Living the hope
Improving our economy by empowering all people

On the highway to success
Career and technical education matches workers to employer needs

The ed tech revolution
Taming the technology that leverages the economy

Pumping up the nation’s economy
A healthy workforce is golden for the United States

Reviving retirement
Planners give advice for the good life
Building the U.S. economy

EHE efforts contribute to state’s and nation’s financial health and wellness

BY CHERYL Achterberg

Our college is in the business of helping people – in Ohio, the United States and around the world – fulfill their dreams of a stable life, with a job that gives them purpose and a promising future.

Our faculty, staff, students and alumni focus on the development of the whole person – as a family member, learner, worker and citizen, at all ages and across the lifespan. With this holistic approach, we improve the economy by empowering the people.

Throughout this issue of Inspire, we share how we have an impact on:

• Job creation and job training
• Providing the STEM foundation necessary to succeed in both blue- and white-collar jobs
• Innovations in technology to improve education
• Increasing employee health and fitness through workplace programs
• Personal financial literacy to ensure an adequate retirement income

Increasing workforce math skill and literacy

The college prepares educators and experts who groom tomorrow’s workforce for success. This year, we recognized three faculty members who are making great strides in research-based programs to improve the teaching of math and literacy.

• Michael Battista, Distinguished Professor of Mathematics Education, Department of Teaching and Learning, studies students’ learning of mathematics and the use of technology in mathematics teaching. He is perfecting Dynamic Geometry, a computer-based courseware for grades three through eight. It allows students to manipulate geometric screen objects and it responds interactively to individual learning needs. It will make high-quality, individualized geometry instruction available to all students, no matter where they are located.

• David Bloome, Distinguished Professor of Teaching and Learning, co-directs the Columbus Area Writing Project and ties his work closely to classroom teachers’ needs. He shows teachers how to create educational opportunities that simultaneously support academic learning and provide access to the richness of children’s own cultures, languages and communities. He and his research team are studying best practices in the teaching and learning of argumentative writing, one of the most challenging types of writing for high school English students.

• Laura Justice, Distinguished Professor of Teaching and Learning, directs the Crane Center for Early Childhood Research and Policy. An internationally renowned speech-language pathologist, she studies early child language and literacy development and disorders, with emphasis on intervention for children at risk because of poverty and/or language impairments. She and her laboratory team are known for developing innovative tools for measuring children’s understanding of print knowledge and for creating interventions for improving children’s language and vocabulary. (See more about the $2.5 million Crane Center on page 19.)

Increasing opportunities for African American men

A new addition to the ranks of EHE’s top faculty is James L. Moore III, EHE Distinguished Professor of Counselor Education in the Department of Educational Studies. His internationally recognized research focuses on academic achievement for minority students, particularly African American boys and men. In addition, he is Ohio State’s associate provost for diversity and inclusion and director of the Todd Anthony Bell National Resource Center on the African American Male. He is an American Council on Education Fellow for 2013-14 and was a Big Ten CIC Academic Leadership Program Fellow. (See more about his work on page 18.)
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ON THE COVER: We thank Jordan Cousino, ’12 Fashion and Retail Studies, of Dublin, Ohio. Cousino graduated magna cum laude and serves as an assistant merchant at the corporate office for Victoria’s Secret.
The Wuhan Seven blaze the trail
Seven Higher Education and Student Affairs master’s students brought their Ohio State pride with them to Wuhan, China. In summer 2012, the students scouted the territory to help move the college’s international HESA internship to Asia. They acquired hands-on professional expertise as they blazed the trail for future HESA interns in one of the few international programs of its kind.

Rachel Foltz, left, Mike Bufano, Bonnie Templin, James Engler, Jeff Majarian, Pierre Lucien and Andrew Wilburn show global Buckeye Pride at the Forbidden City in Beijing. All graduated in 2013.

Parking makes perfect: Eminence Fellows
On Ohio State’s campus, 31 phenomenal students – two of them from Education and Human Ecology – bloomed from the pavement in 2012. Selected from among 7,100 first-year students, the Eminence Fellows’ full-tuition fellowships were funded completely by the lease of Ohio State’s parking operations to a private company, CampusParc.

Eminence Fellows are given a clear purpose: to solve the world’s big problems. EHE’s Meera Nagarajan set out to make her mark in human nutrition. “It’s something I’m very passionate about,” she said. “There are diseases that can be prevented purely by improving access to diverse foods and by providing nutrition education.”

She works alongside Carolyn Gunther, assistant professor of human nutrition, to facilitate Simple Suppers, which educates parents and young children in Weinland Park about healthful cooking. The Columbus resident aspires to attend medical school and focus on food security issues.

Margaret “Mo” Burke appreciates her fellowship for helping her blossom while at Ohio State. “It’s refreshing to have a group of people your age who are as motivated as you are,” she said. “The fellowship has helped me grow and become a well-rounded first-year student.” The Centerville, Ohio, native has plans to become a Spanish teacher.

Because her tuition is paid, Burke can study abroad. “I want to dive into the culture of whichever country I’m in. I’m sure those experiences will aid me in my venture to become a great teacher,” she said. Burke also has plans to help other freshmen flourish by becoming a Camp Buckeye facilitator. As the leader of a first-year experience camp, she will enhance students’ transition to the Columbus campus.

The Eminence Fellowship is sponsored by The Ohio State University Honors Program.
— Kamilah King

Searching for the buffest Buckeye
Where do students and alumni fall on the fitness spectrum? The Exercise Science Club created the Most Fit Buckeye Competition to find out. The annual fundraiser tests endurance, strength, balance and flexibility. In addition to pulling weighted sleds, contestants ran one mile and flipped tractor tires. Proceeds are donated to the Pelotonia cycling fundraiser for cancer research.

Colin Watson, center, pushes his body to the limits at the 2012 Most Fit Buckeye Competition. The junior exercise science major is an Exercise Science Club officer.
The kinship of motherhood to learning

Nicole Overstreet and Sarah Lang have found their calling, both as mothers and nontraditional students.

Overstreet hoped her higher education aspirations would rub off on her three-year-old daughter. She didn’t know that it would take her across the globe in the process.

The undergraduate student had the opportunity of a lifetime to spend 12 days in the study abroad program, Thailand for the Hospitality and Retail Industries. “After returning, I had the chance to sit down and talk to Berlin about the trip, and I could see the excitement in her eyes,” the 37-year-old said.

“This trip and my journey to a bachelor’s degree show my daughter that the world is so much larger than the United States,” Overstreet said. “By getting her education, she can not only see the world, but impact the entire planet.”

Lang’s firsthand experience searching for the perfect childcare center for her children has had a definite impact on her doctoral research.

The mother of two wants to influence infant and toddler education in Ohio. She’s focusing her doctoral research on the relationship between teachers and families that receive subsidized funding to cover their childcare services.

“Those families aren’t feeling respected by professionals for the diversity they’re bringing to the classroom,” she said. Lang hopes to give teachers and parents practical information on how to make their relationships work.

Her outstanding commitment to teaching undergraduates how to be better educators earned Lang Ohio State’s 2013 Graduate Associate Teaching Award.

“Being a mother has changed the way I see my research, my students and the way I think about education. It means so much more to me now.”

Nontraditional students Nicole Overstreet, left, and Sarah Lang form a bond through motherhood. Overstreet holds her daughter Berlin, while Lang is surrounded by husband Mark, son Zachery and daughter Alexis Jane.

In her element

Lindsay Schwartz (’13 Human Development and Family Science) helps a child with disabilities perfect her gymnastics technique at Ohio State’s Recreation and Physical Activity Center. Schwartz was named an Outstanding Senior by the Ohio Union and Office of Student Life. She will blend her love of clinical practice with her love of children by becoming a child life specialist in a hospital. The new graduate from Worthington, Ohio, is interning with Children’s National Medical Center in Washington, D.C.

Technology through the ages

Technology has always been integral to the education and human ecology fields. From the very beginning, students and faculty have made innovative uses of new ideas.

In 1924, Sidney L. Pressey, professor of educational psychology, developed a teaching machine to use in his introductory courses at Ohio State. His 1926 research article was the first ever published about automated instruction.

In 1948, switching from a wringer to an automated spin-cycle washing machine was enough to draw a crowd. Elaine Knowles Weaver, professor of home economics, second from left, shows visitors how to operate the updated clothes washer.

In 1988, Paul Ave (’88, Teaching and Learning) learned to use a computer numerical control mill during a computer control industrial technology class. The computer cut and shaped precision products, such as automobile and machine parts.

In 2012, Minsu Ha, doctoral candidate in science education, developed an automated computer scoring system to grade students’ written responses in science courses. He is advised by Ross Nehm, associate professor of teaching and learning.
A t 14, Adam Wyman defined his dream job. He wanted to make the cars of the future, vehicles that were fast, sleek and, best of all, his own designs.

Now he’s living his dream. He was hired by General Motors even before he graduated from Ohio State in May 2013 with a bachelor’s degree in mechanical engineering. In July, he joined the Technical Engineering Center in Warren, Mich. As a project engineer, he is among a dozen experts who build engineering development vehicles, EDV. They are tested at GM’s proving grounds to develop and refine the company’s next generation of vehicles.

Wyman took what many – including his mother – considered a risky path to achieve his goal. Instead of continuing to take college-prep at Bloom-Carroll High School southeast of Columbus, he enrolled in automotive technology his junior year at Fairfield Career Center.

“I wanted to design cars, but I didn’t know anything about them,” explained Wyman, now of Royal Oak, Mich. “I went to the instructors at Fairfield Career Center to get the background I needed, to learn the vehicle subsystems – powertrain, driveline, suspension, HVAC, electrical.”

Wyman is a determined young man. He continued with his plan even after encountering resistance from his family, his academic advisors, even society as a whole.

“My mom thought I’d get stuck and only become a technician,” he said. “My first reaction was that I didn’t want Adam to miss out on higher level math and science,” said Linda Wyman of Canal Winchester, Ohio. As a Bloom-Carroll freshman and sophomore, her son had done well in advanced courses. At Fairfield, he continued to take academic courses (in fact, more than half of the school’s graduates go on to postsecondary training or higher education).

