LITERATURE

OSU to open children's conference

The 11th annual Children's Literature Conference, sponsored by The Ohio State University's College of Education, will attract 1,500 to 2,000 people Thursday through Saturday in Columbus.

The conference will be at the Hyatt Regency and Ohio Center. Children's authors and experts to be featured include science author Seymour Simon; author and illustrator Kevin Henkes (Sheila Rae, the Brave and Julius, the Baby of the World); Elizabeth Fitzgerald Howard (Chita's Christmas Tree); poet X.J. Kennedy (The Forgetful Wishing Well); illustrator Deborah Nourse Lattimore (The Sailor Who Captured the Sea); British critic Aidan Chambers (Booktalk: Occasional Writing on Literature & Children); Canadian author Jean Little (Little by Little); illustrator Pat Cummings (My Mama Needs Me); Ohio author Stephanie Tolan (The Plague Year and A Good Courage); and Australian author Mem Fox (Wilfrid Gordon McDonald Partridge).

Events will include lectures, meet-the-author sessions, teacher discussions, book displays and storytelling. The conference begins Thursday evening with a speech by Rudine Sims Bishop, OSU professor and author of Shadow & Substance. Bishop is a member of the 1992 Newbery Award committee.

The Thursday symposium "Is There a 'New World' of Children's Books?" will precede the conference.

The conference, primarily attended by teachers and other professionals involved in children's literature, will offer on-site registration, according to coordinator Janet Hickman, OSU associate professor.
Internships open real world to Columbus Alternative students

By Lovell Beaulieu
Dispatch Staff Writer

As homeroom teachers around Columbus call the roll, those at Columbus Alternative High School don’t want to see their students on one day of the week.

Every Wednesday, 250 to 300 students in grades 10, 11 and 12 shelve their books and participate in an internship program.

The only students in the building on Wednesdays are ninth-graders and students whose internships are at the high school.

The internships allow students to gain experience by “shadowing” professionals in a particular field, Principal Jacqueline Ralls said.

“Our intent is to have them out in the community. But ‘we don’t want them to have the misconception it’s a free day,’” Ralls said. “It’s a school-related community activity, and they are held accountable for it. It’s not an option. It’s required.”

Ralls said Columbus Alternative is the only Columbus high school with such an internship program, which was started when the school opened in the late 1970s.

Students receive a half unit of academic credit for the internships. Grades are based, in large part, on the journals students must keep during their internships and turn in when their internships are completed, said Tom Albaugh, coordinator of the program.

Albaugh said most of the internships involve some type of community service, usually in a hospital, school or government agency. Students are not paid.

They are encouraged to choose a different internship each year, possibly in a different field, so they can acquire a variety of experiences. Albaugh said.

Victor M. Rentel, associate dean of the College of Education at The Ohio State University, has seen the program from both the point of view of a parent and an educator.

His daughter Michele, now a freshman at OSU, attended Columbus Alternative and interned with a Columbus veterinarian and at OSU hospitals in computer and medical services.

“It helped her to connect what she was studying in school to how it was used in very important ways,” Rentel said.

“You have to connect doing and thinking in some meaningful way. Otherwise, knowledge is pointless,” he said.

Gilbert Jarvis, chairman of the OSU department of educational studies, called the internship “a desirable arrangement.”

“Of the difficulties students have at all ages is to apply textbook knowledge to a real-world situation,” Jarvis said.

Students Ayanna Ragin and Aaron Stone both have internships at the OSU Aquatic Ecology Laboratory.

On Wednesday, they went to Hargus Lake in Circleville to gather samples of fish larvae and small crustaceans that live in the open areas of the lake.

Aaron, a sophomore, said the experience has helped him learn more about science, a field he’s interested in after high school.

“Nothing has crossed my path yet that I felt I couldn’t handle,” he said.

While the internship has been a help, Aaron didn’t downplay the positive nature of a four-day school week.

“We do kind of need a mental day,” he said.
Program offers teens insight on teaching

By Jennifer L. Peterson
Lantern staff writer

Jana Harris says she has wanted to be a history teacher since the seventh grade. Although she is only a junior at Northland High School, she is already on her way to fulfilling her dream.

In between her activities as a cheerleader, a member of student council, a track team and secretary of her junior class, the 16-year-old is taking more than just the basic academic requirements for high school graduation.

"Grades are important to me, but I like to be well-rounded," said Jana, who maintains a 3.0 grade point average.

Through elective courses, Jana learns about the educational systems in other countries and the legal history of education in America. She will soon gain experience in an actual classroom when she helps teach at a local elementary school for two periods a day.

Jana is one of approximately 100 students enrolled in the Northland High School Teaching Academy, a program that gives students interested in a teaching career the chance to learn more about the field of education while in high school.

The program also provides the students with free tuition to Ohio State if they agree to pursue a teaching degree. Once the degree is earned, the students must then return to Columbus Public Schools to work off the scholarship as a teacher, said Gary Love, co-director of Northland Teaching Academy.

The Northland Teaching Academy, a collaborative project between the OSU College of Education and Columbus Public Schools, was put into place in 1990 to encourage CPS students to pursue teaching, Love said.

Each winter, representatives of the program visit the 26 public middle schools in Columbus to speak with students who are scheduling their classes for ninth grade. They are told about the academy and its requirements. Love said students interested in education need to have at least a 2.0 grade point average and recommendations from their teachers to apply for a spot in the class, which holds approximately 50 students in each grade.

Love said 75 to 100 students usually apply to the program each year, and notifications of acceptance go out in early spring. Transportation to school is provided for students who do not live in the Northland High School district.

Love said there are now 4,800 teachers in Columbus. By the year 2000, it is expected that 50 percent of those teaching positions will be vacant because of retirement. He said the program was developed out of a need for teachers and an interest in drawing more minority students into the field.

Opportunities available in the program include: tutoring elementary students, working in the preschool library or as a teacher's aide, and learning how to do presentations, Love said.

"It's demanding," Jana said. "Some students take summer school to get ahead so they have time for the program."

Jana said each student is asked to pick a favorite teacher and observe his or her teaching methods. She said it's a great way to find out what works in the classroom and what doesn't.

Jana wants to teach either African-American studies or government at the high school level.

Jana said one of her teachers told her that nothing can be done until all the facts are in. Through the academy, Jana and her classmates are getting the facts.

Jana said that is what is going to make her the kind of teacher she wants to be.

"I don't know of anything that would make me as happy," she said.
OSU education majors start early with FEEP

By Tim Haskett
Lantern staff writer

Ohio State has a program allowing freshmen to gain teaching experience in the classroom while helping them to decide to be teachers.

The Freshmen Early Experience Program (FEEP) allows freshmen who are prospective education majors to student-teach on the elementary or secondary levels.

Jay Miller, a senior from South Bend, Indiana, was one of the program participants who taught second grade at Brown Elementary in Hilliard. "It was great, the teacher I was assigned to got me involved immediately. I was doing everything," Miller said.

Miller, who is from a family of teachers, said the program really affirmed that teaching was what he wanted to do with his life.

The idea behind the program is to get prospective education majors into the classroom environment so the students are sure they want to be teachers, Miller said.

A basic problem the College of Education was having was that education majors did all the student teaching at the end of their college careers. Some would find out during the last few months before graduation that they did not want to be teachers, but were so far along in their degree work they could not switch majors, Miller said.

The program sidesteps this entire problem by getting freshmen in the classroom early, Miller said. "A lot of people drop out after FEEP. I remember in class that some of the others were really complaining, especially the ones at the high schools." Miller said.

Jill Buhcanon, a senior from Gahanna, participated in FEEP at the high school level.

"The teacher I was assigned to got me involved immediately. I was doing everything." -- Jay Miller

Buhcanon taught freshmen and sophomores at White Hall Yearling High School.

"It was a little nerve-racking at first, because these kids were just a few years younger than I," Buhcanon said.

"The students I was teaching had no idea how young I was. At the end, when I told them, they all said they would have given me a lot harder time if they had only known," Buhcanon said.

All education majors must take FEEP to be accepted into Ohio State's College of Education. Students need at least a 2.4 grade point average to apply for the program. The program is considered a full-course load, and participating students teach Monday through Thursday for half a day, and on Fridays attend a seminar to talk about the week's teaching experiences.
Academic Puffery On Trial
Expert Witness Exaggerated Credentials

by David Smigelski

A state Health Department employee who has testified as an expert witness in hundreds of alcohol- and drug-related cases across Ohio has been exaggerating his credentials for nearly a decade, but judges, prosecutors and his superiors in the Ohio Department of Health don't seem to care.

CONT'ON PAGE 9
Book illustration exhibit eye catching

Betsy Butler
Art Critic

Don't be surprised if you see Alice in Wonderland as you walk past the circulation desk in OSU's main library. A stand-up figure of Alice, the main character in Lewis Carroll's popular 19th-century children's book, is an eyecatcher for "Two Centuries of Children's Book Illustration," an exhibit on display in the Philip Subba Exhibit Hall.

Surrounding Alice are 13 showcases displaying various selections of children's literature and their unique forms of illustration. The selections are from the Edgar Dale Educational Materials and Instructional Laboratory's current, 19th, and early 20th-century children's book collection. Scholars use these books to study the history of children's literature and understand the cultural values of earlier times. Viewers of this display can also learn about the development of children's book illustration.

This was the intent of the organizers of the exhibit, the Edgar Dale Media Center and the College of Education. "Our aim was to show the development of illustration in children's books, from woodcuts and simple line drawings to complex and sophisticated artistic treatment," Betty Cleaver, director of the Media Center, said.

Each showcase highlights a visually exciting and interesting aspect of children's literature while simultaneously tracing the development of illustrative materials over the years.

Nineteenth-century children's books begin the exhibit. Chapbooks, inexpensive and small, were often written as a form of instruction and moral guidance. "Charles and Emily: Stories Showing the Importance of Forming Good Habits" (1846) is an interesting example of chapbooks included in the collection. Illustrations in these books were printed from wood blocks or copper plates, with color applied by hand.

The second showcase features illustrations from versions of "Alice's Adventures in Wonderland," a book which many scholars identify as the beginning of modern literature for children. Displayed are the works of many talented artists, from John Tenniel to David Hall, an illustrator for Walt Disney Production. Carroll's own illustrations for "Alice's Adventures Under Ground" are also included. Other cases display illustrations of Charles Perrault's original "Cinderella" and "Red Riding Hood." Later adaptations of the fairy tales, such as "Princess Furball," "Mufar's Beautiful Daughter," "Flossie and the Fox," and "Lon Po Po" provide fascinating multi-cultural illustrations.

Ceramic salt and pepper shakers in the shapes of story characters and late 19th-century pamphlets advertising Star soap featuring Red Riding Hood are clever examples of the appeal of children's books.

Our aim was to show the development of illustration in children's books, from woodcuts and simple line drawings to complex and sophisticated artistic treatment.

—Betty Cleaver

In the ARC bookcase, artwork by Kate Greenaway is displayed near woodcuts of Christopher Columbus in "An Alphabet of Celebrities" (1889).

The exhibit also includes illustrations from Frank Baum's "The Wonderful Wizard of Oz" as an example of tales of fantasy.

In the informational book case, an illustration from "Punctuation Personified" (1824) is an amusing and delightful look at how an artist gave human characteristics to commas, quotation marks, brackets and asterisks.

Two of the most thought-provoking parts of the exhibit are the cases devoted to contemporary issues and changing perceptions in children's literature. Illustrations accompanying books about AIDS, divorce, and grandparents in nursing homes show how authors and illustrators of children's books are responding to modern-day issues.

"People don't realize that books are being written about AIDS and other important issues," Cleaver said. "These books are informative to people and often surprise them."

A colorful and detailed two-page spread of a group of Native Americans is the selected illustration from "Brother Eagle, Sister Sky; A Message from Chief Seattle" (1991). Besides being a visually pleasing illustration composed of tiny lines, the picture is a striking contrast to Leo Politi's "Little Leo" (1951), indicating how the portrayal of Native Americans has changed over 40 years.

The exhibit, which took over a year to plan, also shows examples of work by Randolph Caldecott, an artist whom scholars consider to be the father of modern picture book illustration. Caldecott's work displays his amazing ability to suggest movement.

For example, illustrations from "The Diverting History of John Gilpin" (1878) are full of activity, as a man on horseback sends geese and children scattering out of the way.

The final case of the exhibit displays silhouette illustration in children's books. William Homer's illustration for "The Courtin'" is an excellent example of the intricate cutting which makes silhouettes emphasize essential characteristics of the characters.

The three-dimensional effects and perspective offered by these silhouettes are also effective demonstrations of illustration for children's books.

The exhibit clearly shows the importance of children's book illustration as an art form. Illuminating the accompanying text, pictures help to elevate the literary quality of these books.

"In the true children's literature of today, illustration and text go hand in hand," Cleaver said. "Each embraces the other, and they are so integrated that one doesn't stand alone from the other. In 19th-century children's books, it didn't matter whether the woodcut matched the illustration; it was simply for decoration."

"Today, children's book illustrations have artistic worth. There is a greater interest in creativity in matching the illustrations to the text," she said.

"Two Centuries of Children's Book Illustration" continues through Feb. 5, 1993. It can be viewed during regular library hours.
NANCY ZIMPHER TO BE NAMED DEAN OF COLLEGE OF EDUCATION

COLUMBUS -- Nancy L. Zimpher, acting dean of the College of Education at The Ohio State University since July, has been chosen to fill the position on a permanent basis.

Joan N. Huber, senior vice president for academic affairs and provost, announced Wednesday (1/13) that she will recommend Zimpher's appointment as dean of the College of Education to the university's Board of Trustees at its next meeting Feb. 4.

"Dr. Zimpher has done an outstanding job as acting dean," Huber said. "She has a strong commitment to Ohio State and especially to the College of Education, where she has served admirably in many capacities over the past 20 years. Her experience, ability and dedication make her an exceptional candidate, and I am very pleased that she has agreed to serve as dean."
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BATTELLE ESTABLISHES AID PROGRAM FOR FUTURE MINORITY TEACHERS

COLUMBUS -- A financial aid program for minority graduate students working toward certification as teachers in the College of Education of The Ohio State University has been established with a three-year, $75,000 pledge from Battelle Memorial Institute.

Through this student financial aid program, Battelle joins the Teaching Leadership Consortium-Ohio (TLC-Ohio), a collaborative venture among five Ohio universities including Ohio State, in its effort to promote recruitment and retention of minority teachers.

The TLC-Battelle Graduate Scholars Forgivable Loan Program will cover tuition and fees for four graduate students who are members of traditionally underrepresented groups in the teaching profession.

The loans are available to students admitted to a graduate program in elementary education with an emphasis on mathematics or science, or to a graduate program in science or mathematics education. They will help make it possible for minority students to pursue a post-baccalaureate degree. The loans are completely forgiven if the student teaches in the Central Ohio area for a minimum of three years following graduation.

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Battelle will sponsor four post-baccalaureate students each year for three years, for a total of 12 TLC-Battelle Graduate Scholars. The first four TLC-Battelle Graduate Scholars will be announced at the end of January.

The $75,000 pledge is part of a 10-year, $750,000 commitment from Battelle pledged to Ohio State.

"This program will provide support for two critical areas in education in the near future, diversity in the classroom and an emphasis on science and mathematics curriculum," said Nancy Zimpher, dean of the College of Education. "We are especially excited that we will be able to link these issues together, addressing the need for more minority role models in the fields of math and science teaching."

According to research estimates, public school enrollment is expected to be one-third minority by the year 2000. However, only 6 percent of public school teachers are African American, and only 2 percent are Hispanic. Members of minority groups make up only 14 percent of science and math faculty. And other statistics indicate that 13 science and math teachers are leaving the profession for each one entering.

Ohio State is a national leader in math and science education, according to John Middleton, director of the Teaching Leadership Consortium at Ohio State. Ohio State is the site of the National Center for Science Teaching and Learning, Project Discovery, and the Eisenhower National Clearing House for Mathematics and Science Education, so the Battelle scholarship program will complement existing efforts, he said.
"Battelle has a strong commitment to improving the teaching and learning of science and mathematics because nowhere is technology changing the world more quickly than in the workplace", said John Christie, vice president for corporate development at Battelle. "For every well-trained, enthusiastic, knowledgeable teacher there is the potential to excite hundreds of students about these subjects. And we believe this program can accomplish that goal."

The Leadership Consortium-Ohio was established in 1989 by five Ohio universities -- Ohio State, Cleveland State, Kent State, the University of Cincinnati, and Ohio University -- to increase the number and enhance the preparation of teachers from underrepresented groups.

Administrative support is provided by the Ford Foundation and the Cleveland Foundation, with assistance from the Ohio Board of Regents. However, student financial aid must be secured by each of the participating schools. Battelle is the first organization to join Ohio State in this venture.

"Financial aid is essential to attract and retain minority students," Middleton said. "Battelle's commitment has provided an important step in our progress towards diversification in teaching, and we are grateful for the leadership they have shown in forging partnerships with education to benefit all future students."

Contact: John Middleton, 614-292-5790
NEWLY FUNDED PROGRAM ASSISTS DEAF-BLIND CHILDREN AND YOUTH

COLUMBUS -- The latest methods of teaching deaf-blind children will be more available to local schools and parents in Ohio, Pennsylvania and Wisconsin thanks to a recent cooperative agreement between the U.S. Department of Education and the College of Education at The Ohio State University.

The 3-year, $770,000-a-year agreement more than doubles the budget of the deaf-blind education program which has been at Ohio State since 1984. It also establishes the Great Lake Regional Deaf-Blind Education Center to provide assistance to parents and local school personnel, as well as to school districts and state departments of education in the three states.

Kevin D. Arnold, principal investigator for the project, said the center will serve children and youth, ages birth to 21, who have dual vision and hearing losses. There are about 640 such persons in the three-state region. More than 90 percent also have other disabilities.

The center stresses family-based methods to help the children reach their full capacities. "We focus on giving skills to families and to others who work with them," Arnold said. The center provides assistance through consultation, materials
development, information sharing, teacher and parent education, and on-site help.

Among the innovative methods is the use of tangible symbols to develop communications systems. A piece of an object is used to represent the whole, or a related object stands for an activity or concept. For instance, a child indicates whether she'd rather go to the playground or swimming pool by choosing between a piece of tire (part of the swing) or a cup of water (like the pool).

At the Ohio State offices, the center offers a library, information base, census data, and training workshops. Most of the other work is done in the communities where the children live.

In addition to the assistance provided directly by the center, the project will subcontract with agencies and school districts in the states for further consultation and information services. A toll-free phone line will be established for those seeking information and referrals for local services. Later this year, the center anticipates developing a set of services specifically for infants and toddlers who are deaf-blind, Arnold said.

Currently, the center has a staff of four professionals, two graduate students, one support person and one student clerical assistant. As a result of the grant, another three professionals will be hired.

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Contact: Kevin Arnold, (614) 447-0844, or Thomas Stephens, (614) 442-0844.
Deaf-blind budget gets $2.3 million

Federal grant will help OSU spread teaching methods

By Tim Dolin
Dispatch Higher Education Reporter

A $2.3 million grant from the U.S. Department of Education will enable Ohio State University to keep schools and parents in three states abreast of the latest teaching methods for children who are both deaf and blind.

OSU’s College of Education administers a program that helps parents and teachers in Ohio, Pennsylvania and Wisconsin teach 650 deaf-blind children in the region.

The three-year grant more than doubles the budget of the program, the university said.

“We were one of the largest funded projects in the country,” said Kevin Arnold, who oversees the program.

“The money provides direct services — to teachers and teacher aides of children who are deaf-blind who are not served under any other funding priority.”

OSU, which has administered the program since 1984, is a clearinghouse of information about deaf-blind children. The program primarily collects and refines teaching methods developed by the Department of Education’s experimental programs. Then the university distributes the teaching methods, often through workshops, to local school districts and parents.

“We do have a set of information considered state of the art, and we try to get it out to the schools,” Arnold said.

“We give people skills that they can use with deaf-blind kids in supporting them in a natural living environment at home and in the community.”

The program also keeps track of the number of children with a dual hearing and vision impairment from birth to 21. That number has remained steady in recent years, to the surprise of experts.

“There was a time when we thought the number of deaf-blind kids was going to dramatically diminish” after those born during the rubella epidemic of 1964-66 became adults and were no longer classified as children, Arnold said.

“That did not happen,” he said.

Deaf-blind children often suffer from other maladies and medical advances are keeping more of those children alive who probably would not have survived a generation ago, Arnold said. A better job of identifying deaf-blind children also is being done, he said.

Another reason the number of deaf-blind children has remained constant is that the rubella vaccine may not have worked on all the people who received it, Arnold said.

“We have received anecdotal reports on a regular basis about women who were not immunized even though they received the vaccine. That leads to the possibility of women being exposed to the rubella virus — perhaps never knowing they have been exposed — having it affect the unborn fetus,” Arnold said.

There is a trend toward educating deaf-blind children at home and in community schools, Arnold said. That is more effective, although the majority still are educated in private or state institutions, he said.

“We are able to train deaf-blind kids to be more and more likely to be able to have employment opportunities, so when they get out of school they can live in a more normal living environment,” Arnold said.

“If you were to warehouse these kids in an institution, it may be cheaper. But in the long run, the cost to society decreases (if you educate them) because the person is a productive member of society, generating income and tax income, providing a service and giving back to society.”
Theft case has OSU checking accounts

By Tim Doulin
Dispatch Higher Education Reporter

"We have placed more emphasis on an education program for administrators and fiscal officers."

Mark A. Hilligoss
OSU director of internal auditing

Graham was arrested last May and subsequently resigned his position.

"A department chairperson needs to balance job duties of teaching, research and service to the public with day-to-day administration of the department," Hilligoss said.

OSU is trying to make department heads and administrators more aware of accounting procedures, to guard against embezzlement.

"We have placed more emphasis on an education program for administrators and fiscal officers. We have classes on what are the proper procedures for university accounting, how to maintain accounts," Hilligoss said.

The university has about 500 departments, with more than 27,000 income and expense accounts.

Administrative assistants and other fiscal officers oversee accounts, which can be opened to handle money for everything from travel to research.

Cash in the accounts goes to the OSU treasurer’s office to be deposited in the university’s central bank account. The university authorizes spending money from the accounts.

An accounting of how money is spent goes through the controller's office, where it is consolidated into the university’s financial statement.

Graham, who handled the administrative books in the department, bypassed this by diverting OSU money to a secret account outside the university.

"It was all off the books, so the financial statements did not go through the university," Hilligoss said.

The secret account Graham set up contained money from a variety of sources, including the Reading Recovery program, seminars and a testing program sponsored by the College of Education.

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The secret account Graham set up contained money from a variety of sources, including the Reading Recovery program, seminars and a testing program sponsored by the College of Education.

That money typically would have gone through the university's accounting system. Graham’s account also included payroll checks and travel reimbursement checks that should have gone to employees.

The disappearing funds should have been noticed "if there was adequate supervision," Hilligoss said.

The university was tipped off when two part-time lecturers noticed W-2 tax statements that reported too much income for the year.

"What happened was Graham kept these people on the payroll a couple of quarters after they had been terminated and was collecting their checks. The money showed up on their W-2 statement and they'd say 'Hey, I didn't make that much money; where did it go?'" Hilligoss said.

Internal auditing is responsible for auditing the university’s accounts. About 20 to 30 departments are audited each year. It takes about eight years to complete an audit cycle.

Academic departments are not audited as often as offices and departments that generate large amounts of revenue, Hilligoss said.

"You would not think this department to be a high-risk unit," he added.
Battelle establishes aid program for minority teachers

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Employee pleads guilty to theft

By Steve Sterrett

As an administrative assistant in the Department of Educational Theory and Practice, Nancy E. Graham for six years diverted checks for University goods and services to unauthorized off-campus bank accounts and to her personal accounts.

She stole more than $338,000 in University funds.

Graham, 44, appeared in court last Thursday to waive her right to a jury trial and to plead guilty to one count of aggravated theft and one count of theft in office.

Franklin County Common Pleas Court Judge Tommy L. Thompson sentenced her to four to 15 years in prison. She was taken into custody at the end of the hearing.

She was caught in March 1992 when an employee notified the University that his earnings from Ohio State as reported to the IRS on form W-2 were more than he had actually received.

