated. I have found it necessary to make sure that the students know the correct pronunciation of a word. This may mean reinforcement of phonics rules or the use of alternative strategies. I use the word “anableps” in my phonics classes to illustrate an alternative strategy. I ask the students if anyone can pronounce it correctly, telling them that they have a 99% chance of pronouncing it correctly. After someone responds correctly, we discuss why he or she was able to do so. The prefix “ana” occurs frequently in our language and is almost always pronounced the same way. Of course the “bleps” syllable is phonetically regular. By the way, “anableps” is a real word in our language. I do not use nonsense words in class. Our language is very rich in illustrations.

Another emphasis in language development is new meaning vocabulary. One of the techniques I teach my students to use is etymology or word histories. Many of our words have some very interesting stories behind them. Telling these stories makes the word more

memorable. One of the words I use is “pandemonium.” As I understand, it was a word coined by Milton for *Paradise Lost*. “Pan” is a prefix meaning “all.” “Demonium” is the plural of demon. As used in *Paradise Lost*, it is the place where all of the demons meet and is thus the capital of Hell. Thus we know what happens now when pandemonium breaks out in our classrooms. By the way, this also makes use of another strategy of using affixes and roots to teach new meaning vocabulary.

Another component that must be addressed in teaching reading in the middle and upper grades is background experience. To illustrate the importance of this component, I use a series of cartoons that have no meaning to many in my classes as they lack the background experience to understand why they are funny. One has our first President Bush in the Oval Office reaching for “The Big Stick.” He is pictured as having just read the headline in the paper that Noriega had stolen the Panamanian election. Another is related also to vocabulary. Peppermint Patty is saying, “I’m right!

Alumni Spotlight:

Ethan Hodge

Wow! You drove me to the warning track on that one, ma'am." Still another has one of the women in the comic strip B.C. lying beside one of the men who has just asked her an impertinent question. She is pictured thinking to herself that she is having a "male ox" moment. No one in class is old enough to remember the spicy meatballs in the Maalox® TV ad.

To develop background experience from middle school up, I suggest to students that they use a variety of strategies. If possible, use a direct, hands-on experience approach, but it is not always possible to take students on a field trip to the ocean to study how tides work. I remember how impressed I was visiting Fundy National Park in New Brunswick and watching the 35-40 foot tides go in and out. A video, however, would work very well as a type of vicarious experience. Another strategy that I believe in very strongly is the use of children's nonfiction picture books. Many of these books are written by people with the expertise to meaningfully simplify complex concepts, especially in the various sciences. Be

careful though. I remember reviewing a children's book for the Ohio Council of the International Reading Association on the subject of how our embassies work. The targeted audience was fourth grade. However, it was apparent that the author did not have a sufficient grasp of the subject to simplify it meaningfully.

In conclusion, when you teach reading to students, make sure your goal is comprehension. Determine the level of background experience and provide meaningful and creative connections to help them understand. Assist with the mechanics of phonetic development, pronunciation, and recognition. Finally, introducing "new meaning vocabulary" will help students by broadening their comprehension of language through word part recognition and etymology. Read on!

My name is Ethan Hodge, and I am a resident of Carlisle, Ohio. I teach seventh grade general and enriched (honors) level social studies classes at Springboro Junior High School (SJHS) in Springboro, Ohio. I will begin my fourth year of teaching at SJHS this fall. In addition to my teaching responsibilities, I am actively involved with a number of extracurricular groups and district and building-level committees. I serve as the faculty sponsor of a student-led after-school Bible study and community service group called LIFT (Living in Faith Together). Some of the committees I'm involved with include the district's Local Professional Development Committee (LPDC), the district's Social Studies Curriculum Mapping Committee (K-12), the National Junior Honor Society Faculty Council, the building Dress Code Revision Committee and building Discipline Committee, and Making Middle Grades Work (comprehensive school reform initiative) building committees.

In addition to my professional and educational pursuits, I am a member of



Hillcrest Baptist Church in Carlisle where I am actively involved with the college and career ministries. Hobbies I enjoy include reading, traveling, following politics and current events, spending time with family and friends, and working with technology — both in my classroom and at home.

