ATHENAEUM
The Patton College of Education
Ohio University’s Education Magazine

Legacy
The Patton

2010-2012
On the Cover:
*The Patton Legacy*
Dr. Violet Lenore Patton’s lifelong dedication to education has changed the lives of countless students as well as her peers, supervisors and essentially everyone she meets.

*Athenaeum* is published by The Gladys W. and David H. Patton College of Education at Ohio University, Office of the Dean, for the faculty, staff, students, alumni and friends of the college. The Patton College welcomes your comments and noteworthy items. Please e-mail or send your letters to:

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2012 GRADUATION

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Celebrating 125 Years of Excellence

It gives me great pleasure to dedicate this issue of the Athenaeum to the transformational gift given to our college by Violet L. Patton. Her benevolence makes it possible for us to pursue endeavors that are worthy of the name of Gladys W. and David H. Patton. We continue to strive to engage in legacy-bearing activities in our teaching, our research and our outreach, and we believe that you will find that the stories contained in this issue help enhance and build on the college’s legacy.

An important feature of this Athenaeum is the full story about Dr. Violet L. Patton, beginning on page 14. The story details her education, her work and her lifelong contribution to the fields of art and education. In recognition of that work, we were pleased to have Ohio University’s President Roderick J. McDavis award her the honorary degree of Doctor of Humane Letters (see page 19). We consider Dr. Patton’s gift to be a wonderful anniversary present, as we were proud to mark our 125th Anniversary in 2011. We celebrated in style with a full weekend of events, including a special gala performance given by renowned jazz artist Nancy Wilson and a special tribute to Patton.

The philanthropy of dedicated alumni and their gifts from the smallest to the largest are what helps to sustain our college. In every issue of the magazine, we strive to share with you our activities in the upcoming 2013 issue of the Athenaeum, which is an indication of Ohio University's values and our president’s true commitment to the field of education.

Lastly, I would like to acknowledge the volunteers that work with me to advance our mission of providing legacy-bearing activities in the college. I particularly want to recognize the co-chairs of the Dean’s Circle of Engagement: Linda Reed and Dr. Arthur Stellar. Please also note the insert that speaks to our priorities for the college’s Promise Campaign; I’d like to give special thanks to the campaign’s co-chairs, Charlotte Westerhaus and Mike “Scoop” Jackson, as well as the other members of the committee listed on the insert. Our goal was to raise $41 million by the end of the campaign; to date we’ve raised $37.4 million (91% of our goal). We have two more years until the campaign ends, and we look forward to your continued support. We will not cease to strive to make you proud of your college.

We look forward to sharing again with you our activities in the upcoming 2013 issue of the Athenaeum, which will feature the theme: Designing our Future Through Engagement, Inquiry and Action.

Renée A. Middleton, Dean
The Gladys W. and David H. Patton College of Education

If you would like to support any of the initiatives that you read about, please contact me at middletonr@ohio.edu.
In its third year of existence, the partnership among pre-service teachers to teach in diverse schools.

On February 26, The Patton College hosted another Rural and Urban Collaborative Institute meeting of the Rural/Urban Collaborative Institute.

On February 4, The Patton College hosted another Rural and Urban Collaborative Institute meeting of the Rural/Urban Collaborative Institute.

President Roderick McDavis announced Violet Patton’s transformational gift to The Patton College at a press conference in McCracken Hall. Patton bestowed $28 million on The Patton College in honor of her parents, both educators in their careers. Patton also gave a joint gift of $13.3 million to The Patton College and the College of Fine Arts for an arts education center.

The Patton College successfully completed an evaluation by The National Council for Accreditation of Teacher Education (NCATE) in October. The Board issued preliminary findings, provided as a courtesy to the Education Unit. The findings stated that the Unit had met each of the six NCATE standards, with only one area for improvement (AFI).

The Patton College hosted the third annual Art Extravaganza and Silent Auction featuring artwork from students at South Elementary School. Proceeds from the auction totaled $870, with half of the proceeds going directly back to the students and the other half going to the school’s art program.

Legendary jazz singer Nancy Wilson gave her final official public stage performance as the showcase for entertainment of the 125th Anniversary celebration of The Gladys W. and David H. Patton College of Education, which was held September 9-11 in Athens. “Wilson is one of the living legends of our time. We are extraordinarily honored to have the opportunity to host her for our special celebration of many years of success,” said Renée A. Middleton, Dean of The Patton College.

Congratulations to our retirees:

Congratulations to our retirees:

The College welcomes the following new faculty and staff to new positions:

Amy Bickford
Administrative Assistant, Dean’s Office

Curt Plummer
Assistant Director, Student Affairs and Upward Bound

Tim Binegar
Director of Development

Debra Shaw
Coordinator for Professional internships

Kellie Dyer
Instructor, Recreation & Sport Pedagogy

Laura Harrison
Assistant Professor, Higher Education

Tom Haskell
Instructor, Instructional Technology

Jamie Smith
Instructor, Instructional Technology

Dwan Robinson
Assistant Professor, Educational Administration

Alan Silver
Instructor, Human & Consumer Sciences Education

Comings & Goings

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Dwan Robinson
Assistant Professor, Educational Administration

Alan Silver
Instructor, Human & Consumer Sciences Education

Congratulations to our retirees:

Bob Young
Professor, Higher Education

Marta Roth
Professor, Teacher Education

George Johanson
Professor, Educational Studies

Robin Mittelstaedt
Professor, Recreation & Sport Pedagogy
College Notes
A sampling of notable faculty, staff and student achievements in 2010-12

DR. RENÉE A. MIDDLETON, dean of Ohio University’s Gladys W. and David H. Patton College of Education, was appointed to the Ohio School Funding Advisory Council. The 28-member council was established to review funding in Ohio’s schools, as called for in section 3306.29 of House Bill 1, Ohio’s Education Reform Bill.

Recreation and Sport Pedagogy

DR. ANDREW SZOLOSI, assistant professor in Recreation and Sport Pedagogy, joined the department in 2009 after completing his dissertation, The Effect of Mystery; Mediated by Fascination, on Recognition Memory Among College Students Viewing Scenes of Nature, at the University of Utah.

DR. BETH VANDERVEEF, chair and associate professor in Recreation and Sport Pedagogy, served as director of the Recreation Studies Self-Study Accreditation Report for the Council on Accreditation, Parks, Recreation, Tourism, and Related Professions.

DR. BRUCE MARTIN, assistant professor in Recreation and Sport Pedagogy, John Tanzer, graduate student in Recreation Studies, and other colleagues published a technical report, “Economic Impact of Off-Highway Vehicle Recreation and Tourism in Southeast Ohio,” which was the culmination of a two-year assessment project.

CRAG LEON, a former Ohio graduate student in Coaching Education and now Ohio Athletics director of compliance, Dr. Hyun-Ju Oh, assistant professor in Physical Education Teacher Education, and Dr. Sharon Rana, associate professor in Exercise Physiology, published “A Purposeful Dynamic Stretching Routine for Distance Running Athletes and Coaches” in Strategies: A Journal for Physical and Sport Educators.