University Police and Ohio State’s Department of Internal Audit immediately began an investigation that uncovered a complex scheme Graham used from March 1986 through March 1992.

In a statement to the judge, Mark A. Hilligoss, director of Internal Audit, said his office alone had put over 1,000 hours into investigating the case.

“Events such as these undermine the integrity of institutions of higher education,” he said.

He noted that Graham had maintained former employees on the payroll after they had left the University and had deposited these paychecks into unauthorized accounts that she controlled.

She then wrote checks to herself or her creditors, such as American Express, for personal expenses.

The University will receive in restitution approximately $80,000 from Graham’s Public Employees Retirement System account.

Hilligoss said Ohio State also will recover the remainder of its losses, subject to a $50,000 deductible, from insurance coverage.

Hilligoss said this case underscores the need for all departments and offices to follow University procedures for proper accounting of funds.

“As a determined thief, Graham was able to circumvent University controls for a period of time,” he said. “The amounts of her theft in 1986 and 1987 were relatively small, but she stole more than $100,000 annually in the last two years of her scheme.”

Graham was able to cover her theft because she both wrote the checks and kept the books for her department. “Adequate controls with a separation of duties were not in place,” Hilligoss said.

In addition, Graham used off-campus bank accounts, bypassing the controls to prevent theft in the University’s fiscal systems, he said.

The Department of Internal Audit works with campus units to develop controls and proper procedures to safeguard each office’s fiscal integrity.

Hilligoss welcomes inquiries from units which want assistance in improving their fiscal controls.

Colleges, departments or academic support units can call 292-9680 for more information.
Fund gift to be used for grants

The $3.2 million Estrich bequest will help the disadvantaged and finance cultural enrichment.

By Felix Hoover
Dispatch Human Services Reporter

Alice doesn't live here any more, but the legacy of Alice Estrich and her husband will live on — in the form of a $3.2 million bequest to the Columbus Foundation.

The gift is from the Alice and Robert Estrich Fund, named for an Athens, Ohio, native who died last April, and her husband, a native of Michigan who died in 1989.

From homeless shelters to opera houses, people of central Ohio will benefit from the bequest. The money is earmarked for causes dear to the Estriches: food and shelter for homeless people, health care for the terminally ill, substance abuse programs for people of all ages and cultural enrichment.

"They were very modest about their resources and wanted to do good things for the community," said foundation president James I. Luck.

The money will be used for grants, but not for foundation operations, he said.

"The $3.2 million will generate substantial support every year for significant human needs," Luck said. "About 80 percent to 90 percent of this is to go to really socially significant programs."

The Estriches met when they were students at Ohio University and renewed their relationship about 20 years after their college days.

Mrs. Estrich, whose wealth came largely through the stock market, studied law at the University of California-Berkeley before moving to New York City, where she worked in the legal department of Prentice-Hall publishers. After her marriage to Robert Estrich, she moved to Columbus in 1947.

Her husband was a member of the English Department at Ohio State University from 1929 to 1964, the last 12 years as department chairman. He retired in 1969 and received the Distinguished Service Award in 1975.

Since 1943, the Columbus Foundation has awarded more than $135 million to nonprofit organizations, including $773,600 divided among 22 organizations yesterday.

Most of the grants are designed to increase high school completion, teach young adults basic life skills and help families become self-sufficient.

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Columbus Foundation grants

The following organizations will share $773,600:

- For high school completion programs
  - Children's Defense Fund, day-care policies improvement — $30,000.
  - New Salem Human Services Corp., mentoring for high school students — $30,000.
  - WAVE Inc., drop-out prevention — $30,000.
  - Columbus Public Schools, math tutoring — $17,600.
  - Aldersgate United Methodist Church, mentoring — $10,000.
  - South-Western City Schools, tutoring for at-risk middle school students — $65,000.
  - Capital University Summer Institute of Citizen Education, legal-system training for teachers — $20,000.
  - Ohio's Center of Science and Industry, promote scientific thinking among students — $25,000.

- To teach young adults life skills
  - Columbus Public Schools, high school equivalency classes and other programs — $37,000.
  - Columbus Public Schools Literacy Enhancement Center, computer equipment — $38,000.
  - Columbus Public Schools I Know I Can, motivation and counseling program — $62,000.

- To help families become self-sufficient
  - Columbus Literacy Council, literacy services — $12,000.
  - Ready to Read, literacy services — $25,000.

Source: Columbus Foundation

- Windsor Terrace Learning Center, high school equivalency classes — $7,500.

- Other grants
  - Boys and Girls Club of Columbus, computer equipment — $6,000.
  - Columbus Montessori Education Center, renovation of James Road Elementary School — $10,000.
  - Catholic Social Services, latchkey program at St. Aloysius Center — $10,000.
  - Franklin County Juvenile Detention Center, literacy program — $2,500.
  - Franklin County Educational Council Foundation, support for the science and mathematics network of central Ohio — $50,000.
  - Ohio Center for Law Related Education, citizenship training for children in the Columbus Public Schools Leadership Academy — $3,000.
  - Ohio Dominican College, computer program for college students with special academic needs — $45,000.
  - Ohio State University Development Fund, Young Scholars Program — $120,000.
  - Ohio State University Development Fund, teacher training and development in Columbus Public Schools — $70,000.
  - Reynoldsburg City Schools, assessment program for high school students — $48,000.
National recruiters attend TeachOhio job fair

By Sophia C. Antjas
Lantern staff writer

Recruiters from 72 school districts across the country entered the Ohio Union earlier this week for TeachOhio '93.

TeachOhio '93 brought in recruiters from as far away as Maryland, Florida and California to interview graduates or soon-to-be graduates in education, said B.J. Bryant, director of the Office of Educational Career Services.

"You come here and watch education majors enter the profession," she said. "It's exhilarating."

She said about 750 people interviewed this year.

"Students here are well prepared," said recruiter John Cole, assistant superintendent of personnel with the Morongo Unified School District in 29 Palms, Calif.

Bryant said registration of students for the 11th job fair began in early March and was open for five weeks.

Participants had to be registered in at least one class at Ohio State and also be registered with Office of Educational Career Services, or they had to have graduated.

Bryant said there are interviews going on at both state funded and private colleges throughout the week. She said Ohio University held interviews Monday; Ohio State interviewed Tuesday; and Bowling Green University and University of Toledo, along with eight private colleges, finished off the week.

Bryant said the Midwest is known as the exporter of teachers.

"Ohio has over 50 colleges that prepare teachers," she said.

Bryant said that many school districts are looking for people who are culturally prepared and who can work well with different types of students.

"My job is to screen and bring back the cream of the crop," said Jim Kerby, personnel director with the Temple Independent School District in Temple, Texas.

Kerby said they hire about 50 people a year for various openings in 13 elementary schools, three middle schools and one high school.

Lori Bernard, an OSU graduate in secondary education, said a person needs to push their experiences and their own creative style.

Bryant said preparations for TeachOhio '93 began nearly a year ago. She said the Office of Educational Career Services has been offering workshops on interviewing and resume writing to help the students prepare for the fair.

Bryant said work for next year's fair has all ready begun with the reservation of the Ohio Union facilities. She said the school districts will be invited and asked to register to ensure their placement eight months prior to the event.

Bryant said students who hope to participate next year need to go to the Office of Educational Career Services, 110 Arps Hall, at least one year before they hope to be employed.
Program recruits minorities to teach

By Tim Doulin
Dispatch Schools Reporter

It was an agreement Monica Frakes was more than willing to make.

Frakes, 25, agreed to become a teacher in a central Ohio school after completing her master’s degree at Ohio State University. In exchange, a program funded by Battelle will pay part of Frakes’ tuition and other college expenses.

“I’ve known for quite some time that I wanted to teach,” said Frakes, a 1985 Mifflin High School graduate.

“And Columbus is my home so I didn’t really want to relocate. This really helped out a lot.”

Frakes and Lisa Hardiman, another master’s student at OSU, are the first recipients of a graduate scholars “forgivable loan” program. The program is part of an effort by OSU and four other public universities in the state to attract minorities to the teaching profession.

Money is raised locally to support the graduate students, who don’t pay back the loans if they go on to teach in the area for at least three years after graduation.

Frakes, 25, who is black, is scheduled to receive an early- and middle-childhood education degree this summer and will begin teaching in the Columbus Public Schools system in the fall.

“I know I will be teaching, but I have not been assigned yet,” said Frakes, who will be certified to teach kindergarten through the eighth grade.

“I prefer to teach middle school because I have an interest in science, and I like the nature of the older kids. It is a little more challenging.”

Coming up with the money to attend the five-quarter, accelerated master’s program was a challenge, she said.

“I had already taken out a lot of loans so this was really helpful,” Frakes said.

Frakes received about $3,000 to cover expenses for three quarters of school.

Battelle is providing $75,000 over three years to fund the program. About 12 students will be eligible to receive up to $8,000 a year.

The program is limited to minorities with an interest in math and science.

“This is the first year we have had funds to support students in the program,” said John Middleton, associate professor of education at OSU, who oversees the program.

“We continue to approach other sources in the community for funding. The need for more minority teachers is a very serious problem we are trying to address.”

OSU, Ohio University, the University of Cincinnati, Cleveland State University and Kent State University make up the Teaching Leadership Consortium-Ohio, funded by the Ford and Cleveland foundations.

Each university has designed programs to recruit and retain minority students in teaching programs.
OPEN HOUSE TO ENCOURAGE MINORITY ADULTS TO ATTEND COLLEGE

John Middleton, director of field relations for Ohio State University's College of Education, will speak at an open house Thursday, Sept. 9, for adults of color who are interested in beginning or returning to college.

Middleton, who is the immediate past superintendent of Columbus City Schools, will talk on the theme of "Pathway to Opportunities."

The open house will be 5:30 to 7:30 p.m. in the Stecker Lounge of the Ohio Union, 1739 N. High St. The open house is free and the public is invited.

Ohio State's Continuing Education Minority Program sponsors the open house each year to provide information about programs and services for non-traditional students of color.

The Continuing Education Minority Program, a part of the Office of Continuing Education, recruits and assists adult students of color with academic counseling, course scheduling and financial aid.

Registration for the open house is encouraged, but isn’t required. For registration or more information, contact Anyango Smith or Cynthia Collins at 292-8860.

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Author helps children make sense of growing up

By Nancy Gilson
Dispatch Entertainment Reporter

When children's author Phyllis Reynolds Naylor speaks to young writers, she quotes Willa Cather: "Let your writing grow out of the land beneath your feet."

"I find children startled — particularly the children in West Virginia, where Shiloh is set — to find the names of their roads in the book," Naylor said. "Children don't realize how special their own place is."

"I also tell them that the ages between 8 and 15 are the most formative period in a writer's life. . . They seem pleased to know that they've already begun the listening process, putting things in their writing bank."

Winner of the 1992 Newbery Medal, Shiloh — the story of a boy, a dog and an ethical dilemma — drew national acclaim after Naylor had written most of her more than 80 books for children. The author will speak today at Ohio State University's children's literature conference.

"I've been writing little books and stories for as long as I can remember," Naylor said. "I wasn't published in short-story form until I was 16. Then I wrote short stories for 15 years. I was in my early '30s before I wrote my first book."

Her children's books, largely of contemporary fiction, involve many topics and styles: The Agony of Alice and its sequels humorously deal with a girl's coming of age. The Bodies in the Beadedorf Hotel is a comedy-mystery, while Maudie in the Middle is period fiction. The Boy With the Helium Hood is a picture book. (Naylor also writes novels for adults.)

"I have 10 three-ring notebooks on my chair, and each one has the name of a book-to-be on it. I have a notebook of other ideas; they seem to just flood in. It's really a problem with me: how to keep my mind on the book I'm working on."

Naylor, who lives in Bethesda, Md., grew up in Indiana and Illinois during the Depression.

"We had very few toys. Books were it," she said. "My parents read to us every night — all kinds of books — and that was the happiest part of my childhood. I guess I just like to continue that."

"One of the phases of writing for children is that the child may very well be reading about the subject for the first time. In Shiloh, there's a moral dilemma with no black or white answer; the character compromises. It may be the child's first time to realize that there are not sure answers. It's sort of thrilling to have a child meet a problem like this for the first time."

Naylor patterns characters after her two sons, now grown, and herself.

"I remember well my own growing-up years, but I always make the kids more sophisticated than I was at the same age because they are more sophisticated."

"They have so much more to deal with these days. I was reading about some children in Washington, D.C., who pleaded with their teacher to let them go home with her or stay all night at the school. They were afraid they'd get shot on their way home. We have no idea what all children have to face today in addition to just growing up."

"I think books and literature can always help. Even if a story doesn't deal with a child's particular situation, it can show a way to deal with other problems. . . . The Keeper deals with a schizophrenic father. I can imagine a child living in a ghetto and realizing that's not his problem but coming to an awareness that gang warfare isn't the only scary thing. Books can show them there's a wider world."
Children's author Jan Brett writes with herself in mind

By Nancy Gilson
Dispatch Entertainment Reporter

Jan Brett doesn't create books about children with self-image problems or divorced parents.

Her main characters are almost exclusively female, white and, more often than not, blond. They star in happy-ending adventures with mischievous trolls, rebellious reindeer or companionable hedgehogs.

When children read along, they abandon the strains of real life for a happy world of fantasy — as rich in its art and as painstakingly detailed as a Persian carpet.

"I have to stay true to myself," said Brett, who is as blond and positive in her outlook as her heroines are. "I almost always use little girls in my books. I really don't know what little boys are like. I'm really writing and drawing as myself."

Brett, who will appear today at Ohio State University's Children's Literature Conference, has worked as an artist all her life. For the past 15 years, she has written and illustrated children's books, including The Trouble With Trolls, The Mitten, Annie and the Wild Animals and The Wild Christmas Reindeer.

Her paintings are carefully researched and vividly colored. Her trademark borders enhance the "tapestry" feeling of her art and give subplot information.

"I don't think my drawings are simplistic, and I don't think children have simplistic minds," she said. "I love beauty, and I think beauty is, in itself, a goal. As adults, we're supposed to be aware of the dark side. I know we need to do that, but I'm happier spending efforts on the positive."

"I've always loved the decorative arts, and drawing is a way that I can have these things."

Brett lives south of Boston with her husband, Joe Hearne, a bassist with the Boston Symphony Orchestra and the subject for Brett's Berlioz the Bear. Hearne tends much of the business side of Brett's career, and Brett travels with him when the orchestra tours — drawing inspiration and locales for her stories. She's working on an armadillo story set in Texas.

"I wanted to do an American book," she said. "I don't have a particular ethnic background like a lot of children's book authors do, so I draw on my travels."

Brett uses children she meets as models. She creates a rough draft of a story and has a child dress in the character's clothes and act.

"I look and sketch a lot and take a few photos," she said. "The illustration comes naturally to me. Once I pass the more difficult part of writing the story, I'm really confident."

Brett spends probably more time than any other children's author answering letters — as many as 1,000 a month — from young fans. Each child receives a response and a copy of a newsletter detailing the making of a particular book.

To maintain her popularity, Brett is committed to the effort.

"What you really want is a road from your soul to the book," she said. "Getting there is not that easy. And in order to be that kind of author, your book has to be on the marketplace."

"It took me a long time to get going. I was in kindergarten when I decided to be an illustrator. I went to art school and spent years on greeting cards and other illustrations. I painted menus for four years."

"I have an ability to draw, and I view it as a responsibility. . . My art looks like it comes from a children's book, and I don't really have an explanation of why that is. . . But I love the audience, and I feel like I can communicate with children."
OSU will lead consortium for Indonesian education

By Taehyun Kim

The OSU College of Education has been chosen to lead a consortium of six world universities in helping the Indonesian government upgrade its educational system as part of a $55 million revamping project.

Sue Dechow, the project director, said Ohio State was chosen to lead the consortium both because the university has been heavily involved in Indonesian ministerial education since 1985, and because Ohio State currently has 150 graduate students from Indonesia.

Thirty-one senior faculty members from Indonesia visited Ohio State from Feb. 13-15 to assess the curriculum design and implementation strategy for Indonesian education developed by the consortium, she said.

The Indonesian government initiated the four-year Indonesia Primary School Teacher Development Project with financial support from the International Bank for Reconstruction and Development.

The Indonesian educators visited elementary schools in central Ohio and attended seminars and lectures on math, science, language arts and social studies at Ohio State.

"The ultimate end result is to improve the primary schooling in Indonesia by upgrading the level of people who train the teachers," she said.

All the specialists from the universities agreed that applying foreign education systems might require some adjustment.

"Because we have to predict upon our own teaching education methods, their politics and culture should be reflected in our consulting," said Marie Emmitt, head of the Language, Cultural, and Art Education school at Deakin University in Australia.

Emmitt said the professors from the program universities will visit Indonesia regularly, which would help them better understand Indonesian culture.

William Liddle, an OSU professor of political science specializing in Indonesian politics, said a modern educational system in Indonesia began developing during the 1970s.

He added Indonesia was a Dutch colony until 1942. It was then occupied by Japan until 1945.

Under the Dutch rule, educational opportunity was very limited, and at the time of independence, they had only a handful of university graduates who worked in the colonial bureaucracy, Liddle said.

"Economic growth in Indonesia is at 6 percent a year, while other parts of the world are experiencing a decline," said T. Raka Joni, the project coordinator and senior official in the Indonesian ministry of education and culture.

Joni said there is already a philosophy for education, but not an implementation method. "We are trying to learn more about how to implement (education) in a more efficient way. For example, we have too many classes when we should be strengthening the students' ability to work independently."

The other universities in the consortium include La Trobe University and Deakin University in Australia, University of London's Institute of Education, the University of Houston and the University of Iowa.
B.A. eliminated from Education college

By Jeff Chamberlin
Lantern staff writer

Like many other schools, the College of Education had already begun streamlining before the restructuring alarm sounded.

With the college focusing on master’s programs, undergraduate students will no longer be able to receive a bachelor’s degree in education.

Nancy Zimpher, dean of the College of Education, says the college was in the process of eliminating the undergraduate education degree and replacing it with a master’s program, and restructuring simply sped up the process.

Johanna DeStefano, the associate dean of programs for the College of Education, said the college is “moving out of undergraduate education.” According to DeStefano, all students entering now and looking to get their teaching certificates are required to earn a bachelor’s degree from another discipline and then enter the fifth-year program.

Zimpher said the “approved degree” that would prepare teachers for their initial teaching position will be, and is now, the master of education degree.

“We have already closed off freshman admissions in all but one initial teacher preparation program at the baccalaureate level,” Zimpher said, adding that health education was the remaining program and would eventually move to a master’s program as well.

DeStefano plans to eliminate the undergraduate degree by 1986 when the college joined the Holmes group, a group of education schools at major universities agreeing “to be dedicated to rethinking teacher preparation programs.” Many of the universities in the Holmes group have decided to eliminate their undergraduate degrees in deference to a master’s program, DeStefano said.

John Leatherman, a student working toward a bachelor’s degree in elementary education, feels the elimination of the undergraduate degree is going to make finding a job harder for the master’s degree holders. He said teachers with a bachelor’s degree will be more likely to be hired because they can be paid less money.

“School boards are trying to save money too,” Leatherman said.

Will the elimination of the undergraduate degree cause some students to go to another university? Possibly, Leatherman said.

“If I wouldn’t have gotten in last spring, I’m sure I would have gone elsewhere,” Leatherman said.

Leatherman said he thought the combination “probably is a good idea.” He said, “If people are going to specialize, we may get more focus out of that.”

In its restructuring proposal to the Office of Academic Affairs, the college also proposed combining its one school and four departments into three distinct schools.

The college is currently composed of four departments: Educational Studies, Educational Policy and Leadership, Educational Services and Research, Educational Theory and Practice, and also the school of Health, Physical Education and Recreation. The college is proposing to reform into three schools: Pedagogy, Physical Activity and Human Services, and Public Policy and Leadership.

The degree from one of the new schools will be a Master’s of Education and will be specialized in one of the three schools, Zimpher said.

The proposal estimates money saved by the

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restructuring will be obtained through both the early retirement program and, as Zimpher said, “economies (created) by clustering those departments from five to three.” According to the proposal, the money will then be reinvested in the college.

The college has proposed the creation of a Professional Development Academy in conjunction with the public schools in central Ohio. Zimpher said this idea would use an existing school in central Ohio and recruit top instructors. The academy would become a laboratory for teachers to be trained in an actual school setting, Zimpher said.

Zimpher described the academy as a place “where kids continue to come to those schools to go to school. But the teachers placed in those schools are exemplary teachers who wear two hats: they both teach kids, and they teach other teachers how to teach.”

Another proposal is to expand the College of Education’s international programs. Zimpher said the school already had programs active on several continents including South America, Asia and Eastern Europe.

DeStefano said that, especially with the demise of the Soviet Union, educators from different countries have expressed enormous interest in how the United States and Ohio State in particular educate people and organize information.

“We have a tremendous capacity for working with educators around the globe,” DeStefano said. “We will be educating educators who will then train teachers.”

But even with a master’s degree in education from Ohio State, how rich is the job market closer to home?

Kristine McComis got her masters degree from Ohio State in English Educational Studies in 1992. She is now working at the Ohio State Veterinary Clinic and trying to get a teaching position somewhere in central Ohio. McComis said that the chances of finding a steady position are “impossible around here.”

“I think people are really misled,” McComis said. “On TV, they’re always advertising ‘We need teachers. We need teachers.’ Well, we don’t.”

McComis said substitute teaching offers experience, but isn’t a secure job. She said she decided not to substitute teach because it doesn’t offer any health benefits and the work can go on indefinitely.

“And then the person getting the job is the one fresh out of school who can coach football,” she said.
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MERGER OF SOCIAL WORK INTO COLLEGE OF EDUCATION IS PROPOSED

COLUMBUS -- The Ohio State University Office of Academic Affairs has proposed that the College of Social Work become a school within the College of Education.

According to the proposal, the merger of Social Work and Education would provide programmatic and financial benefits to both the social work and education programs, allowing for greater collaboration among faculty and greater economy in administration. Specifically, course offerings common to both programs could be better coordinated, support functions could be shared or shifted, field placements in local schools and social agencies could be made more accessible to students, and the university would have greater flexibility to meet accreditation standards.

In making the announcement, Richard Sisson, senior vice president for academic affairs and provost, said there will be extensive discussion and consultation with the faculty, staff and students of both colleges. The proposal will be presented to the Steering Committee of University Senate, the Council on Academic Affairs, and the Senate Oversight Committee on Restructuring for consideration before a final version is submitted to University Senate for appropriate action.

- more -
"The intent of this proposed merger is to provide a framework for enhancing programs while at the same time supporting the efforts of the Social Work faculty," Sisson said. "Such a merger could enable the consolidation of related human services programs with Education and provide new collaborative program opportunities between Social Work and other programs in Education related to schooling and educational policy."

The proposal is part of the ongoing restructuring of the university and meets three criteria established by the Office of Academic Affairs for consolidating academic units. It has potential for: (1) creating new programs or consolidating existing programs which can build on the complementary expertise of faculty in both units; (2) increasing flexibility in meeting curricular and teaching responsibilities; (3) improving efficiency in carrying out core administrative functions.

Social Work has been a separate college since 1976. Before that it was a school housed in what is now the Max M. Fisher College of Business. The college has 27 full-time equivalent tenure-track faculty members, and does not have departments. Because it lacks the economies of scale and the financial flexibility of larger colleges, Social Work has been particularly hard pressed to absorb the budget cuts of recent years.

It offers the Bachelor of Science in Social Work and the Master of Social Work degrees as well as the Ph.D. Approximately 75 percent of its nearly 700 full- and part-time students are enrolled in graduate programs. In 1992, the college had the second largest Master of Social Work enrollment in the Big Ten and the 21st largest in the nation. An additional factor in presenting the merger proposal now is that the college is currently searching for new leadership.

According to today's proposal, "The expanded college could enable, encourage and provide leadership for collaborative efforts with other academic units that have instructional or research programs with an education or human services dimension."

Any programmatic changes would be phased in so as not to affect the ability of currently enrolled students in either college to complete their programs of study.