Now, she admits, “Fairfield Career Center is a fabulous way a student can get technical experience, and then go on to Ohio State for ‘book’ experience.”

On the highway to success

Career and technical education matches workers to employer needs

BY GEMMA MCLUCKIE
Choosing the right educational path

Linda Wyman's reaction is not uncommon, career and technical education professionals say. College degrees are now seen as the only way to a better life. The land-grant tradition, boosted by the GI Bill after World War II, has made white-collar employment the goal.

"Technical jobs are considered blue collar, and fewer and fewer parents today consider that career path for their children," said Andy Rezin ('93 MA Educational Studies, '98 PhD Comprehensive Career and Technical Education), chair of automotive and applied technologies at Columbus State Community College. The department houses four disciplines and serves more than 1,800 students.

Families and students are finding career and technical education has advantages that may not be obvious.

"Tech fields are in high demand by employers, pay very well and may provide a better fit for students' natural talents and skills," said Raúl Soto ('97 PhD Comprehensive Career and Technical Education), associate director of career-technical and adult education, Ohio Department of Education. The Office of Career-Technical Education at ODE is working in particular with school administrators, counselors and teachers to increase awareness of all career fields and pathways.

Family and Consumer Sciences teachers are particularly central to the career awareness effort. The goal of the college's FCS programs is to strengthen individuals and build strong families to nourish strong communities and members of the workforce, said Ruth Dohner, professor and coordinator of the family and consumer sciences education licensure program.

In Ohio middle schools, FCS teachers teach a Transitions and Careers course to approximately 10,000 students. Approximately 15,000 high school students chose a Career Search I elective, while another 3,000 enroll in Career Search II with a mentorship option.

The middle school course is an effort to reduce the number of dropouts between middle school and high school, Dohner said. "It prepares them to successfully transition to high school and gives students a better sense of the possibilities that lie ahead and helps them plan their high school programs."

Career Search I helps young women and men in grades 9 and 10 explore many different career options and envision the ways to make college work for them. "Students often struggle to find a college or career to suit them after they leave high school," Dohner said.

Students who opt for Career Search II have an advantage — a taste of real-world experience. Their FCS teachers have matched them with mentors from businesses, industries or organizations in their community. If, like Adam Wyman, a student is interested in engineering, the teacher finds a local engineer to show the profession's ins and outs. The students build portfolios and make presentations to their mentors and parents about their experience.

"The mentoring is an amazing part of the program," Dohner said. "Students leave the course knowing if they are interested in continuing to explore a certain career, or if it's not for them."

The program has an added bonus. Teachers are able to bring community resources into the schools, bringing attention to family and consumer sciences district programming.

Fully one-third of the fastest growing jobs in the United States are in career and technical fields, according to the Bureau of Labor Statistics. High school diplomas or associate degrees will open doors into 32 of the 91 jobs with a projected growth rate of more than 20 percent. Most of the 32 have a median pay range of $34,000 to $54,000.

Also, CTE students earn while they learn. As a high school junior and senior, Adam Wyman received $225 per week as an intern at a local car dealership and "very nice" pay for his three College of Engineering cooperative placements with General Motors. (The median pay for mechanical engineers, according to the Bureau of Labor Statistics, is more than $78,000.)

"A GM hiring officer told me I got my job because I had that practical experience," Wyman said.

"Tech fields are in high demand by employers, pay very well and may provide a better fit for students' natural talents and skills.”

— Raúl Soto
Blending concepts and applications

CTE is unheralded but vital to putting Ohio's young people on the right career path. Since the 1920s Ohio State has filled schools with K-12 career and technical education teachers. Today, the Workforce Development and Education section in the College of Education and Human Ecology continues to prepare educators to fill new and evolving instructional program areas, and to replace retiring teachers in Ohio's 91 career-technical planning districts.

The need is great, says ODE's Raúl Soto. In 2011, almost one in four of Ohio's 555,000 high school students was in a workforce development program. Almost 25,000 more were enrolled in interventions for youth who were disadvantaged or lacked academic skills. About 150,000 were taking family and consumer sciences, and almost 4,000 were in a program for pregnant and parenting teenagers.

Soto notes a high demand for manufacturing and operations technicians, automotive technicians, health care related experts and in agriculture education and business. Employment opportunities vary by Ohio's six economic regions. Some industries need precision machinists and welders, while others seek workers trained in marketing related fields such as logistics or warehousing.

The College of Education and Human Ecology prepares educators for 35 CTE fields, using two routes to licensure. Candidates may choose the traditional resident educator license in agricultural education, business education or family and consumer sciences education. Those switching from business and industry careers to teaching can opt for alternative licensure in very specific CTE fields such as biotechnology, medical assisting, precision machining and business information systems. And teachers licensed in another content area, such as mathematics or science, may qualify for a CTE license if they meet specific work experience requirements.

“We find that CTE educators first have a passion for their professions,” Rezin said. “They become teachers because they want to share the excitement they have for their field.”

The CTE faculty members also are passionate. “Our job is to train teachers to work with young people who will fill the gap between what employers want and what employees can give them,” said Chris Zirkle, associate professor of workforce development and education (95 PhD Comprehensive Career and Technical Education).

“We take experts from business and industry and train them for immediate entry into classrooms where they will teach skills and knowledge that their students can apply toward industry credentials, college credit and work experience before they graduate from high school,” he said.

The college accepts only candidates with significant work experience in offices, shops, hospitals or manufacturing plants. “They know what the working world expects and wants,” Zirkle said.

CTE-licensed teachers guide students directly into jobs, two-year colleges, apprenticeships, the military or short-term certification. Some, like Adam Wyman, come to universities such as Ohio State.

“Parents, teenagers and legislators who visit career centers walk away saying, ‘Wow, this is not like the old voc ed,‘” Zirkle said. “The rigor is there. Courses are challenging, and students can get college credit for them in some cases. The equipment in schools is astounding. Eastland Career and Technical Schools (Columbus), which has two career centers – Eastland Career Center and Fairfield Career Center, has millions of dollars invested in automotive technology.”

Jim Pinchak, who came to the college after retiring from the Ohio Department of Education, sees CTE as responding to past experiences that piqued a child’s interest, such as seeing parents at work or watching a neighborhood’s skilled tradespeople, farmers and store owners.

Faculty members shake their heads over the perception that a shop class is not as rigorous as a math class. Pinchak points out that carpenters constantly use geometry’s Pythagorean theorem ($a^2+b^2=c^2$) to make straight corners. “There are people who know the skill but not the academic concept behind it,” he said. “There are people who understand the academic concepts but not how to apply them. We teach both.”

Ohio State’s career and technical graduate

(See On the highway to success on page 34)
More fun than a barrel of kangaroos

Hospitality graduates enter an industry that drives America's economic recovery

BY GEMMA MCLUCKIE

Play. Dine. Stay. Those are the leisure activities we most enjoy, reports the Experience Columbus convention and visitor bureau. And while we're having fun, we spend $7.8 billion each year in central Ohio alone.

The total tourists spend on food, goods and services, recreation and transportation reaches $40 billion statewide in Ohio, said Brian Ross ('90 BS), CEO of Experience Columbus. And all hospitality businesses together support 443,000 workers in the state.

Data show that leisure activities are a major economic strength for the United States, which translates into opportunities for hospitality management graduates.

The people who enter the field have “personality, passion, work ethic and competitiveness, and are team oriented and self-motivated,” Ross said.

“What I wanted to do was staring me in the face,” said Haley Moore. “The summer of my sophomore year, I was working as a lifeguard at a country club, baking in the sun, and realizing, ‘Wow, it looks like the servers are having a lot more fun than I am.’” She switched her major to hospitality management, and now the 2012 graduate is an event coordinator for Cameron Mitchell Premier Events in Columbus.

Like Moore, the college’s approximately 500 undergraduate and graduate hospitality management students study business and marketing, especially understanding consumer service and satisfaction. “Our students learn management skills that can be applied in a variety of firms, not only hotels and restaurants,” said Jay Kandampully, professor of hospitality management in the Department of Human Sciences.

Following the trail of many career paths

“My classes translated into many areas I didn’t expect,” said Janelle Guerin ('05 MS). Three years ago she was directing sales for a hotel when she applied for a position at the Columbus Zoo. “It was a wonderful transition,” she said.

Now she arranges private parties and group sales for 215,000 zoo patrons each year. “It is so fun, seeing our visitors’ faces light up when they get close to an animal,” Guerin said.

The industry provides another impact on the economy – employment. “The hospitality industry is very diverse and provides numerous opportunities,” Ross said.

The rise up the career ladder can be very swift. Guerin, for example, started as the hotel sales coordinator, moved quickly to sales manager and then to director of sales. “I actually worked with the general manager and others in higher positions. That gave me the opportunity to prove I was capable, so they gave me even more responsibility.”

The sky is the limit for industry growth, forecasters predict. Experience Columbus aspires to attract up to 2.5 million new visitors per year, and increase their spending by $689 million.

As Ross said, “Hospitality helps communities create a better way of life.”

Thanks to Janelle Guerin ('05 MS), 215,000 Columbus Zoo patrons each year get up close and personal with exotic animals such as Delilah, a baby kangaroo.
The ed tech revolution: It’s not just plug and play

Taming the technology that leverages the economy

BY JANET CICCONIE

Rick Voithofer knows that despite the push to use educational technology in schools, it’s not just plug and play. “Every new technology that has emerged over the past 100 years was supposed to save education,” said the associate professor of educational technology, “but we have little research supporting the idea that just adding technology in the classroom increases learning.”

Yet the technology revolution is well under way, and it promises to broaden access to and improve education, create a better prepared workforce and strengthen our economy. To tame technology so it actually provides effective educational solutions, Voithofer and his colleague, Anika Anthony, created the new Computer/Technology Endorsement.

“Our goal is to help Ohio’s certified or licensed K-12 educators develop their capacity to plan for and use a variety of technologies,” he said. “We emphasize that using technology to improve student learning requires leadership, vision, and coordination among the classroom, school and district.”

The fully online endorsement is unusual compared to other similar university offerings because its four courses can be completed in only one year.

