In search of teachers
Four states fill hard-to-staff schools with creative solutions

Food fit, financially fit
Program helps families cope in tough times

Kicking obesity
Key is starting early with preschoolers

Fighting the dropout crisis
AT&T creates high school success centers
Serving humanity

Alumni and friends boost the college’s capacity to create creative solutions to national challenges

BY CHERYL ACHTERBERG

You amaze me. I never tire of seeing the extraordinary things you do, as alumni and friends of this college, in carrying out our Ohio State land-grant mission of service to humanity.

In this issue of EHE Inspire magazine, you will see examples of alumni who have the compassion and determination to address the pressing challenges in our lives.

Sometimes your work is directly with students, faculty and staff of our college. Other times, it runs parallel to our college work. In all cases, I am impressed by your courageous contributions to making our world a better place to learn and live.

Today’s global turmoil may threaten to confound us. Now may seem like the worst of times to achieve as a college and as EHE alumni and friends.

But I believe that now is an excellent time to be entrepreneurial allies. Together, we can go beyond our comfort zone and reach for the dreams we long to make reality. You, along with everyone in EHE, play an important role in that enterprise.

Take Katherine McCartan (‘06), for example. Last year, with many families facing serious financial challenges, the family financial management graduate helped Columbus high school students and parents fill out the federal paperwork for college financial aid. This year, she not only volunteered again, she also recruited two fellow alumni.

Kim Olson (‘79) is another example. In a time when nontraditional pathways to teacher licensure differ radically from state to state, Kim, as chief human development officer for Dallas Independent School District, works with Assistant Professor Belinda Gimbert on a four-state project to supply hard-to-staff schools with quality teachers.

With autism impacting so many children and families, the need for more attention to this condition is obvious. Sandy Slomin (‘71) and Professor Stephen Petrill each contribute in different but effective ways. Sandy is building an autism service center in Florida. Steve co-leads a university-wide collaboration to integrate research, training and service on autism spectrum disorders.

We all experience satisfaction when we take on national challenges and see people thrive from our interventions. We can undertake this work, no matter what the weather is, what month it is or what the stock market is doing.

As President E. Gordon Gee emphasizes, now is the time to reach across boundaries. We can all succeed in working toward mutual goals.

Thank you for all that you do as alumni and friends of the college to create solutions to national challenges. Let us continue our work together.
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• Sign up for the 2010 Inspire, next year’s EHE magazine for alumni and friends, by e-mail. In 2010, you will receive an e-mail with a link to the magazine on our Web site.

Send your full name, year of graduation and e-mail address to ehecommunications@osu.edu.

Visit us on the Web 24/7 at Facebook and at ehe.osu.edu.

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ON THE COVER: We thank Haylee Thomas-Speigle, age 9.
Education in Ohio: A note from Dean Achterberg

Change is sweeping education in Ohio. You might have heard about Governor Strickland's new education legislation that may, even as we go to press, be voted into law. Positive changes will result here in the college. Many aspects of our response to the new legislation are under discussion. Follow us at ehe.osu.edu for emerging news. - Cheryl Achterberg

Building a network on the golf course

Leaders of commerce have long had a love affair with golf. Now Ohio State students are learning how to use the game as a networking tool. The new Golf for Business and Life program in the School of Physical Activity and Educational Services is rapidly becoming the go-to course on the Columbus campus and among central Ohio business leaders.

“We have been approached by high-level CEOs and administrators who want to be involved as donors or speakers,” said Jae Westfall, program manager. The program, a PGA Growth of the Game initiative, is taught by LPGA professional Kelly Trent. Jim Furyk, a member of the Ryder Cup team, arranged for PAES to receive a $45,000 PGA of America grant. Furyk, of Ponte Vedra Beach, Fla., chose Ohio State in honor of his wife, Tabitha Furyk, who graduated in 1995 from elementary education.

“Our program has the potential to become a national benchmark for other colleges and universities,” Westfall said.

College of Education and Human Ecology

Who we are: A Snapshot

<table>
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<tr>
<th>Autumn quarter 2008</th>
<th>Student Enrollment</th>
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<tr>
<td></td>
<td>Undergraduate</td>
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Six academic units and five research centers
20 percent faculty diversity, up from 17 percent
83,000 living alumni

EHE stands up for Shakespeare

“Friends, Romans and Buckeyes, lend me your ears,” began the Columbus Monthly article about Ohio State’s partnership with the Royal Shakespeare Company and its acclaimed Stand Up for Shakespeare education program.

Twenty Franklin County teachers head for Stratford-on-Avon this summer to study with the RSC and begin a three-year graduate certificate program. More teachers joining the program will go to Stratford in 2010 and 2011.

The reputation in drama education of Associate Professor Brian Edmiston (’91 PhD), teaching and learning, cemented the partnership. “The teachers will become peer leaders, integrating the study of Shakespeare into classrooms through dramatic explorations of the universal themes and captivating characters of the bard’s texts,” he said.

The involved schools focus on science, technology, engineering and math (STEM), which pair well with Shakespeare because the program is about exploring the human condition. Read more online.
We share knowledge through service

National
Cheryl Achterberg, human nutrition: Dietary Guidelines Advisory Committee, U.S. Departments of Agriculture and Health and Human Services

Eric Anderman, educational policy and leadership: inaugural chair, Task Force on Classroom Violence, American Psychological Association

Howard Goldstein, human development and family science: member, Early Intervention and Early Childhood Education Study Section, Institute of Education Sciences

Jennifer Klosterman-Lando, student services: member, 2008–2010 Advising Administration Steering Committee, National Academic Advising Association

Natasha Slesnick, human development and family science: member, National Institute on Drug Abuse-E Treatment Research study section, National Institutes of Health

Cynthia Tyson, teaching and learning: inaugural chair, Social Justice Community, National Council for the Social Sciences

Ohio
Joseph Maiorano, family and consumer sciences, OSU Extension: appointed by the governor, Ohio Commission on Fatherhood

Antoinette Miranda, physical activity and educational services: one of 88 invited to the Governor’s Institute on Creativity and Innovation in Education

David Stein, physical activity and educational services: member, Governor’s Senior Civic Engagement Council

Doris Herringshaw, family and consumer sciences, OSU Extension: member, Ohio Food Policy Advisory Council, Agricultural Viability Task Force

EHE extends its global impact

“My experience with the college in Honduras helped prepare me to work with children and families when I become a doctor,” said Paige Shannon (’08), now in medical school.

Marti Andrews, program director, human nutrition; Golden Jackson, associate professor, consumer sciences; and Erin Galloway (’00, ’03 MS), program manager, human development and family science, prepare students annually to help a Honduran community and its orphanage for children with HIV/AIDS.

EHE provides many opportunities for students, faculty and staff to engage in teaching, research and service around the world. Alumni extend the college’s reach with service abroad. Our many international projects also include:

Barbara Lehman, professor, teaching and learning, Mansfield, guided students on a study tour of South Africa to examine a developing country’s use of children’s literature in education.

Terri Bucci, associate professor, and Cheryl Canada (’98 MEd), program manager, teaching and learning, Mansfield, travel regularly to impoverished Haiti to collaborate with educators in modernizing teaching. Read more online.

Faculty lead their professions with significant career awards

Bruce Tuckman and Anita Woolfolk Hoy were named Inaugural Fellows of the American Educational Research Association (AERA) in 2008, while Wayne Hoy and Patricia Lather are in the 2009 class of AERA Fellows. All are senior faculty in educational policy and leadership. The new designation recognizes substantial accomplishments as educational researchers.