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Contact: Robert Arnold, associate provost, (614) 292-5881.
Restructuring could merge Social Work and Education
Sisson said plan still needs evaluation, planning

By Chad D. Lerch
Lantern staff writer

"The intent of this proposed merger is to provide a framework for enhancing programs, while at the same time supporting the College of Education."

If the Office of Academic Affairs has its way, the College of Social Work will become a school within the College of Education.

According to a statement released by the office, the merger would provide programmatic and financial benefits to both programs.

Field placement, which gives students internships in local schools and social agencies, would benefit from the merger, said Robert Arnold, associate provost for academic affairs.

Arnold said students in both colleges are currently sent to similar internships and merger would make the process more efficient.

Richard Sisson, senior vice president for academic affairs and provost, said there will be extensive consultation with members of both colleges.

The office will sponsor a forum to make everyone aware of the changes, he said. A date for this forum has not been set.

Sisson said the merger proposal will be presented to the University Senate’s Steering Committee, the Council on Academic Affairs, and the Oversight Committee on Restructuring. These groups will evaluate the plan before a final version is approved.

"They are doing their best to work with students already in the college, but I question what will happen to the students who will enroll in the future."

— Lisa Lewis, student

members in social work, and 150 in education.
Arnold said the merger will not result in job losses.

He said once the merger is complete, a search committee will find a new director for the new School of Social Work.

Stanley Bilestone, associate dean of social work, said college members were told about the proposal in a letter sent by Sisson at the last week.

Bilestone said his immediate reaction to the proposal was negative because the merger was not part of social work’s original restructuring proposal which was sent to the provost Feb. 1.

Lisa Lewis, a senior majoring in social work, believes the merger “will do the community a great disservice.”

She thought student’s needs were not taken into account when the proposal was made.

“They are doing their best to work with students already in the college, but I question what will happen to the students who will enroll in the future,” Lewis said.

Social Work has been a separate college since 1976. Before then, it was a school housed in Hagerty Hall.

In 1992, the college had the second-largest Master of Social Work enrollment in the Big Ten, and the 21st largest in the nation.
Teachers’ work now can pay off in fall

Classes will benefit from summer job tips

By Julie R. Bailey
Dispatch Staff Writer

Brenda Rose, a science teacher at Westerville South High School, is working this summer so she will be a more informed teacher in the fall.

For the past four weeks, Rose will be working at the Wecker Institute for Pediatric Research at Children’s Hospital as part of the Teachers in the Workplace program.

The program, offered annually through the Central Ohio Center for Economic Education at Ohio State University, places teachers in temporary jobs so they can gain firsthand knowledge of careers.

About 25 teachers from 10 school districts in Franklin County, including Columbus Public Schools, and from the Delaware City Schools district in Delaware County are working at places such as WOSU radio, The Limited, Nationwide Insurance, Business First and Battelle.

“I want to get out of this a real understanding of how research works,” said Rose, who teaches biology and chemistry.

“We talk about research a lot in the classroom, but until you really get in here and know from day to day to day to day the frustrations, the time it takes and the start-overs you have and the cost of it, you really have no idea what it’s all about.

“It’s been so helpful to see the equipment and understand the procedures, and I’ve been here just for four days,” Rose said last week.

Teachers participating in the program receive graduate credit and $1,400.

“In addition to all the biology that I’m learning,” Rose said, “I’m looking at the big picture — what gets funded, and how money runs the big picture.”

Dr. Hugh Harroff, administrative director of the research foundation, said the teachers are assigned to work strictly on research.

“We want them to really get in and feel like they are contributing to some part of one of our research studies, even though it is for a short time,” Harroff said.

“We don’t expect them to discover the cure for cancer in four weeks, but we want them to get in and really experience research.”

At the research foundation, teachers are viewed as ambassadors.

“Think about how many young people’s lives teachers touch,” Harroff said.

“If they leave here having a good experience and are excited about research and science, hopefully they will go back to their classrooms and convince young people that their bright minds can help solve some of these disease problems.”

Gwen Smith, a first-grade teacher in the Gahanna-Jefferson school district, is working at the Bruce E. Siegel Center for Health Education at Mount Carmel East Hospital.

The center offers information on both staying healthy and seeking medical care.

“We want Gwen to tell us what kids, teachers, parents want and need, and how we can be a service to the schools,” said Carol Boyd, director of the center.

Smith is to evaluate the children’s materials at the center and to develop plans for school and community access.

“I wanted to do something different over the summer. I love my teaching job, but I just wanted to try something in a different environment,” said Smith, who has taught at Lincoln Elementary for 16 years.
Ohio State links business and education

By Aruna Jagtlani
Lantern staff writer

In a program entirely funded by regional businesses, Ohio State is forging another link between educators and central Ohio employers.

Teachers in the Workplace, a six-week program, was established in 1983 by the Central Ohio Center for Economic Education at Ohio State and several Franklin County school districts.

The center is affiliated with the College of Education and places teachers from central Ohio school districts with businesses for one month.

Ginger Wilcox, program coordinator for Columbus Public Schools, has been a teacher-participant and maintains close touch with the program every summer.

The first week of the program teaches business operations, economic concepts, technological changes and related education concepts, Wilcox said.

The teachers spend the next four weeks working with their respective businesses on special projects, she said.

The teachers receive three hours of graduate credit for their work. The last week of the program returns the teachers to the classroom where they share their experiences and prepare lesson plans for their school districts. The 25 teacher-participants this year are doing that this week, Wilcox said.

Some of the businesses involved in this year's program are Battelle Memorial Institute, Bricker & Eckler, Columbus Southern Power Co., WOSU-TV, Nationwide Insurance Co. and State Representative Priscilla Mead's office.

Each participating business contributes $1,400 per teacher. The teacher-participants receive a $1,200 stipend during the session. The remaining $200 is used for administrative expenses and program costs.

Over the years, more than 100 organizations have been involved with the program, Wilcox said, because of the "fresh insight and energy offered by educators." The center's new director, Abby Kaylor, said the program "gives teachers the opportunity to see what the world is like and give some opinion of that back to the classroom."

"OSU is making a contribution both to the teachers and the school systems they represent, as well as the business community, by creating this kind of experience where the teachers can come together with representatives of business," said President Gee's special assistant for business and community relations, Sarah Austin.

"Teachers benefit from this experience and bring it back to their classes," Austin said. "This kind of experiential learning is very important to the community."

"The stronger the community, the stronger the relationship between the community and others," Kaylor said.

"Service is an important part of the mission between the university and the community, both the business community and the schools," she said.

Wilcox, an OSU graduate, says the program is a great way to keep graduates involved with current trends and programs. The center's involvement with the businesses might lead to other partnerships and more funding for the university, she said.
State senator explores technology of teaching

Sen. Snyder visits education college seeking answers

By Greg Brown

How does technology help us learn?

State Senator Cooper Snyder, R-Hillsboro, wanted to know the answer so he went to the source—Ohio State’s College of Education. He came to see direct benefits of technology to classrooms. The college is working on many fronts, initiating new uses of hardware and software, and on Oct. 26, the senator got a glimpse.

“My prime concern is finding out the relation between technology and learning, that is, how can our technology improve the learning experience for every child in Ohio, for the teachers and those learning to teach,” said Snyder, chair of the Senate Education and Retirement Committee. “And then what can I do as a policy maker to enhance that relationship? This is what I am working to determine.”

Understanding the mechanics of technology is important, but judging its effectiveness is even more critical, he noted. Snyder said he has seen how the next generation of woodcutters will be programming computers to slice the wood. But he wondered how they will know if the computer made the correct cut if they don’t know how to first cut wood themselves, and how that wood will be used.

The senator views a demonstration of the College of Education’s new tech lab, which features a wide array of educational software and hardware. The lab is designed to help students learn how to use technology in the classroom.

“Up the stairs, on the second floor of Ramsey Hall, Snyder saw how the relation between technology and teaching already unfolds. In the Edgar Dule Media Center, Snyder got ‘on-line.’ Dedicated to supporting teachers, and those learning to become teachers, the center provides access to books, videos and audio files. Recently, it acquired Science Helper K-8, a CD-ROM program with 1,000 science and math lessons plans right at a teacher’s fingertips. The CD-ROM format, with encyclopedia-like capacity for words and pictures, was developed with an $80 million grant from the National Science Foundation.

Lessons from geometry, to soil content, to the human body, can be printed out and taken to the classroom at no cost to a teacher. Supporting materials also are available from the center.

Down the hall, Snyder witnessed the vital nature of transfer-
Proposal combines Education and Social Work

By Shanin C. Pepple
Lantern staff writer

The College of Education Faculty Senate has passed a restructuring proposal to significantly reduce the number of programs in the education curriculum.

A separate merger proposal to combine the College of Education with the College of Social Work has not made progress. The restructuring proposal will reduce the number of programs for education students from 30 to approximately 11, said Nancy Zimpher, dean of the College of Education.

Faculty of the College of Education are in the process of reviewing the proposal, and will vote for their own acceptance before Feb. 1.

If faculty accept the proposal, it will be sent to the University Oversight Committee and the Council on Academic Affairs for final approval, Zimpher said.

Zimpher said the reduction will merge similar programs such as math, science and technology education into single programs.

"Students will be advantaged because programs will be more enhanced," Zimpher said.

Combining programs will enable students to benefit from a more diverse curriculum and an increase in faculty involvement, Zimpher said.

The College of Education plans to take out certain programs and to stop accepting students into those programs after July 1996. However, Zimpher declined to comment on which of the programs would be omitted.

Students already enrolled in programs scheduled to be eliminated, will be able to complete their programs as planned.

Mais Pank-Mertz, professor of English education, has seen three restructuring in her 23 years of teaching at Ohio State and hopes restructuring the college again will ultimately benefit the college and the students.

"The top of my list of priorities is to maintain a very strong, quality program," Pank-Mertz said.

Zimpher said reducing the number of programs will create ones that are less specialized. However, she said education programs would gain a better sense of "integration and cohesion."

Marcus L. Herzberg, a recent graduate of the College of Education, agrees that reducing programs could benefit the college.

"If generalizing programs allows education students to become more employable, then I think it's a good idea," Herzberg said.

Vaishali Patel, a third year education student, said reducing the programs will "make the programs more practical and useful for students."

With a more general curriculum, the students will learn a broader range of studies instead of being specialized in only one area, said Patel. This enhanced knowledge will make students more employable, she said.

The restructuring plan also poses a transformation of the college's five areas of studies to only three.

When restructuring is complete, the three new schools making up the College of Education will be Physical Activity and Human Services, Pedagogy (the art of teaching) and Public Policy and Leadership.

According to the plan, having only three schools will help reduce confusion and complicated the areas of study and create more efficiency.

A separate restructuring proposal to merge the College of Education with the College of Social Work is also being considered. However, no plans have been made to vote on the possible merger, and no recent discussions have taken place.

Stanley Blostein, associate dean of social work, said the idea for a merger was introduced in April 1993 and the college held several open forums with faculty, students and staff to discuss the suggestion.

"The proposal for merger is still in the internal university process," Blostein said.

Blostein said when the original proposal was brought forward, Social Work faculty were not really satisfied with the rationale for the merger.

Blostein said administrators felt merging the two schools was a reasonable step since both curriculums deal with training students to be professional educators.

Some social work students are expressing concern that merging the two schools might compromise the quality of the College of Social Work.

"I think it's ridiculous," said Shawna Moore, a senior Social Work student. "Merging the two colleges might make the program seem weak. I think we need to remain our own college."

Stephanie Weems, a senior in social work, agrees the merger is not a good idea.

"It will hurt the college's reputation. It just won't be the same," Weems said.

No plans have been made to vote on the proposal or have more open forums to discuss the issue.
Lois Lowry, two-time winner of the prestigious Newbery Medal in children’s literature, has managed to combine the serious and the comic.

Her 23rd and most recent book, Anastasia, Absolutely, in the 11th story about the contemporary, comedy-prone Krupsky family.

Get You Around, Steve! — about Anastasia’s little brother — will be published in the fall.

“The Anastasia books are much easier to write,” Lowry said. “I don’t have to say I think them off, but I have the characters established and I know all about them.

“I thought of Anastasia Krupsky as a single book, but it elided a lot of nonsense from kids who wanted more books about the same character.”

Lowry remembers being not at all like Anastasia as a child.

“I was an introvert. My own two daughters were perhaps more like her, but...to tell the truth, I wrote the first book in 1979, when Amy Carter was 10 and was the presidential kid. I sort of modeled Anastasia on her.”

Lowry, 59, has earned her greatest critical acclaim for serious novels, including the Holocaust story Number the Stars.

“I had a close friend who was Danish who told me about her childhood during the war,” the author said. “Because I so often mentally put myself back into a child’s mind, I was able to perceive what it must have been like for her.”

Lowry was stunned when the book was the 1990 Newbery Medal.

She was not as surprised when the 1994 musical went to The Giver, the tale of a utopian society in which the problems of age and crime have been neatly solved.

“The Giver was hard to write and, actually, was completely rewritten twice,” she said. “I was surprised at its reception. It was immediately the subject of talk and controversy, and compared to novels like 1984 and The Handmaid’s Tale. People began saying it would win the Newbery. I wished they wouldn’t, because I felt sure that would be the bane of death. I went as far away as possible so I wouldn’t be sitting by the telephone and, consequently, they had trouble finding me.”

The Giver, with its political and theological implications, has become prominent on a list of most frequently censored and most frequently recommended books for children.

The open ending invites speculation.

“I see it as optimistic, but I don’t have a clearly defined interpretation in my head,” Lowry said. “Boys who write to me offer lengthy explanations involving time travel — something that never occurred to me.”

After one of his children read The Giver, actor Jeff Bridges secured the film rights. A screenplay is being written.

Lowry grew up as the daughter of a career Army officer.

“We moved a lot,” she said. “I think that and the fact that I was an interested child probably sent me more to the library and to my bedroom, where I curled up with a book. I wasn’t an only child, but I did spend a lot of time by myself.”

She became a journalist and photographer.

“I always knew I wanted to be a writer, but I assumed I’d write for adults. By chance, a book publisher read something I’d written about children and asked me if I’d like to try writing for children.”

In her first children’s book, A Summer To Die (1977), the protagonist ensures the death of her beloved sister.

In A Prayer For Owen Meany (1989), Lowry recalls the year her father left to serve in World War II.

“I’ve written several books that have, because of the nature of the plot, self-erasing...” she said. “But both went on to conclude in something of an upbeat way...A writer has to balance things. It’s a dilemma you come away from a manuscript and feel finished if it’s weighed heavily on the downslide.”

Recently, one of her children, an Air Force pilot, died in a crash.

“I’ve been through a very tough year,” she said. “I made a book using photographs for my granddaughter, who is an newborn she won’t remember her father. It won’t be published, but it was important for me to take the time to do that...Then I found it necessary to sit down and write lightened stuff.”

Now, she feels ready again to turn to the serious side of her literary invention.
Educators' job fair to urge teaching overseas

By Christian N. Costelnes
Lantern staff writer

Recruiters from schools all over the world will be in Columbus this weekend at a career fair for certified teachers interested in teaching overseas.

About 28 international schools from South and Central America, Korea, and the Middle East will be represented at the 12th annual International Recruiting Fair for kindergarten through 12th grade educators, said Nancy Swearengen, coordinator of alumni and special events for the College of Education.

An information session will cover issues such as currency, getting accustomed to cultures, types of international schools and preparation, said workshop panelist Steve Winslow. Winslow is a social studies and global education doctoral candidate at Ohio State who taught in Caracas and Venezuela for three years.

About 150 job applicants from all over the United States and Canada are expected, Swearengen said.

Qualified candidates must have a bachelor's degree in education, be certified to teach in at least one state and have two years of teaching experience. Some schools waive the classroom time requirement if a candidate is especially qualified, and some Spanish schools have indicated they will offer internships, she said.

The greatest demand is for teachers of English, math and history, Swearengen said.

Knowledge of the local language is not necessary because classes are taught in English. Schools are usually filled with children from families of diplomats, wealthy business people and foreign nationals.

Starting incomes range from $13,000 to $38,000 in U.S. dollars. Some of the benefits are subsidized housing, meals, transportation and utilities.

Wilson said more benefits are offered to foreign-hired teachers than those chosen locally.

"If you do not interview with them through the recruiting fairs, chances are you won't get a 'foreign-hire' contract," he said.

Many return from teaching abroad with some savings if they lived in moderation.

Participants also get the chance to spend two years adapting to and coping with a foreign culture, a quality attractive to future employers, Swearengen said.

Job contracts are offered and signed on the spot, so those planning to interview should bring copies of teaching certification, transcript, resumes, self-photographs and letters of reference.

About 55 percent of the registrants who attended last year's fair were hired, Swearengen said.

The annual recruitment push starts in January and ends by early March. Schools spend a lot of money sending recruiters to visit the few fairs that take place in North America, Wilson said.

Interviews are in depth and credentials and references are checked.

"They can't afford to hire people who won't be qualified to do the jobs," Swearengen said.

Of all Americans hired to teach internationally, 90 percent are hired through these fairs, she said.

"That's why they come to us ... because we bring the numbers in that they don't have the time to search for," Swearengen said.
Michelle A. Artis
Lantern staff writer

At a Girl Scout camp in the 1960s, Tonette Rocco was asked by her camp leader if she would mind sharing her tent with two black girls.

"I wonder if their black skin will rub off on my white skin," Rocco remembers thinking.

G. Wayne West recalls the unease he felt when he saw two black men driving through his predominantly white neighborhood.

"What are they doing in my neighborhood?" West asked.

In both instances, neither student could explain their reactions, but knew they were wrong.

"It wasn't until I was an adult that I was able to articulate what I was actually thinking and realize how dumb it was," Rocco said about Girl Scout camp. "I didn't care what color the girls were because I wasn't raised to think that color made a difference."

"However, by my leader giving me the power to say 'yes or no,' it was assumed that because I was white I had the privilege to object," she said.

Rocco and West, now graduate students at Ohio State majoring in adult education, have turned those thoughts into a self-reflec-
tive research study entitled "Toward A Conceptualization Of Deconstructing Privilege."

The research was the beginning of a larger study that will be conducted by Rocco, West, and two other researchers.

Rocco and West are, keeping journals about themselves as a way to discover their subconscious views on race. They use their findings in panel discussions, and discussion reactions, for further self-reflection, West said.

The two researchers said that in an academic setting, an instructor's view on racial issues can affect the learning environment. They will use their research, when they are profes-
sors, to create a class atmosphere that embraces diversity, they said.

This week, Rocco and West presented their research paper at "Research on the Color Line: A Brown Bag Series," a weekly forum sponsored by the Office of Diversity and Outreach, in the College of Education. The forum discusses matters of race and eth-
nicities.

Although Rocco and West jointly researched the issue of privi-
lege in society based on race, gender, ethnicity, class, and various other factors-the issue of race privilege, specifically white privi-
lege-dominated the forum's dis-
cussion.

"One purpose of our research is to try to get white people to reflect on our privilege in society by being the dominant culture," West said.

"Deconstructing privilege, in terms of race, is when an individ-
ual takes apart and examines their belief about people that are a different color," Rocco said. "It reflects on racism between a dom-
inant and less dominant culture."

"Having white privilege doesn't make you a racist but, in this society, if you're born with white skin you're born with a certain amount of privilege that is unearned and granted by birth," Rocco said.

Marjorie Davis, a doctoral candi-
date majoring in education, attended the series. Davis said that in addition to deconstructing privilege, there needs to be a change in people's thinking pat-
tern.

"I'm not sure what deconstruc-
tion is supposed to do in the con-
text of dismantling white privilege," she said.

"Where does a thought, like Tonette (Rocco) had as a child, come from?" she asked. Deconstruc-
ting privilege is good; how-
ever, it does not identify the root of such thoughts, which is the only way to find a solution, she said.
Education change clears 1st hurdle
College proposes to form 3 schools, merge 33 programs
By Gemma McLuckie

At a recent forum about the College of Education proposed restructuring, an audience member got噪ing ovation when he said faculty, staff and students were ready to move ahead.

They can start packing their bags. On April 17, the Council on Academic Affairs approved the college's plan to form three schools and offer 11 academic programs. CAA also approved new names for the three schools. The proposal now moves to the University Senate and Board of Trustees.

The final three-page summary was culled from a three-inch file of documentation from as far back as April 1993. "I am struck by the degree to which we seem to be on course with the original documents," said Nancy Zimpher, dean of the College of Education. "The college we have today is the college we charted two years ago."

The college proposes to meld its school and four departments into three schools. Thirty-three academic programs would be condensed into 11.

The School of Physical Activities and Educational Services would offer programs in sport and exercise sciences, wellness and human services (including school psychology, counselor education and rehabilitation counseling), adult and workforce education, and special education. There are 44 faculty members.

See Education, page 11
Education college tradition will stay in new schools

By Gemma McLuckie

The College of Education will continue its tradition of having its schools submit curriculum proposals for college review.

The issue of autonomy was a sticking point that could have halted the college’s proposed administrative restructuring.

In the end, however, the University Senate voted in favor of the plan to reconfigure the College of Education’s four departments and a school into three schools. The proposal now makes its way to the Board of Trustees for final consideration.

According to University rules, schools can submit curricular proposals straight to the Council on Academic Affairs.

However, in practice many are not autonomous, the Oversight Committee on Restructuring reported to University Senate May 4.

“The University rules are not clear, and it is inappropriate to hold the Education college to rules that are not practically applicable,” said Caroline Whitacre, chair of OCR.

At the request of the Rules Committee, the Council on Academic Affairs will take on the task of delineating between schools, departments and divisions, said Alan Randall, chair of CAA. The review has been on CAA’s back burners, and members have informally discussed discrepancies.

Senate also approved names for Education’s new schools.

The School of Teaching and Learning will emphasize preschool through 12th-grade education.

The School of Educational Policy and Leadership will focus on social and educational policy, preparing education leaders, and on political, social and cultural contexts.

“The design brings programs together and provides for new collaborations,” Whitacre said. There is strong support from faculty, even those in the School of Health, Physical Education and Recreation who are the most affected by the changes, she said.

Whitacre praised the college’s innovation in appointing restructuring representatives to promotion and tenure committees to help ensure that faculty were not caught by changes to their administrative units.

In other matters, Senate approved a proposal to establish an undergraduate major in soil science in the School of Natural Resources. When the College of Food, Agricultural and Environmental Sciences restructured, soil science faculty moved to the school. The proposal now also moves the major.

In addition, Richard Hollingsworth reported that the ombuds-service office closed March 31. A review committee last year recommended shutting the office, which was formed in the 1970s when avenues for dispute resolution were few. Hollingsworth, special assistant to the president for campus life, is overseeing the transition with the advice of a Senate ad hoc committee.

The Senate’s final meeting of 1995-96 begins at 9 a.m. June 1 in 103 Kottman Hall.
College of Education to split in July

By Dagmar Cianelli
Lantern staff writer

The College of Education is restructuring into three separate schools beginning in July.

The names of the new schools will be the School of Physical Activity and Educational Services, the School of Teaching and Learning and the School of Educational Policy and Leadership.

"We want to be more responsive to the needs of professional educators and we hope that with the restructuring the program is more attractive in meeting those needs out there," said Daryl Siedentop, senior associate dean in the College of Education.

For educators pursuing a master's degree, the new integrated programs will reflect changes in the field and the educator's special interest, he said.

Siedentop said restructuring will result in three major improvements:

- Initial preparation for teaching through the master's program after having earned an undergraduate degree.
- Continued professional development of educators already in the field.
- A partnership with participating schools throughout Ohio.

"Teaching isn't a profession you leave at the school house door," Siedentop said. "In some ways it's a 24-hour job and out of this (restructuring) we anticipate our graduating teachers to be better prepared."

The restructuring also integrates previously separated faculty groups, who now can work together in pursuit of research, problem solving and understanding the needs of students, said Rob Tierney, a professor in the College of Education.

The restructuring was done with the input of design teams consisting of Ohio State faculty members, students and educators already in the field, Siedentop said.