Anthony, assistant professor of educational administration, designed and teaches the course on educational technology leadership and supervision. She emphasized that teachers often have limited control over the technologies being developed, marketed and purchased for use in classrooms.

“Before schools invest in new technologies, some of which are not necessarily designed for education, it is important to understand that many possibilities and issues may emerge when they are used for teaching and learning,” Anthony said. “Teachers should be encouraged to be very involved in planning, actively giving feedback about what’s happening in practice and informing evaluation efforts that can help continuously improve practice.”

Kui Xie, who taught an endorsement course with Voithofer and teaches a variety of graduate-level courses in educational technology, offers a snapshot of the future that technology will bring.

“Evaluating student learning has always been a challenge to educators,” said the assistant professor of educational technology. “My philosophy is that meaningful learning experiences are more important than outcomes, such as memorizing facts. Advanced learning technologies, such as artificial intelligence, could soon help us evaluate the process of student learning. We’ll know if we’re creating students who are highly motivated to learn, able to solve problems like experts and serve as effective collaborators.”

Harnessing the power and potential of online learning

Frederick Kauser is deputy chief of the Mifflin Township Division of Fire, Gahanna, Ohio. He oversees three shifts of firefighters operating from four fire stations, supports battalion chiefs and writes policy for firefighter training and development, some of it online. Because of his role, he knew he needed firsthand experience with online learning, but he was apprehensive. Would it lack the richness of a traditional,
face-to-face classroom experience?
To find out, Kauser enrolled in Adult Education in Society as part of his PhD program in Workforce Development and Education (WDE). Taught by David Stein, associate professor of WDE, and Connie Wanstreet ('07 PhD, WDE), adjunct assistant professor, the course uses bulletin board-style postings supplemented by live chats.

“What Dr. Stein taught me is, although online and classroom learning are different, rich learning and exchanges are possible in a virtual environment,” Kauser said. “Online can even be more efficient than a traditional classroom experience. When we’re talking, we tend to use extra words, repeat ourselves. When we use text, our points are more focused.”

Kauser’s experience was especially vibrant because Stein has earned a place as a peer reviewer in Quality Matters (QM). The national, faculty-centered process certifies the quality of online and blended (both live and web-based) courses.

“With the country at the forefront of an explosion in online learning, interaction is the real power of a quality, online course,” Stein said. “What we want is a critical, reflective discussion in which students use reasoning processes to arrive at a deeper, shared understanding. That requires a great deal of skill and practice. Our research focuses on how to help instructors guide their students in coming to well-articulated agreements based on evidence.”

In the course that Kauser took, Stein and Wanstreet, also a peer reviewer in QM, tested an intervention they created. Immediately after each of Stein’s online discussions, Wanstreet provided all participants with helpful coaching. She pointed out better ways to ask questions,
how to critique ideas constructively and more.

The study showed that continuous intervention made a profound difference. It increased learners’ ability to judge when to change course and how to engage in higher order thinking. The process fostered more interdependent learners who modeled problem solving and collaborative learning.

“The benefit is that students took ownership of the course and their learning,” Stein said. “I became more of a facilitator or resource providing guidance. More than that, the students modeled my behavior. They became instructors as well.”

Kauser said the course showed him the power and potential that online learning offers in the workplace. “The productivity of firefighters is measured by how many runs they make. Online learning lets them stay on call in their operating stations, available to respond to the public. This dramatically improves service, saves cost and enhances community safety.”

Kauser illustrates the fact that online learning will play a growing role in training for many professionals. And in doing so, it can support higher order learning.

**Cool tech for those with disabilities promotes independence**

Not only do the college’s faculty members prepare others to use technology effectively, but they also create new technologies to solve existing problems. Sixteen-year-old Monica is fun loving and sociable. She also has Down Syndrome. With graduation and the transition to work ahead, she and her family are thinking about how she can learn vocational and independent living skills.

With a spring in her step, Monica enters the classroom at Northeast School, a service site of the Franklin County (Ohio) Board of Developmental Disabilities. Her usual good humor evident, she settles next to Helen Malone, special needs education, and reaches for Malone’s iPad, just as she did at their last visit.

Monica wants to further explore inPromptu, the app Malone and colleague Joe Wheaton created with funding from the U.S. Department of Education. The two associate professors knew that one challenge to educating Monica and others with disabilities is giving instructors enough time to teach and reinforce tasks.

“We targeted people with intellectual disabilities ages 16-21 because, as a small segment of the population, they’re underserved,” Malone said. “They struggle with these skills, so they often end up unemployed.”

inPromptu relies on video prompting, a proven approach in special education, to teach new skills. Malone helps Monica open the app, which offers a menu of work and daily living skills.

“Do you remember what you looked at last time?” Malone asks.

Monica nods with vigor and studies the task menu. She can choose how to wash a table, cook food, sweep a floor and more. Video clips show her a person performing each task in steps. The tasks are relevant because they were identified by teachers from the Franklin County Board of Developmental Disabilities and the Ohio School for the Deaf.

Malone and Wheaton are excited about their plans to make inPromptu more usable for people with other disabilities, such as autism. They will also improve its visual appeal, all with funding from the Georgia Institute of Technology.

“The app is a more efficient way to train, and it’s mobile, so it can be used on the job,” Wheaton said. “The iPod and iPad are less expensive than computers, plus they give young people independence and use of the same cool tool as their peers.”

Download inPromptu for free to any iOS device from the App Store.
ilearnOhio first to provide ‘one-stop shop’ for digital learning content

Ohio K-12 students, their parents and educators will more easily locate high-quality classroom resources and online courses, thanks to a new online comprehensive e-learning platform, ilearnohio.org. The college’s Ohio Resource Center unveiled the one-stop, virtual repository earlier this year.

Created in partnership with the Ohio Board of Regents, ilearnOhio will contain a wealth of digital educational tools, standards-based resources, curricula, texts and web-based courses. It was developed after legislation called for a statewide initiative to support e-learning for all students.

“ilearnOhio positions Ohio State as a leader in e-learning,” said Nicole Luthy, director of the Ohio Resource Center. “It also makes Ohio the first state to build an e-learning infrastructure that includes a robust repository of peer-reviewed, standards-aligned, quality digital content and a suite of teaching and learning tools, all contained within a learning management system.”

The system allows teachers to select online lessons, units and courses developed by different sources and deliver them to students seamlessly. Students log in to the system only once to access all the offerings. Teachers can also monitor students’ use and success within the system.

Twelve school districts are currently pilot testing ilearnOhio. Working with Ohio Resource Center staff, they are implementing local e-learning programs and evaluating the training interface prior to the broader release of the final product this fall.

Kimberly Brueck, director of the Office of Learning and Teaching for Green Local Schools, said, “We are ready to fully transform our curriculum from paper-based, linear, one-size-fits-all delivery of content and assessment. ilearnOhio will help us move to a hypertext, flexible, individual student needs-based system focused on progress monitoring and differentiated learning.”
A healthy workforce is golden for the United States

BY KAMILAH KING

Like you, Janice Fry has been told time and time again, “Oh, just work out a bit and you’ll shed the extra pounds.” As you also may have found, that simply isn’t enough.

After exercising regularly for five years, Fry still didn’t see the change that she wanted. “I had lost 35 pounds, but I had a goal to reach: a healthy body mass index,” said the senior engineer in Ohio State’s Office of Environmental Health and Safety.

After having a total knee replacement in 2011, Fry noticed the pounds creeping back on. “The fact that I was exercising during rehab really drove the point home. Exercise alone was insufficient,” Fry said.

As someone managing high cholesterol and high blood pressure, Fry was representative of 86 percent of working Americans who are above a healthy weight or have at least one chronic condition.

A Gallup Healthways Well-Being Index study found that of 112.6 million full-time workers, those who are overweight, obese or have one or more chronic health conditions missed an estimated 450 million additional days of work each year. What did that cost the U.S. economy? A bill for $153 billion in lost productivity.

“I knew that I also had to start managing my food choices and portion sizes,” Fry said. It was then that she decided to become healthy in all aspects of her life, from home to office.

Small changes are worth the weight

Associate Professor Steven T. Devor, kinesiology, hopes to have an impact on the health and wellness of employees in all fields. His leadership of Ohio State’s Faculty and Staff Fitness Program (FSFP) has had a powerful impact on the health goals of Janice Fry and hundreds of other participants.

“When I took my FSFP instructor’s nutrition advice, that’s when I saw a change,” Fry said. She combined that knowledge with Ohio State’s Weight Watchers at Work program to get the nutrition ball rolling. “I don’t always make perfect food choices,” Fry said. “But I’ve learned to recognize my triggers, make healthier snack choices and do something active instead of carelessly eating.”

The FSFP program has been promoting physical fitness and wellness to Ohio State faculty and staff for more than 35 years. With the college’s kinesiology graduate students serving as her instructors, Fry gets her fitness fix by taking water aerobics, general conditioning classes, swimming laps and walking. “Water aerobics is one of our clients’ favorite classes,” said Emily Martini, manager of the FSFP. “The pool allows our participants to do a high-intensity workout without the impact of exercising on land.”

Fry has lost more than 40 pounds.

“Six months ago my primary care physician took me off my cholesterol and blood pressure medications,” she said. “By eating healthy and having fun in the gym, I won’t suffer from those problems again.”

Keeping the City of Columbus safe and fit

“You are given only one body, and you cannot trade it in like an old car,” Devor said. “You have to buy your health insurance every day.”

Devor, a fitness superman at 47, goes beyond Ohio State to keep Columbus residents safe by ensuring that city firefighters and police officers are in top shape. “Imagine your house is burning down and your loved one is on the third floor,” Devor said. “Do you want the firefighter who is going to have a heart attack running across your front yard? Or the one who is physically fit?”

More than 45 percent of line-of-duty deaths of firefighters result from a heart attack, according to the U.S. Fire Administration. The National Fire Protection Association reported that many of those deaths may be the result of chronic conditions, including diabetes, high blood pressure and heart disease.

Police officers aren’t faring much better. A study by researchers from the University of Buffalo found that 40 percent of the police officers they studied were obese, compared to 32 percent of the general population.