Packianathan Chelladurai, associate professor, physical activity and educational services, received the 2009 Sport Management Scholar Lifetime Achievement Award for significant scholarly contributions.

Steven Clinton, associate professor, human nutrition and medicine, was selected as an American Association for the Advancement of Science (AAAS) Fellow for cancer research, particularly studies of diet, nutrition and pharmaceutical agents on gastrointestinal cancers.

Sherman Hanna, professor, consumer sciences, was elected Distinguished Fellow of the American Council on Consumer Interests for his research on family finance, including studies on racial and ethnic differences in financial decisions.

Barbara Lehman, professor, teaching and learning, Mansfield, received the prestigious 2009 Arbuthnot Award from the International Reading Association as an outstanding professor of children’s and young adults’ literature. She follows college recipients Janet Hickman, 2002; Rudine Sims Bishop, 1996; Bernice E. Cullinan, 1989; and the late Charlotte Huck, 1988.

Education programs tops in U.S. News & World Report

According to the U.S. News & World Report 2010 edition of America’s Best Graduate Schools, the college offers six of the top graduate programs in the nation: administration/supervision, counseling/personnel services, curriculum/instruction, elementary education, secondary education and vocational/technical education. Our other four graduate programs are in the top 20. The survey, released in April 2009, serves as a data point for new students to consider as they enroll at Ohio State for 2010–11.

The college moved up to 8th among public institutions and remained 16th among the 238 public and private graduate education programs ranked nationally. Read more online.
E dna Chapman, principal of an Ohio charter school, told herself not to panic. In one month, her well-known substitute for fourth- and fifth-grade inclusion math at Springfield Academy of Excellence would depart. Chapman had to find another teacher. Fast. 

“Starting the year without all the right people is always stressful,” she said. “Our 55 students had no permanent teacher. I had applicants, but none were highly qualified teachers.”

Chapman felt tremendous relief when KNOTiT, an Ohio State project that ensures quality in four states’ nontraditional teacher preparation programs, sent her Lillian McCree. “KNOTiT helped me find the right person, and KNOTiT will provide her with the support for the licensure exam,” Chapman said. “She has great expertise in technology, all the required education courses, and a belief in the capabilities of students with disabilities. She is the right person for our team and worth the wait.”

In McCree’s opinion, the expert guidance from KNOTiT while earning licensure is essential. “I’m fortunate that I’ve passed the PRAXIS II, but now I need to pass the math exam. As a KNOTiT candidate, I’ve gotten e-coaching support. It’s a good feeling.”

Project KNOTiT, a novel four-state consortium, is preparing 545 degreed professionals to boost student success and fill hard-to-staff schools

BY JANET CICCONONE
The angst of teacher shortages in high-need subjects

Chapman is not the only school administrator pressured to fill vacancies. Severe teacher shortages in many subjects plague our nation’s schools. In particular, urban and rural districts in poverty struggle to attract teachers.

One approved approach, designed to increase the number of qualified teachers rapidly, is for schools to hire college graduates with degrees in needed subjects. The teachers then follow nontraditional paths to licensure.

Belinda Gimbert, assistant professor of educational policy and leadership and director of KNOTT, displays a deep passion for supplying highly qualified teachers to challenged schools. She saw a significant problem with the solution. “All school districts, charter schools and other educational organizations may now offer nontraditional teacher preparation. Each institution, and even each state, follows different criteria. How do we ensure quality? How do we manage cross-state licensure if every program looks different, if none is aligned with a nationally consistent framework?”

Project KNOTT ensures quality teacher preparation

Gimbert responded with KNOTT, funded by the U.S. Department of Education. Now in the second of five years, the Kansas, Nevada, Ohio and Texas Transition to Teaching project is the only federal grant of its kind working with universities and school districts in multiple states.

To date, KNOTT has helped its partners use rigorous recruitment and selection tools to hire 125 teachers and prepare them to accelerate student learning. KNOTT also supports best practices to retain these teachers. It focuses on seven of the most severe teacher shortages: mathematics, science, English and language arts, social studies, foreign languages, English as a second language and special education.

KNOTT vocational specialist Rebecca Parker manages KNOTT’s e-coaching, an online process that covers a comprehensive set of modules designed to prepare teachers for state licensure exams. “Online coaching allows us to draw on the strength of experts nationally and streamline exams. It benefits the education world as a whole.”

E-coaching supports teacher excellence

“Danny is a special needs student. At the start of the year, he was disruptive and disrespectful,” said Dennis Taylor, a math teacher with the Dallas Independent School District (ISD). “Six months later, Danny has passed every geometry test. At times he’s the only one in class who knows the answers to my questions. He smiles and has a good time.”

Taylor, who has a bachelor’s degree in computer science and a master’s in international business, had traveled the world selling telecommunications products, but he’d always wanted to be a teacher. At Dallas, he applies what he learned from KNOTT’s e-coaching.

“I always try to teach each concept several ways,” he said. “Jean Stevens gave me new perspectives on how to do that, for instance with the Pythagorean theorem and trig ratios. Now I reach a larger portion of kids.”

This year, Taylor’s high school saw double digit gains in math scores. He proudly noted that his geometry class had the highest overall percentage of students passing.

“I attribute it in part to having Jean as a master teacher who models good teaching practices,” he said. “I passed the math licensure exam on the first try, even though a large percentage of people take it more than once.”

Kids are the winners: Building national capacity

Because KNOTT collaborates across the spectrum of nontraditional programs, Gimbert knew it opened the opportunity to identify essential characteristics for all nontraditional teacher preparation programs. She invited the Association for Teacher Educators (ATE) and the National Association for Alternative Certification (NAAC) to join KNOTT.

The resulting Quality Indicators Task Force drafted a matrix of research-based standards, now on the NAAC Web site. “NAAC mentors will next use the matrix in KNOTT states to guide training and mentoring of new nontraditional programs and to encourage redesign of ineffective programs,” said Gimbert. “Leader challenges, and devise solutions. Now, partners feel empowered to reach out to others in their states to improve the licensure process. KNOTT builds each state’s capacity for success.”

Dallas is now ranked the second fastest improving district in the U.S. Kim Olson (’79), chief human development officer, is one of several EHE alumni working with KNOTT. A retired colonel from the U.S. Air Force and a human resources expert, she calls KNOTT a catalyst. “It contributes to our success by giving our teachers the tools needed to succeed,” she said. “Dallas benefits from the crosstalk KNOTT brings with other states that face the same challenges we do. In my opinion, KNOTT should be mandatory. It benefits the education world as a whole.”

Back in Springfield, Lillian McCree benefits from math e-coaching and eagerly awaits special education e-coaching, coming next. Raised by parents who were first generation college graduates, McCree is committed to teaching. “I had to miss school recently,” she said. “When I entered my fifth-grade math class the next day, the kids jumped up and gave me a group hug. They missed me. I feel so fortunate to be a teacher.”

Additional KNOTT partners are eight charter schools with the Fordham Foundation and Wright State University, five Kansas school districts and Wichita State University, Clark County School District and University of Nevada-Las Vegas, 10 rural Ohio school districts and Ohio University, and Cincinnati Public Schools.
The college’s outreach arm, OSU Extension Family and Consumer Sciences (FCS), reaches out from our departments of Consumer Sciences and Human Nutrition to both urban and rural Ohioans. Last year, 154,847 Ohioans participated in programs taught by the Healthy People team. The Healthy Finances team taught 40,366 Ohioans new money management skills. The following stories about FCS programs show that knowledge really is power.