The restructuring took two years and goes into effect July 1.
OSU meets McGuffey’s readers

The College of Education and its dean, Nancy Zimpher, are apostles for national education reform. At Columbus schools such as McGuffey Elementary, Zimpher & Co. already are making an impact.
the first Holmes report on teaching was published. A home-grown educator, she received her bachelor of science degree in English education and speech in 1968, then her master's and doctoral degrees from OSU. From the time she got a bachelor of science degree in English education and speech in 1968 until now, she has steadily climbed from one educational position to the next, finally reaching the top of one of the country's largest teaching colleges in 1992.

The Holmes Group had released its second report two years before, committing universities to work with public schools in an effort to assist teacher training. Ohio State established its program of Professional Development Schools to serve, in essence, as the "teaching hospitals" of education.

In Central Ohio, many schools have jumped on the PDS bandwagon. OSU has 10 programs with more than 50 public schools from Columbus Public to Groveport and Reynoldsburg to Worthington. Each PDS has at least one OSU faculty member to oversee it and at least one teacher coordinator in the field.

McGuffey Elementary is part of the OSU-created PDS that focuses on urban schools. The overall goal of this PDS is to train teachers to work in urban schools. Other schools, too, are part of the network focusing on this problem. Among them are other Columbus elementary and middle schools and Whetstone High School.

The issue is that universities have witnessed a growing scarcity of teachers suited for urban schools. Most of their education students come from rural areas, while most of the teachers are needed in urban districts. During the past school year, especially, involves teaching rules, social skills and behavior along with reading, writing and arithmetic. And, what the OSU students also note is that kids are kids. "They're not barbaric," asserts Ketterman of her urban classroom.

Ketterman, Hickman and the other student teachers at McGuffey spent the entire school year doing their teaching internships with teachers carefully selected by the university. OSU has extended its former nine-week internship to a full year so that McGuffey's interns showed up the first day of the school year and continued through the last. Before they finish their graduate program at the end of July, they'll complete a final project based on their experiences.

One result of OSU's changing program will be that fewer teachers are trained. In the past the university churned out more than 2,000 teachers a year—whether the profession needed them or not. By changing its focus from quantity to quality, only 450 teachers (all with master's degrees) are expected to be graduated each year when the full program is phased in by 1999.

Meanwhile, schools in Central Ohio are being dramatically changed, beneficiaries of links with OSU. Available to McGuffey, for example, are the resources of OSU professor Jerry Zutell, who has developed an alternative spelling program published by Zaner-Bloser Inc. in Colum-
bus. It was the McGuffey staff's frustration with students' spelling that paved the way for Zuttell's hands-on involvement.

The university's College of Education is providing technology assistance, allowing the school's teachers to use the campus computer laboratories to learn how to use the new tools available to them. Today McGuffey's students produce a monthly newsletter, using a scanner for photographs and programs to design the publication. In addition, students communicate via e-mail with pen pals.

In what she calls a "soft spinoff" of the PDS, Eramo says her teaching staff has been bolstered by its relationship with OSU. "The existing staff has grown in their ability to believe that their skills really make the difference," she says. "They're very interested in reading and studying new things."

Three years ago the school's reading curriculum was a prime area of concern for McGuffey teachers. Being involved in the PDS encouraged teachers to restructure its entire federal reading program. It got permission to use the federal money to purchase $12,000 in books for its new literacy center, and to hire aides to work alongside teachers during the 90-minute literacy block each morning.

One of the programs created by OSU faculty and local educators is the Northland Teaching Academy at Northland High School, which takes minority students with an interest in teaching out of high school classrooms and puts them into a special program for future teachers. Students who successfully complete the program will get free tuition toward an education degree at OSU.

Across town at Reynoldsburg High School, teacher Bill Gathergood heads up a PDS called "Technology in Education." Last winter seniors in Gathergood's English literature class went online to discuss A Midsummer Night's Dream with Russian students who were reading the same Shakespearean drama. Gathergood has orchestrated online interview sessions with teachers around the world who portray characters in plays his students are reading. Students go online to interview these "characters." In addition, Gathergood has linked 500 teachers in Central Ohio schools with the Internet, allowing them to communicate with educators worldwide by using e-mail.

Another PDS, "Educators for Collaborative Change," focuses on the problems facing elementary teachers. Each year Columbus's Gables Elementary School hosts 12 to 15 OSU interns who work directly with teachers to address these issues. Four other Columbus elementary schools, as well as Worthington Estates elementary, are involved in this project.

Ohio State University was among some 30 major teaching colleges in the country to create and follow through with the PDS plan. In Ohio, Kent State and the University of Cincinnati also have been involved.

The last of the Holmes Group reports, issued in 1995, was a major examination of how teachers are trained. Its verdict was that nearly everything had to change, from teacher certification standards to the nature and substance of professional education.

That move—self-examination by the universities leading the reform initiative—encouraged others in the education arena to join forces.

When the Holmes Group gathered to refocus last January, it was clear to Zimpher and the other reformers that the group had to expand. Recruitment began.
Major teachers' unions—the National Education Association and the American Federation of Teachers—agreed to join. "This is a first," says Grossman of the CEA. Never in the past has a teachers' group joined a reform movement started by major universities.

Grossman predicts that Columbus schools could see dramatic change in the near future, particularly as these newly trained teachers replace those who are retiring. "Our next five years are going to be very important for us," he says. "We may have a wholesale transaction here."

In addition to the national teachers' groups joining the movement, the American Association for School Administrators, National Staff Development Council and others have committed to be a part of the new partnership.

Zimpher is busy these days. Besides being dean of education, she is executive dean of OSU's professional colleges—including law and engineering. She co-chairs the governor's partnership program for Ohio schools with an executive from Procter & Gamble. In Columbus she sits on the board of the OSU-backed Campus Partners, a group aiming to revitalize the campus area, and she chairs its subcommittee, the Campus Collaborative, consisting of representatives from 18 academic areas.

In her recent remarks during the OSU budgeting process, Zimpher exemplified what her tenure at the university has been all about: "We're the college that can't stay at home," she reported. OSU faculty caught up in the reform movement are spending many hours reaching out to the schools, and the college needs money for more faculty. Funding also is an issue for the public schools. Says Zimpher, "School districts have to see funding for professional development as a legitimate part of their budget."

Today, Zimpher is adamant that some teachers' colleges will be put out of business by the requirement for improvement in professional training contained in the final Holmes report. But it was the logical step in the process, she says. "University programs have to become more engaged," she insists, with the real world and the needs of the public schools. There will be controversy and there will be fallout. That's OK, she says. Too many teachers have been produced in the past, anyway.

Zimpher's opinion pulls some weight. OSU is ranked sixth out of 191 graduate schools of education across the country as reported by U.S. News & World Report in its 1996 survey. Harvard, Columbia and Stanford hold the top three spots, respectively. Only one other of the magazine's top 10, the University of California at Berkeley, also participates in the Holmes Partnership.

Sherry Beck Paprocki is a free-lance writer who contributes frequently to Columbus Monthly.
MEMORANDUM

TO: Faculty, Staff, Students and Friends of Ohio State's College of Education

FROM: Nancy L. Zimpher, Executive Dean

DATE: November 6, 1996

SUBJECT: Discovery Magazine

The College of Education has focused much energy over the last three years restructuring itself into a newly aligned organization, as many of you know. The newly restructured College of Education was approved by the OSU Board of Trustees this past June. In addition to charting a new organizational course, the process also has generated a new spirit about who we are and what we do. One of the early products to emerge from this effort is the premiere edition of Discovery, the College of Education’s magazine for alumni and friends -- redesigned and refocused. I want to share this with you especially because this edition highlights people and organizations working together in partnership on behalf of our community and nation’s educational future.

As it turns out, we work closely with many of you and are enriched by these collaborations. Several of the stories in Discovery vividly describe just exactly what that work means to children and adults whose lives it touches. I want to keep you informed of our role in these matters so you can better understand how the College enacts its mission of teaching, research and service on behalf of our state and world’s educational needs.

I trust you will find reading these accounts to be of value to your understanding the power of collaborative work. As always I welcome your insights in the spirit that together we can accomplish goals only dreamed of when acting on our own.

NZ/kls
Enclosure
NEWS ADVISORY:
COLLEGE OF EDUCATION TO HOST NEW COLUMBUS SCHOOLS SUPERINTENDENT

The Ohio State University College of Education will open the academic year by combining its continued outreach to local school districts with a college-wide welcome to new Columbus Public Schools Superintendent Rosa Smith.

Smith will speak at the College of Education’s annual all-faculty meeting Friday, Oct. 3. The event, planned around the theme of “Building Local Partnerships,” will include remarks by Smith and Nancy L. Zimpher, dean of the College of Education. The luncheon program will begin at approximately 12:15 p.m. in the Ohio Union Ballroom, 1739 N. High St.

Twenty superintendents from area school districts and the presidents of local teachers’ associations also have been invited to attend the luncheon program.

Smith, who was named to succeed Larry Mixon, joins the Columbus district Sept. 29. She had served as superintendent of the Beloit, Wis., school district since 1993.

Zimpher coordinates the Exchange of Services agreements between Ohio State and cooperating school and social agencies, and has been responsible for many relationships between these groups. A recent initiative is the Professional Development School project operating in more than 50 elementary, middle and high schools. Master’s degree candidates spend a full year in the schools, and the teachers of those schools serve as clinical educators in the College of Education. Project participants are scheduled to attend the Oct. 3 meeting. Zimpher also is president of the Holmes Partnership, a national organization leading reform in the education of teachers and the relationships between schools, teachers and universities.

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Contact: Susan Hersh, College of Education, (614) 688-3592.
COLLEGE OF EDUCATION FORGES PARTNERSHIP WITH USA TODAY

COLUMBUS -- The Ohio State University and USA TODAY have teamed up to work on enhancing teaching and learning.

USA TODAY, a national newspaper with an average daily circulation of 2.2 million worldwide, has been involved in innovative education endeavors through its Classline education program for 13 years. Ohio State, a comprehensive research and teaching university, has a College of Education consistently ranked near the top nationwide for its excellence in teaching and learning programs.

Initially, the partnership will have a research focus, as together the two groups disseminate research findings applicable to the classroom and explore ways that use of the newspaper in the classroom contributes to the educational process.

Through the pages of Classline Today, USA TODAY's daily satellite-transmitted lesson plan for teachers, Ohio State's College of Education will bring tips based on research to the attention of teachers. The research tips will be published in Classline Today and appear on a monthly basis.

"We believe our partnership will have an immediate impact on children's and teachers' understanding as they read about significant research into how and what they learn," said Robin Porter, program development curriculum manager of education partnerships at USA TODAY. "The research tips we publish from Ohio State can make a difference to the thousands of educators who use USA TODAY in their classrooms."

Action research on the use of USA TODAY in the classroom was undertaken by the staff and students of four Columbus Public Schools (Beck, Parkmoor and Gables elementaries and Everett Middle) and Central College Elementary in the suburban Westerville Public Schools. These schools, along with others, have a Professional Development School (PDS) relationship with
the college for a cooperative focus on examining education with an eye toward improvement. One role of the newspaper to be explored is in enhancing education's school-to-work emphasis.

"Much is known that needs to be further plumbed about how children and adults learn, and how to best teach academic subjects in a real-world context," said Sandra Pritz, Ohio State research specialist and project manager of school-to-work initiatives.

The partners recognize each others' strengths.

"Building deep awareness of the world is a profound aim of teaching," said Nancy Zimpher, dean of Ohio State's College of Education. "It is hard to imagine a more appropriate forum for this work than the pages of Classline Today, both for publishing results and examining the impact of news and research on learning. USA TODAY is such a significant source of information and insight for our nation that we are honored to work alongside the paper in so important an enterprise."

"It is our privilege to work with such a prestigious university as Ohio State," said Denise Restauri, vice president, national circulation sales at USA TODAY. "Our Classline program has produced innovative education programs and partnerships for educators for 13 years. The partnership with Ohio State's College of Education extends our long-standing commitment to schools and to the children of this country."

Contact: Sandra Pritz, research specialist in Ohio State's College of Education, (614) 688-8148, pritz.1@osu.edu
Carol Dooling, manager, special programs, USA TODAY, (703) 276-6370, cdooling@usatoday.com
NEWS ADVISORY:
TEACHERS USING CLASSLINE TODAY FOR ACTIVITIES WITH CHILDREN

Reporters, photographers and videographers are welcome to interview and document participating teachers conducting newspaper activities in their classrooms Tuesday (11/4) at Everett Middle School or Parkmoor Urban Academy.

The two Columbus Public Schools are among those participating in a partnership between the Ohio State University College of Education and USA TODAY. The college will contribute monthly research-based tips for teachers to Classline Today, USA TODAY's daily satellite-transmitted lesson plan for teachers. One issue being explored in participating schools is the newspaper's role in enhancing education's school-to-work emphasis.

Anne Gibson will discuss career issues while conducting newspaper activities with her students from 9:30-10:15 a.m. Tuesday in Room 11 at Parkmoor Urban Academy, 1711 Penworth Drive.

Also on Tuesday, team teachers Sandra King and Mary Leeper will be using USA TODAY for classroom activities from 12:45-1:30 p.m. in Room 317 at Everett Middle School, 100 W. 4th Ave.

Release forms concerning permission for videography, photography and interviews of children will be sent to parents of all participating students in advance of the media visits.

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Contact: Anne Gibson, Parkmoor Urban Academy, (614) 365-5349
Mary Leeper or Sandra King, Everett Middle School, (614) 365-5558
Emily Caldwell, University Communications, (614) 292-8309
Ohio State College of Education Receives Federal Grant in Partnership with Bowling Green State University

Columbus -- The Ohio State University College of Education, in partnership with teacher education programs at Bowling Green State University, has received an $850,547 federal grant for a project to identify, study and disseminate teaching strategies that will give a more "real world" feel to K-12 classrooms across the country.

The U.S. Department of Education grant is a joint initiative of the Office of Vocational and Adult Education and the National School-To-Work Office. The award will fund a national teacher education project developed jointly by Ohio State and Bowling Green faculty titled "Preparing Teachers to Use Contextual Teaching and Learning Strategies to Enhance Student Success in and Beyond School."

The project team will study instruction that best helps students apply their learning in ways that have meaning beyond success in school. The federal initiative is designed to close the gap between traditional modes of teaching and more participatory learning in which students are engaged in meaningful problem solving and conceptual learning.

Ohio State and Bowling Green offer the largest teacher education programs in the state and are among the largest in the nation. Both have been actively involved in state-funded School-to-Work initiatives, and both offer programs based on a contextual teaching model in which students are engaged in meaningful, "real world" problem solving.

Gov. George V. Voinovich noted the project's importance to the state of Ohio.
"Teacher education must be a critical component in Ohio’s School-to-Work initiative," Voinovich said. "Students and teachers must make better connections between the classroom and the world of work to ensure Ohio’s success in today’s global economy."

During the 18-month project, which began Sept. 30, investigators from both universities will further define and develop these strategies with faculty throughout the country. Results of their findings will be disseminated nationally.

Kenneth R. Howe, Ohio State professor of educational policy and leadership, is director of the project. Principal investigators are Johanna DeStefano, professor in the School of Teaching and Learning at Ohio State; Susan Sears, associate dean of the College of Education at Ohio State; and Robert Berns, professor and chair of business education at Bowling Green. Sandra Pritz, research specialist in Ohio State’s College of Education, is project manager.

"As research in education moves forward," Pritz said, "we’re trying to use findings from that research to teach in ways that will improve student learning. That means constructing educational experiences that are not only engaging to the learner, but that allow the learner to adapt and apply in-school learning to out-of-school problems and tasks."

According to Berns, the ultimate goal of the project is to improve student success through contextual teaching and learning.

"Recent research is promising," he said. "Students seem to learn better when they see the connection between what they are learning in school and real-life situations."

Examples of these teaching strategies at Ohio State include the College of Education’s partnership with the Center of Science and Industry to create intensive teacher education workshops focusing on introducing city life to students. Activities for students include examining and then using public transportation, interviewing downtown employees in Columbus and translating these experiences into individual and team projects. Another initiative revolves around improving students’ understanding of the complexities of electricity.

- more -
Eight faculty from each university form the project team, with most activities based at Ohio State. Specific activities supported by the grant include:

-- a multi-stage conference at which experts will identify characteristics for developing a framework of preservice teacher education program in order to prepare teachers to use effective teaching and learning strategies.

-- Using the framework developed in the conference to identify colleges and universities across the country that are implementing preservice teacher education program incorporating these teaching and learning concepts.

-- Visiting those colleges and universities and developing case studies documenting the nature of their teacher education programs, how they were implemented, and the barriers the institutions faced in developing and implementing their programs.

-- Disseminating the case study materials nationally to reach a large number of teacher educators.

USA Today has agreed to be a partner in the project and to assist in distributing the information. The data also will be shared through the Holmes Partnership of graduate programs in teacher education and the ERIC Clearinghouse System.

Ohio State project team members are James Bishop, Barbara Thomson and Marjorie Ward of the School of Teaching and Learning; and Darcy Haag Granello, Susan Imel, Abbejean Kehler, Anthony Olinzock and Sandra Stroot of the School of Physical Activity and Educational Services.

Contact: Sandra Pritz, The Ohio State University, (614) 688-8148
Robert Berns, Bowling Green State University, (419) 372-2904
OHIO STATE EDUCATORS LEAD $2 MILLION HEAD START TECHNOLOGY PROJECT

COLUMBUS -- The Ohio State University College of Education is leading a $2.06 million Head Start project to create training that will serve as a catalyst for preparing teachers of young children to be proficient in technology.

The U.S. Department of Education project, "Preparing Tomorrow's Teachers to Use Technology," will serve educators in low-income urban and rural communities.

"We will start with 300 teachers in the three-year demonstration program," said James Scott, director of the Technology Helping Educators (THE) Consortium. "The goal is to enhance the technology proficiency of higher education faculty, which also will enhance the technological skills of the preservice students in their teacher education classes, who in turn will use appropriate technology practices in their classrooms with the children.

"It's a domino effect."

Scott, who leads the project in the education college, said a very different approach is needed with young children.

"What is appropriate for a 3- or 4-year-old preschooler is not appropriate for a first-grader," Scott said. He said teachers must understand very young learners, what is developmentally appropriate and what teaching practices are effective.

The college is among seven partners in the Technology Helping Educators Consortium, which will set up a dozen "communities of learners" in Ohio, Indiana and Illinois. The consortium next month will choose the 12 demonstration programs from 150 Head Start and Early Head Start programs in the three states.
The communities of learners will be composed of parents, administrators and preservice teachers in Head Start programs, childcare centers and elementary schools. They will receive social and technological support, including electronic links to Ohio State and its Region VB Head Start Quality Network.

"One thing we'll do is help teachers assess appropriate software from the many educational products that are available," Scott said. "Teachers have to know what to look for."

Computers are available in some Head Start classrooms. He said, "We have found some children are very adept, and some teachers not as adept." The grant will enable early childhood teachers who teach low-income children to become technologically proficient.

The grant co-authors are David Fernie and Rebecca Kantor Martin, both professors of teaching and learning at Ohio State; Charles Lynd, information services coordinator for the Region VB Head Start Quality Network; and Dennis Sykes, director of the Region VB Head Start Quality Network, Center for Special Needs Populations.

The THE Consortium partners are: the QNet at OSU (operating in Indiana, Illinois and Ohio); the Ohio Department of Education; Resources and Instruction for Staff Excellence (RISE Inc.); the Ohio Coalition for Associate Degree Early Childhood Programs; the Ohio Higher Education Consortium for Inclusive Early Childhood Education; the Ohio Family Literacy Statewide Initiative; and the Ohio Community Computer Center Network.

Contact: James Scott, (614) 447-0844, extension 121, or scott.5@osu.edu

College Communications: Gemma McLuckie, (614) 292-4658 or mcluckie.1@osu.edu
The Ohio State University
College of Education

Programs and Initiatives

- **Reading Recovery Council of North America** -- Headquarters for work of Reading Recovery which serves some 100,000 children and 15,000 teachers in 3,000 school districts a year in North America. Perhaps the most successful intervention program that exists for young, at-risk readers.

- **AmeriCorps for Math, Literacy and Science** -- Headquarters for the literacy portion of the AmeriCorps program teaching college-age students the skills of reading intervention, complementing the work of classroom teachers.

- **Urban Academy for Professional Development and School Renewal** -- The College is a partner with the Columbus Public Schools and the Columbus Education Association to bring extensive, ongoing professional development to every school in the Columbus district. Particular areas of focus include: Design, implementation, and management of school reform; collaborative teaching and learning; emerging technology and educational applications; new models for effective evaluation and assessment; and community resources and networking on behalf of schools.

- **Campus Collaborative** -- A collaboration of 35 academic and support units at Ohio State bringing the teaching, research and service missions of the University to the adjacent neighborhoods. The work of the Collaborative focuses on education, social services, economic development, health, and student life. Chaired by Education Dean Nancy Zimpher.

- **Housing and Urban Development (HUD) Grant for Universities in Neighborhoods** -- A program of the Campus Collaborative, the HUD grant is supporting the Universities in Neighborhoods project which is developing programs to address work- and home-life issues in the Weinland Park community just southeast of Ohio State's Columbus Campus. A collaboration of many social service and community organizations in the area.

- **Eisenhower National Clearinghouse for Science and Mathematics Education** -- The Clearinghouse works closely with educators to improve teaching and learning in science and mathematics education. The Clearinghouse is: A center for K-12 curriculum materials, "on-line," on CD-ROMs, and in traditional print format; and provides the professional development experiences to teachers for how to utilize these resources. Also, it provides hundreds of links to Internet sites for math and science education.

- **ERIC Clearinghouse on Adult, Career, and Vocational Education** -- The nation’s center for cataloguing and review of materials regarding adult, career and vocational education. Its focus is on adult education, career awareness and development, vocational and technical education, employment and training programs, education/business partnerships, entrepreneurship, and vocational rehabilitation for individuals with disabilities, among others.
• **ERIC Clearinghouse for Science, Mathematics, and Environmental Education** -- The nation’s center for science, mathematics, and environmental education at all levels. Focuses on facilitating improved teaching, learning and research in the following topics: Development of curriculum and instruction materials; teachers and teacher education; learning theory/outcomes; educational programs; research and evaluative studies; media applications; and computer applications.

• **Professional Development Schools** -- The College of Education and school districts near each of its campuses have established Professional Development Schools (PDS) where Master’s of Education students spend a full year in the schools, and the teachers serve as clinical educators in the College. The program operates in more than 50 elementary, middle and high schools.

• **Opening Doors: The World of Graduate Study for Minority Students in Education** -- One of the many programs administered by the College’s Office of Diversity and Outreach, Opening Doors is a research institute for minority students contemplating graduate school. The institute presents talented minority students an actual experience of graduate school. The goal is to increase the ranks of minority graduate students and faculty in the education profession, and increase the number of minority students studying to become teachers at all levels.

• **The Interprofessional Commission of Ohio** -- The Interprofessional Commission is a cooperative program of human service professions whose goal is to improve services through collaboration for the children, adults, and families of Ohio and the nation. The Commission serves as a bridge between the academic and professional communities by facilitating interprofessional dialogue and problem solving throughout the state and nation.

• **Urban Network to Improve Teacher Education (UNITE)** -- The Urban Network to Improve Teacher Education is committed to adequately preparing teachers to meet and ameliorate the challenges faced by many students in urban schools. UNITE joins many universities in North America in a project to develop leadership teams between universities and local schools to create teacher training curricula that infuses a broad-based, experiential urban focus.

• **Center for Special Needs Populations** -- The Center is interdisciplinary and provides research, evaluation, facilitation, and management consultation to state, national, and international agencies. The Center consults with seven state special education agencies in the Great Lakes area, Head Start sites in Illinois, Indiana and Ohio, and direct technical assistance to Ohio’s Quality First Preschool Initiative.

• **Center on Education and Training for Employment** -- The Center works closely with state and national school-to-work initiatives, and is one of the nation’s leading center’s focused on the development of employment-related education and training. The Center is engaged in numerous efforts to improve workplace literacy and adult education.

• **National Academy of Superintendents** -- The National Academy of Superintendents works on behalf of the people who administer schools, nurturing and supporting their leadership efforts. Its annual conference at Ohio State each summer, examines among other issues: Political trends and their impact on national change and standards; the growing demand for world-class public education; and the role of the university in education reform. The goal is to provide educational leaders with the skills necessary to improve educational outcomes for students, and to analyze the current political climate as it impacts educational leadership at the local, state and federal levels.