The Columbus Civil Service physiological testing program, directed by Devor and administered by graduate students from the college’s kinesiology program, conducts mandatory, full physiological evaluations.
to test the health of current firefighters and Police Officer Academy applicants. The 35-minute evaluations test applicants’ oxygen levels during incremental exercise and the electrical activity in their hearts. Ohio State has partnered with the City of Columbus to conduct its civil service physiological tests for 20 years.

For academy hopefuls, this test is last on a long list of required evaluations that include a vision exam, polygraph examination and a thorough background check.

“Many of them are nervous,” Devor said. “If they don’t pass the test at a certain level, they simply don’t get in.” The firefighters have more leeway, but failing the exam for three consecutive years results in a salary decrease.

Devor’s physiological evaluation program is making a huge impact in Columbus and leaving its mark on other Ohio cities as well. “Many suburban fire departments like Westerville, Dublin and Hilliard have similar programs now,” Devor said.

“Our EHE program has been a model for many other areas in Ohio. I want it to continue raising the bar with civil service employees.”

Workplace wellness made simple

“The most forward-thinking employers are increasing their focus on health and wellness for one reason: talent,” said Larry Lewellen, vice president of care coordination and health promotion for Ohio State. “The ability to attract and retain talented employees is directly related to the organizational culture of health and wellness.”

OSU Extension’s Lisa Barlage and the Live Healthy, Live Well workplace wellness program are creating a strong workforce by presenting employers with easy ways to encourage health and wellness among their employees.

Barlage and her fellow educators with OSU Extension Family and Consumer Sciences, the outreach arm of the college, work with major employers of Ross County. Currently, they include Ohio University-Chillicothe, Kenworth Corporation and the Chillicothe and Ross County Public Library.

“The common-sense initiatives put forward by this program align with Ohio University’s focus on promoting a healthy campus,” said Martin Tuck, dean of the Chillicothe campus.

The workplace wellness program conducts three e-mail wellness challenges a year, reaching nearly 2,500 participants. “We’re focused on improving health habits like always eating breakfast, increasing exercise, eating smaller portions and cutting out soda,” Barlage said. “We use a tracking log for habits and exercise, and surveys to help improve our services.” In addition, the program hosts lunch-and-learn lessons for companies to make health and wellness a convenient commitment for employees. “We also maintain a wellness blog with daily tips and a Facebook page.”

“OSU Extension provides us with many different ways to focus on our employees’ health, all easy to do and with little to no cost to us,” said C. Nicholas Tepe, director of the Chillicothe and Ross County Public Library.

“Our EHE program has been a model for many other areas in Ohio. I want it to continue raising the bar with civil service employees.”

Together, Lisa Barlage of OSU Extension, left, and Leslie Hartley of the Chillicothe and Ross County Public Library plan workplace wellness programs for library employees.
The certainty of a comfortable retirement has faded in the last decade, but the college’s Consumer and Family Financial Services (CFFS) program is finding ways to revive the dream.

“Financial planning used to be based on universal rules, but now each household needs individualized strategies,” said Sherman Hanna, professor of consumer and family financial services.

Instead of setting goals based solely on an investor’s age, financial planners now look at how many years are left until retirement, how much income a retiree would need and how to choose the best kind of investment to meet that need.

Some employees may be feeling panic as they hear of investors whose savings were drastically cut by stock market shifts, or employees whose pensions disappeared because companies failed. And any single woman over 55 has probably discussed this concern with friends: Might they struggle in old age, living on the kindness of strangers?

“An advisor should craft each plan in a...
“In order for the plan to work, you have to make your money work for you in good markets and protect it during tougher economic times.”

— Kevin Doll

strategic manner, being mindful of the client’s unique circumstances,” said certified financial planner Kevin Doll (’00 BS, ’01 MS) with Hamilton Capital Management, one of the largest financial consulting and wealth management companies in Columbus. “We use a dynamic, ongoing process to guide clients toward their objectives.”

To become certified, he demonstrated expertise in financial planning, taxes, insurance, estate planning and retirement, and completes annual continuing education. He also is among a growing category: the fee-only investment advisor who does not receive commissions. Instead, fee-only advisors charge a percentage of the assets they manage. “As such, we have the same goals as our clients: to increase the value of their portfolio,” Doll said.

Planning is a balancing act

It is Doll’s job to keep clients on a steady pace toward a worry-free financial life. He achieves long-term portfolio performance by continually balancing assets to match changes in the economic and financial environment. He takes advantage of opportunities, avoids unnecessary risks and protects portfolio values.

“With an actively managed portfolio and monitored financial plan, our goal is to provide our clients with peace of mind that they will not outlive their assets,” Doll said.

At Hamilton Capital, an in-house investment management team analyzes the economy and forecasts the future earnings of market sectors worldwide. From there, they actively manage each of their proprietary strategies to take advantage of opportunities they see. Their financial planners work with clients to determine the most appropriate investment strategies based on the goals and needs of each client.

“In order for the plan to work, you have to make your money work for you in good markets and protect it during tougher economic times,” Doll said.

Retirement realities change

It is a fact of life that retirement planning is more difficult these days, said Hanna and PhD candidate Kyoung Tae Kim. They point to the possibility that Social Security may become insolvent, the fact that the number of companies without pension plans is rising and the reality that retirees need more savings because they are living longer.

Their research looks at whether workers under 51 years old have the financial sophistication to prepare well for retirement. They have concluded that those who have more education and have used a financial advisor are more likely to be planning ahead. Still, only 45 percent of households will have adequate funds for retirement.

The new economic reality for workers under 51 has proved to be a boon for the financial service industry, said David Bowman, who graduated spring semester 2013. “Pensions are gone and the younger generation needs to deal with that in a big way,” which creates more opportunity for the college’s CFFS majors, he said.

Bowman, of Salem, Ohio, served a senior-year internship at Hamilton Capital, supporting advisors with preliminary analyses of new clients’ needs. Since receiving his bachelor’s degree, he is spending several months studying for the Certified Financial Planner exams.

Bowman said helping to create a safe future for clients is one of his motivations. “Financial planning has become much more client focused, situational and holistic. You really get to build a close relationship. That’s most important for me.”

Formulating financial futures

The college’s programs that aid consumers of all ages in earning, spending and saving their money include:

Helping Ohioans use their money wisely. County-based Family and Consumer Sciences Extension educators help families assess their financial circumstances, increase financial management skills (organizing records, tracking spending and improving bill paying), reduce debt and begin or increase savings.

• Real Money, Real World. Six-hour financial literacy program for 6-12th grade students.
• Master Money Mentor. Local mentors or agencies help residents with money management challenges.
• Ohio Saves. Free resources to support efforts to save money, reduce debt and build wealth.
• New Start for Financial Success. Debtor education program for people filing for bankruptcy.
• Homebuyer Education.
• Housing Counseling. HUD-approved counseling.
• In Over Your Head. Lifesaving strategies for families in financial crisis.

Opening the eyes of young consumers. Family and Consumer Sciences educators teach a Consumer and Financial Literacy course to middle school students throughout Ohio.

• Demonstrating personal financial literacy. Students develop the attitudes and skills needed to achieve personal financial wellness, such as making sound decisions and using credit appropriately.
• Become consumer savvy. Students determine their needs based on their values, judge the quality of products and explore national and global economic principles.

Making financial sense for Ohio State students. Consumer and Family Financial Services majors may volunteer as peer coaches at Scarlet and Gray Financial, a free service of the Office of Student Life. Coaches help fellow students understand topics such as banking basics, creating a budget, use of credit and debt repayment, savings and even employee benefits.
Commitment to urban education runs in the Weiler family

Robert J. “Bob” Weiler earned his bachelor’s degree at the University of Arizona because it was one of the few universities offering a real estate major in the 1950s. But he considered it natural to return to his roots in Columbus. “My dream was always to join my dad’s commercial real estate company,” he said.

Bob and his bride, Missy, settled in Columbus’ richly diverse Eastmoor neighborhood when they returned. They live in the same home still. Once their four children were in school, Missy launched her four-decade commitment to tutoring children twice weekly in Columbus City Schools (CCS). When it comes to supporting children’s education, “she’s the real hero in our family,” Bob said.

Bob (MA, PhD, Fisher College of Business), who is also an attorney, does his share, too. During the 1980s, as he expanded The Robert Weiler Company, he sat on the Columbus Board of Education, and he helped found the district’s I Know I Can college access program, one of the most successful in the country.

The Weiler children believe in education as well. Jill is a teacher at a Washington, D.C., public charter school, and Jim is a senior lecturer at a university in Ghana. Dawn volunteers for CCS. Bob Jr., known as Skip, often speaks to classes as president of the family business.

So when the Weilers met James L. Moore III, professor of counselor education and Ohio State’s associate provost of diversity and inclusion, they decided to give a five-year gift to support his research and encourage more minorities to enter education in urban schools.

“I feel we really need more African American role models, particularly males, for our public school students,” Bob Weiler said. “First, I hope more minority college students elect to go back into the classroom to serve as role models. Second, my vision is for more minority high school students to choose Ohio State, knowing they can be mentored by Dr. Moore and receive a scholarship.”

Moore will coordinate the awarding of the Weiler Scholarships. “I will mentor recipients, engage them in research and provide ongoing professional development, including an international experience,” he said. “I see what I’ll bring as complementing the preparation they’ll receive in their education program.”

Moore, who has been a language arts teacher, school counselor, district administrator and counselor educator, believes the gift will increase the opportunity for the university to collaborate with policymakers and others. “Ohio State is equipped to lend its intellectual capital to improve school systems across the state and the country. I hope to see a synergy so our expertise in many areas – education, health, nutrition and housing – can improve the quality of life,” he said.

“That’s why we think Dr. Moore is the right person at the right time for us,” Bob said. “Agreed,” Missy added. “As one of my favorite quotes says, ‘The best things in life are not things.’"
Crane family champions children from birth to kindergarten

Three generations of a central Ohio family have pledged $13.5 million dollars to Ohio State to establish three critical initiatives. The Cranes decided that one of those initiatives – supported by $2.5 million – is to improve early education and the future for young children around the world.