Healthful nutrition pays off, even in the pocketbook

Marina Zárate of Columbus, Ohio, worried about her husband Juan and 11-year-old daughter Alicia. Terrible headaches tormented them. Zárate’s health suffered as well. Her knees hurt so much that kneeling in church caused agony. Managing the housework and her 1-year-old, not to mention their six other children, was impossible.

The family doctor warned Zárate to change their eating habits. She tried but found advice contradictory.

Then Zárate saw a flyer at a church offering a class in healthful eating. She met Claudia Byrne, an educator with OSU Extension’s Expanded Food and Nutrition Education Program (EFNEP). Two months later, her life had improved radically.

“Wow, you look great. What have you been doing?” a friend said at church.

“I’ve been getting educated,” Zárate said with pride. “I’ve lost 15 pounds and two dress sizes.”

Like 90 percent of participants responding to EFNEP’s follow-up surveys, Zárate improved her family’s nutrition through the classes. Ohio EFNEP, celebrating its 40th anniversary this year, serves eight rural Appalachian counties and 11 metro counties, helping families with lessons about how to select more nutritious foods and build skills in preparation, storage, food safety and sanitation.

“Claudia taught me to stop frying foods,” Zárate said, with Byrne translating from Spanish. “I stopped buying high-calorie, low-nutrient choices like cookies and chips. I serve fewer tortillas and offer more vegetables and fruit to

Alumni volunteers help families finance kids’ college

Filling out the federal FAFSA college financial aid paperwork can be so intimidating, many people give up. That’s why Katherine Fyffe McCartan (’06), Julia Seitz (’07), and Betty Van (’08) volunteer with I Know I Can, the college support program at Columbus City Schools. The alumni of the Family Financial Management program visited high schools this year and paired up with families to help fill out the form and make sure it was submitted.

“In a struggling economy, many families may be out of jobs and don’t have the funds to send their children to college,” McCartan said. “It’s rewarding to know we have helped some students achieve their dreams.”
my family. I’ve started being more active, playing with the children and walking regularly.”

The benefits are worth the change. Alicia’s headaches have vanished, and Zárate’s knee troubles departed. Plus Zárate cut their grocery costs by about $200 per month. “For the first time, we put money in our savings account,” she said. “This is wonderful since Juan works in construction, which is seasonal. If we need to, we use the savings. It was a blessing to receive the information from Claudia and the EFNEP program.”

Family strives for financial fitness

Lead poisoning pushed the Smith family to the brink of bankruptcy. Alumna Susan Shockey (’78, ’81 MS, ’02 PhD), OSU Extension FCS educator for Franklin County, felt an outpouring of compassion for John and Georgina, who asked that their real names not be used. Shockey met them while teaching Extension’s signature program New Start for Financial Success offered in 44 Ohio counties.

The trouble started when the school identified Sam, an active 5-year-old, as developmentally delayed. To John and Georgina’s horror, the family doctor revealed the cause as lead in their son’s bloodstream. The lead turned up in the exterior paint of their older home.

The Smiths had thought the house a bargain. They could afford it on their modest, dual-earner wages, and it returned them to a Columbus neighborhood they called home. But they couldn’t possibly pay for expensive lead paint abatement.

“I see sad cases of family financial crisis all too often,” said Shockey. “It hits me hard because I care about families. What keeps me sane is what I learned from my doctoral research. The key is to teach families to use critical thinking skills in managing their finances.”

Shockey, a resource expert in all FCS subjects and coordinator of the Ohio Saves wealth-building program, showed the Smiths’ class how to set financial goals, track spending, and create a new spending plan. “I met with the Smiths individually to help them apply for a county grant to remove the lead paint.”

Six months later, the Smiths had shown progress. No lead paint remained, leaving their home safe. They’d paid off two credit cards and were following their spending plan. “We invite families to adopt new behaviors that let them focus on what’s important to them,” Shockey said. “It gives me great peace of mind to know that with the right support, they can succeed.”

Financial security for all, in Ohio and beyond

Sharon Seiling, a family resource management specialist in consumer sciences, works intensively with the Healthy Finances team in Ohio, but also helps families nationwide. Last year, the Association for Financial Counseling and Planning Education honored her as one of eight leaders who created the Financial Security for All section of the Extension Web site, www.extension.org/personal_finance.

Sponsored by the land-grant university system, the site offers lessons, calculation tools, answers to 1,000 frequently asked questions and monthly chats with Extension personal finance experts. “We hope it becomes the primary source that busy people turn to for unbiased, research-based information,” Seiling said.

Five-county solutions for unemployed workers

When DHL announced layoffs at its Wilmington, Ohio, airpark in May 2008, five Extension FCS educators rallied. Melanie Hart in Greene County contacted Susan Holladay, Clinton County; Pat Brinkman (’73), Fayette County; Chris Olnsky, Montgomery County; and Rose Fisher Merkowitz, Highland County. With technical help from Clinton’s Sue Reynolds, they developed community resources at 5countysolutions.osu.edu.

Since then, DHL laid off more than 5,500 workers across southern Ohio. Affected workers said the content is on target, enabling them to focus on critical factors that impact their financial decisions. The site received 1,255 visits between November 2008 when it went live and late March 2009. It attracts new visitors each month, with steady usage by return visitors.

OSU Extension FCS programming makes a difference to Ohioans’ well-being. “Families contribute to communities if they are healthy mentally and physically, skilled at parenting, at managing money and resources such as food, and have job skills so they can earn a living wage,” said Seiling. “We have vital programs for all kinds of families to help them acquire these skills.”
A casual glance at third-grade recess may suggest a whirl of activity and fun. But a different pattern may emerge if you take a more careful look at the playground. In the corners are children who are not kicking, jumping or throwing. They are probably last picked for games and wait in agony, praying to never be called on during gym.

Even at 9 years old, they are likely to be self-conscious about their lack of physical skills. By middle and high school, they are not interested at all in fitness or health. And physical educators know decreased levels of activity often result in increased levels of obesity.

That’s exactly why Jackie Goodway wants to do an intervention before age 4.

“It’s a fallacy that motor skills naturally emerge. It’s only true to a certain point,” said the associate professor of physical activity and educational services. Her research since 1991 keeps pointing to a novel approach in movement education: By taking time to build physical competency early on, we can keep children from developing into exercise-phobic, unhealthy adults.

Many initiatives take aim at childhood obesity. For instance, the new Alliance for a Healthier Generation is using a $28 million initial grant to pay for insurance coverage so school-age children can visit a dietitian and physician four times each year. The alliance is seeking additional donations so up to 6 million children a year will benefit.

But Goodway feels a school-age program is too late. She said, “We spend billions to get adolescents to become active, but they have already lost the joy of physical movement. Let’s put money into the ‘munchkins,’ the 3-year-olds who love activity.”

Parents and early childhood teachers look at that love of activity and question the need for lessons in how to play. But obesity rates are a truer indication of need, and the Centers for Disease Control and Prevention indicate they have doubled among preschoolers age 2 to 5 years since the 1970s.

The need is even greater when children come from poor families. A 2003 study indicated adolescents with no insurance or public insurance such as Medicaid are more likely to be overweight.

Although African American or Hispanic populations are often in the spotlight for obesity, “it’s not race or ethnicity, but poverty” that is the culprit, Goodway said.