DR. DAVID CARR, associate professor in Recreation and Sport Pedagogy, Sheri Huckleberry, interim coordinator of the online Coaching Education program, and other faculty and staff members were awarded a $225,000 grant from the Sports United Office of the U.S. Department of State’s Bureau of Educational and Cultural Affairs. The grant fosters cultural interaction through two-way educational exchange among diverse youth populations in underserved communities in the United States and in Senegal, Ghana, and South Africa.

DR. RHONDA HOVATTER, assistant professor in Recreation and Sport Pedagogy, and Physical Education students involved in the majors club and the student division of the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), were selected to attend the Midwest District Student Leadership Conference.

Counseling and Higher Education

COVIA BOYD, a doctoral student in Counseling Education and Supervision, won the Student Paper Competition at the 2010 International Association of Rehabilitation Professional (IARP) Case Management/Disability Management Conference. Boyd also received the Graduate Transition Scholarship from the Graduate College at Ohio University.

NATALIE WILLIAMS, a doctoral student in the Counselor Education and Supervision program, had an article published in The Rehabilitation Counselors and Educators Journal and won honorable mention in the American Counseling Association Foundation Graduate Student Essay Competition.

DR. DAVID HORTON, assistant professor of Counseling and Higher Education, won the 2009 Outstanding Paper/Dissertation Award from the Southeastern Association for Community College Research (SACCR), SACCR also invited Horton to be the featured luncheon speaker at their conference in Lexington, Kentucky.

DR. MONA ROBINSON, associate professor in Counseling and Higher Education, and Dr. Ameena Mu’min, a doctoral candidate at the time, coauthored with Dean Renée A. Middleton a book chapter titled “Rehabilitation Counseling: A Continuing Professional Imperative for Multiculturalism and Advocacy Competence.”

Educational Studies

DR. JOHN HITCHCOCK, assistant professor in Educational Studies, coauthored three peer-reviewed reports (one journal article and two national reports) for the U.S. Department of Education’s Institute of Education Sciences as well as four book chapters published by Sage, Information Age Publishing, and Charles C. Thomas.

DR. TERESA FRANKLIN, professor in Educational Studies, is part of an interdisciplinary team awarded a $2.78 million GK-12 Grant from the National Science Foundation. Titled “The Boat-of-Knowledge in the Science Classroom,” the grant will focus on hands-on experiential learning in which samples from the Muskingum and Ohio rivers will be used to examine water quality. Franklin was published several times, including a chapter titled “Mobile School: Digital Communities Created by Mobile Learners” as part of a larger work, Bringing Schools into the 21st Century, edited by Dr. Guofang Wan and Dr. Dianne Gut.

DR. GORDON BROOKS, associate professor and chair in Educational Studies, acted as president-elect of the Mid-Western Educational Research Association (MWERA) for the 2009–2010 school year and now serves as president.

ELIZABETH NGUMBI AND YUKI NAKAMA, graduate students in Educational Studies, traveled to Honduras to conduct research on women from low-income backgrounds attending a university. The two discussed their findings in a faculty lecture series presentation titled “Experiences of Women from Low-Income Backgrounds in a Honduran University.”

DR. DAVE MOORE, associate professor in Educational Studies, along with Dr. Robert Williams, professor and undergraduate chair in Mechanical Engineering, secured a $200,000 grant from the National Science Foundation for haptic discovery research.

Teacher Education

DR. GUOFANG WAN, professor in Teacher Education, received the 2010 Margaret B. Lindsey Award for Distinguished Research in Teacher Education, which recognizes an individual whose research over the last decade has had a major impact on the field. Wan accepted the award at the Speaker Spotlight Luncheon during the American Association of Colleges for Teacher Education’s 62nd annual meeting in Atlanta.

DR. DEBORAH COCHRAN, assistant professor in Teacher Education, was approved for an $8,000 grant from the Ohio University Research Committee. The money will fund her project to develop and validate tools for preschool programs to identify students showing early signs of reading difficulties and to intervene and monitor their progress.

ERIC SUSTAR, student in Teacher Education, was named one of the six recipients of a scholarship from the Ohio Council of Teachers of Mathematics (OCTM). Sustar was awarded $750 and a one-year membership to OCTM.

Human and Consumer Sciences Education

JESSICA KESSLER, graduate student in Apparel, Textiles, and Merchandising, received the outstanding thesis award from the Ohio Association of Family and Consumer Sciences for her piece “Intergenerational Fashion Influences: Mother/Daughter Relationships and Fashion Involvement, Fashion Leadership, Opinion Leadership and Information Seeking from One Another.”

JOYCE MIDDAGA, student in Retail Merchandising and Business Administration, won the 2010 award for undergraduate research from the Ohio Association of Family and Consumer Sciences for her project “US Consumer Satisfaction in Their Shopping Abroad.” Middaugh graduated with a bachelor’s degree in Human and Consumer Sciences.

COLLEEN KLINE, student in Human and Consumer Sciences, served as chair of the Ohio Association of Family and Consumer Sciences during the 2009–2010 school year.

CATHRINE SUSTIC, student in Human and Consumer Sciences, was elected to a second term as chair of the Ohio Association of Family and Consumer Sciences in the spring of 2010. The American Association of Family and Consumer Sciences Student Organization at Ohio University (formerly called the Human Services Organization) was awarded the Edwin L. Kennedy Leadership Award for Outstanding Community Service for their development of a new food competition division, Nutritious and Delicious—Improving Nutrition in the Art of Cooking, at the Ohio State Fair.
By R. Devin Hughes

For many students, coming to college can be an eye-opening experience. According to Associate Professor of Cultural Studies, Jaylynne Hutchison, “So many of us live in homogenized communities, but after being exposed to people different from us, we begin to realize that it’s more complicated than saying, ‘Why can’t we just get along?’” Hutchison developed the Diversity Studies Certificate (DSC) program in order to help students better understand the issues involved with living and working in a diverse society.

The program is housed in the Department of Educational Studies in The Gladys W. and David H. Patton College of Education, but it is interdisciplinary and open to any student from any college at Ohio University. “It’s a great program with 88 classes that they can choose from. There’s something for everybody,” according to graduate assistant Cory Frederick. The main benefits to students include “a sort of value-added bonus to their degree” when they receive the certificate after successful completion of the program.

Frederick describes the program as “a good way to stand out to employers to show them that you have gone above and beyond, and really honed in on some specific diversity issues.”

Working toward the certificate is designed not to be a curricular burden on students, but rather a way for them to qualitatively learn about diversity while simultaneously meeting university graduation requirements, according to Hutchison. It’s also “a plus for recruiting faculty with expertise in these areas.”

Currently 15 undergraduate students are enrolled in the DSC program, but it is gaining in popularity, and future plans include offering it to graduate students as well. Each student must complete 28 quarter credit hours (or approximately seven courses), which translates to 18 semester credit hours (or six courses), when Ohio University changed to semesters in the fall of 2012. Students begin the DSC program by taking the introductory course, “Introduction to Democracy and Diversity” and finish with a Tier III capstone course, “Diversity, Social Change and Leadership.”

Between the introductory and capstone courses, the students are able to choose from a variety of courses from five diversity domains: race/ethnicity, social class, gender, sexual orientation and disability. Students are required to take courses from at least three different diversity domain categories in order to provide both depth and breadth. Successful participants will be conferred with a Diversity Studies Certificate.

“The Diversity Studies Certificate program will encourage more students to study diversity by providing a structure to the relevant courses that exist in many departments across campus,” said Gordon Brooks, professor of Educational Research and Evaluation.

