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

Fear Factors: Five Barriers to Intellectual Growth (Part 2 of 6)

by Dr. Bill Brown

We continue Cedarville president Bill Brown's six-part series on education.

The Information Factor

This factor has two forms. The first is *too much information*. We are overwhelmed with so much information that we cannot sort through its meaning or its importance. Current research has discovered that each year over 5 exabytes (5×10^{18} bytes) of new information are created. That's over 800 megabytes of information for each person in the world. Just the amount of electronic information produced each year would fit into 37,000 Libraries of Congress if it were published in book form.

This flood of information is so overwhelming that it disheartens many and causes them to give up even trying to learn. Like drinking at a fire hydrant, it does not seem worth the effort.

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Education Department News

by Dr. Steve Gruber, department chair

Greetings to friends of education,

Our summer M.Ed. courses are underway, and we praise the Lord for our continued growth in enrollment. Graduate admissions director Bruce Traeger and his administrative assistant Ashley Rohne have worked hard to provide our students with excellent and timely admissions service.

It is with sadness that the education department says goodbye to our colleague and friend Mrs. Carol Estes. Carol has resigned her teaching position and is considering the mission the Lord may have for her in women's ministry. In addition, Dr. Omer Bonenberger has decided to reduce his teaching load for the 2007-08 academic year and has accepted a half-time teaching position. Dr. Cheryl Irish, director

of the Teacher Education Program, is working hard to prepare the department for the 2009 NCATE on-site visit. This is a major undertaking and is critical to our licensure programs. Please pray for her and those assisting her in this assignment.

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 educators who desire to improve their instruction and become even more effective in the classroom.

We trust that as Christian educators, you are also using the summer months to reflect on what God has done through you for His

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Record Enrollment Achieved!

We are so thankful for every student who participated in our summer 2007 graduate program. **Seventy-five students (a new record high)** participated in either the June or July modules or both. Students came from Colorado, Florida, Indiana, Iowa, Michigan, North Carolina, Pennsylvania, South Carolina, Virginia, and all over Ohio, along with international representation from India, Jamaica, Japan, South Korea, and Ukraine, which made for a great summer experience. We are excited about how God is using Cedarville's graduate education program to train teacher-leaders around the world.

Fall 2007 Course Schedule

It has been a hot summer so far in Cedarville. New construction activity, renovation of existing buildings, and another record enrollment for summer graduate classes have created a lot of energy here on campus.

As of the writing of this article, we have 75 students enrolled on campus compared to 57 last year, a 31% increase.

In addition, we have a dozen more students taking classes in China! We are truly thankful for each student the Lord directs to Cedarville.

Why not consider joining us this fall to maintain certification, work toward your M.Ed., or simply enhance your professional effectiveness? In just four Saturdays, you can complete all in-class requirements.

CU graduate courses are convenient and "easy on the budget" and will assist you as you grow professionally. At CU, we're all about developing teacher-leaders.

So what about it? Apply and/or register today. **For more information and to register, visit www.cedarville.edu/graduate or call 1-888-CEDARVILLE** and ask for Bruce Traeger, director of graduate admissions.

See page 3 for fall class descriptions, dates, and times.



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.

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Education Department News

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 best 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?

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 you, 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.

To contact Dr. Steve Gruber, e-mail grubers@cedarville.edu.

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Fear Factors

The second form is *too little information*. Indoctrination replaces education. Some believe all we need to know is a little slice of information: that slice that explains or supports my own view of the world. Why should I waste my time with what I believe to be false?

Many Muslims believe that all they need to know are the Koran and Islamic interpretations of culture, just as many Christians believe all they need to know are the Bible and Christian literature. This silo approach to learning limits our contact with ideas and interpretations that actually might be helpful.

Overcoming the information barrier requires a commitment to true learning and an admission that we cannot know everything. Almost everything taught in school today can be accessed free. Teachers realize that their role is less about passing on information and more about helping students organize and evaluate the information they receive. How to make sense of it all is the crucial component in growing intellectually. Thinking about worldviews helps us see broadly and deeply. As a result, there is no fear of “out there” because exposure to the world of ideas allows us to understand our own views in context, just as studying a foreign language helps us understand English grammar and syntax.

An interesting example of this is seen in a story from the life of Major John Skidmore during a time when he was struggling with his own intellectual development. He asked his good friend, Oswald Chambers, for help.

Congratulations on a Job Well Done



Pictured here are our 2007 M.Ed. graduates. From left: Elisabeth Martin (Xenia, Ohio), Christina Schut (Circleville, Ohio), Shirley Smith (Westerville, Ohio), and L. Emery Nickerson (Springfield, Ohio).

“What do you read?” Chambers asked him.

“Only the Bible and books directly associated with it,” Skidmore replied.

“That’s the trouble,” Chambers said. “You have allowed part of your brain to stagnate for want of us.”

Later, Chambers wrote to him, “My strong advice to you is to *soak, soak, soak* in philosophy and psychology, until you know more of these subjects than you ever need consciously think. It is ignorance of these subjects on the part of ministers and workers that has brought our evangelical theology to such a sorry plight.”