A home situation or neighborhood environment often prevents youngsters from going outside for tag or catch or soccer. Their parents may be too tired from working long hours at arduous jobs to play. Or crime, rusting equipment or even broken glass can make playgrounds hazardous.

As a result, Goodway and her team have found youngsters come to preschool with already delayed motor skills. This is the beginning of what researchers tagged a negative spiral of disengagement. Small children have no concept of what they are capable of. Ask, “Who can throw the ball into the basket?” and all will yell, “Me! I can!”

Active Start guidelines

As a member of the National Association for Sport and Physical Education (NASPE) advisory group on Active Start, Jackie Goodway has helped revise the national physical activity guidelines for the newborn to 5-year-old population. The new guidelines focus on developmentally appropriate FITT (frequency, intensity, time and type of activity).

“The hope is that child care providers will begin to focus on the physical development of the children they supervise because many of our nation’s children spend much of their week in child care,” Goodway said. She also is a member of the Professional Preparation and Research Steering Committee that advises NASPE members on what issues they should focus on.

To order guidelines: www.aahperd.org/Naspe (click “Publications,” then “National Standards and Activity Guidelines”).

Research shows the long-term benefits of teaching preschoolers motor skills

BY GEMMA MCLUCKIE

Fighting childhood obesity one kick at a time

A fundamental motor skills: The ABCs of physical activity

Locomotor skills: Running, galloping, skipping, hopping, sliding and leaping

Object control skills: Throwing, catching, bouncing, kicking, striking and rolling

(Source: Haywood & Getchell, 2005)
But by 7 or 8 years old, kids have an accurate perception of their competency and are reluctant to reveal it.

"If I am learning to read and I have trouble, my failure is private between me and my teacher," Goodway said. "If I'm in gym and I fail, that failure is a publicly viewed event. And by third grade, kids begin to laugh."

Over time, Goodway finds, children's concept of their level of motor skill joins with their actual ability and creates a powerful lifetime belief that they are either athletes or couch potatoes.

She established Project SKIP (Successful Kinesthetic Instruction for Preschoolers) 15 years ago as a way to make movement a joyful, lifelong experience. In Columbus, 3- to 5-year-olds take part at three sites: the University Child Care Center, G. Tyree Learning Center and Hubbard Elementary. Undergraduate and graduate students each quarter conduct twice-weekly 45-minute classes. Goodway's research has shown that after only 12 weeks, children can go from skill levels at 5 percent to skill levels at 75 percent of age-appropriate expectations.

"There is individualized instruction," said Irmak Hurmeric, a PAES doctoral graduate associate for Project SKIP. A child struggling with throwing, for instance, can first toss scarves, then bean bags, and finally, balls. Classes may be divided into one child to one instructor, two children to one instructor or small groups.

This kind of early start is one way to set up a positive spiral of engagement. The preschoolers' basic movements create the muscle and bone strength, as well as the mental will, that later translates into fun games and sports. And a person who likes movement is more likely to take up adult walking, hiking, running, softball or water fun.

Leah Robinson (MS '02 and PhD '07) has joined a program at the Auburn University College of Education in Alabama that is similar to Project SKIP. The assistant professor of kinesiology implements HAPPE (High Autonomy Physical Play/Education) to promote physical activity and motor skill development so that children receive various health benefits such as lower risk for cardiovascular disease, obesity and diabetes. Auburn researchers have found positive changes in response to stress for preschool-age children. Plans are to expand HAPPE into the local elementary schools.

“Our team of researchers has increased the health and wellness of the children in Alabama,” said Robinson, whose scholarly work has received both the Young Professional Award from the American Alliance of Health, Physical Education, Recreation and Dance and the 2009 Poindexter Young Scholar Award from the National Association for Kinesiology and Physical Education in Higher Education.

Parental involvement is a crucial component, said Hurmeric, whose dissertation study, SKIP+PE (parental enhancement), begins in autumn 2009.

She plans to send home packets with a total of 27 fun lessons that can be completed in 10 or 15 minutes in a small kitchen or living room. Packet materials and workshops will inform parents and caregivers about getting involved in motor activities.

Goodway said, “The goal is to see if Project SKIP plus parents brings better results.”

Early intervention is a golden moment that has lifetime repercussions.

“Young children have bodies that are meant to move, and we need to urge and encourage them,” Robinson said. “They will continue to grow and develop their gross motor skills if we create an attitude that promotes physical activity and fitness.”
More accurate measure shows the true costs of foodborne illnesses

BY MARTHA FILIPIC

Each year, one in four of us becomes ill from the food we eat, public health agencies report. Nationwide, 325,000 people become so ill they are hospitalized, and 5,000 die. Food safety experts, lawmakers, administrators and consumers are calling for stronger measures to ensure our food supply won’t land us in the hospital, or worse.

Here at Ohio State, researchers have approached the problem from several directions for several years. Their work ranges from showing government agencies where best to spend money on prevention to one-to-one instruction for pregnant women.

EHE, Extension researchers create new national model

Recently, the USDA and FDA have put out a recall for all sorts of foods, both fresh and processed. It pinches our pocketbooks to throw away what may look like perfectly good peanut butter crackers, fresh spinach or hamburger patties. But Ohioans who eat contaminated food can end up paying in hard cash and misery.

A new, more accurate measure developed at Ohio State shows the cost of foodborne illness in Ohio is approximately $4.1 billion, or $355 per resident in "social costs"—the amount we pay for health care and in lower quality of life. The method could become the standard model used nationwide.

The importance of accurate measurement for policymakers is clear. "In a time of tightening budgets, it’s crucial to conduct thorough evaluations to demonstrate the value of programs that may be targeted for cuts," said Robert Scharff, assistant professor of consumer sciences and researcher with the Ohio Agricultural Research and Development Center (OARDC).

Co-author Lydia Medeiros, professor of human nutrition and food safety specialist with OSU Extension, said the method will help inform taxpayers about how much foodborne illnesses cost the state, and how much can be saved by supporting food safety education programs—both important issues today.

"This is exactly the kind of cost/benefit calculation that food safety educators across the nation have been looking for," said Medeiros, who also holds a research appointment with OARDC and is a national leader in food safety education.

In the past, estimates have focused on a small subsample of "important" pathogens, Scharff said, accounting for fewer than 4 million of the estimated 76 million cases in America each year. These estimates have not typically included important social costs such as the quality of life an afflicted individual loses from pain and suffering.

"Undergoing several days of intestinal pain, vomiting and diarrhea is clearly a cost for the individual afflicted with such symptoms," Scharff said. Social costs also include medication, doctor visits and hospitalization, as well as lost work days, pain and suffering, and even death.

The model developed by Scharff and...
Medeiros, with colleague Joyce McDowell, associate professor of human nutrition, provides a higher level of detail. The benefit of that detail is highlighted by the salmonella outbreak in early 2009 that caused a minimum of 100 cases in Ohio. Each illness from Salmonella imposes a cost in Ohio of just over $4,800, as opposed to a cost of almost $1,700 for the average case of foodborne illness.

Consequently, Scharff explained, health officials could use the model to justify allocating resources to a program targeted at reducing cases of the much more expensive Salmonella illnesses. The template can also be used to estimate costs on a state-by-state basis. It accounts for differences in consumption patterns, food safety practices and climate, as well as local costs of medical care and lost quality of life and productivity.

Family Nutrition Program lessons reduce cases of illness

In addition, Scharff used the new methodology to evaluate the cost-effectiveness of the federally funded Ohio Family Nutrition Program for food-stamp recipients and other low-income residents, which includes segments on food safety.