I chose Cedarville's M.Ed. program for several reasons. Having earned my B.A. degree at Cedarville in 2002, I already knew that Cedarville's academic programs were exceptional. I wanted the same excellent instruction and personable professors for my graduate degree program. I really liked the modular class schedule offered in the graduate program, which worked well for me as a teacher. Finally, I wanted to earn my graduate degree from an institution that is committed to teaching

from a Christian worldview.

I searched for a graduate program that would stretch me intellectually and challenge me with new ideas. Cedarville's program certainly fits that description! Cedarville's M.Ed. program taught me to think deeper about previously unquestioned assumptions and to consider everything I do as a teacher in light of my walk as a Christian. The program gave me a desire to continually improve myself and my teaching and to further develop as a professional. The academic quality of the program has served me well, both as a teacher and as a student. I have been accepted into Regent University's Doctor of Education (Ed.D.) program in educational psychology.

Why Take "School Law?"

- Gain the knowledge necessary to administer your classroom and/or school with confidence that what you are doing is legal as well as proper.
- Acquire information regarding federal and state programs that might aid public, parochial, or private schools.
- Understand the impact that parental choice in relation to attendance law has on relationships among all the various types of school systems now in existence: public, private parochial, charter, and homeschooling (i.e., knowledge of school law that incorporates all possible governance structures).
- Bridge the language gap between education and law so that you can better comprehend the legal meaning of constitutional law, statutes, and case law.
- Consider the court's rationale for deciding when there is proper separation of church and state and when the separation is not legally necessary.
- Explore litigation involving teacher and community, specifically educational malpractice.
- Examine how to balance students' rights with your right and obligation to provide a safe and orderly environment for learning.
- Become familiar with school law principals that govern handicapped education, from identification through assessment.

Fall 2005 Graduate Course Descriptions

BEGS-6250 Bible Survey for Professionals (Indianapolis Area Only)

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

Faculty Focus: Bryan Moore, Ph.D

Dr. Bryan Moore serves as assistant professor of education. He earned his B.A. from Manchester College (1969), his M.Ed. from Xavier

University (1973), and his Ph.D. from Bowling Green State University (1980). Dr. Moore joined the CU education faculty in 2004.

He and his wife, Joyce, a former teacher, school psychologist, counselor, and

elementary school principal, have two sons. Jason, husband of Tawnya and father of five, is a family practice physician in Bristol, Tennessee; Justin is a chiropractor in Dayton, Ohio.

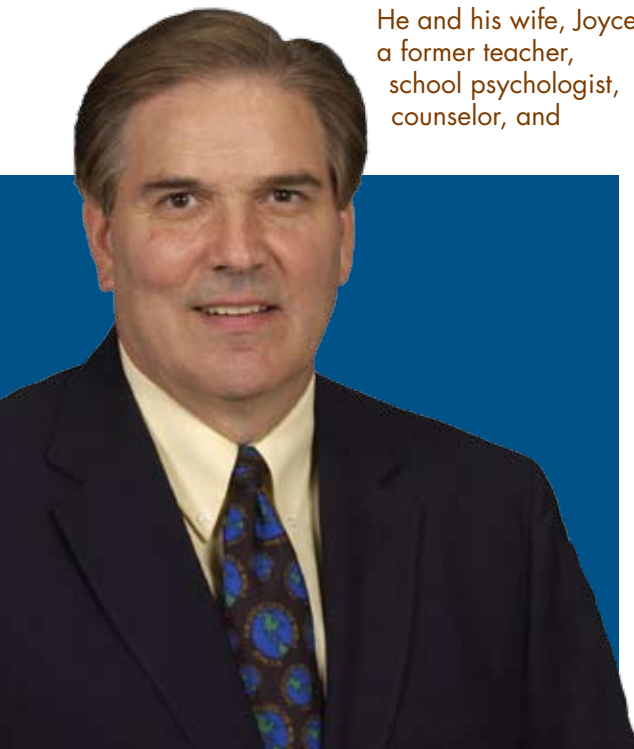
Dr. Moore has served in Ohio public schools for 30 years, most recently as superintendent of Greenville City Schools and previously as assistant superintendent for Indian Hill Exempted Village Schools (Cincinnati); intern instructor

at Bowling Green State University; and teacher, coach, and building administrator in the Vandalia-Butler School District. He has traveled in all 50 states as well as other parts of North America, Europe, Australia, and New Zealand.