“By naming the Crane Center for Early Childhood Research and Policy in the college, the Crane family has empowered Ohio State to become a driving force in making new discoveries about child development and early education, especially in urban environments,” said Dean Cheryl Achterberg.

“The gift supports our vital role of fostering partnerships to close the gap between research discoveries and early childhood practice and policy. By connecting researchers, practitioners and policymakers, we can address the most pressing problems of early childhood education around the globe.”

The Crane family is well known in central Ohio as a generous, strategic and committed partner. Through substantial financial gifts, scholarships, organized volunteer efforts and personal leadership and guidance on boards, the Cranes have generously supported dozens of schools, museums, arts groups and health and social service agencies.

“Research shows that high-quality early education and care make a critical difference in ensuring that young children enter school ready to learn,” said President and CEO Tanny Crane of the Crane Group Co. “Our goal in creating the Crane Center is to ensure that research discoveries are the foundation of all our early childhood educational practices and the policies guiding them. Our children, including those in urban neighborhoods, deserve the best preparation so they can succeed in school, work and life.”

The new Crane Center occupies 4,514 square feet at the college’s Schoenbaum Family Center at Weinland Park and has core operational space in Arps Hall on the Columbus campus. Formerly known as the Children’s Learning Research Collaborative, the Crane Center is directed by EHE Distinguished Professor Laura Justice, teaching and learning. She is an internationally renowned speech-language pathologist and researcher in early childhood language and literacy development, language disabilities and educational interventions.

Justice and her team of expert staff, doctoral students and postdoctoral researchers will now be able to go beyond their present commitments to grant projects. They will generate policy papers, organize workshops and collaborate with local organizations to foster research-practice-policy connections within the Columbus community and beyond.

“Thanks to the Crane gift, we now can heighten our involvement in early childhood-oriented community activities,” Justice said. “Through our current and pending partnerships, we have the potential to become a critical resource in Columbus, Franklin County, Ohio and beyond, to ensure that our discoveries about early childhood development and education are shared among researchers, practitioners and policymakers.”

The Crane family gift also supports creation of the Jameson Crane Sports Medicine Institute in the Wexner Medical Center and the Loann Crane Advanced Language Institute in the College of Arts and Sciences.
The many ways to give

Endowed fund—Your contribution, made once or over time, is invested and an annual distribution supports the purpose you designate. The principal remains intact, so the fund generates support in perpetuity.

THE MARGARET AND CHESTER SCARBROUGH SCHOLARSHIP FUND

“Our mother was a longtime high school teacher, and our father worked a full-time job and ran the family farm. Both of our parents, our mother in particular, believed strongly in the importance of education. As we talked about meaningful ways to remember them, we agreed that creating an endowed scholarship fund to help train the next generation of K-12 teachers was of utmost importance for us and our communities.”

— Ohio State alumni Phillip (’65 BS), Timothy (’77 BS) and Stephen (’71 BS, ’74 MD) Scarbrough

Chester and Margaret Scarbrough

The many ways to give

Annual giving—Yearly gifts of all sizes to the Ohio State Fund for the College of Education and Human Ecology provide flexible support to enhance the college’s excellence.

“What sets my degree apart is that it is based on the Certified Financial Planner (CFP) requirements, which give students a leg up going into the workforce. I’m thankful for the education I received and attribute my success in earning the CFP designation to my degree. I am always looking for ways to give back.”

— Mark D. Beaver, CFP (’10 BS Consumer and Family Financial Services)

Recipient of

BOWERS/HUNT FELLOWSHIP AND GIOFFRE FINANCIAL MANAGEMENT SCHOLARSHIP AWARD

Stuart Heckman (’12 MS Family Resource Management) is exploring several areas of personal finance research. His master’s research focused on low-income households and showed that institutions have an important effect on saving behavior. His thesis also highlighted the importance of measurement issues in poverty research. As a doctoral student, he is examining decisions to invest in higher education and the effects of graduating with high levels of student debt.

Advisor: Associate Professor Catherine Montalto, consumer sciences

Recipient of

JULIA ROBERTS GUMP AND HULDA UNGERICHT WELLS SCHOLARSHIPS

Rebecca Molnar (’13 Early Childhood Development) graduated with a 3.5 GPA and aims to be an elementary school educator. After her First Educational Experience Program, she continued to volunteer in the same second grade classroom. She studied in Hungary for a semester, examining the culture and history of media there. An active member of Kappa Phi Kappa, the education honorary, she wants to inspire future students, as her teachers inspired her.

Mentor: Ben Forche, EHE Undergraduate Student Services
Recipient of COLLEGE OF EDUCATION ALUMNI SOCIETY SCHOLARSHIP FUND

Charles Okonkwo brings an international focus to his dissertation research with his interest in how innovation in science and technology supports economic development in Nigeria. His study examines Nigerian college students in science, technology, engineering and mathematics (STEM) fields, to learn how their perception of their capabilities to succeed in STEM programs – or their science-efficacy – predicts their ability to be innovative.

Advisor: Professor Eric Anderman, educational psychology

Pledge—You can plan a personal giving program that is convenient and tax wise. Flexible payments can permit a more significant gift than would otherwise be possible.

“I want to feed children living in poverty, as well as provide them with nutrition knowledge and skills. So I give to the college’s Simple Suppers, one of the only research-based nutrition education and cooking programs for families with preschool children. Children who develop healthful eating habits are more likely to achieve in school and less likely to become obese.”

— Linda Meeks, faculty emerita, consultant, author and teacher trainer

Recipient of LORRAINE A. LANGE GRADUATE FELLOWSHIP

For her dissertation, doctoral candidate Erin Reilly-Sanders is studying how depictions of houses in children’s picture books affect children’s ideas of what a house is. Her article analyzing today’s complex teen fiction protagonists who kill appeared in the ALAN Review, National Council of Teachers of English. Her work with global literature ties to her appointment on the Batchelder Award Committee, American Library Association.

Advisor: Barbara Kiefer, Charlotte Huck Professor of Children’s and Young Adult Literature, teaching and learning

Endowed fund—Your contribution, made once or over time, is invested and an annual distribution supports the purpose you designate. The principal remains intact, so the fund generates support in perpetuity.

THE DR. CHARLES R. HANCOCK GRADUATE SCHOLARSHIP IN URBAN EDUCATION

“Charles was the first in his family to go to college. With no scholarship, he worked at night running the elevator in a small New Orleans hotel. He made just enough to pay tuition, bus transportation and some expenses at home. His family was so proud of him and helped by buying books and school supplies. He believed so much in education and devoted his life to it. Thus, we thought it fitting to endow a scholarship to help minority students fulfill their dream of higher education.”

— Theresa M. Hancock and family

The late Charles Hancock and his wife, Theresa
New discovery reduces “bad” belly fat

The injection of a tiny capsule containing heat-generating “good” body fat into the abdomens of mice led those animals to burn belly fat and initially lose about 20 percent of it after 80 days of treatment.

Ouliana Ziouzenkova, assistant professor of human nutrition and lead author of the study, said the mice gained back some weight. However, they resisted any dramatic weight gain on a high-fat diet. They also burned away more than a fifth of the cells making up their visceral fat, which is linked to higher risk for Type 2 diabetes, cancer and heart disease.

“Our observations suggest it’s a clean, safe potential therapy for obesity,” said Ziouzenkova. She indicated that studies in larger animals would be needed before trials in humans could begin.

If this therapy were someday approved for humans, Ziouzenkova said it would be best suited to patients who develop visceral fat with aging, aren’t able to exercise and shouldn’t dramatically reduce their calories because that can cause the loss of beneficial subcutaneous fat. She also noted that current anti-obesity drugs for humans can reduce body weight by about 10 percent to 15 percent, but also have side effects.

— Emily Caldwell, Research and Innovation Communications

Faster than the average first-grader

Low-progress first-graders in Reading Recovery are learning to read 120 percent to 166 percent faster than typical rates of learning for first-graders.

This is the finding of the Consortium for Policy Research in Education at the University of Pennsylvania, the external evaluator for the federal Investing in Innovation (i3) grant. The goal is to scale up Reading Recovery nationwide to help the lowest performing 20 percent of first-graders in high-need schools.

Ohio State and its 19 partner universities have used the $45 million federal grant, plus corporate and private donations of $10 million, to train teachers in Reading Recovery in more than 30 states.

The grant has trained 2,085 teachers at high-need schools, reported Jerry D’Agostino, project director and professor of educational studies, and Emily Rodgers, project co-director and associate professor of teaching and learning.

By July 2013, those teachers will have helped 26,584 first-graders close the achievement gap and advance on the path to literacy success. Reading Recovery training also affects these teachers’ other daily instructional duties. As a result, 119,628 more students outside Reading Recovery will have benefitted.

— Janet Ciccone
Violence against K-12 teachers reaches national crisis

Violence against K-12 teachers has reached a national crisis in the United States that demands immediate attention. In a study of nearly 3,000 K-12 teachers in 48 states, 80 percent of teachers reported being victimized at least once in the then-current or prior year.

Of those teachers, 94 percent said they had been victimized by students – 44 percent reported being physically attacked, and 72 percent reported harassment, while 50 percent said they experienced theft or property damage at school.

Eric Anderman, professor of educational psychology, conducted the study with fellow members of the Task Force on Classroom Violence Directed Against Teachers sponsored by the American Psychological Association (APA).

“Violence against K-12 teachers has reached a national crisis in the United States that demands immediate attention. In a study of nearly 3,000 K-12 teachers in 48 states, 80 percent of teachers reported being victimized at least once in the then-current or prior year.

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Your college: A snapshot

During the transition to semesters:
- 1,276 courses received college, university and state approvals
- 10,000+ faculty and assessment and curriculum staff hours were spent steering course changes
- Hundreds of hours were spent by EHE advisors acting as students’ most valuable resource, ensuring seniors would graduate on time and remaining students would be able to take full course loads
- 50 new EHE programs created for autumn 2012 semester:
  - 18 undergraduate majors, including 10 leading to teaching licensure
  - 12 master’s and PhD programs with multiple specializations
  - 10 licence-only programs (post-baccalaureate)
  - 8 endorsements
  - 7 minors

Faculty and staff lead their professions with significant career awards

Melvin L. Adelman, Kinesiology, received the North American Society for Sport History Award for Distinguished Service, one of the organization’s highest honors.