*COE, January 1997*
EDUCATION COLLEGE TO RECEIVE $11 MILLION FOR NEW CAREER AND TECHNICAL EDUCATION CENTER

COLUMBUS, Ohio -- The Ohio State University's College of Education will accept an $11 million, five-year federal grant today (12/13) to inform career and technical education professionals at every level about successful work and work transition practices.

"The goal will be to improve secondary and postsecondary career and education programs," said Floyd McKinney of COLUMBUS (43220), who will direct the new National Dissemination Center for Career and Technical Education. He is a senior research specialist in the Center on Education and Training for Employment (CETE), also affiliated with the education college.

Another U.S. Department of Education grant also creates a National Research Center for Career and Technical Education at the University of Minnesota. The funding of the Research and Dissemination Centers is the result of a collaboration of five universities: Ohio State and Minnesota, along with Oregon State and Pennsylvania State universities and the University of

-more-
Illinois at Champaign-Urbana. Johns Hopkins University and the Academy for Educational Development in Washington, D.C., are associate consortium members.

The Ohio State project will use Web sites, e-forums and videoconferencing in addition to traditional printed publications to reach educators across the United States. The center will translate research conducted at Minnesota into practices and promote other strategies that have proved to be successful for secondary and postsecondary career and technical education.

The dissemination center also will give teachers, counselors, administrators and policy-makers opportunities to learn more about career and technical education, and suggest ways to improve teaching techniques.

U.S. Sen. Mike DeWine, R-Ohio, who supported this and other job training initiatives, said, "The center's programs will ensure the American work force is prepared to meet the challenges in today's global economy."

Added U.S. Rep. Deborah Pryce, R-Columbus (15th District), "The Ohio State University deserves to be recognized for its efforts to further the field of vocational education. OSU has one of the most prestigious career instruction programs in the nation, and it has continually worked to improve the quality and effectiveness of vocational education. Through its leadership of this consortium, OSU will be able to better prepare our work force for the challenges of the 21st century. I commend Ohio State on its efforts to provide leadership and knowledge to those pursuing vocational and technical education."

William E. Kirwan, president of The Ohio State University, said, "The College of Education here has a long history of excellence in career and technical education. We thank the Department of Education for recognizing our efforts to ensure American employers have the best-trained employees."

"The dissemination center will utilize the research center's findings about work force development and education, and develop distribution systems to professionals and educators at the secondary and postsecondary levels to improve the preparation of individuals across the spectrum of careers," said Michael Sherman, director of the Center on Education and Training for Employment and the college's School of Physical Activity & Educational Services. "An additional component of the
dissemination center's work will be to evaluate the success of these distribution systems to actually affect secondary and post-secondary career and technical education practices and outcomes."

The site director is N.L. Caslin, of COLUMBUS (43221), who is chair of the Department of Human and Community Resource Development in the College of Food, Agricultural and Environmental Sciences.

In addition to faculty members from Ohio State's colleges of Education and Food, Agricultural and Environmental Sciences, researchers include staff from CETE and the ERIC Clearinghouse for Career and Technical Education.

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**Michael Sherman**, 614-292-0956 or sherman.4@osu.edu

U.S Dept. of Education contact:
**Ricardo Hernandez**, 202-205-5977 or ricardo_hernandez@ed.gov

College communications contact:
**Gemma McLuckie**, 614-292-4658 or mcluckie.1@osu.edu
Exchange of Services Agreement

The Ohio State University College of Education places its preservice teachers in the eighteen school districts in Franklin County and in schools near the University's regional campuses. In exchange, the University provides fee authorizations for graduate studies to assist with the further professional development of educational colleagues. Contact: Don Cramer, Education Administration, (614) 688-5662 or cramer.5@osu.edu

Professional Development Schools

The College of Education and school districts near each of its campuses have established Professional Development Schools (PDS) where Master’s of Education students spend a full year in the schools, and the mentor teachers serve as clinical educators in the College of Education. Ohio State has worked with schools for several years, and today is a partner in eleven PDS projects encompassing fifty-six school sites. Contact: Don Cramer, Education Administration, (614) 688-5662 or cramer.5@osu.edu

Peer Assistance Review (PAR)

PAR, developed collaboratively in 1986 with the Columbus Education Association and Columbus Public Schools, makes teacher assessment objective and systematic. Expert teachers are paired with entering teachers to make unbiased judgments about specific behaviors of the new teachers and their students. The expert teacher also acts as mentor. Contact: Sandra Stroot, Professor, (614) 292-8368 or stroot.l@osu.edu

Urban Academy for Professional Development and School Renewal

The College of Education, Columbus Public Schools, and the Columbus Education Association have formed the Urban Academy for Professional Development and School Renewal that opened its doors in 1996 at Beck and Parkmoor elementary schools. The Academy is located and jointly administered at two elementary schools, one middle school, and one high school in the Columbus District, and at Ohio State. Contact: Jim Bishop, Education Administration, (614) 292-8057 or bishop.10@osu.edu

Campus Collaborative

The Campus Collaborative is an organization of thirty-nine colleges and units at Ohio State. With Campus Partners, the Campus Collaborative is joining the teaching, research and service missions of the University with nearby Columbus communities. The Campus Collaborative focuses on health, social services, education, economic opportunities, and student life. Contact: Mike Casto, Campus Collaborative, (614) 292-5621 or casto.2@osu.edu or Doreen Uhas-Sauer (614) 365-6681

Some of the specific Campus Collaborative programs

- Developing a school-to-work system for 12 University District schools
- The University District Education Committee, which is discussing ways to improve teaching and learning in area schools.

College of Education
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www.coe.ohio-state.edu
DeWitt Wallace Reader's Digest Grant

The counselor education faculty at OSU are collaborating with the Urban Academy schools and the Director of Guidance in Columbus to revise the role of school counseling training at OSU and to rethink the utilization of counselors in urban areas. Forty-two counselors in spring, 1998 and thirty-eight counselors in spring, 1999 have been enrolled in a course designed to update and refine their skills. The grant has purchased two computers and a printer for each of the Urban Academy schools—one for use by the counselor and one for each principal. Contact: Susan Sears, Associate Professor, (614) 688-8111 or sears.1@osu.edu

The Northland Teaching & Academy

The Northland Teaching Academy is a collaboration of the College of Education, the Columbus Education Association, and the Columbus Public Schools. The program encourages and assists bright, interested Columbus students to join the ranks of the teaching profession. Participants begin in grades 9-12 exploring issues through classes and placement experiences. Contact: Robert Ransom, Education Administration, (614) 292-1936 or ransom.1@osu.edu

Virtual University for Professional Development

The Virtual University for Professional Development is a partnership between the Columbus Education Association and the College of Education. Courses to meet the needs of teachers are developed and delivered in a variety of formats including on-site courses in the schools and courses offered via distance education. Contact: Judy Braithwaite, Columbus Education Association (614) 253-4731 or Don Cramer, Education Administration, (614) 688-5662 or cramer.5@osu.edu

National Board of Professional Teaching Standards Project

This project, supported with funds from the Ohio Department of Education, provides a series of courses to teachers in Central Ohio who are interested in achieving National Board Certification. The College of Education and the Columbus Education Association collaboratively administer the project. Contact: Evelyn Freeman, Educational Administration, (614) 292-8059 or freeman.5@osu.edu

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The Ohio State University
PROGRAMS/INITIATIVES/PARTNERSHIPS
Winter 2000

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State of the College Address

Donna Browder Evans, Dean
College of Education
The Ohio State University

February 13, 2001
Good morning and welcome to our Winter Quarter College of Education Faculty Meeting, which coincides with the six-month anniversary of my reincarnation at Ohio State. Sandwiched between Lincoln’s Birthday and Valentine’s Day, in the middle of Black History Month, we come together to consider the state of our college — what it is today and what it can become in the months and years ahead.

I am delighted to address so many valued colleagues on this important topic. It’s part of a broad dialogue among our faculty, staff, and leadership team, a never-ending conversation that will continue as time goes by.

Before going farther, let me say how pleased and excited I am that David Imig is with us today. No one better grasps what’s going on in education, and no one is better equipped to provide context and perspective for our work. So thank you, David, very much.

As you might imagine, much of my first six months has been spent finding out what’s going on, who’s doing what, and why. I’ve learned that you are doing a great deal of very useful and important work. For a minute or two, let me cite just a few of your many accomplishments.

The NSF grant to study how children think has tremendous potential to contribute to our work and to society. The two PT3-funded programs being implemented by talented faculty and staff are also very, very important. As you know, PT3 stands for Preparing Tomorrow’s Teachers to Use Technology.

I am proud that, thanks to 4 of our colleagues, our College has received two Outstanding Teaching Awards for each of the last two years. That is exceptional!

But there’s more. There’s the Urban Academy for Professional Development and School reform and the Urban Schools Initiative. I also have in mind the College’s lead role in the University’s new outreach and engagement Pre-K through 12 initiative. This high-potential activity will combine Ohio State’s teaching, research and service capacities to help improve Ohio public schools, particularly in high-poverty areas.

Our Centers continue to be among our major strengths. To cite only a few, there is the new Ohio Resource Center for Mathematics, Science, and Reading. There’s our ongoing major role in the Na-

I’m delighted to add that there’s also progress in diversity. While we have a long way to go, we are a leader in international diversity, with graduates coming from every continent and programs making an impact around the world. In addition, we should be extremely proud of the College-wide Diversity Action Plan that you prepared and which we are now implementing. Diversity is another area of intense University-wide interest. Provost Ed Ray was very complimentary of our plan – suggesting it might be a model for others.

We’ve also made progress in several operational areas. For example, we assembled a new administrative/leadership team of highly capable faculty colleagues and are now engaged in a substantive dialogue about our COE agenda. We have a new fiscal officer, who is providing leadership in stabilizing our budget and who has increased our understanding of the costs and income from our various initiatives.

In sum, there’s a great deal to feel good about, and I thank you for the accomplishments I have mentioned . . . and the many more that could be cited. Without doubt, this College has a proud past. The question is: Where do we go from here? I want to focus the remainder of my remarks on our future – how that future looks and the exciting opportunities that face those willing to change and adapt. For it’s clear that the future will be markedly different from the past . . . and that what was considered success in the past will be counted as mediocrity, if not failure, in the years ahead.

Among a leader’s responsibilities is to define reality. So let me begin by sharing my impression of reality for schools and colleges of education. If you disagree, we ought to talk because the need for change underpins much of my thinking.

One reality is that education today operates in a fishbowl. Eighteen years after “A Nation at Risk,” momentum for reform continues to build. Among the more visible specific issue areas is teacher quality and quantity, which brings teacher preparation institutions front and center into the spotlight.

Federal appropriations for the current fiscal year call for a record $42.1 billion for the U.S. Department of Education and include $6.5 billion in NEW funding – much of which is specifically targeted for recruiting and preparing teachers. And you may recall that the American Council on Education advised college presidents to make teacher education a top priority or get out of the business!

Indeed, the public – including many of our colleagues in the public schools – have lost confidence in Colleges of Education. This lack of confidence has spawned mandates for greater accountability. For example, the 1996 report of the “National Commission on Teaching & America’s Future” proposed a serious look at developing standards for, and a thorough restructuring of, teacher preparation.

In addition, the “Higher Education Act 1998” (Title II) required new accountability from institutions that prepare teachers. It mandated annual reports on teacher preparation programs and the performance of each program’s teacher candidates on state-required measures for certification or licensure. And less than eight weeks from now, on April 7, the resulting State and institutional annual reports will very publicly rate teacher preparation institutions – including ours!

Then, during the fall of 2003, our college will undergo a reaccreditation visit by NCATE under a brand new set of standards, a copy of which was previously sent to you. So we must expect a series of reports that review our performance – as a College and as an institution.

We may not like operating in a fishbowl, but that’s the way it is right now. But rather than cursing the darkness, let’s seize the opportunity to examine what we do. Let’s also approach this challenge knowledgeably, creating a central, college-wide data base for ongoing measurement and reports – like that of U.S. News & World Report.

Another current reality is that reformers increasingly cite colleges of education as a major roadblock to lasting reform. They ask why universities have not adapted their teacher education programs to the standards movement. They question the quality and preparation of today’s public school teachers and principals. Commissions and task forces call for more subject content for prospective teachers. Reformers describe universities as the last bastion of resistance to change.

I don’t know about you, but I hear this a lot. It’s a growing perception, and as you know, perception often becomes reality. Are those
perceptions wrong? Perhaps. Overstated? Probably. Can we change them? I think we can, not by challenging them but by demonstrating through positive actions that we are fully meeting our responsibilities – defined in terms of today’s needs.

A third reality is that competition – real competition – is gaining ground fast. From the Edison Project to the University of Phoenix to charter colleges, there are more and more alternatives to traditional public and private education. As reported in the February 6 issue of The Chronicle of Higher Education, Sylvan Learning Systems has been on a higher education buying spree! They have bought major stakes in three overseas universities and announced plans to buy 42% of Walden University, a for-profit online graduate institution. They plan to offer elementary reading and literacy on-line courses in collaboration with 16 other universities that help Sylvan deliver online graduate courses in education. Sylvan also has developed and is offering an alternative licensure program for which it charges $6,500 a head...and doing very nicely – thank you!

In addition, there are smaller colleges in our own state that have created new teacher education models. They attract students who otherwise might attend Ohio State. Regardless of whether we agree with their approach, we must recognize that they are meeting a need. Unless we want to join the legion of organizations whom time has passed by, we should take this competition into account and make ourselves more competitive. That doesn’t mean we should mimic their approach. As a Research One institution, we’re better off finding our own way.

The New York Times is no enemy of higher education, but it editorialized that, “Welfare has had to change. Health care has had to change. The corporate world has had to change. Now it’s higher education’s turn.”

Once more, that’s reality. The message is clear. We cannot rely on past reputation or past achievement. We cannot hunker down and wait for these realities to pass. Denial is unlikely to get us very far.

I’m an optimist at heart. I believe that change needn’t be mindless or ill-conceived; it can be helpful and constructive. It can reenergize a good institution – such as ours – with the potential to be outstanding. Nor does it require us to jettison the many good things we do. However, it does require that we adapt to our times.

I also join those who see crisis and opportunity as two sides of the same coin. I see a tremendous opportunity for our College of Education – with an enormous potential for recognition. We can:
- Play a central role in research-based programs to prepare teachers, principals, and other school professionals.
- Provide leadership – through scholarship and grantsmanship – in informing the profession. And
- Become the pre-eminent voice setting national educational policy.

Never has the work we do been more critical to our nation than at the present time. There is a need for leadership among America’s teacher preparation institutions. We can claim such a leadership role. By so doing, we will fulfill our mission – dating from our founding in 1907 – to be a preeminent center for the preparation of education professionals and provide useful research into human learning. We will also align our college efforts with the University’s Academic Plan and its commitment to a University-wide P-12 effort.

What’s the best way to do this, to stake out our leadership claim? This morning I’m proposing that we move boldly in each of five vital areas.

First, let’s realign and reinvigorate our teacher preparation programs. We must address the nation’s serious need for more and better-prepared teachers and other education professionals. The shortage of teachers, principals, and counselors is unprecedented in all parts of our country, especially in our urban centers. To be responsive and responsible, I suggest that we redesign the curriculum of our teacher preparation programs, guided by the following beliefs:

1. Programs should be aligned with the new Ohio NCATE, ISTE, and National Board Standards. They should also be academically and pedagogically rich in content.
2. Programs should be developed as research-based, contemporary, seamless undergraduate-graduate models that explore best practices, benchmark with peer institutions, and creatively implement and evaluate new promising programs.
3. Program development and implementation should include other colleges as well as school-based colleagues in collaboration with the College of Education.
4. We should recognize that special opportunities in mathematics and science education – occasioned by the work of faculty in the College of Education and the College of Mathematical and Physical Sciences – can strengthen those preparation programs.
5. We should also understand that our M.Ed. teacher education
programs are very lengthy. In addition, our practice of admitting a limited number of students per quarter has kept highly-qualified students out and under-served students and schools. Let us re-examine that practice.

6. Finally, there’s good reason to examine and evaluate courses in all programs to minimize redundancy and enhance the most productive use of our limited funds.

In sum, realigning and reinvigorating our teacher preparation programs must be a prime emphasis.

A second area where bold action is required is technology – building a first-rate future-oriented technology infrastructure and expertise. To remain competitive, let us dramatically and creatively strengthen our technological infrastructure in both programmatic and support areas. For starters, we need to employ a person experienced in doing this work. In addition, we must add technological proficiency to our criteria for recruiting and hiring new faculty and staff.

It’s also important, in my view, that we become a leader in research on the efficacy of technology for learning in the 21st century. We cannot throw money at technology because we think it might be helpful. We need to understand whether and how technology can enhance the teaching and learning process.

We have much work to do on all parts of the technology agenda. That’s the bad news. The good news is the progress we have made in recent years with projects like PT3 and the Technology Enhanced Teaching and Learning Projects. That’s a tribute to the efforts of a few dedicated, persistent and talented faculty.

A third way to stake our leadership claim is to continue to strengthen our research and grantsmanship capability. At the same time, we need to better connect our findings to the problems and needs of today’s public schools. At least some substantial portion of our research agenda must focus on schooling, preparation of professional educators, and education-related policy issues. And that research must not only be of the highest quality; it must be applicable to today’s education priorities.

I want to emphasize the latter point – maybe even over-emphasize it to drive it home. We are located in Columbus, Ohio; not atop Mount Olympus. Our work must relate to children and schools, starting with the University District. This is not to suggest that we abandon research in basic areas of knowledge. Quite the contrary. I am suggesting that we find ways to connect this knowledge more closely to classrooms and student learning.

Point four: Let’s each of us re-examine our professional attitudes – becoming more accessible, more user-friendly and, as some might put it, more customer-focused. I hope you don’t find such language offensive. I don’t mean it to be. But this change in attitude is essential for all colleges of education throughout our country. We will not prosper, and may not survive, with a “build it and they will come” attitude.

A man named William Collier once noted that, “The play was a success, but the audience was a failure.”” But we cannot blame the audience for not liking our play. We cannot insist that we know better and that those who count on us for teachers and knowledge must follow our lead. Increasingly, our audience has other options, and we must take their needs into account.

It’s not that we are insensitive to this issue. Sometimes, we practice it very well. An excellent example is a resurgence of our College’s attention to professional development, outreach, and engagement. Our Office of Professional Development began by assessing the needs of school districts and working with faculty to develop courses and experiences to meet those needs. That office responds to the needs of school-based educators in the delivery of those courses, which are available interactively, web-based, and on site. More than 150 such courses have been developed and with what is happening in licensure and professional development these days, the sky is truly the limit.

We can gain a great deal by operating more collaboratively. We can forge stronger links to school districts and engage in focused ways with business and political communities. The Statehouse is only 20 minutes away. We should be regular visitors, testifying on legislation, participating in education and policy development, and educating legislators and their staff.

Such collaboration can help us identify what our schools need, identify best practices, and improve our ability to disseminate the good work that we do, while enhancing our reputation among K-12 and higher education audiences locally, nationally and internationally.

We can also improve collaboration within the College where a large percentage of our extramural funding and capabilities come from the Centers. Stronger linkages between our faculty and the Centers –
and between students, programs, and Centers – will increase our scope and effectiveness. The College and the Centers can each leverage the work of the other.

UTEC, the University Teacher Education Council, can become a model for good collaboration. As many of you know, Randy Smith and I will be co-chairing this collaboration with several other colleges on campus. UTEC will provide the opportunity for COE faculty to work collaboratively with other University faculty and school-based programs to deliver quality educational programs for teachers, counselors, school psychologists, and PreK-12 administrators. Advisory groups will be established in each of the nine licensure areas to explore issues and provide recommendations to both UTEC and program faculty in licensure areas.

As we enlarge our collaborative efforts, let’s not neglect one of our most substantial assets: Our more than 60,000 alumni. When it comes to mentoring graduates, providing feedback of our effectiveness, and providing financial support for our endeavors, this is a tremendous resource. How many Colleges of Education have that kind of support group located around the country and around the world? Going forward, let’s be sure to optimize that potential.

Fifth, and finally, we must also effectively implement our excellent Diversity Action Plan. I know you will agree that designing a good plan is only the beginning – and probably the easiest part. The more challenging and important part is turning that plan into action. In this regard, a priority for this year includes the recruitment of at least one outstanding underrepresented faculty member, someone with a deserved national reputation for excellence. We must also strengthen our search process and make sure that we always pair diversity with equity.

We are developing a Diversity Plan Council with responsibility for planning implementation and removing barriers. Regular progress reports will keep us current on how we’re doing.

Incidentally, the new “Tomorrow’s Teachers” Scholars Program offers a new opportunity to recruit and support bright and talented undergraduates interested in pursuing a teaching career.

In achieving all of our goals, we must continue to depend upon the quality and motivation of our faculty and staff. We must encourage and value your contributions and see that you achieve your full potential. For as you succeed, so will our college. In addition, we can more effectively market and communicate our present and future successes – sending a consistent message to our internal and external constituencies.

I hope we will renew our professional commitment and build on our strengths to regain our national voice in the education conversation. I also hope we will inform our profession through visible research related to national, state, and local education issues. And I hope we will develop a strong policy impact on education-related issues. In summary, I propose that we:

- Redesign the curriculum and revitalize our teacher preparation programs;
- Significantly strengthen our technological capacity and become a leader in researching the effectiveness of educational technology;
- Focus at least a portion of our research on teaching and learning;
- Re-examine our attitudes and become more accessible and user-friendly while collaborating more often and more broadly with a variety of audiences; and finally,
- Make the celebration of diversity with equity a reality in our College.

This agenda is as essential as it is ambitious. Making COE a leader in the preparation of educators and in educational research and policy – and doing so amidst the realities I have described – is no slam-dunk. But it is doable, especially by a faculty and staff as talented as you are. It can be done, and we can do it.

Years ago, I read a story in which Carmen Mariano, associate dean at Quincy College, told of a kindergarten class during an art lesson. A teacher asked one little girl what she was drawing. “I’m drawing a picture of God,” the girl replied. “But sweetheart,” said the teacher, “no one knows what God looks like.” “They will in a minute,” the girl said.

We have an opportunity to show the nation what excellence in the preparation of educators, education research, and education policy look like in the early 21st century. I’m excited about the possibilities and about the many good things we can do together to make our College of Education a leader in the field . . . and to help improve schools and children’s lives all across America.

Thank you for your attention to what I’ve had to say. As always, I’m proud to be your colleague and look forward to working together to move the college forward to preeminence.
The Ohio State University

Schools

Educational Policy and Leadership (441 students)
- Educational Administration and Higher Education
- Social and Cultural Foundations
- Quantitative Research, Evaluation and Measurement in Education
- Principal and Superintendent Licensure

Physical Activity and Educational Services (1812 students)
- Counselor Education
- Exercise Science Education
- Rehabilitation Services
- School Psychology
- Special Education
- Sport and Exercise Education, Humanities, Science and Studies
- Technical Education and Training
- Workforce Development and Education

Teaching and Learning (1257 students)
- Integrated Teaching and Learning
  - Early Childhood Education, Middle Childhood Education, Hearing Impairments, Visual Impairments
  - Language, Literacy and Culture
  - English Education; Foreign and Second Language Education; Drama, Language Arts and Literature, and Reading Education; Social Studies and Global Education
- Mathematics, Science and Technology Education
- English as a Second Language Programs

Teacher Preparation
2004-2005

- According to U.S. News & World Report, our graduate programs are among the best in the nation, with five of the educator preparation programs placed among the top five. Another is in the top 10, and three specialty areas are in the top 20. The College is the only Ohio graduate program in education ranked in the top tier overall, with a placement as 20th out of 188 private and public institutions in the U.S.
- Total enrollment in teacher education is 1,168 in six colleges at Ohio State (Education; the Arts; Human Ecology; Social and Behavioral Sciences; Social Work; and Food, Agricultural and Environmental Sciences). COE also offers degree programs at the four regional campuses: Mansfield, Marion, Newark and Lima.
- A total of 556 individuals completed the teacher education program in 2002-2003.
- 100 percent of students taking the PRAXIS II passed Knowledge-Based Core Principles. The pass rate for professional knowledge was 94 percent. Non-teaching specialty areas pass rates are: administration and supervision, 94.4 percent; guidance and counseling, 100 percent; school psychologist, 100 percent; and speech and language pathologist, 100 percent. The aggregate for academic content areas was 97 percent, and 96 percent for teaching special populations.
- All OSU students who took PRAXIS III scored 100 percent on the assessment of initial teacher preparation.
- The College has a conceptual framework for all teacher preparation programs at Ohio State. It gives direction to programs, courses, teaching, student performance, scholarship, service and accountability. The structural elements are vital to Ohio State’s November 2005 review by the National Council for the Accreditation of Teacher Education (NCATE).
- A renewed Ph.D. degree in teacher education prepares leaders such as professors for university teacher education programs, higher education administrators, state administrators, and school personnel in charge of staff development.
- The College reconected with the undergraduate experience by offering six bachelor’s degree programs that lead to licensure to teach. An undergraduate minor in education also is available.
- The College’s Accelerated Licensure Program for Principals is preparing building supervisors to fill vacancies left as principals retire or leave education. The College also has a Superintendent’s Academy and licensure program to train personnel to lead school districts in today’s world.