As director of the program, Hutchison will continue to adapt and develop the program as it grows. “As students take advantage of this academic Diversity Studies Certificate, we will build a better informed student body that will lessen instances of racial and ethnic, gender, social class, religious, disability and sexual orientation discrimination,” wrote Hutchinson, in her proposal to the University Curriculum Council.

In addition to the seven (six in semesters) courses, the program requires students to participate in a summer experiential intense-format workshop to be taken at least once during any summer session in their undergraduate years. The program also sponsors a quarterly event, such as a lecture, film, workshop or field trip, addressing contemporary topics related to diversity.

“Our society today is more diverse and complex than ever,” said Dean Renée A. Middleton. “Diversity is one of the fundamental core values of The Patton College, and the Diversity Studies Certificate will allow Ohio University students to graduate as culturally informed members of society, making them more competitive in a global and diverse job market.”

For more information, please visit www.cehs.ohio.edu/academics/es/dsc.htm
The Appalachian Experience makes a difference in the community

The Patton College’s Teacher Education program, “Southeast Ohio: The Appalachian Experience,” provides a historic marker

By Nicole Bersani

Dr. Frans Doppen, associate professor in Curriculum and Instruction, Middle Childhood Education, and Social Studies Education in The Patton College, developed a four credit hour summer course called “Southeast Ohio: The Appalachian Experience.” The one week interactive workshop brings together students and faculty members that share a common interest in environmental issues, education, history, culture and civic tourism in Appalachian Ohio.

In a short period of time, participants are exposed to classroom readings concerning the project’s history and issues. Collaborating with course instructors, the students engage in field experiences, lecture presentations and group discussions as well as service learning projects.

“The openness and collaboration gives people the chance to take ownership over their experiences with the project,” Dr. Doppen said.

Matt Carlstrom, teacher at Alexander Middle School, alumnus of The Patton College in Middle Childhood Education and participant in the first historical marker, agreed with Dr. Doppen. He was impressed that the workshop integrates ecotourism, history and geography. It allows participants to get off campus and go beyond Athens city limits to experience hands-on explorations in places they may otherwise never know existed.

The workshop then developed the process in creating “markers” around the Appalachian community in order to research, fundraise and recognize historic places.

“Many of these important places aren’t very well highlighted to the average person,” Carlstrom said. “So, we got the idea for the historical marker that most people could take the time and recognize if there is a marker.”

The first marker dedication the workshop program placed was in Rendville, a small community in Perry County, Ohio, and 40 minutes north of the Ohio University campus.

Established in 1879 by Chicago industrialist William P. Rend, Rendville became known as a place where African Americans broke the color barrier. Dr. Isaiah Tuppins, Adam Clayton Powell, Roberta Preston, Richard L. Davis and Sophia Mitchell are the most known examples of African Americans who broke through the color hurdles and into successful careers such as medical, governmental and religious leadership positions surrounding the community. Each one of these individuals led the struggle against racism throughout not only Rendville, but also the rest of the Appalachian Ohio.

Standards set by the Ohio Historical Society have a strict system for markers, which require sponsorships, a review board, a historical documentation and an application form. For the Appalachian Experience’s first marker dedication, it took about three years to get funding, complete the application and gain official recognition.

The official dedication and celebration was on Oct. 21, 2010, for the Southern Perry County community’s coal mining town of Rendville. The unveiling was hosted by The Patton College along with the Village of Rendville, Sunday Creek Associates, the Little Cities of Black Diamonds Council and the Ohio Historical Society.

The next historic marker will start this summer for a cemetery in Rendville. The cemetery is a burial site for Richard L. Davis who was an African American labor organizer during the late nineteenth century and very prominent in the United Mine Workers of America. Sophia Mitchell, who was Ohio’s first African American woman mayor in 1969, was buried in the same cemetery as well.

“There are two very unique people that are just waiting to be acknowledged,” said Dr. Doppen. “It’s not all about taking places but also about giving places revitalization.”

These marker dedication areas are ideal locations for rest spots and welcome centers for tourists as well as educational field trips that can not only preserve the historical background but also renew the community where it stands.
It’s playtime!
Therapists using play therapy as an innovative way to work with children with disabilities

By Nicole Bensari

For most children, their childhoods are filled with pleasant experiences in which they learn how to communicate and interact with others. However, many children with disabilities are faced with traumatizing and difficult experiences that may hinder their ability to do so. Mental health professionals are constantly faced with the challenge of finding a way to work best with children with disabilities.

Dr. Mona Robinson, Dr. DeAnna Henderson, Julie Oates and Brian Bethel – ranging from doctoral students to professors – took on the challenge of exploring play therapy as a therapeutic way of working with children with disabilities.

Play therapy is a process used in counseling with children, adolescents and adults that utilizes play activity as a specialized counseling technique. Often times, children are reluctant to verbally retell traumatic stories. In play therapy, children can use play instead of words, giving them an avenue where they share their experiences through activities such as drawing.

“The history of play therapy actually dates back to the 1920s when Anna Freud utilized dolls in sessions with children, ” Bethel said. “Although it has a long history, it is somewhat rare in the counseling field.”

There is not an abundance of research in either the counseling or rehabilitation literature that addresses specific techniques or theories of working with children with disabilities. That’s why a team from The Patton College’s counseling and higher education program decided to explore the avenue of play therapy.

Dr. Robinson, Dr. Henderson, Oates and Bethel gathered research from the scarce literature they could find but mostly from their personal encounters in working with people with disabilities and utilizing play therapy as a therapeutic method. Combining these two concepts, children with disabilities and play therapy formed the basis for the presentation.

When enough research was accumulated after a few years, all presenters found play therapy beneficial for children with disabilities who had been traumatized and their families. They decided to submit a proposal to the Play Therapy Italy Institute in August 2010. They gained recognition and were then asked to attend and present their research titled “Building Bridges: Play Therapy for Children with Disabilities” at the first Play Therapy Conference in Reggello, Italy, March 3-12, 2011.

The Patton College crew, along with about 30 other students and professors, immersed themselves in the Italian culture of Rome, Tuscany, Reggello and Florence while discovering various play therapy techniques from other professors and professionals in the field.

“One of the more interesting seminars was from a man who both lives and works in Italy, and had also worked with Children’s Memorial Hospital in war-torn countries,” Dr. Henderson said. “It was interesting to see the different multicultural perspectives as well as view their attempt to compare our culture with Italian culture.”

Play therapy not only provides mental health practitioners a unique and innovative way to work with children with disabilities, but also the families of children with disabilities. Dr. Robinson mentioned that most of the presentations at the conference were hands-on, allowing attendees to learn various techniques from the therapist.

“Our presentation was unique in that we integrated play therapy techniques with our knowledge of rehabilitation, which allowed us to educate the participants about pertinent legislation that impacts children with disabilities. We also addressed the stages of adjustment to disability and the interplay between various play therapy techniques,” Dr. Robinson said. “Lastly, after recognizing the importance of the child and family perspective in treatment, we discussed the importance of adopting a family systems theoretical framework.”

According to Dr. Henderson, and the rest of the group agreed, it was empowering to see that they have been learning and teaching works in other cases, even children from war-torn countries.