The ideal is to be like Daniel and his friends in Babylon to whom “God gave knowledge and understanding of all kinds of literature and learning” (Daniel 1:17). This knowledge not only emboldened their commitment to God; it gave them a leg up in the secular palace: “In every matter of wisdom and understanding about which the king questioned them, he found them ten times better than all the magicians and enchanters in his whole kingdom” (Daniel 1:20).

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

Fall 2007

Fall Courses 2007

Fall Semester 2007 — CU Main Campus

Course Number	Course Title	Instructor	Meeting Dates	Time
EDU-6000	Learning Theory	Dr. Ed Baumann	Sept. 22; Oct. 20; Nov. 3, 17	8:30 a.m. — 4 p.m.
EDU-6700	Advanced Media & Technology	Dr. Kevin Winslow	Oct. 13, 27; Nov. 10; Dec. 1	8:30 a.m. — 4 p.m.
EDA-7150	School Law	Dr. Bryan Moore	Sept. 22; Oct. 20; Nov. 3, 17	8:30 a.m. — 4 p.m.
EDU-7900	Applied Research Project in Education	Dr. Steve Gruber	TBA	TBA
EDU-7950	Applied Research Thesis in Education	Dr. Steve Gruber	TBA	TBA

Fall Semester 2007 — Worthington Campus

Course Number	Course Title	Instructor	Meeting Dates	Time
EDU-6300	Programs & Outcomes Assessment	Dr. Merlin Ager	Oct. 13, 27; Nov. 10; Dec. 1	8:30 a.m. — 4 p.m.

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-6000 Learning Theory

By studying the current theories in cognitive psychology, this course will examine not only the human memory structure and its processes, but also how one's personal beliefs regarding self, intelligence, and knowledge affect learning and critical thinking. This course will also enable you to evaluate current theories regarding constructivism, associationism, cognitive motivation, and meta-cognition.

EDU-6300 Program & Outcomes Assessment

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

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.

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

Student News

Meet One of Our International Students

My name is Andrew Hartnett, and I am from India. I have been working at the William Carey Academy in Chittagong, Bangladesh, for the last six years. It is an ACSI member school currently working on accreditation. The institution enrolls local Bangladeshi children, the majority of whom come from Muslim backgrounds.



The carefully constructed American system of education, shaped by a continuous move toward making the transmission of knowledge more effective and enjoyable, excited me immensely. I began a journey to gain more understanding and knowledge about this unique system, which led me to discover the master's program in education offered by Cedarville University. I applied, and to my great joy I was accepted into the program. Having heard of Cedarville as an institution known for its constant striving for excellence not just in academics but also in Christian service and worldview, I knew then that this would be an excellent opportunity for me to get more training, especially in learning more about how to get a biblical worldview and put things into perspective.

It is my desire over the next few years to be able to study and formulate a way to run a Christian school that will impart a Christian worldview to the students and also ensure that young people will be able to compete and be admitted into the best colleges anywhere in the world. If carried out appropriately, this may also lay the foundation for the entry of Christian education into mainstream Indian schooling. Since this is one of the most important long-term goals that I seek, I would love to be involved in ushering in this new wave of education in India.

Faculty Focus

John Hess

Mr. John Hess serves as the director of teacher internships and licensure in the education department at Cedarville University. He received his B.A. from Cedarville College (1967) and his M.A. from the University of Dayton (1980) in supervision and administration. He has worked at Cedarville for almost 10 years.

Before coming to Cedarville, John served as principal at Shawnee Elementary School in Xenia, Ohio. Prior to serving as principal there, he was a teacher for 24 years in elementary and junior high school settings. While principal at Shawnee, John initiated character education and conflict resolution programs that significantly improved both the academic and social environments in the school. The Shawnee plan, "Preparing Tomorrow's Citizens Today," was duplicated in several schools throughout the state. John has had the opportunity to speak at the University of Dayton Character Education Conference on two separate occasions, as well as at several school districts in Ohio.

John also presented an in-service training day at Christian Academy of Knoxville on the topics of "The Changing Role of Assessment in Today's Schools" and "Assessment Strategies for Various Learning Styles."

John has been married to Ruth Hussey Hess '67 for 41 years. They have two sons, Shawn and Ryan. Ruth serves as an adjunct professor at Cedarville University and is a speaker at women's conferences and retreats.

John enjoys traveling and camping with his wife and grandkids. Weather permitting, you can also find him on the golf course.



Current Issues

Current Issues in Education

The Importance of Christian Education

The following e-article from The Family Foundation of Kentucky first appeared on Friday, May 11, 2007. BreakPoint is Chuck Colson's weekday radio broadcast. Colson was the 2007 commencement speaker at Cedarville University.

A recent commentary in *BreakPoint* reminds us of the alarming trend of anti-Christian professors that are educating today's college students:

Last weekend, *The Washington Post* reported on a new survey by the Institute for Jewish and Community Research. The survey found that "53 percent of its sample of 1,200 college and university faculty members said they have 'unfavorable' feelings toward evangelical Christians." That's far higher than the unfavorable ratings for any other religious group — the next highest was Mormons at 33 percent, followed by Muslims at 22 percent.