College of Education
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www.education.osu.edu
Selected COE Accomplishments
2004-2005

- Researchers in the College received $19 million in outside funding for various projects, including studies to improve health and fitness, attract students to math and science teaching, understand how students comprehend text, and support higher education institutions and school districts offering alternative licensure programs.
- The Center on Education and Training for Employment received $1.3 million from the Ohio Department of Job and Family Services for the LearningWork Connection.
- Faculty are joining with the Columbus Public Schools and five other local universities to improve teacher preparation with a $9 million five-year federal grant. COE will provide professional development for math and science teachers in order to raise urban middle school students’ academic achievement.
- Reading Recovery, a tutoring program for 1st graders who are having trouble learning to read and write, is celebrating its 20th year in the United States. More than 1.5 million children have been helped by trained Reading Recovery teachers.
- The Teacher Quality Partnership (TQP) is a statewide initiative to study teacher education as related to student learning across Ohio. Two of the TQP research strands are based in the College of Education. One strand is a survey of preservice and inservice teachers, while the other is a study of experienced teachers. The database for the project, which involves all 50 institutions of higher education in Ohio that are preparing teachers, is housed at Ohio State.
- The Behavior Analyst Certification Board Inc. has approved the College’s special education coursework, making our graduates eligible to be certified to work with autistic children.
- School districts customize their professional development programs through the Office of Outreach and Engagement. It offers more than 100 customized courses at local schools each year.

Selected Faculty Accomplishments

- Dr. James Moore III, Physical Activity and Educational Services, received the 2004 Ohio School Counselor Association’s Research Award and the Division E Early Career Award in Counseling from the American Educational Research Association. He also has been designated as a LASER Research Associate.
- Action for Children has named Dr. Rebecca Kantor, Teaching and Learning, as a “Change Artist” for positively affecting young lives.
- The new editorial team of Language Arts, a major journal published by the National Council of Teachers of English, will be based within the School of Teaching and Learning.
- Dr. Margaret Kasten, Ohio Resource Center for Mathematics, Science and Reading, received the Ohio Pioneer in Education Award.
- Dr. Charles Hancock, Associate Dean, has been appointed to an internal university committee that will look at the structure and function of Ohio State’s graduate education.
- The National Council of Teachers of English recognized Dr. Mary Jo Fresch for her skill in co-editing the Ohio Journal of English Language Arts.

Fast Facts

Established in 1907
Accredited by NCATE
Degrees offered: B.S., M.A., M.Ed., Ph.D.
Licensures and endorsements: 50+
Enrollment:
Undergraduate: 400
Graduate: 2,500
Faculty members: 110 (full-time)
Staff members: 315
Affiliated Programs and Centers: 5
Living alumni: 67,000
Constituency Report
For the Ohio State University Alumni Association, Inc.
Spring 2005

Marie Clay Endowed Chair in Reading Recovery and Early Literacy: The $2.5 million Marie Clay Endowed Chair in Reading Recovery and Early Literacy will support two faculty members who are expert in literacy and reading. Reading Recovery is a worldwide program that trains teachers to administer intensive tutoring to first-grade children who are having difficulty learning to read and write. Nearly 1.5 million students have been tutored in North America since Ohio State College of Education faculty helped bring Reading Recovery to the United States in 1984. Dr. Marie Clay of New Zealand is one of the most distinguished researchers in educational literacy in the world. She has been called "the Michael Jordan of reading" for changing the face of primary school literacy instruction.

Walter E. Dennis Learning Center: A $750,000 gift from Walter E. Dennis Jr. in honor of his father enabled the College to develop and offer additional outreach programs through the College's academic learning program in the Younkin Success Center. The Dennis Learning Center is open to all OSU students who wish to enhance their time and life management skills, motivation and test-taking strategies. Student-athletes particularly benefit. More than 1,000 students enroll in the learning and motivation strategies offered at the center. Data show that students who take the course show an increase of 0.7 in their grade point average, which is 0.5 points more than a matched group of students who have not taken the course.

Federal funding: The federal government has cut back or eliminated funding for the research centers associated with the College. The two ERIC clearinghouses for science and adult education have been eliminated, and funding for the Eisenhower National Clearinghouse for Mathematics and Science Education ends in September. The Center for Special Needs Populations' grants for Head Start have ended, and funding for the Center on Training and Education for Employment has been sharply reduced. The proposed Bush budget also would end a $1 million grant for the national center that disseminates information on career and technical education.

Dean search: A national search is being conducted for a new dean. The search committee plans to bring finalists to campus spring quarter, with the goal of having a new dean in place by July 1, when Dr. Donna Evans will retire. She will join the Glenn Institute Sept. 1 as a scholar on urban education issues.
Urban education expert to lead College of Education

Donna Browder Evans returned to her alma mater July 1 as dean of the College of Education.

Donna Browder Evans

“The College of Education is always in the top tier of graduate education programs in the nation, and has what it takes to be number one. I am eager to provide an environment in which students, faculty, and staff will thrive,” said Dr. Evans. She left the Darden College of Education at Old Dominion University in Virginia, where she was dean since 1995.

She replaces Interim Dean Daryl Siedentop, who returns to the School of Physical Activity and Educational Services faculty.

Ohio State President William E. Kirwan said Dr. Evans personifies the qualities the College’s search committee identified in forums with faculty, staff, students and other constituents.

“The committee sought an accomplished academic leader who led successful initiatives to improve education and to influence educational policy and practice,” Dr. Kirwan said. “Also, her commitment to working with the city and state in addressing K-12 issues through effective partnerships matches the goals of the university. Members of the search committee also wanted a strong and effective manager who can attract, energize and retain highly talented faculty, staff and students. They found that person in Dr. Evans.

“Dr. Evans has a proven track record as a dean at Old Dominion, the University of North Florida and Wayne State. Her background makes her uniquely qualified to take Ohio State’s highly ranked education college to the very top of its discipline.”

Provost and Senior Vice President Edward Ray said that, as a Columbus native and a College alumna, Dr. Evans has “a grounding in our tradition of excellence.

“Her work in urban education meshes with the college faculty’s deep commitment to making inner-city schools better,” Dr. Ray said. “She is dedicated to balancing scholarship with teacher preparation, and also believes strong research is necessary for better educational policy nationwide.”

Dr. Evans’ three OSU degrees are a B.S. in elementary education, an M.A. in counselor education, and a Ph.D. in counselor education, human growth and development, and educational administration.

The Evans File

- 3 OSU degrees: B.S. in elementary education, M.A. in counselor education, and Ph.D. in counselor education, human growth and development, and educational administration
- Post-graduate work at the University of Rochester and post-doctoral work at the Institute for Reality Therapy and Harvard University
- Deanships: Old Dominion University, 1995-2000; University of North Florida, 1991-95; Wayne State University, 1987-91
- Chair of education department, Skidmore College, 1983-87
- Acting graduate school dean, University of Maine, 1980-82.
- Faculty posts: Maine, 1973-82; and University of Cincinnati, 1969-72
- Classroom and mathematics teacher, and guidance counselor, Columbus Public Schools for 11 years
- Numerous grants for studies in urban education, teacher preparation reform and professional development for teachers
- Committee member: Council of Great Cities Colleges of Education and Holmes Partnership; and former member of the National Association of Colleges of Teacher Education’s Board of Examiners.
- Vita: www.coe.state-ohio.edu/dean

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Discovery!
The 2000 edition of the College of Education alumni magazine soon will be in your mailbox.

- Up close and personal with our new dean
- Honors, honors, honors
- Our generous donors
- Millions in grant monies
- Nominations: Hall of Fame and Excellence in Education
Andrews named Interim Dean of College of Education
Appointment effective July 1, subject to Trustees' approval

Executive Vice President and Provost Barbara Snyder announced today (6/28) that she is recommending to President Karen Holbrook the appointment of David Andrews as the Interim Dean of the College of Education. Subject to Board of Trustees approval, his appointment is effective on Friday (7/1).

Andrews, who also serves as Dean of the College of Human Ecology, is filling the position on an interim basis following the retirement of Donna Evans on Thursday (6/30). Snyder said Andrews' academic pursuits involving education and his history of leadership at the university make him ideal for the interim position.

"David is an experienced and very successful administrator," she said. "He is a funded researcher in areas related to education, has a positive reputation in the education community and enjoys great respect from his fellow deans. I am confident that the college will benefit greatly from his leadership."
The P-12 Project mission and goals

The mission of the P-12 Project is to assist in the improvement of Ohio’s schools, particularly in districts that serve children and youths from lower socio-economic families. In order to develop, implement, and nurture a coherent strategic P-12 outreach plan, we have the following goals:

• To initiate, incubate, and support projects closely aligned with school improvement and increased student performance.
• To provide a single, initial point of contact for those interested in P-12 activities.
• To provide an organizing structure to relate Ohio State’s P-12 activities into a consistent campus-wide outreach program.
• To develop and sustain an ongoing relationship with the 13 university-area schools to improve the educational opportunities for the students and families in Ohio State’s immediate neighborhood.
• To link initiatives, people, and projects in order to increase impact and avoid redundancy.

What does the P-12 Project do?

We link Ohio schools and communities with the Ohio State community to identify and meet the needs of children and young people and the institutions that serve them. Our work takes several forms: researching and facilitating potential partnerships, consulting with and convening partners, developing specific research, teaching, and service initiatives, and finding ways to sustain and house successful efforts. For example...

• University Neighborhood Schools
  We work with Columbus Public Schools in university-area neighborhoods to provide academic and social services to schools, students, and families.

• Higher Education Partnership
  We are Ohio State’s Single Point of Contact for the Higher Education Partnership (HEP) among Columbus Public Schools and a growing number of higher education institutions in the local metropolitan area. Focusing on urban students, professional development for educators, and educational research, HEP is a groundbreaking model of collaboration that opens doors and creates effective partnership structures across research, teaching, and practice.

• P-12 Project databases
  We host a clearinghouse of all of Ohio State’s outreach to the P-12 community. Databases include all P-12 related activities as well as programs for youth.

• Community Connection
  We sponsored the development and promote the ongoing use of a web-based matching service linking Ohio State faculty and students with volunteer opportunities in schools and community service organizations. Supporting partners include Ohio State’s Service Learning Initiative, Project Community, and the P-12 Project.

• The Ohio Collaborative
  We incubate new programs and initiatives, supporting their initial development and facilitating their permanent placement in the university. One such project is the Ohio Collaborative—Research and Policy for Schools Children and Families—a new educational research and policy initiative with an administrative center at Ohio State and affiliated faculty across Ohio colleges and universities.

What does “P-12” mean?

Our name reflects our focus: preschool through 12th grade. The P-12 Project develops strong partnerships and fosters effective educational research and practice from preschool through high school. Increasing student achievement and graduation rates requires collaborative interventions at every step of the way—from preschools, day care centers, and Head Start programs to elementary, middle, and high school grades, and through graduation.

How can you become involved?

Teachers and professors, principals and administrators, students of all ages, family members, agency representatives, or community members—whatever your role in education you can contribute to and benefit from the P-12 Project. From research to student achievement to community development, we will work with you to develop partnerships, strategies, and effective programs to improve education in your community.

The P-12 Project’s primary goal is simple: increase success for all students.
The P-12 Project: a university-wide partnership created to assist in improving Ohio’s schools with a special focus on the education of Ohio’s underserved children and youth.

For more information, contact:

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E-mail: p-12@osu.edu

Nancy Nestor-Baker, Director
nestor-baker.149@osu.edu
(614) 247-6398

Christine Murakami, Assistant Director
murakami.11@osu.edu
(614) 688-0474

Visit us on the Web at http://p12.osu.edu

The P-12 Project is a university-wide program through the Office of Academic Affairs with the College of Education serving in the lead college role.

The P-12 Project is an affiliate of the John Glenn Institute for Public Service and Public Policy.

Guiding principles

Engaging the P-12 educational community means working with the community, not working on it.

Service, as well as research and teaching, are important ways for a university to engage in outreach.

Outreach is more powerful when collaborations and partnerships include benefits for all parties.

To be effective in assisting in school improvement, outreach partnerships and activities must be sustainable.

All outreach activities should be regularly assessed to judge their efficacy and to improve their impact.

Improving schools requires the engagement of families, agencies, and communities throughout the school years and beyond the 8 a.m. to 3 p.m. school day.
Ohio State's training of teachers shines in national grading of programs

By Jennifer Smith Richards
The Columbus Dispatch  Wednesday June 19, 2013  6:56 AM

A first-ever ranking of teacher-preparation schools puts Ohio State University at No. 1 while issuing warnings about the low quality of some of Ohio's other institutions.

Ohio State's graduate-education programs are the only ones in the nation to be highly rated for preparing both elementary and secondary schoolteachers. Only four colleges nationwide earned the top four-star rating for such programs in the stingingly critical report released yesterday on the more than 1,100 teacher-training programs nationwide.

The report by the National Council on Teacher Quality is the first to grade and rank teacher colleges. "Teacher Prep Review" was published yesterday in partnership with U.S. News and World Report. The results were widely disputed by critics, who found fault with the methods.

Fewer than 10 percent of rated programs earned at least three stars on the four-star scale.

The goal is "to drive reform in the market," said Kate Walsh, president of the council, which is based in Washington, D.C., and describes itself as a nonpartisan group that pushes for policy changes to increase the number of effective teachers.

Researchers reviewed admission standards, course information, student-teaching data and surveys. The report concludes that aspiring teachers are unprepared, it's far too easy to get into teaching colleges, the schools fail to teach reading instruction well, and student-teaching experiences often are worthless.

The American Federation of Teachers called the four-star rating system and best-of list a "gimmick" that won't help improve schools of education. Some university officials said the council didn't use the most up-to-date information about programs. Others said the report unfairly measured the quality of students coming in and written course descriptions instead of how well-prepared graduates are.

"This is not a deep look at programs at a level that anybody should be satisfied by," Walsh agreed. But, "we have scratched an inch deep into the surface of these programs, and just going that deep we find fundamental flaws and weaknesses."

Some, including Dan Mahony, the education-college dean at Kent State University, said the council started with a bias against the very programs it sought to study. Kent State was among Ohio's poorly-rated teacher-training schools. Undergraduate programs there and at Akron, Ashland, Cincinnati, Cleveland State, Ohio Dominican and Wright State each received one star.

Cleveland State's and Kent State's graduate programs for teachers at secondary schools, such as high schools, received no stars, which the
report labels a "consumer alert," meaning students are less likely to get their money's worth.

Mahony said he hopes prospective students will look beyond the council's report.

"There's always that concern ... that people will just take it as being accurate," he said. "Our proof is in the quality of the graduates in our program."

Brian Yuskos, associate dean of academic affairs in the College of Education and Human Services at Cleveland State, said the council's checklist-style survey was poorly designed and the researchers didn't welcome follow-up talks.

The result was that the program labeled a "consumer alert" is the same one that recently was nationally recognized by other groups as one of the best.

Even OSU officials were perplexed by the data methods and procedures, though grateful for the top grades and the effort to study teacher-program curriculum.

"It's the first of its kind," said Cheryl Achterberg, dean of the College of Education and Human Ecology. "I do think what they've done is a good contribution."

Marietta College and Ohio Northern were named to the "honor roll" for earning three stars for their undergraduate programs for teachers in secondary schools.

The state does its own reviews of the 50-some teacher-preparation programs in Ohio at both public and private colleges and universities. For the 2010-11 school year, Central State University was the only college deemed ineffective. Of 28 graduates, only 21 percent passed the test required to get a teaching license.

*The full report, including school rankings, is at neq.org.*

jsmithrichards@dispatch.com

@jsmithrichards
College of Education and Human Ecology Hall of Fame

1986
Boyd H. Bode
Edgar Dale
H. Gordon Hullfish
Delbert Oberteuffer
John Ramseyer
Laura Zibes

1987
Harold B. Alberty
Jack G. Gibbs
I. Keith Tyler

1988
Naomi M. Allenbaugh
Martin W. Essex
Harold P. Fawcett

1989
Roald F. Campbell
Louis E. Roths
Ralph W. Tyler
William Van Til

1990
Thomas C. Holy
Charlotte S. Huck
Paul R. Klohr
Ruth Streitz

1991
Mary K. Boyer
Virgil A. Cliff
Robert E. Jewett

1992
Luvern L. Cunningham
Leland B. Jacobs
Martha L. King

1993
L. O. Andrews
Novice G. Fawcett
Jack R. Frymier

1994
Edward D. Allen
Jeanne S. Chall
John E. Corbally
Roy A. Larmee

1995
Richard A. Boyd
Bernice E. Cullinan
Donald G. Lux

1996
H. Douglas Covington
James Cleveland Owens
Manuel T. Pacheco

1999
Frederick R. Cyphert
Thomas M. Stevens
Robert H. Studebaker
Lonnie Wagstaff

2002
Robert L. Bartels
William J. Holloway
Kathryn M. Moore

2003
Adrienne Hawkins Kennedy

2004
Norman D. Anderson
Robert M. Duncan
Harold M. Nestor
Anne S. Pruitt-Logan

2007
Beatrice J. Cleveland
Ruth E. Deacon
Velma Vizedom Everhart
Francille Firebaugh
Phillip C. Schlechty
Daryl L. Siedentop
Nancy L. Zimpher

2009
Joy Garrison Cauffman
Thomas L. McKenzie
Donald F. Staffo
Helen A. Strow
Daniel L. Stufflebeam
Jeffery S. Swanagan

2011
Phyllis Bailey
Michael A. Olivas

2012
Jeanne M. Hogarth
Leonard L. Haynes III
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 arranged more than 110 partnerships and led the award-winning Access Success program.

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.

Meritulous Service Award

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, her innovative alumni service projects include HUGG (Help Us Grow Safely), which signs up retired teachers as literacy volunteers for preschoolers.

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. The project symbolizes her long-term impact on families nationwide. Her human nutrition work at the US Department of Agriculture included creation of a Food Guide Pyramid for young children and the food facts label for consumers.

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.

Award of Distinction

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.

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.

Elizabeth A. McCullough of Phoenix, Ariz. ’74 Home Economics Education, summa cum laude
The comfort level of sleeping bags, 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.

College of Education and Human Ecology
Hall of Fame and Alumni Awards

April 19, 2013
The Blackwell
The Ohio State University
6:00 p.m.
Reception - Ballroom Lobby
6:30 p.m.
Dinner - Ballrooms
Welcome by Casey Henceroth, President, EHE Alumni Society Board
Greetings from The Ohio State University Alumni Association by Alyssa Grovemiller
7:30 p.m.
Awards Presentation
Opening remarks by Cheryl Achterberg, Dean
New Leader Award presented by Mary Hammer, EHE Board of Governors
  Thomas C. Golden, ’01 MA
  Natalie L. Shaheen, ’07 MED
Meritulous Service Award presented by Mary Hammer, EHE Board of Governors
  Sherry Goubeaux, ’71 BS, ’75 MA
Career Achievement Award presented by Donna Ball, EHE Board of Governors
  Etta Angel Saltos, ’85 PhD
  Michael T. Turvey, ’64 MA
Award of Distinction presented by Susan Dismukes, EHE Board of Governors
  Rosemary J. Avery, ’84 MA, ’88 PhD
  Mabel G. Freeman, ’66 BS, ’75 MA, ’88 PhD
  Elizabeth A. McCullough, ’74 BS
Hall of Fame presented by Karen Beard, EHE Board of Governors
  Judy Bonner, ’76 PhD
  Anita Woolfolk Hoy, Professor Emerita
Closing remarks by Cheryl Achterberg, Dean

Hall of Fame

Judy Bonner of Tuscaloosa, Ala. ’76 PhD Human Nutrition
President, The University of Alabama
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 cramatic growth in enrollment, student quality, and research productivity.

Anita Woolfolk Hoy of Naples, Fla. Professor Emerita Educational Psychology
The breadth of her compelling and innovative work sets trends in teacher efficacy. She has 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.
Building a Community of Teaching and Scholarly Excellence
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<th>Increase high-quality academic programs</th>
<th>Support outreach and engagement alternatives</th>
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<td>- The College of Education is participating in the Carnegie Foundation’s Initiative on the Doctorate, a prestigious self-study aimed at improving doctoral programs in education, chemistry, English and mathematics at American universities.</td>
<td>- School districts customize their professional development program through the College’s Office of Outreach and Engagement. The office brings Ohio State to educators with more than 100 customized courses on-site at local schools each year.</td>
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<td>- The College has crafted a conceptual framework for all educator preparation programs at Ohio State. The conceptual framework gives direction to programs, courses, teaching, student performance, scholarship, service and accountability. It is vital to Ohio State’s 2005 review by the National Council for the Accreditation of Teacher Education (NCATE).</td>
<td>- Reading Recovery has aided more than 1 million first-graders who are struggling to read and write. Ohio State began the program in the United States in 1984-85. Now there are more than 17,000 Reading Recovery teachers in North America who tutor 150,000 children each year.</td>
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<td>- A renewed Ph.D. program in teacher education prepares leaders such as professors for university teacher education programs, administrators, and school personnel.</td>
<td>- The Literacy Collaborative is a reading, writing and language arts school reform initiative involving seven educational institutions and 500 schools in 27 states. Research-based professional development training ensures that teachers’ instruction is appropriate for learners in the primary and intermediate grades.</td>
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<td>- The College is reconnecting with the undergraduate experience in numerous ways. Three bachelor’s degree programs qualify students to apply for licensure to teach. Also, an undergraduate minor in education is available.</td>
<td>- The annual Superintendents Academy attracts district and state superintendents from around the country to discuss the challenges they face. Speakers include educational leaders from both the profession and government.</td>
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<td>- The College is proud of its Master of Education programs, which have been preparing graduates for licensure since the late 1990s. Prospective M.Ed. students benefit from a strong liberal arts foundation before being admitted into the College’s graduate programs. At graduation they are very well prepared, as demonstrated by their impressive 95 percent pass rate on PRAXIS II, a national examination for future educators.</td>
<td>- Tomorrow’s Teacher Scholars involves undergraduate students interested in teaching in P-12 classrooms or educational administration and policy. A solid liberal arts program, including experiences in local schools, enables undergraduates to eventually apply for admission to graduate licensure programs at Ohio State.</td>
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<td>- The College leads the University Teacher Education Council to improve the 50 preschool-12th grade educator licensure programs at Ohio State.</td>
<td>- The TeachOhio annual job fair for P-12 educators typically attracts 120 school districts, organizations and agencies. Employers talk with 400 candidates who are seeking jobs.</td>
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<td>- Education is the lead college for the P-12 Project, which assists Ohio’s schools, particularly in districts that serve lower socio-economic families.</td>
<td>- Internationally, College faculty members are working in countries such as Indonesia, Ghana, Chile, Russia and Taiwan.</td>
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Sustain research initiatives

- The College of Education is the site of the National Dissemination Center for Career and Technical Education, an $11 million federal project.
- ConFit, a $1.1 million Centers for Disease Control and Prevention project, is improving the health of an entire neighborhood and could become a national model.
- Teachers who follow nontraditional paths to classrooms are getting help from Ohio State thanks to a $2.5 million federal project.
- The West/Central Center for Excellence in Science and Mathematics is using $1 million in state funding to address the shortage of science and mathematics teachers in Ohio. Participants engage in extensive fieldwork in local high schools.