“No matter the devastation, no matter the trauma and no matter the pain, children still want to play,” Dr. Henderson said. “No matter what the object, they will create and use their imagination no matter how emotionally stuck or physically impaired, they will still create a world for themselves.”
Student athletes at community colleges battle stigmas as well as athletic opponents

By R. Devin Hughes

S tudent athletes often get a bad rap and face a lot of criticism from other students, faculty and the media. From early scheduling to excused absences, stereotypes can portray student athletes as “dumb jocks,” who get free swag and unmerited financial aid because they can score touchdowns.

Given the increased emphasis on financial restraint, particularly regarding college athletics versus academic programs, a debate rages on in the academic community about the worth of athletics to a university. “There is a general stigma toward student athletes,” explains Dr. David Horton, assistant professor at The Patton College. “The athletics department is constantly scrutinized and often not seen as a valuable asset to the institution.”

Horton has devoted much of his research to student athletes in community colleges, analyzing a variety of issues such as academic success, law and policies, financial aid and graduation rates. His focus on this area stems from an interest in marginalized groups and their educational experiences. Student athletes at community colleges, Horton reasons, are doubly damaged because of the negative perceptions that can sometimes face community colleges and students that attend these institutions.

“It’s worse for community college athletes,” Horton said. “There is the stigma of community colleges as ‘lesser’ than, which makes it that much worse.”

Horton, who himself played baseball at Dallas Baptist University, felt a draw toward the study of community college athletes, a subject on which there has not been much research done to date. Though many have looked at athletes playing at larger schools with nationally recognized athletic programs, few have considered the situations of athletes at community colleges.

“My studies are a result of my interest in marginalized groups at community colleges,” Horton explained. “There’s just not much out there on them, on males of color, or females.”

The results may come as a surprise. In one of Horton’s studies, he found that “student-athletes of color and female student athletes earned more credit hours each semester and earned higher GPAs than non-athlete students with similar background characteristics.” In another study Horton referenced, it was found that 67 percent of all black male athletic participants completed four semesters, compared to only 33 percent of black male students in the general student population. In another study, Horton found a connection between athletes’ academic success and their perceived level of support on campus.

“That makes a big impact on students,” Horton explained. “If faculty and administrators are not supportive, athletes know it.”

Horton’s work is still too far in its infancy for him to have witnessed major policy decisions as a result of his findings, but he is gathering some interest. Though they have statistics for their own campuses, many athletic directors at community colleges are unaware of how they compare to other institutions. As noted before, since not many major studies have been conducted on athletics at community colleges, that data is not readily available to them.

Horton, then, believes there is a need for the data he is collecting, further driving him through his research. Currently, he is looking at certain policies already in place at community colleges and seeing whether they are actually having the desired effect. Policies he is studying include academics, gender equity and financial aid.

“We have found that the intended purpose of a policy, compared to what is actually happening, is sometimes two different things,” Horton said. “At times, it still baffles us as to why certain policies are in place.”

Horton, along with colleagues Pilar Mendoza and Jesse Meónez, are due to have a new article published titled “Financial aid and other factors of retention among community college student-athletes compared to non student-athletes.” For this study, Horton was actually brought in because of his prior knowledge and research, an illustration that his work is beginning to receive notice.

Someday, Horton’s research may effect actual policy change, which could help improve financial aid, equity and academic performance among athletes at community colleges. Perhaps most importantly, however, these changes could help chip away at the “dumb jock” stereotype, which would be a significant feeling for the athletes as well.

“This is an important piece to work on,” Horton said. “The subject means a lot to me, and I really want to ensure student athletes are successful.”

Dr. David Horton found a connection between athletes’ academic success and their perceived level of support on campus.
“Look at every job as your last job, because whatever you do on this job will affect whether or not you get the next one.” This is the most important piece of advice that Lani Steinhouse, an accomplished commercial stylist, says she shares with her interns—at least one or two a year from The Patton College. “If you’re not professional … word gets around really quickly in New York.”

Students would do very well to heed Steinhouse’s words of wisdom; her client list includes some of the biggest A-listers in show business. When asked if she’s ever been star-struck working with anyone, she said she would have to say Susan Sarandon. “Robert De Niro is definitely at the top of the list as well,” she added. Even early in her career, she worked with “a lot of celebrities.” She said she remembers that back then, when she met singer Bonnie Raitt, “I just couldn’t even speak.” After 25 years as a successful stylist, however, she’s accustomed to just doing the job, which is essentially choosing what the actors in films or commercials will wear on set and sometimes for personal appearances.

Steinhouse graduated from OHIO in 1987, but she knew well before then that she would pursue her career in New York. She grew up in Cleveland, but she says that, “At about five years old, I knew I wanted to live in New York City.” When she did move to New York, she spent some time working in the fashion industry, but she says she knew fashion was not what she wanted to do.

After some encouragement from a friend, Steinhouse left her job in the fashion industry and began wardrobe (or costume) styling. She says that aspiring stylists basically have several different avenues: costume designing for film, television or print. Her first job as a freelancer was with Cosmopolitan magazine, which hired her every month to do the pictures for the stories. “Basically, if the feature story was ‘How to snag your boss,’ I would do a sexy secretary picture, and the next month would be, ‘How to get out of that office relationship,’” so I would have to come up with something. It was a good learning experience.”

She did some work in film, but eventually Steinhouse found her way to commercials, which are what she mainly does now. As a freelancer, she says, “You get hired on your merit, and people recommend you for other jobs.” She says she feels as if the job market has changed drastically since she graduated: “The whole world has gone to freelance now—at least in New York.” Her interns can learn this and other valuable lessons when they work hands-on with her for a summer.

“I have such a good connection (to OHIO), because I have so many interns,” says Steinhouse. In fact, five of her former interns are now working stylists in New York City. “(Having OHIO interns) keeps me in touch with the school . . . even though I feel like I just graduated yesterday.” Today, however, instead of “climbing Jeff Hill,” which she remembers fondly, she spends her time working in New York—the city she has always loved.
Many students spend their last months at Ohio University applying for jobs or graduate schools, a seemingly natural “next step” after completing their educations. However, recent graduates of the Recreation Studies program in The Patton College have taken the less traditional path of starting their own businesses, with impressive results.

Tom Simon, along with Neil Ninrichter, both friends while attending the University, opened SuperFun Eco Tours, a recreational outfitter in Maryland that offers kayak trips and environmental/outdoor education. SuperFun Eco Tours offers a variety of themed tours, such as “Sunset,” “Brews on the Bay” and “Wine and Cake.” The tours include environmental appreciation and education. No negative traces are left on the environment during the tours.

According to Simon, he and his friends always wanted to work for themselves doing something they enjoyed, so when the opportunity to start a business together came up, they jumped on it.

“It’s hard to get year-round work in our profession, and we wanted to get settled and grow up,” said Simon, who graduated in 2006 and specialized in Adventure Recreation. “Plus, it’s fun for us and something we love to do.”

That may be the key reason for starting a business; it allows graduates to be their own bosses and work in a field in which they know they are interested. Joe Moerschbaecher, who received his Master’s in Recreation Studies in 2006, worked as a tour guide for six years for another company before starting his own business. Just as with Simon, Moerschbaecher found it difficult to make a living as a guide, so he sought a more stable role.