By Scharff’s calculations, the Family Nutrition Program (FNP) more than pays for itself in reduced cases of foodborne illness. The benefits can be up to almost nine times as great as the cost of teaching the food safety component.

“This demonstrates that FNP’s investment in food safety education is a beneficial use of taxpayer dollars,” says Scharff. “As state budgets contract and federal dollars are increasingly contested, these types of analyses are going to become more important.”

McDowell leads the OSU Extension’s Community Nutrition Programs, which include FNP and EFNEP (featured on page 8).

Information protects vulnerable pregnant women

Researchers also hone in on the safety of individuals, and pregnant women are among the most at risk. Medeiros is leading OSU Extension’s Healthy Baby, Healthy Me program to determine how best to reach them—especially those with low incomes—with food safety programs and materials.

Three Healthy Baby, Healthy Me instructors meet with small groups of women in their second or third trimesters at Columbus-area community centers, libraries—sometimes even in homes. Sessions are offered in both English and Spanish.

Lorena Niz of Columbus is one of the first women to benefit. For eight weeks during a pilot project, she met with Karen Colonia-Abel, program coordinator for Healthy Baby, Healthy Me.

In her apartment east of the Columbus campus, Niz comforted her daughter, Mishelle, now 2 months old and a bit fussy before a nap. “Mishellita, Mishellita,” Niz crooned.

As she rocked the baby, she recalled some of the lessons. A hand-washing test was a surprise, she said with a laugh. She thought she had soaped up for 20 seconds, but the clock indicated only five had passed. The food storage and handling rules also stayed in her mind.

“Don’t mix raw meat and vegetables,” she said. Also, wash cutting boards or work tables thoroughly after cutting meat and before chopping vegetables.

One important Healthy Baby, Healthy Me lesson explains the impact of listeriosis, which can pose significant risks to fetuses, including early delivery, miscarriage and stillbirth. Pregnant women are more susceptible to the pathogen Listeria monocytogenes because their immune systems are weakened, and a fetus’ immune system is not fully developed.

Listeria is particularly insidious because the bacterium can grow on foods even when refrigerated. It’s most commonly found in refrigerated, ready-to-eat foods and unpasteurized milk and dairy products. Instructors show participants which foods are more likely to carry listeria, and how to prepare them.

These and other nutrition and food safety considerations are reflected in lessons adapted for different populations. “We want the mother-to-be to be as informed about nutrition and food safety as possible,” said Medeiros.

That is something Niz would like to help with. She said, “Someday, I would like to do this kind of work with pregnant women, too.”

Concern about doing the best for her family while she was pregnant prompted Lorena Niz (left) of Columbus to take part in the Healthy Baby, Healthy Me nutrition and food safety program, coordinated by Karen Colonia-Abel (right). The result is Mishelle, now 2 months old.

“This [precise measurement] is exactly the kind of cost/benefit calculation that food safety educators across the nation have been looking for.”

Lydia Medeiros, study co-author

Gemma McLuckie contributed to this story.
College students who use Facebook spend less time studying and have lower grade point averages than students who have not signed up for the social networking Web site, according to a pilot study in the College of Education and Human Ecology.

However, more than three-quarters of Facebook users claimed that time spent on the social networking site didn’t interfere with their studies. “We can’t say that use of Facebook leads to lower grades and less studying, but we did find a relationship there,” said Aryn Karpinski, co-author of the study and a doctoral student in educational policy and leadership. “There’s a disconnect between students’ claim that Facebook use doesn’t impact their studies and our finding showing they had lower grades and spent less time studying,” said Karpinski, of Lorain, Ohio.

Typically, Facebook users in the study had GPAs between 3.0 and 3.5, while nonusers had GPAs between 3.5 and 4.0. In addition, users said they averaged one to five hours a week studying, while nonusers studied 11 to 15 hours per week.

Karpinski, who is advised by Associate Professor Jerome D’Agostino, conducted the study with Adam Duberstein (MA ‘06), now an academic advisor at Ohio Dominican University. They presented the research at the American Educational Research Association annual meeting in April.

The small study caught the imagination of news reporters worldwide. There were literally hundreds of articles, but many mistakenly indicated Facebook membership resulted in poor grades.

— Jeff Grabmeier

Revolutionizing STEM education through innovative testing

When Ross Nehm studied 182 undergraduate biology majors at two northeastern universities, he found that different testing methods produced different estimates of what students knew about natural selection. And only a fraction accurately defined this essential science theory.

The associate professor of teaching and learning is now focused on improving biology teaching through innovative assessment. With alumna Judith Ridgway (’05 PhD), assistant director of Ohio State’s Center for Life Sciences Education, Nehm is creating the first computerized assessment cascade system for testing the university’s 9,000 undergraduate biology students.

Computerized assessment cascades, used by testing companies like ETS, ask short-answer questions, analyze responses and follow up with more questions.

Nehm, who has a PhD in biology, said, “Good assessment is a powerful tool because it reveals student thinking at a deeper level. It becomes a lever for improving how we teach.”

—I appreciate partnering with EHE and Ross to create valid, reliable assessment tools that are crucial to determining our success in supporting student achievement.”

—Judith Ridgway, ’05 PhD, Science Education

Filling the Ohio Skills Bank with top candidates for hot jobs

We’ve heard the reports. Hundreds of candidates lined up at job fairs. What kind of training would help the folks who are not hired? With the help of Josh Hawley’s research, educators and employers throughout Ohio are determining the answer—and customizing curriculum to meet needs.

“We found there are a lot of employers still hiring, such as those in logistics (trucking), IT folks or specialized nursing,” said Hawley, associate professor of workforce development and education.

The Ohio Skills Bank, an Ohio Board of Regents project, is using analysis by Hawley and Bill Lafayette, Ohio Chamber of Commerce, to inform public community and technical colleges about how to adjust to employers’ reading of the economy. For instance, Ohio is training too many licensed practical nurses right now but not enough registered nurses. In the future, therefore, nurses trained at the BA and BS level will be in demand. Who knew? Josh Hawley.

—I appreciate partnering with EHE and Ross to create valid, reliable assessment tools that are crucial to determining our success in supporting student achievement.”

—Judith Ridgway, ’05 PhD, Science Education

like ETS, ask short-answer questions, analyze responses and follow up with more questions.

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—Judith Ridgway, ’05 PhD, Science Education
Minority stock holders tend to sell during tough economy
The recent severe downturn in the stock market may further reduce stock ownership by African-American and other minority investors, new research by Sherman Hanna suggests. Hanna, professor of consumer sciences, co-authored a study that found that minority stock owners began bailing out of the stock market during a 2002 decline. It’s likely, he said, that their rates of stock ownership are going to continue to lag whites and maybe even fall further behind in the current environment.

“All the bad trends we saw in minority stock ownership from 2001 to 2004 will probably continue for the next several years because, if anything, the conditions now are even scarier for investors,” Hanna said.

He found 57 percent of blacks and 65 percent of Hispanics in 2004 said they were unwilling to take risks with their investments, compared to only 36 percent of whites who held that view.

—Jeff Grabmeier

Physical abuse raises women’s health costs over 40 percent
Women experiencing physical abuse from intimate partners spent 42 percent more on health care per year than nonabused women, according to a long-term study of more than 3,000 women.

And the costs don’t end when the abuse does. The study revealed that women who suffered physical abuse five or more years earlier still spent 19 percent more per year on health care than women who were never abused.