The American Association of University Professors tries to explain away the statistic as a result of how professors feel about Christian political engagement or Christian views on science. But as pollster Gary Tobin counters, "If a majority of faculty said they did not feel warmly about Muslims or Jews or Latinos or African Americans, there would be an outcry." ...

[T]here's not much surprising here. But it's still a valid concern. Christian college students have a right to the same respect and

consideration from their professors as every other student, and when the professor judges them solely on the basis of their religion, it can mean serious consequences for their education and future job prospects. Much less what it says about the entire university system. ...

But the problem goes beyond how individuals are treated within the system. Colleges and universities play an enormous role in shaping the thinking of every generation, and professors know it.

Is it any wonder, then, that our universities are producing generations of people who consider Christianity anti-intellectual at best, and oppressive at worst? And remember, the influence of our universities goes way beyond the campus gates and the classroom. The very same professors who distrust evangelical Christianity are publishing enormously influential reports, studies, and books that make headlines, influence political leaders, and shape our culture in profound ways.¹

As public universities become havens for post-modernism, let us pray that today's generation of college students will spark a revival and that university professors will truly educate, rather than indoctrinate a particular anti-Christian agenda.

1. Mark Earley, "Blocking the Gateway to Knowledge: Professorial Bias against Evangelicals," *BreakPoint*, May 10, 2007.

Why Take Why Take Program & Outcomes Assessment?

Learn answers to these vital questions:

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?
7. What is values-added assessment?

This course is offered on four Saturdays (October 13 and 27, November 10, and December 1) in the Columbus area at the middle school campus of Worthington Christian Schools. Part of the required core of classes for the M.Ed., Program & Outcomes Assessment is taught by Dr. Merlin Ager, professor of education. Dr. Ager has taught at Cedarville for nearly 40 years.

Fall Dollars & Sense

Save 25% on Standard Tuition

Do you teach in a Christian school? Most likely you qualify for our Christian School Association Scholarship. Complete a scholarship application and submit it no later than 10 calendar days before the first class. Forms are available on the web. Visit www.cedarville.edu/gradaffordable, or contact CU graduate admissions and request a form at 1-888-CEDARVILLE (233-2784).

Apply Today

Consider joining us this fall for classes. Submit your graduate application by September 1, and we will waive the \$30 application fee.

Take the CU graduate challenge.

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

	Cedarville University	Another School
Tuition	\$315 per credit hour (\$158 per CEU)	
Meals (breakfast, lunch, and dinner)	\$2.50 to \$3.50 (all you can eat)	
Application fee	\$30	
Parking fee	\$0	
Graduation fee	\$0	
Technology and library fees	\$0 (access to network, e-mail, and OhioLINK)	
Activity fee	\$0 (use of field house and fitness center)	
Continuance fees	\$0	
All courses consistent with biblical truth?	Yes	
Regional accreditation?	Yes	
Completion options	Summers only or year-round	
Christian professors	Take a personal interest in you	

Scholarship Information

New Scholarship Requirements!

Christian School Association and Alumni Scholarships

Cedarville University is pleased to offer Christian School Association (CSA) and alumni scholarships. The CSA scholarship is available to faculty and staff of schools affiliated with ACSI, SBACS, NICS, CSI, and AACCS and teachers serving full-time with recognized mission agencies. Alumni scholarships are for Cedarville University alumni. Both scholarships enable students to receive 25% off standard tuition rates. A scholarship form must be completed for each term the student wishes to receive aid. Scholarship forms must be received 10 days before the start of the first class for which the student is registered. Scholarship forms may be found at www.cedarville.edu/gradaffordable.

Need-Based Scholarships

A limited number of need-based scholarships are available for eligible graduate students. Please complete and submit a scholarship application to be considered. Funding for need-based scholarships is very limited. Applicants for need-based scholarships must be accepted to the graduate program and must apply for the scholarship a minimum of 45 days before the start of their first class. Send the form to CU Graduate Admissions, 251 N. Main St., Cedarville, OH 45314, or fax it to 937-766-7575.

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



Student-2-Student Reward\$ Savings and a Sweatshirt!



Word-of-mouth has always been our best advertisement for the graduate program. By recommending a friend or colleague to the Cedarville University graduate education program, you can **earn a \$100 reward** toward your next graduate class **plus a CU "hoodie"** (a \$45 value). Applicants must successfully apply and register for the fall 2007 term. If you have any questions, call Bruce Traeger at **1-888-CEDARVILLE (233-2784)**.

Fall Quick Facts

- Costs
 - * Tuition – \$315 per graduate credit hour; \$158 per CEU
 - * Meals – Faculty/staff rates in the University's dining hall (\$2.50 to \$3.50)
- Convenience – Complete in-class requirements in just four Saturdays
- Content – Relevant, thorough, distinctively Christian, designed to increase professional effectiveness
- 34 credit-hour M.Ed., Teacher-Leader Program (11 may be transfer credits)
- 49 credit-hour M.Ed., Principal Licensure Program
- 2-year and 3-summer completion options
- Classes to satisfy ACSI biblical studies requirements
- Accredited by NCA and ACSI