“I had worked for another company and they were great, but starting a business gave me the opportunity to mold and structure programs as

“We teach our students to plan, organize and implement so that they are prepared to tackle anything.”

[ Danny Twilley ]
I wished,” Moerschbaecher said. “I can just do it myself, without having to answer to anybody else.” Moerschbaecher developed Pure Vida Adventures, which offers guided trips and programs in North Carolina. Its biggest offerings are in climbing and canyoneering, for which it is the first commercial program in the Eastern United States, according to Moerschbaecher. Pure Vida Adventures’ website also boasts offerings of hiking, biking, paddling, adventure travel and adventure racing.

Moerschbaecher and Simon’s examples may not be the norm for Recreation Studies students, but the opportunity is certainly out there for those who are interested, according to Danny Twilley, recreation instructor at The Patton College. “It’s an open market,” Twilley explained. “If you find the right place, the opportunity is there. Our students enjoy working hard, but this gives them a chance to play hard too.”

One conversation with Moerschbaecher and Simon easily backs up that statement, because it is very apparent how much they love their jobs and genuinely enjoy going to work each day. “We’re all good friends, and we work well together and have a lot of fun,” Simon said. “It actually reminds me a lot of being at OU.”

This makes the work very enjoyable for Moerschbaecher and Simon, because they have control; they can hire whomever they want, put on the programming they want and set the hours they want, rather than being confined by the stipulations of some organization. By starting their own businesses, they have set themselves up to ensure they are doing what they love.

As much fun as the group is having, the “work hard” element is very visible as well. The founders of SuperFun Eco Tours did not take classes in accounting, HTML, design or marketing, so they did not have experience, let alone expertise, in these subjects. They were quick to praise Twilley with them. On the flip side, both Moerschbaecher and Simon serve as illustrations that it is important in education to expose the entrepreneur to failure and take a great deal of hard work and determination. Though starting a business may not be the most common path for recent graduates, the examples of Moerschbaecher and Simon serve as illustrations that it is a valid career path. According to Twilley, more and more people in the United States are focusing on nature and taking part in recreation activities, so there is a large market for recent graduates to follow their dreams.

Moerschbaecher and Simon can partly attribute their opportunities, then, to the versatility of their degrees. Recreation Studies is a discipline with a variety of lucrative opportunities for dedicated students, a point that makes Twilley love the field and the program.

“Recreation is a wide open field, you can do so much with it,” Twilley said. “That’s key, that we have a huge variety of options. I tell students that the world is their oyster when they’re done.”

Tom Simon with other participants in SuperFun Eco Tours Wildlife Discovery Tour at Maryland’s Assateague Island National Seashore, which is home to wild horses, diverse marine life, and birds.
Violet Lenore Patton is best described as a bold, fearless and completely selfless individual. Her lifelong dedication to education has changed the lives of countless students as well as her peers, supervisors and essentially everyone she meets. Now, as she leaves her legacy with The Gladys W. and David H. Patton College of Education, it is apparent how rare such an incredible educator like Dr. Patton is, and just how large of an impact she has had on the field.
Childhood

Born in 1916 in Williamsburg, Ohio, Dr. Patton grew up surrounded by educators. Throughout her childhood, her father, David Patton, worked as a teacher, principal and superintendent in school systems across the state.

“In my family, we were three educators, demonstrators, writers, researchers and speakers. It’s hard to sort of separate us,” Dr. Patton said during an interview with The Patton College Dean Renée Middleton in late November 2010. The family lived in many areas across the state, including Toledo, Bellevue and Sandusky.

Dr. Patton grew up following in her parent’s footsteps with an interest in education, but also a vibrant passion for art. While Dr. Patton did not have any formal art training growing up, she had a knack for crafting and the arts from the beginning. To perfect her craft, she took odd jobs and made belts for herself.

“Dr. Patton has always been an independent and forward-thinking person. Her lifelong commitment to education continues to inspire us daily…”

— Dr. Renée A. Middleton
The Patton Legacy

**Education**
While Dr. Patton received the Bachelor of Science degree in education from Ohio University, her educational journey did not start in Athens. She began her freshman year of higher education at Oberlin College in Oberlin, Ohio. Soon realizing Oberlin was not for her, she began looking at other options. After deciding against Miami University or The Ohio State University, Dr. Patton’s father convinced her to take a look at OHIO.

What really drew her to the university was a professor named Edna Way, a renowned designer and instructor whom Dr. Patton met while visiting the campus.

After receiving her undergraduate degree in Arts Education from OHIO, she taught at Wapakoneta Public Schools for four years, and each summer would travel to New York City to pursue her dream of becoming a couture designer.

“The very minute school was out, I got on a train to New York City,” she said. “I went to Traphagen School of Costume Design. It was a big thing every time you opened up Vogue, there was this big ad about Traphagen and so I thought, ‘that’s the place to go,’” she said.

She received a 180-hour diploma from the Traphagen School and later took courses at the renowned Parsons School of Design in New York City.

Dr. Patton then went on to receive the master’s degree in Fine Arts and Fine Arts Education at the Teacher’s College at Columbia University, where she graduated summa cum laude.

No matter where she went, Dr. Patton always had a passion for art.

“Everything is interrelated to art…poetry, drama, dance and so on,” Dr. Patton said.

That passion, and a dedication to education, led her to achieve amazing things in her career as an educator and artist.

**Work**
Even before she graduated, Dr. Patton was pursuing her love of arts and education. In 1936 she illustrated a series of spelling books for a publishing company in Columbus and in 1937 illustrated arithmetic textbooks for a publishing company in Indianapolis.

Right from the start, Dr. Patton brought energy and innovation to her teaching. In her time as a teacher, she continually worked to revitalize and enhance education, specifically with arts education. At her first job with Wapakoneta Public Schools, she developed training programs for art teachers while she worked in the Wapakoneta and Alliance school districts, and later shared that training with future educators as an assistant professor at Miami University.

After attending Columbia, Dr. Patton got a job at Rutgers in the art department, teaching costuming and interior decorating.

One of Dr. Patton’s proudest achievements came during her time as president of the Ohio Education Association, when she organized the “Unifying Experiences in the Arts” conference in 1950.

In early 2010, Violet Patton gave a joint gift of $13.3 million to Ohio University College of Fine Arts and the College of Education to create the Violet L. Patton Center for Arts Education. A few weeks later, she committed an additional $28 million to the College of Education, resulting in the renaming of the college to The Gladys W. and David H. Patton College of Education, named after her parents. This gift will be used for renovations in McCracken Hall as well as to fund scholarships and professorships and to redesign the curriculum. Dr. Patton’s hope for The Patton College and the Violet L. Patton Center for Arts Education is to show the interrelatedness across different aspects of arts and education. She envisions interactive events and conventions to showcase and share art with the community. McCracken Hall will feature a special section of the building dedicated to the Patton’s and showcasing relics of their history.

“We are incredibly humbled by Dr. Patton’s gift to our College and are dedicated to ensuring that the gift will benefit first and foremost our students, who are the future of education.” — Dr. Renée A. Middleton

The OHIO connection
Throughout the years, Dr. Patton has kept in touch with the people who made her experience at OHIO a lucrative and inspiring one. While many of them have passed away, Dr. Patton fondly remembers the interest they took in her and the impact they made on her career, allowing her to pay it forward to those she encountered. Dr. Patton credits Ohio University with preparing her for her career in education and remains a proud Bobcat.