Mark Failla, Human Nutrition, was elected to the 2013 class of Fellows of the American Association for the Advancement of Science (AAAS) in recognition of his distinguished contributions to the field of nutritional biochemistry. AAAS, the world’s largest general scientific society, publishes the prestigious journal Science.

Samuel Hodge, Kinesiology, was awarded the Adapted Physical Activity Council Professional Recognition Award by the American Alliance for Health, Physical Education, Recreation and Dance for his significant contributions to scholarly publications.

Jay Kandampully, Hospitality Management, was named an International Fellow in the College of Economics, Social Sciences and Business Administration, University of Namur, Belgium, collaborating with the Centre for Research on Consumption and Leisure.

Dean Lillard, Consumer and Family Financial Services, was named the DIW Research Professor at the German Institute for Economic Research, a leading economic institution.

David Stein and Connie Wanstreet, Workforce Development and Education, received the 2012 National University Technology Network Research Paper Award for “Presence Over Time in Synchronous Communities of Inquiry,” judged by an international panel of reviewers.

Sue Sutherland, Kinesiology, was named a Fellow for the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance, the highest honor that can be awarded for research.

Deanna Wilkinson, Human Development and Family Science, received the Julius Debrow Award from the Division on People of Color and Crime, American Society of Criminology, recognizing her outstanding service to professional organizations and academic institutions.

Steven Wisnor, Teaching and Learning, was honored by Ohio Teachers of English to Speakers of Other Languages (TESOL) with the 2012 Excellence in Teaching Award.

Christopher Zirkle, Workforce Development and Education, was honored with an Omicron Tau Theta Outstanding Professional Service Award from the national honorary professional graduate society in career and technical education.
We share Ohio State's knowledge through service


Patricia Enciso, Teaching and Learning: Vice President, Literary Research Association, which supports scholarship in literacy.


Laurie Katz, Teaching and Learning: Member, Board of Directors, 2013 Ohio Association for the Education of Young Children.

James L. Moore III, Counselor Education: Research Faculty, Asa G. Hilliard III and Barbara A. Sizemore Research Institute on African Americans and Education.


Achterberg begins second term

Cheryl Achterberg has accepted a second, five-year appointment as dean of the College of Education and Human Ecology, from July 1, 2013, to June 30, 2018.

Under her leadership, the college has completed the merger of the former education and human ecology programs by melding their cultures and reorganizing into three departments.

Highlights of her first five years also include:

- A $56 million scale-up of Reading Recovery using a federal grant and $10 million in private donations.
- A review of educator preparation, resulting in five pathways to teaching licensure, seven new undergrad degrees and establishment of an EdD.
- Tripling of research grant awards and expenditures in only three years.

College divides into three departments

As the final stage of creating the new College of Education and Human Ecology, faculty proposed several combinations of academic programs. After discussion and a collegewide vote on the proposals, a final configuration of three departments was established in autumn 2012.

- Educational Studies, chaired by Eric Anderman, seeks to understand and contribute to the analysis and formation of sound policy and effective leadership and services for all educational institutions.
- Human Sciences, chaired in the interim by Mark Failla, strives to advance and improve the human experience through nutrition, human development and family science, consumer sciences and kinesiology.
- Teaching and Learning, chaired by Caroline Clark, prepares teachers and investigates questions about instructional dynamics in contexts related to schooling and the formal educational process.

Have passport, will travel

The college has taken to heart Ohio State’s emphasis on providing students with worldwide experiences. After commencement on May 5, EHE grants for international initiatives enabled 26 undergraduate and graduate students to pack their bags and for six faculty members to lead study abroad tours to six countries. Others also have established international ties.

Jackie Goodway and Emi Tsuda, now an EHE graduate student, left, learn judo at Japan’s Tsukuba University, birthplace of the modern martial art. Goodway, associate professor of kinesiology, co-directed 60 young scholars from 13 countries during the university’s 2012 Summer Institute for physical education, sport and physical activity research.

Tracey Stuckey-Mickell, senior lecturer in educational psychology and philosophy, left, and Ann O’Connell, professor of quantitative research, evaluation and measurement, visited the College of Education at Addis Ababa University in October 2012. O’Connell is returning to Ethiopia in August to spend a year as a Fulbright Scholar teaching statistical research methods at the university.

EHE teacher prep gets nation’s highest marks

The National Council on Teacher Quality in June rated Ohio State’s overall teacher preparation efforts as tops in the country.

Ohio State was the only one out of the 1,200 universities NCTQ reviewed to receive four stars for graduate secondary teacher preparation. The Department of Teaching and Learning received 3.5 stars (out of four) for graduate secondary teacher preparation efforts as tops in the country.

“I credit our outstanding curriculum, outstanding faculty, outstanding students and outstanding alumni,” said Dean Cheryl Achterberg.

In preparation for the university’s move to semesters, EHE faculty revised curriculum, creating new degree programs, enhancing access and assessment of student progress.

The NCTQ report and other sources of data will be used to refine college programming. The college is also in partnership with both Ohio and peer institutions nationwide to improve teacher preparation. In addition, EHE is involved in Ohio’s higher education effort to create a teacher performance assessment.

The Teacher Prep Review Report and a video about Ohio State’s program are available on the NCTQ and U.S. News & World Report websites.
Let EHE welcome you home!

My family doesn’t just bleed scarlet and gray; we also all share a special connection with the College of Education and Human Ecology. My husband Larry graduated in 1964 with a BS in education, I walked across the stage in 1977 and our son Michael received an MEd in 2005. EHE provided us with the sound foundation we needed to begin our careers.

I’m honored to return home as EHE Alumni Society president. Let me tell you about the society’s upcoming news.

From our annual fall tailgate that hosts over 500 guests to reading to children each year through our involvement with Read Across America, we welcome you to take advantage of several entertaining alumni events. They allow you to have fun and pay it forward.

This year we welcomed home 10 exceptional alumni for the Hall of Fame induction and Alumni Awards ceremony. We hope to see you at the next celebration. On page 35, we ask you to nominate your former faculty and your fellow alumni who are representing the college in extraordinary ways.

Thank you for continuing to make EHE, our home, an amazing place to learn and grow.

Read more about the inductees and awardees at ehe.osu.edu/news/2013/links

Judy Bonner of Tuscaloosa, Ala., ’76 PhD Human Nutrition
An administrator and scholar, she has taken both roles to the highest level. Since joining the faculty of the University of Alabama and taking ever-more responsible positions as chair, dean, provost and now president, she has shepherded a dramatic growth in enrollment, student quality and research productivity. As president, she oversees 800 tenured and tenure-track faculty who are guiding 32,000 of the best and brightest students. She has ensured that students benefit from effective technology, international experiences and research opportunities. They have responded, winning top honors such as Rhodes, Goldwater, Hollings and Truman scholarships. Even while carrying out her administrative duties and building a distinguished research record in pediatric nutrition, particularly cystic fibrosis, she continued mentoring upcoming scholars and giving unwavering support to her fellow faculty members.

Anita Woolfolk Hoy of Naples, Fla., Professor Emerita
The breadth of her compelling and innovative work sets trends in the knowledge of teacher efficacy. While a professor of educational psychology from 1994 to 2013, she contributed to understanding and predicting how teachers’ beliefs shape their practice in various sociocultural contexts. Her findings are cited in the top education, psychology, sociology and social psychology journals, and her Educational Psychology text is now in its 12th edition. Her students call her a supreme teacher who puts educational psychology’s best theory into practice. Her academic and professional support is seldom matched in academe. She is generous with arranging opportunities to meet with international superstars, and her recommendations are invaluable to careers. As editor of Theory Into Practice, she pushed the envelope to bring cutting-edge topics to its readers.
Two of the nation’s top higher education leaders have been inducted into the College of Education and Human Ecology Hall of Fame. In addition, the college has honored the outstanding accomplishments of eight alumni. “Each year, I am reminded of the wide reach of our alumni and faculty, who have an impact on so many lives throughout the world,” said Dean Cheryl Achterberg. “We are proud to honor the 2013 Hall of Fame inductees and recipients of the EHE Alumni Awards.”

ALUMNI AWARDS

NEW LEADER AWARD
Thomas C. Golden of Hendersonville, Tenn., ’01 MA Higher Education and Student Affairs
A champion of young people from underprivileged backgrounds, he joined Vanderbilt University’s highly respected admissions office in 2006. Since then, he has arranged more than 110 partnerships and led the award-winning Access Success program. His innovative Opportunity Vanderbilt, which replaced loans with scholarships, has aided 900 students. He enriches higher education administration by helping other professionals understand and follow enrollment management ethics.

Natalie L. Shaheen of Baltimore, Md., ’07 MEd Teaching Students with Visual Impairments
Children in 17 states learn from the National Federation of the Blind’s Youth in Science program that she directs. She enables the STEM curriculum to come alive, and her passion is the intersection of technology and education. She uses her experience in many settings to understand what happens in a classroom and then shares what she learns with colleagues in the United States and abroad.

CAREER ACHIEVEMENT AWARD
Etta Angel Saltos of Gettysburg, Penn., ’85 PhD Human Nutrition
Americans’ health will be improved over the next 10 years because of dietary guidelines she helped establish. Her efforts symbolize her long-term impact on families nationwide. Her human nutrition work at the U.S. Department of Agriculture included creation of a Food Guide Pyramid for young children and the food facts label for consumers, and she led distribution of $200 million in grants.

Michael T. Turvey of Mansfield Center, Conn., ’64 MA Physical Education
He challenged experimental psychology to solve the problem of control and coordination of movement. He showed for the first time that physical activity is central to human perception and cognition. At the University of Connecticut, he wrote 315 articles, 70 book chapters and two books, received 40 years of federal research grants and advised 44 PhD candidates – all while continuing to teach undergraduates.