“Along with all the physical and emotional pain it causes, domestic violence also comes with a substantial financial price,” said Amy Bonomi, associate professor of human development and family science. The study is the largest to date to examine health care costs and utilization based on the timing and type of domestic violence that women suffer, Bonomi said.

“This lends support to the idea that health providers should always ask women about abuse history when they first come in for treatment,” Bonomi said.

—Jeff Grabmeier

Labs in Life are born at COSI
The new Labs in Life @ COSI partnership is the first in the United States between a research university and a science center. Children and families get to see College of Education and Human Ecology researchers and graduate students in action. While they’re at it, they’ll learn the importance of fitness and nutrition knowledge.

The goals are to encourage visitors to make positive health and fitness changes and to inspire young people to pursue careers in health-related fields.

The state-of-the-art laboratory at 333 W. Broad St. in Columbus contains equipment in plain sight.


—Gemma McLuckie

Moving public schools from deficit thinking to hope
Armed guards patrolled the bleak halls of the multicultural urban high school. Teachers struggled to teach, but students seemed disconnected. The school had failed annual yearly progress (AYP), and the dropout rate had soared.

Professor Ray Calabrese, educational policy and leadership, and his doctoral students used the whole-group process called appreciative inquiry (AI) to inspire a new culture among the discouraged educators, including new attitudes, commitments and accountability. Thanks to the principal’s leadership, coupled with the teachers’ rekindled belief in their ability to teach, the school met AYP that year.

Calabrese is among the first to apply AI systematically in the public schools and research its effectiveness. The AI process was originally created to achieve change in business. He recommends its use in school settings to build an optimistic school culture that can attain new levels of achievement, renewed pedagogical practices and more. “We create organizations,” Calabrese said. “We can recreate them.”

—Janet Ciccone

Treating the loss of muscle, body weight associated with cancer
People with advanced stages of cancer frequently suffer from significant loss of weight and muscle mass as well as severe weakness and fatigue. This is called cachexia.

Doctoral student Michelle Asp has found that early in this wasting process, muscle cells have difficulty taking up and using glucose for fuel, even before significant weight loss occurs. This difficulty, called insulin resistance, contributes to the breakdown of muscle protein and the onset of muscle wasting.

Working with Professor Martha Belury, human nutrition, Asp will test whether treating mice with an insulin-sensitizing drug used for people with type 2 diabetes slows the process of cachexia. She hopes to show that improving insulin sensitivity is one approach to decreasing the severity of cachexia.

Ohio State’s Graduate School recognized the importance of Asp’s research by awarding her one of only 15 Presidential Fellowships for 2009–2010 providing full tuition and a stipend. She also recently received a prestigious Scholar Award for $15,000 from the Philanthropic Educational Organization, a national women’s group that supports women through educational funding.

—Janet Ciccone
School counseling students fight dropout crisis, thanks to AT&T

“AT&T believes private investment to help stem the high school dropout rate is critically important. We’re committed to supporting the great work of educators and our local communities to help kids succeed by preparing them for the global economy.”

— Tom Pelto, president, AT&T Ohio

When you think about making a gift to your college, what inspires you?

Do you crave the chance to bring aboard a new faculty member whose powerful discoveries will transform people’s lives?

Are you excited by the idea of funding an outstanding student who has great potential for service but needs help with college funding?

Your gifts to the college can and do achieve these things and more. As a philanthropist, you can boost our programs, moving them from successful to spectacular. Gifts of all sizes make a critical difference.

In these pages, we tell about some extraordinary people who supported our college’s meaningful contributions to humankind.

Let me know what inspires you. We can guide you to the gift opportunity that gives you the most satisfaction.

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Let me know what inspires you. We can guide you to the gift opportunity that gives you the most satisfaction.
Kurtz bequest to create more unforgettable teachers

Linda was one of those unforgettable teachers,” said Charles Jewett Kurtz III (‘65 JD) of his wife, who dedicated her 30-year career to children as a third-grade teacher. “I spent a great deal of time volunteering in her classroom and saw the children’s love for her. She touched their lives, and we want to ensure that other teachers have this opportunity.”

The Kurtzes of Gahanna, Ohio, and Scottsdale, Ariz., gave a $1 million bequest that will one day augment the Linda Rhoads Kurtz Scholarship Fund in Elementary Education. Each year, the fund currently supports one or more students eager to become teachers.

Linda Kurtz (‘69, ’72 MS) spent her career at Maryland Avenue Elementary in Bexley, Ohio, becoming known for individualizing the curriculum so that every child could succeed. She credits the mentorship of others for her success in building a collaborative teaching community, often mentioning Professor Barbara Thomson and Professor Emerita Isabelle Miller, both teaching and learning.

Linda also served as a cooperative teacher for many years, generously mentoring others. “I would sometimes take two student teachers a quarter,” she said. “Because I individualized, we had several groups working at any given time. Each student teacher stayed busy.”

Since retirement, Linda has given abundantly of her time to the university. She served as a board member of Edlums, the College of Education alumni society, spending a year as chair. She also served six years as the college’s representative on the university’s Alumni Association Advisory Council, which advises the president and has a representative from every college.

Linda and Charlie made the gift because they understand how difficult finances are for many students. Each year, they get to know their scholarship recipients, encouraging them to cherish teaching, as Linda did.

Charlie, who spent an illustrious career with the Columbus law firm Porter, Wright, Morris & Arthur, said he’s never seen a love so great as Linda had for her students. “Many of them still stay in touch. It’s really very emotional for me, making this gift in her honor.” Read more online. □

Kass gift expands literacy programs at Schoenbaum Family Center

Ohio State alumna and Columbus residents Linda and Frank Kass recently emphasized their belief in the critical relationship between education and success in school and life through a gift of $250,000 to the college’s Schoenbaum Family Center at Weinland Park.

“This gift is particularly meaningful to me because of my advocacy and work in early childhood education in particular, and education in general,” said Linda, a member of the OSU Board of Trustees and a civic leader for two decades. “I have a deep conviction about the positive impact of family and community environments on children’s achievements.”

The gift will expand the capacity of the JP Morgan Chase Library at the center and support book distribution to neighborhood children and families. It also supports ongoing literacy programs that engage parents and children with books and learning.

“As a society, we must create educational equality early in children’s lives,” said Linda. “For children living in at-risk neighborhoods, this can be accomplished by providing early literacy experiences and exposures.”

Frank, a commercial real estate developer, said he is proud to join the many diverse groups that provide well-planned support in Weinland Park. Linda applauds the partnership among JP Morgan Chase, United Way, Godman Guild, Columbus Metropolitan Library, Procter & Gamble, Columbus City Schools and the City of Columbus in making a difference for Weinland Park families. “They are creating a neighborhood renaissance that can foster success,” she said. “We are thrilled to be part of this inspiring effort.” □
One year of EHE impact numbers

Touching lives in Ohio

29,076 children in 67 schools

The Mathematics Coaching Program, combining strategies perfected by our experienced faculty over the years, trains mathematics coaches thoroughly in research-based best practices. This past year’s 47 coaches linked arms with 1,386 teachers in classrooms at the 67 participating Ohio elementary schools in academic emergency. Forty-four schools have advanced in three years, including 22 that are no longer in academic emergency.

2,103 teachers/educators in 104 courses

The college’s Schools and Agencies Network provides professional development opportunities, taught by our faculty, to teachers/educators throughout Franklin County. Last year, we offered 104 courses for 2,103 teachers/educators. Courses were either created specifically for them or selected from our regular schedule for Continuing Education credit.