The Patton family had a connection to Thomas McCracken, after whom the College of Education building is named. Both of Dr. Patton’s parents attended OHIO.

Dr. Renée A. Middleton, dean of The Patton College of Education, can attest to Dr. Patton’s love of OHIO.

“She was an independent and forward-thinking person. Her lifelong commitment to education continues to inspire us daily at The Patton College, and we are honored and blessed to have her support,” Middleton said.

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Her philanthropy is truly transformational and marks the largest gift given to a college of education by a single donor. The Patton College of Education is only the third named college at Ohio University. Dr. Patton’s dedication to education will always be remembered. The Patton Legacy stands for and will always remain dedicated to improving and innovating education.
Ohio University Confers Honorary Degree to Violet L. Patton

Ohio University President Roderick J. McDavis presented Violet L. Patton with a Doctor of Humane Letters degree at her home in Southern California. Renée A. Middleton, dean of The Gladys W. And David H. Patton College of Education, and Ann Paulins, professor and chair of the department of Human and Consumer Sciences Education, assisted with the degree conferral.

Hardworking, energetic and talented are words that supervisors have used to describe Patton and her commitment to art education. One such supervisor, Thomas Cooke McCracken, Ohio University’s first provost, wrote of her leadership ability, versatility, “success in her teaching service,” and high-level of involvement in student organizations, holding “various positions of honor in these connections.” He also went on to say, she is “one of Ohio University’s outstanding graduates in the field of art.”

2011 [alumni award winners]

Medal of Merit

Laura M. Justice, AB ’92, B.S.Ed ’96, Ph.D ’00
Laura M. Justice is currently a professor at The Ohio State University, where she has won numerous awards and gained much recognition in her field. She is the author of seven books, along with many book chapters and reports. Justice has remained active with the School of Hearing, Speech and Language Sciences at Ohio University. She lives in Worthington, Ohio, with her husband, Ian, and two children, Adelaide and Griffen.

The Kermit Blosser Ohio Athletics Hall of Fame - Lifetime Achievement Award

Julie A. Cole, B.S.Ed ’75
Julie A. Cole is an experienced and versatile athlete. Shortly after earning her undergraduate degree from OHIO she began playing on the amateur golf circuit and eventually went professional. She has played on the Asian, European and LPGA tours, winning many events including the 1984 Thailand Open. She is a Class A LPGA teaching professional and Managing Partner who earned Section Teacher of the Year honors from LPGA and was on the “Golf for Women” Top 50 instructors list for four straight years. Cole has also established the Julie Cole Annual Charity Golf Classic, which raises money for three charities in her hometown of Findlay, Ohio, and serves as a board member of the First Tee of Charlotte Learning Academy. She currently lives in Charlotte, North Carolina.

The Kermit Blosser Ohio Athletics Hall of Fame

Michael D. Arbinger, B.S.PE ‘02
Michael D. Arbinger is a Toledo Public Schools physical education teacher and baseball coach. He was a starter all four years on the OHIO baseball team, setting a school record for runs scored and total bases. He has served on the Student Athlete Advisory Committee and has played baseball professionally with the Pittsburgh Pirates and in the Independent Frontier League with the Washington Wild Things. Arbinger is currently working toward a master’s degree from the University of Toledo.

Joseph B. Carbone, B.S.Ed ’70
Joseph B. Carbone has been the head coach of the OHIO baseball team for more than 20 seasons, leading the team to victory more times than any other OHIO coach in any other sport. He is one of only two coaches in Mid-American Conference history to top 600 wins. Carbone also played a large role in the establishment of the Southern Ohio Copperheads collegiate baseball team, of which he is still an adviser.
Alumna encourages teachers, students to reach for the stars through space education

By Ashley Showen

Outer space holds a unique fascination for many people: learning about stars, planets and astronauts provides a level of excitement that is not commonly met in other science disciplines.

For the past 20 years, the U.S. Space & Rocket Center, an arm of the National Aeronautics and Space Administration located in Huntsville, Alabama, has hosted teachers from across the globe in a summer program, Space Camp for Educators®, aimed to enhance teachers’ knowledge of space and provide them with activities and information to launch in their classroom.

Teachers are put in teams of 15 to 18 educators and participate in activities together throughout the weeklong program. Between simulations, experiments and “meet and greets” with astronauts, the teachers also experience something not immediately apparent: a bond with other educators that lasts a lifetime.

In the summer of 2008, Leigh Schwarzel, alumna of The Gladys W. and David H. Patton College of Education, visited the U.S. Space & Rocket Center for a three-day workshop. After an amazing experience, she knew she wanted to be involved with the program.

“I went and just fell in love,” Schwarzel said. Since her first visit in 2008, Schwarzel has served as a teacher leader at Space Camp for Educators®. She fuels a workshop titled “On to Mars” and acts as a guide for a group of 15 to 18 educators each week. Schwarzel said working for Space Camp has made a huge impact on her life.

“It changed the way I taught,” she said. According to the national curriculum standards, space is first introduced in second grade and is discussed again in fifth grade, eighth grade and high school. But Space Camp for Educators® is not only for educators who teach those grades—most of the activities and lessons can be used in virtually any subject for any age group.

“A lot of time as teachers we forget what it’s like to be the student,” Schwarzel said. “You have to think outside your box.”

Schwarzel currently works as a fifth grade teacher at Morrison Elementary. She received the B.A. in Elementary Education from Transylvania University and the M.Ed. in Special Education from The Patton College. Schwarzel will be returning to Huntsville, Alabama, this summer to complete her fifth summer of working at Space Camp for Educators®.
When Rachel Ackerman was not out saving the world with her involvement in Ohio University’s Empower Campaign as secretary and the Sierra Student Coalition as president, she was making the Dean’s List every quarter and gaining recognition for her academic excellence. The Empower Campaign is a school-based initiative to help children receive an education in Africa. The Sierra Student Coalition is a student group that educates the community about current environmental issues.

But Ackerman doesn’t stop there. The junior studying Integrated Secondary Science Education with an Environmental Studies certificate from Willoughby, Ohio won the National Oceanic and Atmospheric Administration (NOAA) Ernest F. Hollings Scholarship. The scholarship includes an internship working at an estuary reserve center to organize summer camps, coordinate teacher training workshops and research the environment on the east coast. Ackerman will complete the internship in summer 2012 at Washington State’s Padilla Bay National Estuarine Research Reserve.

“This scholarship opened a lot of doors for what I consider for a career in education,” Ackerman said. “I can teach at a nature reserve or I can teach at a business...there are so many other things that I can do.”

Through her opportunity as a Culter Scholar, Ackerman has gained international experience in Australia, Cambodia and Thailand. Next up on her bucket list: Europe. She also wrote her thesis about what environments students learn best in and how environments can affect student outcomes.

“I realized [that the Culter Scholar Program] is an incredible opportunity and it honestly changed my life,” said Ackerman. “It really set my education path.”

Ackerman’s path led her to grow a passion for environmentalism that will only grow further after one more year as a Culter Scholar before she graduates from The Patton College. Before donning the cap and gown, she plans to finish her thesis, get involved in a variety of other student organizations such as Habitat for Humanity and the hula hooping group, and have more time to enjoy recreational activities such as rock climbing and running club. Instead of receiving a master’s degree or working full time right after graduation, she first plans to explore possibly the Peace Corps or a nature reserve facility.