MERITORIOUS SERVICE
Sherry Goubeaux of Hilliard, Ohio, ’71 Science Education, summa cum laude, ’75 MA Education
During her 24 years in elementary education, she was a mentor teacher for Ohio State’s up and coming educators. As a member of the EHE Alumni Society Board of Governors, she was a stalwart supporter as education and human ecology transitioned to a new college. Her innovative alumni service projects include HUGS (Help Us Grow Stronger), which signs up retired teachers as literacy volunteers for preschoolers.

Rosemary J. Avery of Ithaca, N.Y., ’84 MA, ’88 PhD Family Resource Management
Concern over a lack of monitoring of children lingering in foster care led to her groundbreaking research that has shaped policy, particularly for those aging out of the system. She also explores the impact of advertising and regulation on smoking and use of prescription drugs. She has taught thousands of Cornell University students who are now in productive and meaningful careers.

Mabel G. Freeman of Columbus, ’66 English Education, ’75 MA Guidance and Counseling, ’88 PhD Higher Education and Student Affairs
She helped drive Ohio State’s transformation from an average state school into one of the nation’s most respected public universities. Because of her efforts in admissions and First Year Experience, each incoming class is ever more prepared and assured of success. Nationally, she made a profound impact on higher education administration by roles with the College Board, American College Testing Service and others.

Elizabeth A. McCullough of Phoenix, Ariz., ’74 Home Economics Education, summa cum laude
The comfort level of sleeping bags, firefighters’ protective clothing, buildings – all are improved because of her world-renowned research on the thermal properties of textiles. She helped develop standards of comfort followed by laboratories, architects, heating and cooling engineers and the military. Her cutting-edge testing laboratory aids Nike, Lands’ End and 250 other companies in evaluating their products’ thermal characteristics.
Donald Haines, ’39, ’47 MA of Wilmington, Ohio, celebrated his 95th birthday last September with family and friends. He remains an ardent Buckeye fan and has attended many football games, including six Rose Bowls.

Phyllis Morgan, ’61 of Albuquerque, N.M., received the Modern Language Association Prize for a Distinguished Bibliography for N. Scott Momaday: Remembering Ancestors, Earth, and Traditions: An Annotated Bio-bibliography. Morgan is a retired reference and research librarian, educator and information specialist who writes nonfiction works related to the American Southwest.

Joanne Cunard, ’74 MA of West Hartford, Conn., received the 2011 Celebrate Literacy Award from the International Reading Association. She is professor of education at Saint Joseph College.

Jay Martin, ’73 MA, ’79 PhD of Powell, Ohio, completed his 35th season as head men’s soccer coach of Ohio Wesleyan University and won his 608th game as head coach, making him the all-time all-division NCAA leader in victories by a men’s soccer coach. He’s been named the NCAA Regional Coach of the Year 15 times.

Manuel Pacheco, ’70 PhD of Phoenix, Ariz., has been appointed interim president of New Mexico State University. He served as interim president of the university in 2009 as well. Formerly he was president of the University of Arizona.

Tom Frigge, ’77, ’81 MS of Kaneohe, Hawaii, is owner of TOBE Co. Food Safety. He is a member of the Hawaii Environmental Health Association and the Hawaii Institute of Food Technologists.

Georgie Shockey, ’80 of The Woodlands, Texas, won the Foodservice Equipment Reports first Management Excellence Award for the noncommercial operator segment of Ruck-Shockey Associates, Inc.’s New Tower project at Ohio State’s Wexner Medical Center. The award recognizes excellence in the management of unit and facilities development, design, equipment and supplies purchasing and maintenance in foodservice operations.

Robb Williams, ’82 of Wapakoneta, Ohio, was named the National Athletic Trainers Association’s Most Distinguished Athletic Trainer of 2012. He is at St. Rita’s Medical Center in Lima, Ohio.

Patrick L. Dunn, ’95 MA, ’98 PhD of Knoxville, Tenn., was named the Outstanding Rehabilitation Educator for 2012 by the International Association of Rehabilitation Professionals. He is an associate professor at the University of Tennessee in Knoxville.

Gil Fried, ’90 MA, ’90 JD of West Hartford, Conn., received the Sport Management Outstanding Achievement Award from the National Association for Sport and Physical Education. He is professor of management of sport industries at the University of New Haven.

Andrew Hann, ’92 of Columbus, is vice president of operations for Indus Hotels. He previously served as general manager of Hampton Inn and Suites.

Tina Thomas-Manning, ’90, ’93 MA of Gahanna, Ohio, has been named executive director of Reynoldsburg middle and junior high schools. She served as principal at Hannah Ashton Middle School and Waggoner Road Middle School. At Hannah Ashton, the school improved from a C to an A-plus on the state report card. Waggoner Road Middle School improved from a B to an A-plus under Thomas-Manning’s leadership, as well.

Vincent Briley, ’00 of Davenport, Iowa, was awarded a Fulbright Scholar Grant to research higher education in Germany during the 2012-13 academic year. He is assistant dean of academic advising and testing at Scott Community College/Eastern Iowa Community Colleges.
1930s
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2010s
Katie Hoekzema, ’01, ’02 MEd of Cincinnati, was selected as a 2012 Grosvenor Teacher Fellow by the National Geographic Society. She teaches biology and physical science at Milford High School. She also serves as the girls’ soccer junior varsity coach.
Matthew Lambert, ’02 MA of McLean, Va., is vice president of development at the College of William and Mary. He previously served as associate vice president of development at Georgetown University.
Barbara Mahaffey, ’09 PhD of Chillicothe, Ohio, was named an Education Hero by the First Capital District Chapter of the American Red Cross at the 10th Annual Heroes Banquet. The banquet celebrated her work teaching students and serving as an advocate in the community. She is associate professor and coordinator of human services technology at Ohio University – Chillicothe.

Briana Smith Napieracz, ’12 of Hilliard, Ohio, is licensing coordinator for family home centers for the Ohio Department of Education’s Office for Child Nutrition.

Katie Hoekzema, ’01, ’02 MEd, in the Hinlopen Strait of Svalbard, aboard the ship National Geographic Explorer.

Shakeer Abdullah, ’04 MA Higher Education and Student Affairs, left, traveled to Malawi, Africa, to teach students and educators about cultural competence.
Alexis Strapko Johnson, ’07 Consumer Sciences, far left, brought the Buckeye spirit to her Cleveland matrimony.
Mark Beaver, ’10 Consumer and Family Financial Services, far right, and his family showed their Ohio State pride during a stop on top of Mt. Bierstadt in Colorado.
After facing fire, finding grace

Men may be from Mars and women may be from Venus. However, in combat both face the god of war.

Since March 2002, 250,000 American women have served in the Middle East. Six hundred Purple Hearts have gone to those wounded or killed on the battlefield. But many more are dealing with invisible injuries: war’s long-lasting psychological toll. The mental health issues are the same for both women and men, but there is a wide difference in how they cope.

That is where Grace After Fire steps in. Kim Baird Olson ('79 Physical Education) is CEO and president of the nonprofit organization based in Texas. It is completing a one-year pilot program to train women veterans as facilitators for Table Talk: Color Me Camo. Facilitators provide peer-to-peer counseling, or guide participants to mental health professionals if necessary.

“When a woman rolls off the flight back home after 18 months, she’s supposed to flip on the motherly love, fling off that M-16 and pick up a spatula,” said Olson, a retired Air Force colonel. Instead, the female vet often doesn’t feel much emotion at all because she has learned to compartmentalize and dial back her feelings.

She may struggle to transition back into the roles of mom, wife, caregiver, woman.

Olson, of Mineral Wells, Texas, added, “These are tough kids who went on crappy tours to crappy places but accomplished phenomenal things under tremendous pressure. They deserve a good life after taking off the uniform. That’s what drives me every day.”

— Gemma McLuckie

Moving the needle: New ways to tackle issues

As director of educational technology for Public Media Connect, Gary Greenberg is putting the “public” back into public media. Once, public media stations evaluated what they thought interested the viewing public, and then pursued a topic.

Now, Greenberg partners with community organizations that work with the public daily. “We discuss problems and issues, then jointly decide on a project to tackle them,” he explained.

In 2008, Greenberg learned of an important issue: many young children in his stations’ broadcast regions of Dayton (ThinkTV), Cincinnati (CET), northern Kentucky and southern Indiana had asthma. Their preschool teachers had limited exposure to the condition and wanted to learn more about managing it at school.

Greenberg collaborated with the American Lung Association in Ohio and other partners to create CAARE, a childhood asthma education project. Using his expertise in educational multimedia, Greenberg worked with partners to develop free workshops for home- and center-based childcare providers. They learn to identify asthma symptoms and triggers and to protect children in their care.

“We even work with partners to send air quality alerts by cell phone daily,” Greenberg said. “This innovative approach gets information to teachers when and where they need it. We’re excited to make a tangible difference in the quality of children’s lives.”

Greenberg wanted a PhD in educational technology because he needed to develop confidence as a researcher.

“Public broadcasting is a research-based enterprise,” he said. “After doing a number of educational projects, I saw that I needed to understand and interpret the research around the learning issues we tackled.”

Meeting Professor Suzanne Damarin convinced Greenberg to choose Ohio State. After her death in 2009, Rick Voithofer, associate professor of educational technology, stepped in as his advisor. “I had high expectations for the quality of faculty and their ability as teachers,” said Greenberg, who graduated in 2010. “The program went way beyond those expectations.”

American Graduate, another of Greenberg’s current projects in Cincinnati, is a nationally coordinated effort to tackle the high school dropout problem. “One of the outcomes, although it could be a coincidence, is that nationally, the on-time graduation rate improved last year. If we coordinate our resources as stations, with public support and partnerships, we may move the needle on public issues.” — Janet Ciccone
Morbitzer + math education = Ohio Teacher of the Year

Carole Morbitzer works with kids who despise the very subject that she teaches.

However, her Hamilton Township High School freshmen who originally dread math end up appreciating the subject, and 93 percent of sophomores at her school passed the math portion of the Ohio Graduation Test in 2012.