Enhance the College's reputation

- In US News & World Report's ranking of America's best graduate schools for 2004, five Ohio State education specialty areas are in the top four nationwide, and technical education is No. 1 for the eighth year in a row. At 17th overall, the College is the only graduate education program in Ohio to be ranked in the top tier.
- The Education Trust identified the Counselor Education program as leading the transformation of school counseling.
- The American Association of Colleges of Teacher Education gave the College's social studies and global education program a 2002 Best Practices Award.
- The International Society for Technology in Education has honored the teacher preparation program at the OSU Mansfield campus for systematically integrating technology into the curriculum.

Communities of Learners

Ohio State faculty and students join with other educators to conduct research and develop practices that improve learning for elementary, high school and college students. Our Communities of Learners include the following:

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<td>Counselor Education and School Psychology</td>
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<td>Scholarship of Teaching</td>
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<td>English Education</td>
<td>Sensory Disabilities</td>
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<td>Foreign and Second Language Education</td>
<td>Social Studies and Global Education</td>
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<td>Higher Education and Policy Studies</td>
<td>Special Education</td>
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<td>Holmes Scholars</td>
<td>Sports and Exercise Science</td>
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<td>Literacy Education in Diverse Settings</td>
<td>Teacher Education</td>
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<tr>
<td>Mathematics, Science and Technology</td>
<td>Workforce Development</td>
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</table>
Since 1907, the College of Education at The Ohio State University has sought to conquer the educational and health challenges facing the people and cities of Ohio, the nation, and internationally. Today, that work continues in myriad ways.

Using the University's Academic Plan as a model, the College emphasizes priorities that continue its standing in the top ranks of education institutions in the state, nation, and world.

Students and professional educators who attend Ohio State enrich their skills as teachers, administrators, counselors, researchers, and policymakers. They use the profession's best teaching practices and formulate educational policies based on strong research.
Schools

Educational Policy and Leadership (441 students)
- Educational Administration and Higher Education
- Social and Cultural Foundations
- Quantitative Research, Evaluation and Measurement in Education
- Principal and Superintendent Licensure

Physical Activity and Educational Services (1812 students)
- Counselor Education
- Exercise Science Education
- Rehabilitation Services
- School Psychology
- Special Education
- Sport and Exercise Education, Humanities, Science and Studies
- Technical Education and Training
- Workforce Development and Education

Teaching and Learning (1257 students)
- Integrated Teaching and Learning
  - Early Childhood Education, Middle Childhood Education, Hearing Impairments, Visual Impairments
- Language, Literacy and Culture
  - English Education; Foreign and Second Language Education; Drama, Language Arts and Literature, and Reading Education; Social Studies and Global Education
- Mathematics, Science and Technology Education
- English as a Second Language Programs

Teacher Preparation 2004-2005

- According to U.S. News & World Report, our graduate programs are among the best in the nation, with five of the educator preparation programs placed among the top five. Another is in the top 10, and three specialty areas are in the top 20. The College is the only Ohio graduate program in education ranked in the top tier overall, with a placement as 20th out of 188 private and public institutions in the U.S.
- Total enrollment in teacher education is 1,168 in six colleges at Ohio State (Education; the Arts; Human Ecology; Social and Behavioral Sciences, Social Work; and Food, Agricultural and Environmental Sciences). COE also offers degree programs at the four regional campuses: Mansfield, Marion, Newark and Lima.
- A total of 556 individuals completed the teacher education program in 2002-2003.
- 100 percent of students taking the PRAXIS II passed Knowledge-Based Core Principles. The pass rate for professional knowledge was 94 percent. Non-teaching specialty areas pass rates are: administration and supervision, 94.4 percent, guidance and counseling, 100 percent, school psychologist, 100 percent; and speech and language pathologist, 100 percent. The aggregate for academic content areas was 97 percent, and 96 percent for teaching special populations.
- All OSU students who took PRAXIS III scored 100 percent on the assessment of initial teacher preparation.
- The College has a conceptual framework for all teacher preparation programs at Ohio State. It gives direction to programs, courses, teaching, student performance, scholarship, service and accountability. The structural elements are vital to Ohio State's November 2005 review by the National Council for the Accreditation of Teacher Education (NCATE).
- A renewed Ph.D. degree in teacher education prepares leaders for the profession. They include professors for university teacher education programs, college and university administrators, and state administrators.
- The College reconnoitered with the undergraduate experience by offering six bachelor’s degree programs that lead to licensure to teach. An undergraduate minor in education also is available.
- The College's Accelerated Licensure Program for Principals is preparing building supervisors to fill vacancies left as principals retire or leave education. The College also has a Superintendent’s Academy and licensure program to train personnel to lead school districts in today's world.

College of Education
Arps Hall, 1945 N. High St., Columbus, OH 43210-1172
1-888-OSU-EDUC
osueduc@osu.edu
www.education.osu.edu
Selected COE Accomplishments
2004-2005

• Researchers in the College received $19 million in
outside funding for various projects, including
studies to improve health and fitness, attract
students to math and science teaching,
understand how
students comprehend
text, and support higher
education institutions
and school districts
offering alternative
licensure programs.

• The Center on
Education and Training
for Employment
received $1.3 million
from the Ohio
Department of Job and
Family Services for the
Learning/Work
Connection.

• Faculty are joining with the Columbus Public
Schools and five other local universities to improve
teacher preparation with a $9 million five-year
federal grant. COE will provide professional
development for math and science teachers in order
to raise urban middle school students’ academic
achievement.

• Reading Recovery, a tutoring program for 1st
graders who are having trouble learning to read and
write, is celebrating its 20th year in the United
States. More than 1.5 million children have been
helped by trained Reading Recovery teachers.

• The Teacher Quality Partnership (TQP) is a
statewide initiative to study teacher education as
related to student learning across Ohio. Two of the
TQP research strands are based in the College of
Education. One strand is a survey of preservice and
inservice teachers, while the other is a study of
experienced teachers. The database for the project,
which involves all 50 institutions of higher
education in Ohio that are preparing teachers, is
housed at Ohio State.

• The Behavior Analyst Certification Board Inc.
has approved the College’s special education
coursework, making our graduates eligible to be
certified to work with autistic children.

• School districts customize their professional
development programs through the Office of
Outreach and Engagement. It offers more than 100
customized courses at local schools each year.

Selected Faculty Accomplishments

• Dr. James Moore III, Physical Activity and
Educational Services, received the 2004 Ohio
School Counselor Association’s Research Award
and the Division E Early Career Award in
Counseling from the
American Educational
Research Association. He
also has been designated as
a LASER Research Associate.

• Action for Children has
named Dr. Rebecca Kantor,
Teaching and Learning, as a
"Change Artist" for
positively affecting young
lives.

• The new editorial team of
Language Arts, a major
journal published by the
National Council of Teachers
of English, will be based
within the School of Teaching
and Learning.

• Dr. Margaret Kasten, Ohio Resource Center for
Mathematics, Science and Reading, received the
Ohio Pioneer in Education Award.

• Dr. Charles Hancock, Associate Dean, has been
appointed to an internal university committee that
will look at the structure and function of Ohio
State’s graduate education.

• The National Council of Teachers of English
recognized Dr. Mary Jo Ffresh for her skill in co-
editing the Ohio Journal of English Language Arts.

Fast Facts

Established in 1907
Accredited by NCATE
Degrees offered: B.S., M.A., M.Ed., Ph.D.
Licensures and endorsements: 50+
Enrollment:
Undergraduate: 400
Graduate: 2,500
Faculty members: 110 (full-time)
Staff members: 315
Affiliated Programs and Centers: 5
Living alumni: 67,000
"Sports and exercise are important to me. I want to know more about the science behind how the body works, and I want to help other people apply this knowledge to their advantage."

OSU Exercise Science Student
Is Exercise Science for you?

Do you want to study the impact of exercise and nutrition on the human body?

Do you want to know more about improving athletic performance?

Do you have a strong interest in science?

If so, Exercise Science at The Ohio State University may be for you. This new, evolving field of study examines how exercise and training produce changes in the body. This knowledge can be used to help athletes improve their peak performance, to improve recovery for people with illness or injury, or to help normal people live healthier lives.

What career opportunities are in Exercise Science?

The demand for Exercise Science graduates continues to grow as scientists document the importance of exercise to a healthy lifestyle. For example, the importance of physical activity in daily life was highlighted in a 1996 Surgeon General’s Report, “Physical Activity and Health.”

OSU Exercise Science graduates work in many health and fitness areas:

- sports medicine programs
- cardiac and other rehabilitation programs
- fitness programs for corporations
- health clubs
- athletic teams
- retirement communities
- the military

In addition, Exercise Science graduates also work in research, sales and management in sports nutrition, weight control programs, fitness equipment, athletic footwear and sports clothing.

Many Exercise Science graduates continue their education completing graduate work in sports medicine, public health and exercise physiology, physical therapy and medical school.

Help with career counseling and employment

The College of Education has created a professional career counseling department to help students with career exploration, resume writing, interviewing and employment resources. The Career Services Office is in 146 Arps Hall, 292-2741.
How do you major in Exercise Science at OSU?

High school preparation
A college preparatory program with courses in biology, math and physics provides the strong foundation for the college science classes required for admission to Exercise Science. Although high school sports experience is not required, participation in varied exercise and sports programs creates a firsthand appreciation of the field.

Exercise Science admissions requirements
Students are admitted to Exercise Science after they have completed at least 45 hours of undergraduate work. This can be either at OSU or at another college or university. Most freshmen who enter Exercise Science begin in University College. In University College, students take classes to meet the General Education Curriculum (GEC) requirements. GEC requirements for Exercise Science include a series of courses covering the basic academic areas of writing and related skills, quantitative and logic skills, natural science, social sciences, arts and humanities.

Admission to the Exercise Science program is based on academic performance, previous course work, experience in the field, serious intent to pursue the degree, professional affiliations and personal objectives. Students applying for admission must successfully complete Biology 113, Chemistry 121 and 122, English 110 or 111, and Math 148.

Students must have completed more than 45 hours of classes and have at least a 2.5 cumulative point hour ratio (CPHR). Because this is a highly competitive program, the average CPHR for newly-admitted students is typically above 3.0. Enrollment is limited based on available spaces and faculty to supervise the internship and practicum experience.

Practicum and internship requirements
The Exercise Science major includes six hours of practicum credits. The practicum combines practical experience with theory. Some of the practical experiences are:

- Underwater weighing to determine body fat percentage.
- Assessment of muscular strength and flexibility.
- Cardiac rehabilitation; and
- Fitness evaluation, pre- and post-scrion and supervision.

Students who intend to pursue graduate study may do a research internship. The student must maintain at least a 3.0 CPHR and must have a faculty sponsor for their research project and presentation.

Need more information?
For more information, application deadlines, and scholarship/fellowship opportunities, contact the School of Physical Activity and Educational Services, Office of Student Services and Academic Programs, 215 Pomerene Hall, The Ohio State University, Columbus, Ohio 43210; (614) 292-6787 or http://coe.ohio-state.edu/

"With continuing emphasis on health and fitness, many new fields are opening in Exercise Science."
Exercise Science at The Ohio State University

The College of Education

The College of Education at Ohio State is distinguished worldwide for teacher education and learning research. For decades, the College has been ranked among the top ten in the nation. In 1996, U.S. News and World Report ranked it sixth out of 223 graduate schools of education in the nation. Established in 1907, the College of Education historically has been a recognized leader in the preparation of educators, sport and exercise professionals, educational researchers, and many other specialties. Many renowned professors have taught in the College and conducted the research that is an integral part of its preparation programs.

The Ohio State University

The Ohio State University is recognized worldwide for its innovative programs, exceptional faculty, and state-of-the-art facilities. In fact, Ohio State is consistently ranked among the country’s finest academic institutions. Because Ohio State is a major teaching and research university, our students receive excellent preparation for entry into top graduate professional programs and the job market. Offering nearly 200 majors and over 11,000 courses, Ohio State allows students to tailor their education to their interests through double majors, minors, and personalized study programs. With more than 500 student activities and organizations, the university also offers excellent extracurricular experiences.

For more information about Ohio State, contact the Admissions Office, Third Floor, Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210-1200; (614) 292-3980 or http://www.acs.ohio-state.edu/
Special Education

at The Ohio State University

"I'm interested in working with children who have special needs because I want to make a contribution and be a positive force in their lives."

OSU Special Education Student

Education

College of Education
The Ohio State University
Is Special Education for you?

Are you looking for a career that allows you to make an important difference in the lives of others?

Are you interested in learning more about children and adults whose developmental, behavioral, and/or physical disabilities require that they receive a truly special education?

Would you like to learn how to plan, implement, and evaluate the systematic effective instruction such learners need?

If you answered yes to these questions, Special Education at The Ohio State University may be for you.

The Special Education Major

The Bachelor of Science degree in Special Education is a pre-teacher certification program that will prepare you for a career serving the educational needs of people with disabilities. The Ohio State University emphasizes the design, implementation, and evaluation of direct instruction to help learners with special needs acquire and use knowledge and skills that will help them achieve the greatest possible self-sufficiency and success in integrated school, home, work, and community settings.

Field-based sites throughout Franklin County are an integral component of the special education curriculum. Students participate in field-based and clinical experiences each year. These experiences provide opportunities to observe, plan, implement, and evaluate systematic instruction alongside practicing teachers.

What career opportunities are in Special Education?

At Ohio State, the baccalaureate in special education is a pre-teacher certification program that prepares students for the Master of Education program. Students who complete the baccalaureate are qualified to move directly into non-teaching careers in:

- family and children services;
- residential and vocational services for adults with disabilities;
- clinics and rehabilitation center; and
- social service agencies.

If you are seeking a career as a special education teacher in the public schools, you must obtain a teacher's license through the post-baccalaureate, Master of Education (M.Ed.) program. M.Ed. graduates are prepared to teach in America's public and private schools.

Market demand and salary trends

In 1996, the U.S. Department of Education reported that more than 25,000 special education teachers were needed. This already critical shortage of special education teachers is expected to grow even larger. In fact, the Federal Bureau of Labor Statistics predicts a 74% increase in the number of new positions for special education teachers by the year 2005. The starting salary in the continental United States for a first-year special education teacher with a master's degree ranges from $24,000 to $32,000.

Help with employment

The College of Education provides placement services to help in resume writing, interviewing, and finding employment opportunities. Placement services are located in the Office of Constituent Services, 110 Arps Hall.

How do you major in Special Education at OSU?

High school preparation

If you are a high school student interested in special education, you should complete a college preparatory program and develop good written and oral communication skills. Previous work or volunteer experience with children and/or adults with disabilities is very helpful. You can arrange such experiences by contacting special education teachers, community recreation programs, summer camps, and county boards of mental retardation and developmental disabilities.
“There is a critical need for Special Education teachers throughout the United States. Graduates have excellent job opportunities!”

OSU Special Education Student

General education curriculum requirements
Most students who enroll at Ohio State enter University College (UVC) until they have been accepted into their chosen major or college. In UVC, students begin taking courses to meet the General Education Curriculum (GEC) requirements. GEC requirements for Special Education include work in basic academic areas including writing and related skills, quantitative and logical skills, natural sciences, social sciences, and arts and humanities.

Special Education admissions requirements
Students must apply to the Special Education program by the last day of Autumn Quarter of their sophomore year. To be considered for admission to the program, you must have completed at least 60 hours of undergraduate work with a minimum of 2.25 cumulative point-hour ratio. You must also have completed the following courses:
- English 110 or 111 and a second writing course;
- Social Sciences
- Humanities
- Natural Sciences
- Mathematics for Elementary Teachers;
- Seminar in Exploring Helping Relationships: Teaching/Learning
- Introductory Experience in a School System or Community Agency; and
- Introduction to Exceptional Learners and General Special Education.

The application process includes letters of recommendation, a biographical statement, and an interview with faculty members.

School admission for the M.Ed. degree requires at least a 2.70 grade point average through summer quarter 1998, then 3.0 after that time. M.Ed. students in Special Education can seek an Intervention Specialist license to teach students in Ohio public schools with Mild/Moderate Educational Needs (grades K-12), Moderate/Intensive Educational Needs (K-12), or Early Childhood Special Education (pre-K-grade 3). M.Ed. programs in hearing and visual impairments are offered in the School of Teaching and Learning.

Need more information?
For more information, application deadlines, and scholarship/fellowship opportunities, contact the Office of Student Services, School of Physical Activity and Educational Services, 215 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210-1172. Phone: (614) 292-6787. Internet address: http://coe.ohio-state.edu/
Special Education
at The Ohio State University

The College of Education

The College of Education at Ohio State is distinguished worldwide for teacher education and learning research. For decades, the College has been ranked among the top ten in the nation. In 1997, U.S. News and World Report ranked it seventh out of 191 graduate schools of education in the nation. Many renowned professors have taught in the College and conducted the research that is an integral part of its preparation programs.

For more information about the College of Education, contact the Office of Constituent Services, 110 Arps Hall, 1945 N. High St., Columbus, Ohio 43210-1172; (614) 292-2581; or http://coe.ohio-state.edu

The Ohio State University

The Ohio State University is recognized worldwide for its innovative programs, exceptional faculty, and state-of-the-art facilities. In fact, Ohio State is consistently ranked among the country's finest academic institutions. Because Ohio State is a major teaching and research university, our students receive excellent preparation for entry into top graduate/professional programs and the job market. Offering nearly 200 majors and over 11,000 courses, Ohio State allows students to tailor their education to their interests through double majors, minors, and personalized study programs.

With more than 500 student activities and organizations, the University also offers excellent extracurricular experiences.

For more information about Ohio State, contact the Admissions Office, Third Floor, Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210-1200; (614) 292-3980 or http://www.osu.edu
Financial Aid

Persons admitted into the teacher education program are eligible to apply for teaching assistantships and graduate research positions available in professional education courses and supervision of student teaching, and for research assistantships, when available, related to faculty research. Graduate assistants receive a monthly stipend and waiver of tuition fees. Financial support also is available to eligible students in the form of fellowships and scholarships on a competitive basis.

Admission

Applicants may be admitted any quarter although autumn is preferable. For information regarding admission into the doctoral teacher education program and financial support, contact:

Dr. Charles R. Hancock
Associate Dean for Curriculum and Program
The Ohio State University College of Education
149 Arps Hall
1945 N. High Street
Columbus, OH 43221-1172

(614) 292-7231
hancock.2@osu.edu
www.coe.ohio-state.edu

The Faculty*

Evelyn B. Freeman, Professor of Teaching and Learning: Integrated Teaching and Learning, Early and Middle Childhood Teacher Education. Literature-based instruction, children’s literature, professional development of teachers.

Charles R. Hancock, Professor of Teaching and Learning: Language, Literacy, and Culture. Assessment in teacher education, under-achieving African-American and Hispanic learners, multicultural teacher education, and general teacher education.

Anita Woolfolk Hoy, Professor of Educational Policy and Leadership: General and Professional Studies. Educational psychology, classroom learning, efficacy and motivation, and teacher learning.

Mary M. O’Sullivan, Professor of Physical Activity and Educational Services: Sport and Exercise Education. Professional development of teachers; secondary physical education curriculum; issues for today’s schools and teacher education programs.

Barbara L. Seidl, Assistant Professor of Teaching and Learning: Integrated Teaching and Learning. Sociopolitical context of teaching, language and society, multicultural teacher education.

Sandra A. Strope, Professor of Physical Activity and Educational Services: Sport and Exercise Education. Socialization of beginning teachers and teacher educators, and skill analysis and feedback.

* Additional faculty members teach and serve as academic advisors in the doctoral program. Space limitations prohibit listing all the teacher education faculty.
The Teacher Education Program

The Ohio State University's doctoral program in teacher education is a college-wide program that prepares teacher education professors, administrators of university teacher education programs, administrators in state offices of teacher education and certification, and school staff development and in-service education personnel. The program is aligned with the standards of the Association of Teacher Educators.

Graduates come to understand the totality of teacher preparation so they may eventually become advocates in the field. Of particular emphasis is preparation of teachers across teaching specialties and grade levels. The program gives prospective teacher educators, regardless of their past teaching specialties, awareness of the whole of teacher preparation – its governance, curriculum, instruction and research.

Students may select teacher education as a major and also specialize in two or more cognate areas in consultation with their advisor. Students whose major is in another area (e.g., Science Education or Early Childhood Education) may select teacher education as a cognate area.

*The teacher education program is organized around six themes, the first three of which constitute core themes:*

**Theme 1: The Development of Teachers and Learning to Teach.** Focus is on the study of teachers who are recruited to the teaching profession or who choose teaching as a career. The theme focuses on teacher beliefs and the knowledge base of teachers about teaching/learning as well as the development of that knowledge base. The theme also addresses teacher quality and teacher effectiveness research. Finally, the theme includes study of the roles and functions of a teacher in multiple settings and the implications for teacher education and professors of teacher education.

**Theme 2: Program Design for and the Pedagogies of Teaching.** Focus is on the numerous pedagogies of teaching (case-based teaching, cooperative learning, school-based learning, teacher as inquirer and integration of technology into teaching/teacher education) used to help beginning teachers learn to teach and experienced teachers perfect their knowledge, skills, and dispositions. Focus is also on the components of teacher education (e.g., field experiences, educational foundation courses, content knowledge and professional development) and effective sequencing of these components for pre-service teachers. Finally, the theme includes induction and ongoing professional development for teachers, engaging pre-service and in-service teachers in the decision-making for the education of children and adolescents, and implications for program delivery.

**Theme 3: Equity and Diversity in Teacher Education.** Focus is on race, class, gender, ethnicity, academic ability, and gay, lesbian, bisexual, and transgender issues as reflected in the recruitment and retention of students and teachers. Focus is also on identifying what is known about preparing teachers to work with a diverse population of learners and schooling in multi-cultural contexts. The theme includes study of the knowledge, beliefs, skills, and dispositions of experienced teachers working with diverse populations.

*Three related themes are:*

**Theme 4: Assessment and Evaluation in Teacher Education:** Focus is on the assessment of students, teachers, teacher education and professional development programs. The theme includes study of the ways that effective teachers are defined and assessed, study of the combination of teacher content knowledge, pedagogy training, and field
experience needed to teach in various settings, and study of diversity as a factor in student achievement in P-12 and college settings. Also included is analysis of the preparation of teachers for various contexts (e.g., urban, rural, non-school settings, etc.). The scope and structure of clinical/field experiences in learning to teach is studied. Standardized testing (e.g. PRAXIS I, II, III) is included.

**Theme 5: Instructional Theory and Adult Learning.** Focus is on the knowledge bases related to theories of learning and learning and motivation of children, adolescents, and adults. Focus is on educational psychology professional literature. The theme includes a focus on the study of teachers as learners, implications for teacher education, and ongoing professional development for educators. The theme includes the study of multiple intelligences and critical pedagogy.

**Theme 6: Educational Foundations and Policy Studies in Teacher Education.** Focus is on policies related to teacher recruitment, preparation, licensure, and retention. Focus is also on the related fields of history, sociology, anthropology, political science, and academic content areas (e.g., mathematics, English, foreign language, physical education, art/music) that provide insights into the content and delivery of teacher education programs. The theme includes study of the relationships between current state and national standards for teacher preparation and selected past educational approaches in teacher education (e.g., competency-based education, micro-teaching, interaction analysis). Opportunity is presented for students to become knowledgeable about the politics and governance of teacher education and its historical development at the state, national, and international levels. The theme also includes a focus on research into models of teacher education and accountability issues.

Cognate areas of study may be selected from a variety of fields that supplement the teacher education major and broaden the student’s perspectives. During the course of the program, doctoral students are encouraged to participate in regional, national, and international professional meetings and to initiate research projects related to the major themes of the program.

**Courses**

Students select courses aligned with the six core themes. The program includes flexibility for students to select from a wide array of Ohio State graduate coursework within the College and in other units of the university.