“I want to return to the university setting eventually but I am in no hurry to reach the end of my road too soon,” said Ackerman. “I feel like it’s really important that I get experience in the field and experience outside of the high school setting before I get a job. I will have more stories to tell, more connections.”

Ohio University’s Cutler Scholars Program is a merit scholarship program for which students are nominated because of their leadership skills, scholastic ability, extracurricular achievements and physical drive. The program educates “above and beyond” committed students to excel not only in the classroom but also as civic leaders nationally and internationally. There are currently 28 Cutler Scholars attending Ohio University, one of whom is a senior in The Patton College of Education.
Alumnus shares a gift with the College

By Nicole Bersani

A World War II veteran, retired Washington, D.C. investor and avid golfer invested his retirement in a move to Florida, ballroom dancing, his family and his alma mater. William Carl Stiffler was a 1948 graduate of Ohio University and received the Bachelor of Science in Education. He was a member of member of Kappa Delta Pi, served in the U.S. Army Medical Corps from 1943-1946 and loved giving to others.

William, born in Cherrytree, Pennsylvania, was the first of his family to go to college. He had two sisters who died in infancy and a brother, Clifford Stiffler. When William passed away on Aug. 9, 2010, at age 90, he gave a donation of $10,000, helping to establish a legacy for his commitment to Ohio University.

William was very proud that he graduated from OHIO. Given the fact that he and his wife, Ruth, did not have any children, he loved sharing not only his first and last name with his nephew, William Merle Stiffler, but also his college and life stories.

“He looked upon me and my family as his children,” William M. said. “We had a very close relationship primarily because he had no children, and I was the closest thing to a child that he had. Having the same first and last name created an even stronger bond.”

Because they are both William (or Bill) Stiftlers, they referred to themselves as “Bill 1” (William C., posthumous) and “Bill 2” (William M.), and the nephew’s son is “Bill 3.” Bill 2 and his son (Bill 3) would visit Bill 1 and Ruth numerous times for summer vacations, and William M. remembers the qualities that made Bill 1 so giving.

“He was an avid crossword puzzler. He was a real student — always read and never lacked any conversation,” William M. said. “He was a very generous and friendly person. When we would go to visit him, he would show us around the area and was very happy to share that with us.”

Even the locals recognized William C.’s kindness. He was the type of guy that would have a set routine, visit the same restaurants during the week and order the same entrées off the menu, so much so that he was not just a “regular” to the servers, but rather a true friend.

“He was very outgoing and friendly with people,” William M. said. “He was a regular customer at the various local restaurants, and they all knew him as ‘Bill.’ The waiters and waitresses really loved him because he was there at least once a week, every week.”

William C. also was a regular at a local golf course in Florida. When they had his funeral, they had it at the golf course where he always played. After the church service, he was buried at the course. All his closest family and friends, including a number of the waiters and waitresses, were there to remember him at the service and to remember his gift of always paying it forward.
Dear Athenaeum Readers,

I am honored to greet you as the new Director of Development for The Gladys W. and David H. Patton College of Education. My charge is to extend and bolster The Patton College’s transformational vision to educate and prepare the finest leaders as change agents for the diverse future of education and human service professions. Under Dean Renée Middleton’s leadership, we have become one of the top 100 colleges of education in the nation. Today we are ranked 92 according to U.S. News & World Report.

The foundation for this timely vision is the Promise Lives Campaign for Ohio University. This comprehensive initiative aspires to raise $450 million for priorities in access and opportunity, research and creative activity, academic and student-life experience, campus environment, and outreach and partnerships. By 2015 The Patton College, in accordance with the Promise Lives Campaign, will be striving to cap off this historic effort with a $6 million drive for faculty and student support—bringing our overall total to $42 million which includes the transformational gift of Violet Patton, B.S.Ed. ’38.

The promise lives within our faculty and students in the hope that each member of The Patton College reaches his or her maximum potential. The promise lives within our valued supporters who champion the cause in being the best student-centered learning experience in America.

From my vantage point, The Patton College is a special, thriving learning environment where our members are dedicated through collaboration and scholarship to make the community, region, nation, and world a better place. The Patton experience is a reflection of our current and future donor base.

The promise is You!

I look forward to meeting and working with all of you in the near future.