For the Fall 2005 graduate term, Dr. Moore will be teaching EDA-7150 School Law, a required course in the M.Ed. principal licensure program. This course may also be taken as an elective by students in the

M.Ed. teacher-leader program. "School Law" is offered on four convenient Saturdays: September 24, October 8, November 5, and December 10.

The experience and expertise Dr. Moore brings to the classroom make him a vital part of the education department at Cedarville University. Administrators, principals, aspiring principals, and interested teachers are encouraged to consider taking "School Law" with Dr. Moore.



EDU-6000 Learning Theory

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

EDU-6700 Advanced Media & Technology

This course 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.

EDU-6300 Program & Outcomes Assessment

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

EDA-7150 School Law

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

EDU-7900 Applied Research Project in Education

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

EDU-7950 Applied Research Thesis in Education

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

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



Teresea Baumann, Margaret Grigorenko, Eihan Hodge, Kelly Victor, Gretchen Wilhelm

Newest M.Ed. Grads

Congratulations to the five newest master of education (M.Ed.) graduates of Cedarville University! Two of the 2005 graduates recently shared their reasons for choosing Cedarville's M.Ed. program and what they gained from the experience.

Teresea Baumann

Teresea teaches sixth grade at Xenia Elementary Christian School (Ohio), which is part of Dayton Christian Schools, Inc. She resides in Xenia.

I chose Cedarville because it is convenient to my location, it has an excellent education faculty, and Dayton Christian Schools was supportive of my going there. My favorite thing from taking classes was meeting lots of other teachers from all over the place. It was almost like going to summer camp. Instant good friendships were formed each time I took a class. It made a great support system as we all worked our way through the various courses.

Margaret Grigorenko

Peggy lives in Cedarville and is an intervention specialist at Cedarville Middle School.

As a teacher, I had been taking master's level classes for about 20 years, but was committed to raising my four children. Since our children were in the "leaving home" stage and the Cedarville program was literally around the corner, it was an opportunity that I could not pass up. In addition, my undergraduate work in education had been at a secular university, and I was excited to add a Christian dimension to my graduate studies.

The best thing about this program was its flexibility. Classes met on weekends and during the summer, so I was able to honor my family, work, and ministry commitments while earning my degree. In addition, each class had a paper/project component that allowed me to research or apply pertinent aspects of each course to my teaching situation. The highlight was definitely the thesis, in which I was able to research and implement language training for low-achieving students, resulting in amazing improvement in their proficiency scores. This has motivated me to continue my studies in a Ph.D. program.



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.

Fall Dollars and Sense

Consider joining us this fall for classes. Register by September 1 and qualify for the **Early Registration Scholarship**. This scholarship will save you \$15 per credit hour! If you have any questions, call Bruce Traeger at **1-888-CEDARVILLE (233-2784)**.

Cedarville Graduate Education **Quick Facts**

- Tuition – \$305 per graduate credit hour, \$153 per CEU
- Meals – May be purchased at faculty/staff rates in school dining hall (\$2.50-\$3.50)
- Convenience – Complete in-class requirements in just four Saturdays
- Content – Relevant, thorough, distinctively Christian
- Design – Focused on increasing professional effectiveness
- 34-credit hour M.Ed. Teacher-Leader Program (11 credits may be transfer credits)
- 49-credit hour M.Ed. Principal Licensure Program (awaiting state approval)
- 2-3 year completion options
- Bible classes satisfy ACSI biblical studies requirements
- Accreditation through the North Central Association of Colleges & Schools (www.ncahlc.org) and Association of Christian Schools International (ACSI)

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