20,163 hours spent with 305 children

The college’s OSU Kid Corps helps preschoolers develop the skills needed for school success. The 91 Ohio State students who work for the program form 13 teams operating at seven preschools and nine community service centers. In 2007–’08, they engaged 305 children, contributing 20,163 hours of service and exceeding all goals to improve the children’s scores on early literacy tests.

400 Ohio State students

Ohio State was the first Big Ten University to offer personal finance counseling to enrolled students. The college's Family Financial Management students provide service through Scarlet & Gray Financial located at Ohio State's Student Wellness Center. Of the 400 student-clients who signed up last year (double the number from the previous year), 98 percent gave the service high marks.

219,154 Ohioans learned from OSU Extension FCS

Ohioans gained knowledge from our outreach arm, OSU Extension Family and Consumer Sciences (FCS) and its programs in three areas: Healthy Finances, Healthy People, and Healthy Relationships. FCS educators were aided by 6,311 volunteers who helped plan and implement research-based programs vital to better health and well-being for the adults, children, families and consumers in the state.
By Stephen Petrill

Significant challenges exist to addressing autism spectrum disorders (ASD), not only for individuals and families, but also for medical, educational and behavioral service delivery systems. This challenge is driven in part by the rise in ASD prevalence. Once estimated at 1 in 10,000 children, recent estimates place it at 1 in 150 children.

I understand the all-encompassing nature of ASD because my oldest son was diagnosed six years ago with autism. This experience has changed how I look at research and at what an institution with the vast reach of Ohio State can do both to promote the best understanding of important issues like autism, and to put that knowledge to good use.

We need to think globally about ASD because no one discipline is equipped to completely address it. In this, Ohio State is poised to lead the way. Special needs experts in our college were pioneers in the treatment of autism. Today, an incredible amount of excellent work continues in our college and across the university, from genomic studies of autism to legal studies of the rights of persons with ASD.

Moreover, Ohio State educates a large segment of Ohioans and maintains strong ties with school systems, state agencies and government officials. We have the potential to develop truly innovative and important studies of autism as well as the education of persons who will work and live with ASD.

Efforts are under way campus-wide to systematically integrate ASD research, training and service. This effort currently involves over 30 faculty members across 10 colleges.

For example, our college’s faculty members have the resources to recruit children and families from various backgrounds due to collaborative arrangements with local school systems in Franklin County and the Franklin County Board of Mental Retardation and Developmental Disability.

By collaborating with faculty in the College of Medicine, it is possible for us to conduct the first systematic study of ASD in families with widely varying educational and socioeconomic backgrounds.

Faculty in the College of Law provide training and advocacy for students interested in disability law. These efforts could include future physicians and educators to enhance their experience with the legal rights of children with ASD in their care.

Here are our three broad goals:

Goal 1: Systematically integrate research resources to examine ASD from the overlapping perspectives of basic and applied science.

Goal 2: Systematically integrate research findings and best practices with school systems, state and national agencies and policymakers.

Goal 3: Develop systematic training and continuing education platforms for current and future physicians, teachers and child care providers.

ASD, like many critical issues facing our society, transcends disciplines and is probably best served by doing so. Working together, we can promote successful outcomes in its prevention and treatment.
Welcome from the college’s alumni society president

BY KEVIN M. DOLL
 ’00 BS, ’02 MS, Family Financial Management

It is my distinct pleasure to welcome you to the new College of Education and Human Ecology Alumni Society. Many great changes have occurred since the two colleges joined forces, and I am honored to serve at such a significant time in our college’s history.

I would like to extend my gratitude to Julie Shertzer and Mary Hoyt, past presidents of our former boards, for their leadership over the past years. They and the members of your united society board are very enthusiastic and look forward to exciting times ahead. We are committed to promoting our college and all those associated with it.

Your pride and connection to this great university are monumentally important to our success. Please visit a campus, attend an alumni event and stay in touch. We encourage and challenge you to get involved, and welcome your questions and observations.

1950s
John Mazarak ’53 of Oneta, N.Y., completed his 50th year as principal violist in the Catskill Symphony, in which he is also joined by his wife, Mary Ann (Cook) ’54, who is retired from the Catskill Area School Study Council. John was a member of TBDBITL during the Rose Bowl trip in 1950.

1960s
Dick LeBeau ’64 of Pittsburgh, Pa., is in his fifth season as the defensive coordinator for the XLIII Super Bowl Champions Pittsburgh Steelers.

Carole Moyer ’68, ’75 MA of Columbus, Ohio, was honored with the Helen Jenkins Davis Award from the Columbus Education Association. She is a long-time Columbus City Schools kindergarten teacher and national presenter, trainer, assessment developer and consultant to the National Board Certification process.

1970s
Mary S. Noble ’70 of Minneapolis, Minn., was recognized by the National Youth Leadership Council in recognition of her extensive work in service learning and her nine-year term on the board of directors. She is an assistant principal in the Minneapolis Public Schools.

Allen Bohl ’78 PhD of St. Augustine, Fla., is presenting and signing his latest novels, Back Porch Swing and Getting to Thanksgiving, during a summer book tour.

Kim Olson ’79 of Dallas, Texas, is the chief human development officer for the Dallas Independent School District, the 12th largest system in the country. A retired Air Force colonel who served in Iraq, she is author of Iraq and Back: Inside the War to Win the Peace.

1980s
Robert Hankins ’80 of Austin, Texas, has been teaching elementary school for 29 years and is mentoring students exploring the College of Education at the University of Texas.

Marty Sires ’84 of Hudson, Ohio, has raised more than $300,000 for the American Heart Association through “Hoop for the Heart,” which he started with a colleague 19 years ago.

Making faces: Laurie Dowley

Beauty industry expert Laurie Dowley ’77 brought the world of cosmetics to life during a recent chat with a Business of Fashion class. During her talk, she gave 150 textile and clothing students a glimpse into why she has risen to senior vice president of Elizabeth Arden.

When Laurie, a native of Columbus, graduated from Ohio State, she turned down a job selling cosmetics behind a department store counter. She felt overqualified for direct customer service. Within a few months, she asked for a second chance.

“Don’t be afraid to start at the bottom, even if you think that is not your ultimate interest,” she said.

A student internship in New York had made her realize, “I had to go back! I’m a city girl.” She made sure her employer knew her goal and in a short time was working in the Big Apple. Now, she makes an impact on the entire cosmetics industry, both as an executive of a business that had annual global retail sales in excess of $1 billion and as a member of the Board of Governors for the Cosmetic Executive Women Foundation.

Laurie admitted that she wasn’t the best student in draping class, but when someone suggested cosmetics, something clicked for her. Her advice to students: “Trust your gut.”

Read more online: che.osu.edu/af/letters.
Serving children with autism:
Sandra C. Slomin

“People don’t understand how hard it is for a family to get a child on the autism spectrum all the needed services,” said alumna Sandy Slomin ’71, Education. “The stress of driving many miles is too great. The number of married couples with an autistic child that break up is enormous. These families need support.”

Sandy found inspiration when she first visited the college’s Schoenbaum Family Center at Weinland Park. “I fell in love with the concept, how it serves children, families and community all in one,” she said. She decided to create a full-service center for children with autism in Palm Beach County, Fla.

Sandy and many enthusiastic supporters launched The Dream-Builders Capital Campaign to create The Roslyn and Raymond Slomin Campus. One building will house The Palm Beach School for Autism, a public charter school that has outgrown its space. Another state-of-the-art facility, The Sandra C. Slomin Family Center for Autism and Related Disabilities, will provide a full array of services to the school’s 150 children as well as their families. Community children and young adults with autism will also be served, and The Center will be a focal point to mobilize Palm Beach County around autism.