“T...
IN MEMORIAM

DEAN DONNA BROWDER EVANS

Donna Browder Evans, retired dean of the College of Education and professor emerita of education, died March 27, 2013, in Columbus. During her deanship from 2000-2005, she provided a foundation for continued growth and advancement, and led a collegewide commitment to equity and diversity. Among her achievements are the University Teacher Education Coordinating Committee that brought together Ohio State’s teacher preparation programs. She answered a huge need in central Ohio schools by enrolling 8,700 inservice teachers in 367 professional development courses. The Ohio Collaborative educational policy initiative involved the state’s entire college and university system, and the Literacy Collaborative continues to aid school districts nationwide in the critically important effort to ensure all students are fluent readers and writers. After retiring, she served as a trustee of Central State University in Ohio. She was a three-time alumna of Ohio State.

DONALD “DON” C. CAVIN

Donald “Don” C. Cavin of Columbus, died February 7, 2013. After joining the special education faculty in 1962, he helped create Ohio State’s Nisonger Center, one of the first federally funded University Centers for Excellence in Developmental Disabilities. In addition, he supported treatment to children recovering from head trauma. He chaired the Franklin County (Ohio) Board of Mental Retardation before retiring in 1992. He then taught homebound, medically fragile students.

ROBERT M. DUNCAN

Robert M. Duncan, ’48 BS, ’52 JD, of Columbus, a member of the EHE Hall of Fame, died November 2, 2012. Judge Duncan had a distinguished legal career and provided outstanding service to Ohio State. He was a member of the Board of Trustees, secretary to the board and vice president and general counsel for the university. He previously served on the Ohio Supreme Court and the federal bench, where he wrote a landmark decision leading to desegregation of Columbus Public Schools.

JOAN E. GRITZMACHER

Joan E. Gritzmacher of Columbus, died November 5, 2012. The professor emerita of home economics education was recognized nationally for teaching entrepreneurship and for her expertise in research methodology and design. Twice honored with Ohio State’s Alumni Award for Distinguished Teaching, she advised more than 20 master’s and doctoral candidates. After retirement in 1995, she worked with the Ohio Department of Education’s Gender Equity Project and established two endowed scholarships in family and consumer sciences education.

CHARLES HANCOCK

Charles Hancock, ’70 PhD, of Dublin, Ohio, died unexpectedly on October 29, 2012. The professor of foreign language education and TESOL was an advocate for diversity, underserved populations and international students. He focused on teacher education, multicultural education, diversity studies, testing and assessment, Spanish and French teaching methodologies and culturally relevant STEM pedagogy. He served the college twice as associate dean and previously directed the Young Scholars program for Ohio State. He was president of the American Council on the Teaching of Foreign Languages, which honored him for leadership and excellence in teacher education, and secretary of the National Federation of Modern Language Associations.

STANLEY L. HELGESON

Stanley L. Helgeson of Eagle River, Wisc., died April 27, 2013. He was professor emeritus of science education and associate director of the ERIC Clearinghouse for Science, Mathematics and Environmental Education. He focused on technology in the science classroom and learning theory in science education. He published a variety of reports, research summaries and information analyses and served as production editor for scores of ERIC publications.

MARY LAPITSKY

Mary Lapitsky, ’52 MA, of Columbus, died September 30, 2012. The professor emeritus of consumer sciences was a member of the textiles and clothing faculty from the 1960s until her retirement in 1986. During her tenure, she served as acting chair of the Department of Textiles and Clothing. An advisor to numerous graduate students, she established an endowment to support graduate student research in fashion and retail studies. She was active in the International Textiles and Apparel Association.

HENRY J. LEUCHTER

Henry J. Leuchter of Greeley, Colo., whose generosity completed the William H. and Lacerjette V. Casto Professorship in Interprofessional Education, died Aug. 26, 2012. He supported the Interprofessional Commission of Ohio for 25 years, and the Casto Professorship ensures that interprofessional education at Ohio State will continue. Leuchter, a psychiatrist, also offered his intellectual support to the organization and its mission to bring a wide range of professionals together to tackle complex societal issues.
EHE’s impact

Touching lives in Ohio, the U.S. and worldwide

2,200 students learn from leading experts

EHE students benefit from real-world experiences from leading researchers, top corporate executives and industry experts. At intimate gatherings or in sold-out auditoriums, approximately 2,200 students gained insights from 40+ guest speakers like Edward Razek, right, of L Brands, Laurie Dowley of Elizabeth Arden, David Harrison of Columbus State Community College, and Terry Lundgren of Macy’s.

591,500 times, EHE connects with friends

In 2012, EHE reached out 591,500 times to friends of the college, sharing news, events, student honors, faculty recognition, scholarship programs, research findings and giving opportunities. Through electronic newsletters, e-mail messages and publications, EHE connects with alumni and donors in Ohio, the United States and worldwide.

155,000+ individuals saw EHE tweets

EHE tweets are so popular, in one year people have shared them with more than 155,000 of their followers. “Likes” on the college Facebook page, close to 1,700, represent a growth of more than 42 percent over last year.

4,000 K-12 students engage in service learning projects

The Bringing Learning to Life service learning project works with more than 65 Columbus City Schools teachers who learned how to create opportunities for students to take leadership roles in their communities. About 4,000 K-12 students have been engaged in service learning projects over the last three years, boosting their academic achievement.

100 percent pass rate for new counselors

For the past two years, EHE students taking Professional Counselor Licensure Exams have passed with flying colors, with 100 percent passing upon their first try in 2011 and 2012. That is far above the 78 percent national pass rate for licensed professional counselors and the 68 percent national pass rate for professional counselors testing to become independent practitioners.
program has been ranked number one in the United States in 10 of the last 14 years by U.S. News & World Report. And its long tradition of excellence has spread internationally. “Educators in Germany, Japan and China know what we’re doing,” Zirkle said. He has former classmates from his own doctoral work at Ohio State in universities and government agencies in South Korea, China, Taiwan and Nigeria, as well as in universities and state departments of education across the United States. Pinchak is working with the Tolles Technical Center in Plain City to establish a partnership with a vocational school near Shanghai, China. “The highest level of a profession is not an expert; it is a master. A master is a person who teaches others. A person who reflects on what he or she has learned and funnels it to the people under them,” Pinchak said. “I feel we take experts and make them masters.”

Graduates of the Family and Consumer Sciences Education licensure program, coordinated by Professor Ruth Dohner, are vital to helping middle and high school students make career and college decisions.
Nearly 1/3 of Ohio State’s 191 Spring Semester and At-Large Academic All-Big Ten student athletes call Education and Human Ecology home.

Let’s do a little braggin’ while we cheer our athletic superscholars on at the Schottenstein Center!

• Men’s Ice Hockey
• Men’s Basketball
• Women’s Basketball

Stay in the loop with event and ticket information by following us on Facebook.com/OSUEHE and Twitter.com/OSUEHE, checking Alumni News and Events (ehe.osu.edu) and reading the EHE In Touch monthly alumni e-newsletter. (Subscribe to In Touch by emailing your name and graduate year to ehecommunications@osu.edu).

Categories:

**Hall of Fame: EHE alumni, former faculty and former administrators are eligible.** Induction is the highest honor the college bestows. Nominees must have made significant contributions to education and human ecology as models for all others in their fields. They have distinguished themselves nationally or internationally, making positive contributions to society and bringing extraordinary credit to The Ohio State University.

**Alumni Award of Distinction:** Presented to alumni who have achieved national distinction in their field of endeavor for making a difference in the lives of others through outstanding professional, personal or community contributions.

**Alumni Career Achievement Award:** Honors EHE alumni who have proven records of career accomplishments and have made outstanding contributions to their professions.

**Alumni Meritorious Service Award:** Presented to alumni for dedicated service to the College of Education and Human Ecology and/or The Ohio State University. Nominees must have supported the college/university by: making considerable commitment in terms of time, effort or service; assisting through creative, innovative input; and/or making significant financial contributions.

**Alumni New Leader Award:** Granted to EHE alumni, age 36 or younger at time of nomination, for significant professional accomplishments or service to the college.

**SPA 65th Anniversary Celebration**

Historical Reflections and Visions for the Future

Friday, October 18, 2013 — Columbus campus

Connect with fellow Student Personnel Assistantship alumni, meet Higher Education and Student Affairs faculty, learn about exciting work by students

Keynote: Anne Pruitt-Logan

Former professor of educational policy and leadership

Panels and sessions, campus tour, lunch with students, social reception

Cost: $65 for Classes of ’48–’07 (guests, $50); $25 for Classes of ’08–’13 (guests, $25)

Optional: College of Education and Human Ecology Tailgate, Saturday, October 19 (limited number of game tickets available)

RSVP: go.osu.edu/SPA65

Anne Pruitt-Logan

2014 Education and Human Ecology Alumni Awards and Hall of Fame Induction

Call for Nominations
Welcome home!

Friday features tours of the Columbus campus, the Homecoming Parade and Pep Rally. Saturday starts with the EHE Alumni Tailgate, followed by the football game against Iowa. End the weekend with the Class of 1963 Alumni Event hosted by Interim President Joe Alutto and Archie Griffin!

The college will welcome you home to Ohio State with fun, food and festivities at the annual Alumni Tailgate at 12:30 p.m. October 19 before the Homecoming game. The last time the Iowa Hawkeyes battled Ohio State, an overtime field goal earned the Buckeyes our first trip to the Rose Bowl in 13 years. The 2013 game promises to be just as thrilling as our team comes off a 12-0 triumphant season!

Complete details about the EHE Reunion Weekend, including game ticket availability and eligibility, are at ehe.osu.edu. A lottery will be held if demand exceeds our supply of tickets. Questions? Contact Sean Thompson, thompson.1355@osu.edu or 614-688-5392.

Not connected to the Internet? Request an information packet from Nancy Swearengin at 614-292-2743 or swearengin.1@osu.edu.

Follow tailgate and ticket application timelines on Facebook.com/OSUEHE or Twitter.com/OSUEHE.

Tailgate and football ticket reservation deadline: August 30, 2013

Tailgate: Saturday, October 19, 2013

Where: Plaza between Arps and the Wexner

Time: Tailgate 12:30 p.m. — Game 3:30 p.m.

Cost: $120 for tailgate and game — $35 tailgate only


Get out your letter sweater!