The doctoral program in teacher education requires a minimum of either 135 quarter hours beyond the baccalaureate or 90 quarter hours beyond the Master's degree. Most programs can be completed within three years, based on full-time study. However, part-time study is permitted. Graduate School rules and regulations apply.
Technical Education and Training gives me the tools for today's job market. We learn about many aspects of the workplace including law, marketing, statistics, accounting and computer applications."

OSU Technical Education and Training Student

Education

College of Education
The Ohio State University
Is Technical Education and Training for you?

Do you want a marketable skill at the end of your undergraduate degree?

Are you interested in using the latest technology to teach and train others?

Are you interested in how computers are being used in the business world?

If so, Technical Education and Training may be for you. In this major, you will study computer applications, accounting, law, marketing, statistics and other business disciplines. You will also learn to design and deliver programs that help others learn.

What career opportunities are in Technical Education and Training?

Students who complete the undergraduate degree may work in a variety of settings in business and industry, particularly in human resources, customer service, sales, marketing, computer technology or health care. These positions involve planning, organizing, and coordinating a wide range of training activities such as on-the-job training and in-service programs.

Graduates with the M.Ed. in Work Force Education and Life-Long Learning are certified to teach these fields to Ohio high school students in grades 7-12. (Certification for teaching in Ohio vocational schools may also be awarded to people with related work experience.)

Salary trends

Average salaries in the continental United States for beginning teachers who complete the Master's degree range from $21,000 to $30,000. Beginning salaries for the non-teaching professions range from $20,000 to $30,000.

Help with employment

The College of Education provides placement services to help in resume writing, interviewing and finding employment opportunities. Placement services is located in the Office...
of Constituent Services, 110 Arps Hall.

How do you major in Technical Education and Training at OSU?

High school preparation
A college preparatory program with emphasis in speaking and writing provides the strong foundation for admission to the Technical Education and Training major. Also, employment experience offers preparation to understand the world of work.

Technical Education and Training admissions requirements
Students are admitted to Technical Education and Training after they have completed at least 45 hours of undergraduate work. This can be accomplished either at OSU or another college or university with the transfer of appropriate equivalent courses. Most freshmen who enter Technical Education and Training begin in University College. In University College, students enroll in classes to meet the General Education Curriculum (GEC) requirements. GEC requirements for Technical Education and Training include a series of courses covering the basic academic areas of writing and related skills, quantitative and logic skills, natural science, social sciences, arts and humanities.

To be admitted to the Technical Education and Training major, students must have completed 45 quarter hours with a cumulative point-hour ratio (CPHR) of 2.25 or higher. In addition, students must have recent related occupational experience, or must agree to acquire experience during their course of study.

"I chose this program because I can either go to work after a bachelor's degree, or I can apply to the M.Ed. program to become a teacher."

OSU Technical Education and Training Student

Occupational experience requirements exist in five areas:
1. Business/office technical training (2 years)
2. Health-care technical training (3 years)
3. Technical and skill training (3 years)
4. Sales/marketing technical training (3 years)
5. Customer service technical training (3 years)

All students complete 34 hours of courses in technical education and training plus 23 hours in a selected specialty.

Graduate program requirements
Students who intend to pursue the Master of Education (M.Ed.) certification program must apply for admission to the Graduate School. Graduate School admission for the M.Ed. degree requires at least a 2.70 grade point average through the last quarter that time. Admission to and completion of the undergraduate Technical Education and Training major does not guarantee admission to the M.Ed. program. While completing the M.Ed. program, candidates for teacher certification must pass the Ohio Teacher Certification Exams.

Need more information?
For more information, application deadlines, and scholarship/fellowship opportunities, contact the Office of Student Services and Academic Programs, School of Physical Education and Educational Services, 215 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210, (614) 292-6787 or http://coe.osu.edu
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THE URBAN ACADEMY
for Professional Development
and School Renewal

AN INVESTMENT IN
EDUCATION
The Urban Academy
for Professional Development and School Renewal

Educating students for the Information Age and beyond requires educators to join hands in real partnership.

Teachers, administrators, other school professionals, parents, university faculty and community members must join together to better prepare students for the demands of the future.

Therefore, the Columbus Public Schools, the Columbus Education Association, and The Ohio State University College of Education are creating the Urban Academy. Located at four sites in Columbus schools and one at The Ohio State University, it will ensure continuous improvement in the education of the children of Columbus. Educators in the Columbus Public Schools and the College of Education will engage in extensive and enduring professional development which will lead to school and university renewal.

“Today’s children will lead our nation tomorrow. The world they inherit will demand the greatest skills for problem identification and solving. It is our duty as stewards of their education to bring together the collective wisdom, energy and resources we represent. We dedicate our work to the learning potential of these children, through partnership in the Urban Academy for Professional Development and School Renewal.”

Larry Mixon, Superintendent
Columbus Public Schools

John Grossman, President
Columbus Education Association

Nancy Zimpher, Dean
The Ohio State University
College of Education
The Greater Columbus Chamber of Commerce has commissioned an economic development study that stresses the need to improve the school system.

Multinational competition requires a work force that is:
• technology and computer literate;
• team-oriented, collaborative and cross-cultural;
• more deeply and broadly educated; and
• trained in accessing and integrating information and creatively solving problems.

Our competitors are investing in teacher training:
• A new United Europe is funding computers and training teachers in multilingual classrooms.
• In Japan, professional development is considered “indispensable to the fulfillment of the teacher’s duties,” and codified into law.

The Urban Academy merges the future plans of all stakeholders and combines the best thinking and practices of educators from:
• The Columbus Public Schools
• The Columbus Education Association
• The Ohio State University College of Education.

“We know that good schools are essential to a successful business climate. The Urban Academy will enable teachers to keep our future work force current with the demands of the global marketplace. With a goal of leadership in the world economy, Columbus businesses must have skilled employees to meet this international challenge.”

Jonathan York, President
Greater Columbus Chamber of Commerce
BUILDING ON OUR STRENGTHS

The Ohio State University College of Education has:

- Strengthened professionalism through a Master’s of Education (MEd) Program.
- Collaborated in implementing Professional Development Schools (PDS) for pre- and in-service experiences.
- Been named North American Reading Recovery Headquarters, serving thousands of teachers and students.
- Formed collaborations to integrate technology in education through the Partnership for Technology in Education.

The Columbus Public Schools has:

- Been awarded more Venture Capital grants and B.E.S.T. programs and practices awards than any other Ohio district.
- Committed to The National Science Foundation - Urban Systemic Initiative to improve mathematics/science curriculum in the schools.
- Implemented the internationally acclaimed Apple Classroom of Tomorrow and Ameritech’s innovative two-way fiber optic interactive classrooms.

The Columbus Education Association has:

- Initiated the Peer Assistance and Review Program which serves and supports new teachers in the district.
- Actively supported the Reform Panel, which can waive contractual provisions to allow new, more effective ways to serve students.
- Collaborated with the College of Education to create the Northland Teaching Academy to recruit urban students into teaching.

Integrating the partnerships and initiatives of these participants offers Columbus the opportunity to create a new kind of student by training a new kind of teaching professional through intense professional development.

“Because Columbus is helping lead the world in the Age of Information, and into what lies ahead, our public schools must graduate students qualified to assume this leadership. Nothing is more essential to the long-term success of this city.”

Gregory S. Lashutka, Mayor
City of Columbus
How will the Urban Academy accomplish its goals?

The Urban Academy will be a physical structure composed of two elementary schools, one middle school and one high school in the Columbus system and a university-based clinical teaching laboratory. While serving as a teaching academy, this facility also will meet the daily educational needs of more than 1,500 pupils.

School and university staff who rotate through the Academy will:

- see models of innovative practice;
- experiment with new curricula; and
- work with consulting teachers from the schools, resident educators from The Ohio State University College of Education, and professionals from the Department of Staff Development of the Columbus Public Schools.

The intensive preparation that teams receive at the Academy will provide them with tools to change their schools. The Academy will:

- serve as a center for transforming education;
- redefine teaching through technology;
- create new ways of collaborative teaching and learning; and
- foster active parental and community involvement.

The Academy will use scientific research methods to focus on results that yield specific, measurable data and marked improvement in student attendance, involvement and academics. Successful programs will be analyzed and duplicated as models evolve.

Stakeholders from CPS, CEA and OSU have created a comprehensive vision for excellence in teacher education. The result: The Urban Academy promises to be the finest facility of its kind in the world.

“No profession is more vital than teaching. Truly meaningful education offers students both a deeper understanding of life and critical preparation for life-long learning. The Urban Academy will help Columbus teachers advance these ideals in the context of the 21st century.”

E. Gordon Gee, President
The Ohio State University
Japanese teachers teach four 45-minute periods, a total of three hours per day in the classroom.

- The remainder of a Japanese teacher’s day is devoted to professional development, lesson preparation, extracurricular activities and grading papers.
- A Japanese teacher invests 20 to 40 hours per week in professional improvement and school renewal.

Professional development is national, state and local in scope.

- “Shunins” or lead teachers, are responsible for professional development at the school level.
- Curriculum is organized around various centers including:
  - an educational technology center;
  - an information and resources center; and
  - a research and special studies center.

THE URBAN ACADEMY will adapt our competitors’ ideas to American systems, and supplement these ideas with the latest research in efficacy and teacher effectiveness.

By focusing on teacher training and school renewal, the Urban Academy will enhance teaching and learning in the classroom and help teachers educate the work force of tomorrow.

“SchoolNet, the state’s program to bring technology into Ohio’s schools, offers an unprecedented opportunity to connect our classrooms to the world. However, for its unique potential to be realized, teachers must experience extensive professional development. I wholeheartedly support the Urban Academy which will enable us to take full advantage of the future.”

George V. Voinovich
Governor
State of Ohio
To be specific, it adds up to raising $14.5 million!

The Columbus Public Schools and The Ohio State University College of Education have each made a commitment to reallocate scarce resources to this important project. This will cover more than one half of the total cost of the planning, start-up, and ongoing budget.

This community depends on corporate leaders to keep it at the forefront of economic growth. Therefore, corporate leaders will be asked to make a strong financial commitment to the Urban Academy.

Fund raising will be a joint project of all interested parties:
- the Superintendent of the Columbus Public Schools;
- the Dean of the College of Education;
- the President of the Columbus Education Association; and
- other interested community leaders.

Fund raising will be coordinated through the Office of Development, The Ohio State University College of Education.

The investment

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cost of project</td>
<td>$30,000,000</td>
</tr>
<tr>
<td>Total OSU commitment</td>
<td>$ 2,000,000</td>
</tr>
<tr>
<td>Total CPS commitment</td>
<td>$13,500,000</td>
</tr>
<tr>
<td>Total resources to be raised over five years</td>
<td>$14,500,000</td>
</tr>
</tbody>
</table>

A variety of giving options are available for corporations, foundations, individuals and governmental organizations. Pledges may be made over a five-year period.

For information contact: Jeri Kozobarich at 614/292-8011.
“Several of Columbus’ business leaders have expressed a willingness to do whatever is needed (financially and politically) to make public education work in Columbus...Failure to correct current deficiencies, especially in the Columbus City Schools...will cripple the Columbus area economy within the next ten years...The good news is that the problems are still solvable and the resources needed to solve them are present within the Columbus area.”

*Crystallizing the Vision, Greater Columbus Chamber of Commerce*
Vision:
We strive to develop human potential. Our unique combination of strengths enables us to address social, educational, health and consumer needs in a comprehensive approach.

Mission:
To resolve pressing educational, health and wellness, and social needs locally, statewide and beyond.

Core Values:
- Holistic and systemic thinking
- Diversity
- Integrity and accountability

We Are:
- Purposeful
- Transformational
- Change Agents
- Committed to the common good

WE MAKE A DIFFERENCE

2014-15 College of Education and Human Ecology Strategic Plan Summary
"One college with many connections"

- Preparing Professionals and leaders for action in the lab, the classroom, in business and the community
- Innovative Investigations that cut across programs, departments and campus
- Stewarding Resources to ensure a stable future and strengthening our core facilities, infrastructure and business processes
- Partnering for Social Impact to expand our reach
Department of Educational Studies

(http://ehe.osu.edu/educational-studies)

Master of Arts in Educational Studies, Biomedical Education

The specialization in biomedical education is designed to provide formal training in educational philosophy, learning theory, and adult teaching practice, as well as educational research to prepare you for clinical and academic educational leadership roles. This new specialization will build expertise in the six core competencies identified for all medical educators:

1. medical (or content) knowledge
2. learner-centeredness
3. interpersonal and communication skills
4. professionalism and role modeling
5. practice-based reflection
6. systems-based practice

Overview

The master’s program in biomedical education is a partnership between the Colleges of Education and Human Ecology and Medicine. This thesis-only specialization combines the practice of clinical
medicine with formal training in educational theory and practice with seminars in competency-based medical education, leadership in medical education, employing simulation in medical education, and other current topics.

Upon completing the master’s program in biomedical education, you will be able to:

- Create competency-based medical education curriculum plans and programs appropriate for a learner-centered approach to teaching
- Apply theories of learning sciences to the clinical environment
- Design instructional sessions using adult education principles and practices for delivery in clinical teaching
- Demonstrate the use of web-based technologies to administer instruction in an online environment
- Create and implement competency-based assessment tools to determine achievement of learner and program outcomes
- Develop an educational philosophy that is learner-centered and consistent with a professional identity formation as a clinician educator and mentor
- Formulate research protocols for investigating educational issues in the clinical setting

Program Requirements

**Deadline to apply:** Spring Semester: November 1; Autumn Semester: April 1
**Program start:** Autumn and Spring semesters
**Minimum semester hours to completion:** 33
**Prerequisites:** MD, DO or equivalent
**Program requirements:** Core courses (9 hours), specialization courses (21 hours), thesis (minimum 3 hours)

[View the Master's curriculum](http://static.ehe.osu.edu/downloads/academics/programsheets/biomedical-education.pdf)
[Graduate Application Checklist](http://static.ehe.osu.edu/downloads/educational-studies/admissions/biomed-app-checklist.pdf)

Program Directors

**John Mahan** (mailto:John.Mahan@nationwidechildrens.org), Program Director
**David Stein** (mailto:stein.1@osu.edu), Program Director
**Larry Hurtubise** (mailto:Larry.Hurtubise@nationwidechildrens.org), Associate Program Director
Faculty

Laurie Belknap (https://medicine.osu.edu/bmea/divisions/biomedical-education/pages/index.aspx), DO, Assistant Professor of Biomedical Education and Anatomy, LSI Curriculum Expert Educator

Dan Clinchot (https://medicine.osu.edu/bmea/divisions/biomedical-education/pages/index.aspx), MD, Professor and Chair of the Department of Biomedical Education and Anatomy Vice Dean for Education, Associate Vice President for Health Sciences Education

Doug Danforth (https://medicine.osu.edu/orgs/obgyn/faculty/pages/index.aspx#Re:productiveEndocrinology&Infertility), PhD, Associate Professor of Obstetrics and Gynecology, Director of Part 1 of the LSI Curriculum

Ashley Fernandes (http://www.nationwidechildrens.org/ashley-keith-raymund-fernandes), MD, PhD, Associate Professor of Pediatrics, Director for Chronic Care Clerkship

Alex Grieco (https://medicine.osu.edu/bmea/divisions/biomedical-education/pages/index.aspx), MD, Associate Professor of Biomedical Education and Anatomy, LSI Curriculum Expert Educator

Larry Hurtubise (https://fd4me.osu.edu/index/faculty-and-staff), MA, Associate Director of the Center for Faculty Development

Sorabh Khandelwal (https://em.osumc.edu/people/osu-faculty.php#KhandelwalSorabh), MD, Professor of Emergency Medicine, Emergency Medicine Residency Director

Nick Kman (https://em.osumc.edu/people/osu-faculty.php#KmanNicholas), MD, Associate Professor of Emergency Medicine, Director of Part 3 of the LSI Curriculum

Cynthia Ledford (https://wexnermedical.osu.edu/find-a-doctor/cynthia-ledford-md-16223), MD, Professor of Medicine and Pediatrics, Assistant Dean for Curriculum Design and Innovation

John Mahan (http://www.nationwidechildrens.org/john-d-mahan), MD, Professor of Pediatrics, Assistant Dean for Faculty Development

Daniel McFarlane (https://wexnermedical.osu.edu/find-a-doctor/daniel-mcfarlane-md-39659), MD, Assistant Professor of Medicine and Pediatrics, Director of Medical Education Fellowship

Ryan Nash (https://medicine.osu.edu/orgs/bioethics/faculty-staff/aboutdirector/pages/index.aspx), MD, Associate Professor of Biomedical Education and Anatomy, Director of the Center for Bioethics and Medical Humanities

Sheryl Pfeil (https://wexnermedical.osu.edu/find-a-doctor/sheryl-pfeil-md-1093), MD, Professor of Clinical Medicine, Medical Director of the Clinical Skills Education and Assessment Center

Kim Tartaglia (https://wexnermedical.osu.edu/find-a-doctor/kinley-tartaglia-md-32856), MD, Associate Professor of Medicine and Pediatrics, Director of Part 2 of the LSI Curriculum

Affiliated Faculty

Eric Anderman (http://ehe.osu.edu/educational-studies/directory?id=anderman.1), PhD, Professor and Chair of the Department of Educational Studies, Educational Psychology

Michael Glassman (http://ehe.osu.edu/educational-studies/directory?id=glissman.13), PhD, Professor of Educational Studies, Educational Psychology
Tzu-Jung Lin (http://ehe.osu.edu/educational-studies/directory?id=lin.1653), PhD, Assistant Professor of Educational Studies, Educational Psychology
Ann O'Connell (http://ehe.osu.edu/educational-studies/directory?id=oconnell.87), PhD, Director of the EHE Research Methodology Center and Professor of Educational Studies, Quantitative Research, Evaluation, and Measurement
David Stein (http://ehe.osu.edu/directory?id=stein.1), PhD, Associate Professor of Educational Studies, Workforce Development and Education
Bryan Warnick (http://ehe.osu.edu/educational-studies/directory?id=warnick.11), PhD, Professor of Educational Studies and Associate Dean of Academic Affairs, Philosophy and History of Education
Shirley Yu (http://ehe.osu.edu/educational-studies/directory?id=yu.1349), PhD, Associate Professor of Educational Studies, Educational Psychology
Chris Zirkle (http://ehe.osu.edu/educational-studies/directory?id=zirkle.6), PhD, Associate Professor of Educational Studies, Workforce Development and Education

HOW TO APPLY (http://static.ehe.osu.edu/downloads/educational-studies/admissions/biomedical-application-checklist.pdf)

Academic Programs (/educational-studies/academic-programs)

Prospective Students (/educational-studies/prospective-students)

Current Students (/educational-studies/students)

Licensure (/educational-studies/licensure)

Endorsements (/educational-studies/endorsements)

Graduate Interdisciplinary Specializations and Minors (/educational-studies/gis-gim)

First Educational Experience Program (FEEP) (/educational-studies/feep)

Faculty and Staff Directory (/educational-studies/directory)
FROM THE PROVOST — MAY 17, 2018

Education and Human Ecology Leadership

Dear Colleagues,

I write to share the news that Donald B. Pope-Davis, PhD, has accepted my offer to serve as dean of the College of Education and Human Ecology. Subject to approval by the Board of Trustees, his appointment is effective July 15, 2018.

Dr. Pope-Davis is currently dean of the College of Education, New Mexico State University, also a land-grant institution.

He has taught students at all levels, and his scholarship focuses on psychology and multicultural education. The Journal of Counseling Psychology ranked him third in the country for his research in this specialization. Co-author of four books, his work is widely published in peer-reviewed journals.

Dr. Pope-Davis's national journal activities have included editor, Journal of Multicultural Counseling and Development and editorial board of The Counseling Psychologist. In addition, his current national professional service includes The College Board, Advisory Council member; Deans for Social Justice & Equity Steering Committee; and American Psychological Association Board for the Advancement of Psychology in the Public Interest, Committee on Ethnic Minority Affairs.

Among his honors, he is an elected fellow of the American Psychological Association's Society for Psychological Study of Ethnic Minority Issues and a fellow of the Society of Counseling Psychology. In addition, he received the NAACP of New Mexico's
Distinguished Keynote Award, Benedictine University's Leadership Innovation Philanthropy Award, and the University of Notre Dame's Hesburgh Diversity Lecture Award.

Prior to joining New Mexico State University, Dr. Pope-Davis served in senior-level positions at the University of Notre Dame and DePaul University. He has also been a faculty member at the University of Iowa and the University of Maryland.

He earned a bachelor's degree in psychology and theology from Benedictine University, a master's degree in counseling psychology from Indiana University, and a doctorate in counseling psychology from Stanford University.

As you know, Dean Cheryl Achterberg advised me last August that she had decided to step down as dean of the college upon the completion of her second term and return to the faculty in June 2018. Please join me in thanking Cheryl for her leadership of and countless contributions to the college, the university and beyond during her tenure as dean.

Many thanks to Dean Tom Gregoire for serving as chair of the search advisory committee and to all other search advisory committee members and their commitment to this important search.

Please join me in welcoming Dean Pope-Davis to our community. I look forward to working with him.

Sincerely,

Bruce A. McPherson, PhD
Executive Vice President and Provost
Ohio State News (https://news.osu.edu/)

October 29, 2018

Ohio State to lead national study of same-gender couples

Research will help answer questions about health disparities

Jeff Grabmeier
Ohio State News
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The Ohio State University, along with Bowling Green State University, has been selected to
conduct a first-of-its-kind national, five-year study of health in same-gender couples.

The National Couples’ Health and Time Study is the first population-representative study ever to focus on couples of the same gender in the United States. Data will also be collected from couples of different genders. The researchers plan to put extra emphasis on recruiting racial and ethnic minorities.

Ohio State and BGSU received $2.3 million from the Eunice Kennedy Shriver National Institute of Child Health and Human Development to conduct the study.

Claire Kamp Dush, associate professor of human sciences at Ohio State, leads the research.

Kamp Dush noted that the number of married or cohabiting same-gender couples in the United States increased by 45 percent between 2008 and 2014.

“Families headed by sexual and gender minorities are a growing part of our population and we know that their health lags behind other Americans,” she said.
“But we have very little data that could help explain why those disparities exist. This study will help answer those questions.”

The team will recruit 2,690 adults who are cohabiting or married, along with their partners.

Kamp Dush said the research should help answer questions about health in these minority couples. One important source of data will come from time diaries. Participants will use their smartphones to record what they are doing and feeling throughout one weekday and one weekend day.

The findings should shed light on how the stress of discrimination associated with being gay or a racial minority – or both – may affect the health and well-being of couples.

“If you report that you’re feeling stress related to discrimination or stigma, does your partner also feel more stressed from talking to you about it? Or could partners help each other relieve their stress?” Kamp Dush said.

“A good relationship may help buffer some of the negative health effects of the stress you feel from homophobia or racism.”

All couples will also complete a survey examining a wide range of health and well-being issues, including measures of physical function, sleep, depression, alcohol use, anxiety, sexual function and social support. Participants will report on their family support, relationship quality, parenting issues, and experiences with racism and homophobia.
The study examines community-level factors, as well, such as whether couples live in a state that has employment protections for same-gender couples. That could help answer questions about whether couples feel more stress if they live in states or areas that have fewer protections.

Kamp Dush said the wide range of questions will provide data never before available to researchers.

“Many large-scale population surveys do not include detailed measures of family functioning, or do not have data from a sufficient number of same-gender couples. We are asking questions about a lot of other issues that may be influencing health outcomes,” she said.

Team member Wendy Manning, distinguished professor of sociology and Director of the Center for Family and Demographic Research at BGSU, said the study is necessary because the changes in American families aren’t reflected in research done to date.

“Same-sex couples have been left out of much social science research on American family life. This study will rectify this omission and fill an important gap in our understanding of how all families function,” Manning said.

Ohio State’s Institute for Population Research also supports the research. John Casterline, director of the institute, said the study will be a boon for researchers and policymakers.
“These data will be immensely useful for informing better policy and programs for families of all types,” Casterline said.

Kamp Dush said the team will spend four years collecting the data. The data will eventually become available to researchers around the world for their studies.

Additional co-investigators on the project from Ohio State are JaNelle Ricks, assistant professor of public health; and Corinne Reczek and Hui Zheng, both associate professors of sociology.
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