“Building The Center is the impact that going to Ohio State had on me,” said Sandy. “When families get the diagnosis of autism, we will be there, ready to serve them every step of the way. I want these children to have the lives they deserve.”

Read more online: ehe.osu.edu/news/af/letters.

Zoraba Ross ’88 of Groveport, Ohio, is the assistant principal and athletic director at Central Crossing High School in the South-Western City School District.

Dave Spurlock ’88 of Columbus, Ohio, assisted in the opening of the Hilton Columbus/Polaris and now is the business travel sales manager.

1990s
Niccole (Byrd) Chandler ’93 of Columbus, Ohio, earned a doctorate in technology management from Indiana State University. She is a leadership and organizational development consultant at The Ohio State University Medical Center.

Michael J. Gocsik ’96 of Milan, Ohio, is marketing director for Veggie U, a program to combat childhood obesity. The program is used in 1,400 classrooms in 24 states.

Matthew John Markling ’98 MA of Akron, Ohio, has been elected to the Lakewood City School District Board of Education. He is CEO of McGown & Markling Co. LPA, and he and his wife, Kathleen, welcomed a baby boy in April 2008.

Rebecca Morrison ’99 PhD of Westerville, Ohio, was honored as one of two “Lindt Unsung Heroes of Autism” by chocolate producer Lindt & Sprungli in partnership with the Autism Speaks advocacy organization. She founded and directs Oakstone Academy, Ohio’s only full-inclusion school for children with autism spectrum disorders and their typically developing peers 2 years old to 12th grade.

2000s
KaaVonia Hinton-Johnson ’03 PhD of Norfolk, Va., is on the faculty of Old Dominion University. She is author of three books: Sharon Draper: Embracing Literacy; Teaching Multicultural Literature to Help Children Understand Ethnic Diversity: Essays and Experiences; and Young Adult Literature: Exploration, Evaluation, and Appreciation (2nd ed.).

James A. Azzaro ’98 MA, ’05 PhD of Washington, Pa., has been appointed senior gift officer for Washington & Jefferson College. He was previously with Carnegie Mellon University.

Michael V. Saad ’05, ’07 MA of Fairfax, Va., is a player marketing assistant for the National Football League Players Association in Washington, D.C.

Several alumni living in Saudi Arabia have stayed in touch and report that they are doing well:

Sulaiman Nasser Almusallam ’01 PhD, is dean of Al-Kharj College of Technology.

Adel Alsaleh ’99 PhD, holds the position of secretary general of Al-Ahsa Chamber of Commerce.

Reem Alfrayan ’01, ’02 MA, is now the general manager of Business Women Affairs at the Council of Saudi Chambers, which serves the country’s 24 chambers of commerce.

Sharif Elabdelwahab ’02 PhD, heads the King Fahad National Employment Center. The center is in charge of the country’s unemployment services and offers high-tech employment solutions.
Eight remarkable alumni stepped forward to receive college awards this past November. Their peers chose them for carrying the knowledge and skills learned at Ohio State into the world to build better lives for us all.

The Ohio State University Alumni Association honors outstanding alumni each year. EHE was proud when three of our outstanding alumni were feted at a ceremony last September. Archie Griffin, president and CEO of the alumni association, congratulated each winner.

Read more about these awardees and other news at ehe.osu.edu/news/2009/links.cfm.
I would like to nominate _____________________________ for:

☐ College of Education and Human Ecology Hall of Fame

Nominator
Name _____________________________________________
Address ____________________________________________
City ___________________ State ___________ Zip ________
Phone __________________ E-mail _____________________

Nominee
Name _____________________________________________
Title _____________________________________________
Address ____________________________________________
City ___________________ State ___________ Zip ________
Phone __________________ E-mail _____________________ 
Occupation __________________________________________

Degree(s) and Date(s) of Graduation ______________________________

Induction into the Hall of Fame is the highest award that the college can bestow. Nominees must have made significant contributions to education and human ecology as national or international models for all others in their fields. Those nominated may be living or deceased former education or human ecology faculty members at Ohio State, or they must have graduated from an education or human ecology program. Nominees must have distinguished themselves, made a positive contribution to society and reflected positively on the university.

The nomination packet must include:

• Nomination form with the nominee’s name, address, home and work phone numbers, e-mail, degrees and years, and occupation, as well as contact information for the nominator (name, title, address, phone numbers, e-mail).
• The nominee’s vita or résumé
• At least three letters of support
• Optional additional support materials

Please do not submit incomplete nomination packets.

Please note: Self-nominations are accepted. One nomination per form. You may photocopy the form or print it from the EHE Web site, ehe.osu.edu/af/hof. Send materials to: Sean Thompson, College of Education and Human Ecology, 110 Arps Hall, 1945 N. High St., Columbus, OH 43210. Nomination deadline: Sept. 15, 2009.

2009 Hall of Fame Nomination Form

Sponsored by the College of Education and Human Ecology Alumni Society
Nomination Form (also available for download at ehe.osu.edu/af/hof)

EHE Meritorious Service Award

Marietta Marvin Mason, ’79, ’81 MS of Maryville, Tenn., emphasizes serving women as a certified financial planner and chartered life underwriter operating Mason Associates, LLC. Clients praise her honesty and depth of commitment.

Louann ‘Tot’ Heinrichs ’49 of Greenville, Ohio, works tirelessly to promote loyalty and fellowship among alumni, faculty and staff, students and friends of the college. She reorganized the Darke County Alumni Club and has raised funds for student scholarships.

Hall of Fame
Induction to be held at a dinner on Friday, Nov. 6, 2009
The Blackwell Inn (Ballroom)
2110 Tuttle Park Place, Columbus, Ohio 43210
Nomination deadline: Sept. 15, 2009

Questions: Sean Thompson (614) 688-5392
thompson.1355@osu.edu Nancy Swearengin (614) 292-2743
swearengin.1@osu.edu

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Forever Scarlet and Gray


A highlight will be Ohio State versus the University of Southern California on Saturday, Sept. 12. It has been a year since the teams clashed in the Coliseum, and Buckeye Nation’s anticipation is high (to put it mildly).

Our Spring Game attendance? A national record-breaking 95,000. USC’s numbers? A measly 22,565.

You can imagine the energy that will be exploding out of Ohio Stadium for the real deal. Prepare for the adrenaline rush by first coming to the Education and Human Ecology Alumni Society tailgate—once again catered by Outback Steakhouse!

*Please note that game tickets are limited and a lottery will be held if demand exceeds supply.

Tailgate and football deadline: Aug. 1

Forever Scarlet and Gray

Trip the Trojans!

TAILGATE DATE: Saturday, Sept. 12, 2009
WHERE: Tent on south side of Campbell Hall, 1787 Neil Ave.
TIME: 5 p.m. (or three hours before kickoff)
COST: $25 Tailgate catered by Outback Steakhouse
$100 Tailgate and Reserved Game Ticket*

RESERVATION DEADLINE: August 1, 2009

And remember to sign up for Ohio State’s 2009 Reunion Weekend. You can enjoy a jam-packed schedule of things to do and people to see across campus.

For complete details about the weekend and EHE fall tailgate, please visit ehe.osu.edu/af/reunion. Not connected to the Internet? Contact Nancy Swearengin at (614) 292-2743 or swearengin.1@osu.edu for an information packet.