Warmest regards,

Timothy J. Binegar, Ed.M.
Director of Development
740.593.4465
binegar@ohio.edu

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Dr. Milan Mihal and Marilyn A. Mihal
Ramon M. Miller
Bruce E. Morehead, 2
Patrick E. Moore and Jacqueline A. Morey
Mary E. Lukers
Gustavo Nunez, JD and Karen A. Nunez
Charlotte S. Powell
Suzanne B. Revere, 1
Sandra E. Robe
Jennie G. McClendon, 16
Patricia S. Pollatsky
Louis H. Schomburg and Vivian J. Schomburg, 1
Karen S. Sigritz
William D. Serfi and Jennie E. Serfi
Howard P. Seubert and Marinuth Seubert
Ann Early Shelton
Shurli K. Shoemaker
Susette Brandon
Rev. Richard C. Stormont, 1
Linda S. Teeters, 1
Dorothy A. Tingley
Florence E. Tipple, 1
Robert A. Towner
Jimmy E. Wallace, 5
Barbara L. Owens, 4
David C. Weber and Ruth Lenore Weber
Doyne N. Wiggins and Martha A. Wiggins
Janet Cabral
John L. Wolfe and Jean E. Wolfe
Patricia Zelter
Wynetta A. Colwell
Marlyn J. Sommerfield, 1
Sherry R. Rich, 1
Kenneth E. Joseph, 2
Jane L. King, 1
William B. Oley Jr. and Arlene B. Oley
Michael J. Miller and Mary Miller
Richard P. Goss and Julie A. Goss
Marlyn A. Kern, 1
Leota Lane
George Elwood Grover Jr. and Bonnie S. Grover, 2
Dr. Brooks C. Madsen and Carol S. Madsen, 1
Nancy A. Mathis
Robert R. Underhill
Pamela Aldredge Nickell
Dr. Hugh F. Wyles and Linda Wyles, 1
Barbara B Hoppie, 1
Jennifer L. Dechant, 1
Jonathan R. Kline and Christine M. Kline, 4
Charon C. Palmer
Lynn E. Straley
Ruth S. Kerf
Richard B Gable Jr and Patricia L. Gable
William E. Lefrancois
Richard O. Bennett
Dr. Peter C. Germano
Mary Durkin
Melinda Marquard, 2
Carolyn D. Breece
Helen M Webb, 6
Corinne R Falope, 1
Pamela J. Dotson
Sonia G. Walker, 1
Phyllis R. Foster
Paige D. Larkin
Dr. Mary J. Brown
Barbara A. Myers, 1
George W. Sailey, 1
Glenda E. Rankhart
Kristine Jones
Betsy L Pollard
Callie J. Wysong
John R. Strutner and Linda L. Strutner
Fred E Gross
Joel I. Laufman and Martha L. Laufman
Barbara A. Winkle
Lawrence C Pritchard, 1
Deborah R Andrews, 1
Joanna M. Varriano
Richard J Kafun and Kathy S Kafun
Robert P. DiMauro
Leon D. Bevins and Patricia B. Bevins
Marlyn Ann Koch, 3
Beverly D. Eichenlaub
Thelma J. Brady
Burell T. Charity III and Michelle F. Charity
Fred E Doss, 2
Edward J. Keams, 1
Jack Ray
Sharon G. McGough
Marjorie P. Stang
Cheryl F Ackley, 2
Karin Ann Kopchak, 9
Warren B. Neuman
Katherine K. McWatters, 1
Jennifer L Wilkerson
Roger Fulk
Carol C. Uhrig
Bethany L. Ruff, 1
Rena Stoughton
William T. Sell Jr.
Dale W. Devol and Gloria L. Devol
Wilfred C. Burgie
Lynette Putzier Grable, 1
Paul David Whittingslow and Sheila A. Whittingslow
H. Steven Groves, 1
Kathryn J. Pettit
Bonnies S. Korczynski
Virginia C. Muir
Dr. Michael Oldfather, 1
Donald E. Bentley and Sherry A. Bentley, 2
Charles A. Bond and Patricia L. Bond, 1
Sally Hazelip, 1
Steven Michael Vaughn and Mary E. Vaughn, 1
Ellen L. Wisneski-Lazecko, 1
Mary Ellen Comany
Alvin H. Phillips and F. Jean Phillips, 1
Chris T. Connell and Diane L. Connell
Keith Alan Flint
Tena M. Stahl
Carla L. Koshnick
Lisa M. Sturgg, 1
Amanda Lee Spiker-Garman, 1
Deborah Harris Krawitz
Theresa L. Hodge
David J. Moore and Maria A. Moore
Cathy L. Hackathorn
Scott A Lenthie
Todd Hunter Lebouton, 1
Dr. Daniel D. Scott and Dr. Maxine E. Scott, 1
Anthony W. Brown and Beth A. Schneider Brown
Eleanne Cristina Kless, 2
Sandra A Stealey
Arthur Eugene Craft
Matthew Ambrose Smith and Kelly E. Smith
Rebecca R. Smith, 2
Anne King Unger, 1
Martha Adelaide Case Moore
Leonard Clifford Lewis, 1
Lisa Michelle Baughman, 1
Dr. Gayla Lea Thompson
Anne Marie Boley, 1
Sandra K. Flenner
Greg S. Bueno and Kristin Therese Bueno
Lynn Ann Lang
Karen Rae Walker 5
Meghan Margaret Allen
Cary G. Gay and Jodi Lynn Gay, 1
Jennifer Louise King
Nichol Jocinda Shaver
Susan Louise Zambon
Jennifer Principe Braddock
Angela Marie Economos
David Jon Wilmer
Maryalice M. Grunenberg, 1
James Paul Mizik
Candice Nicole Crawford
Aimee Caryn Mavragas
Charles E. Seaman III and Jessica G. Seaman
Debra Lynn Lucas, 1
Juliette L. Alten
Christopher John Ardelea and Jessica A. Ardelea
Shannon Renee Marx
Stephen Paul Mihalich and Christine L. Mihalich
Dr. Janet Holly Sternecott
Dr. Mary W. Schaar
Motorists Insurance Co
Robert Fredrick Imbody III and Erika L. Mason-Imbody
Marc Lu Reeves, 1
Stephanie Carroll Hoover
Douglas Clifford and Peggy Walker Clifford, 1
Stanford D. Gehres and Ann C. Gehres, 5
Marsha Marie Storts-Wike, 1
Timothy R. Sheridan and Brenda Lea Sheridan, 9
Miela L. Brunetti
Joseph M. Bavaro and Susan J. Bavaro
Elizabeth J. Napier
Jonina L. Gibson
Mary Ann Williams
Edwin W. Meier and Beth E. (Titter) Meier
Tiffany K. Curry
Jessica G. Davis
James P. Schurre
Margaret E. Dawson
Christine E. Anaya, 1
Tricia P. Huston
Michelle Elizabeth Sidner
Nancy Haas
Kelly Annette Faires, 2
Stephen Michael Koval, 1
Eileen Maria Buescher, 1
Daniel Joseph Svette, 1
Karie Erin Lape, 1
Ashley E. Withers
Erin Marie Genide
Dr. Bethany Shannon Schwartz
Kerry Ann Hagan
Brandon Henry Common-Hether R. Knapp, 1
William Matthew Kettlewell, 2
Eleanor R. Mallory
Robert S. Simmons
Terry L. Howell
Tom Gyongyosi and Julie A. Gyongyosi
Charles V. Henthorne
Christine Diane Fitzgerald
Brooks Andrew Kohli and Adrienne Elizabeth Kohli
Heather Nicole Hare, 1
Jessica Lynn Forte, 1
Kales Jo McCord, 1
Natalie R. Cameron, 1
Josephine Graziano, 5
Barbara J. Alliton
5
Students participate in the annual Garden Party at the Child Development Center.
DONOR HONOR ROLL

Brenda Sue Buchy
Dr. Mark Stephen Doherty, 1
Benjamin David Hahn
Amy Beth Berns
Michelle A. Horning, 2
Jane A. Hannon
Dr. Donna Tromski-Klingshirn, 2
Benjamin David Hahn
Amy Beth Berns
Michelle A. Horning, 2
Jane A. Hannon
Dr. Donna Tromski-Klingshirn, 2
David C. Powell and Leslie A. Powell
Shane Meadows and Sheila Renee Meadows, 7
Kenneth Phillips, 1
Susan Marie Hosler
Melissa Anne Thomas, 1
Jill Diane Blackburn, 1
Carole C. Peters, 2
Robert Dale Painter
Brian Lee Spring, 1
Susan L. Shrieve, 1
Mary Anne Lashuk
Rebecca L. Donley
Edmund J. Barville
Erik Andrew Burmeister, 1
Jennifer S. Arenschield, 1
Angela Marie Garrit
Mary Frances Bryja, 1
Shanda J. Withrow
Terence Lanier Frazier
Carrie Lynn Daday
Sarah E. Scanlon
Dr. Christopher Duffrin and Dr. Melanie Wilson Duffrin, 1
Russell Bogue and Mary G. Bogue
Bruce D. Nottke and Nancy J. Nottke
Steven L. Warden and Janet Mitchell Warden
and Thomas Shaw
Donald Clapacs and Linda L. Clapacs, 2
Erin E. McElhiney
Karen Anne O’Donnell C.T.R.S.
Kelley Jo Johnson, 1
Stephanie M. Chapman, 1
Jill M. Kaufman, 1
Steven Gilliland and Joan Frances Gilliland
David B. Clayton and Barbara Clayton, 1
Richard A. Gerhardt and Patricia Kaye Gerhardt, 1
Kevin Carr and Lisa Marie Carr
Ruth A. Hoch
Richard L. Perdue and Roxanne K. Perdue, 1
David A. Hubbard and Grace L. Hubbard
Sherry R. Tracey, 1
Laura Erin Goetz, 1
Kandi R. Smith, 2
Lauren L. Grossi, 1
Julia Peterson Biddle, 1
Robin A. Baalj, 1
Katherine Lauren Dewitt, 1
Melanie J. Sowers
Billie Jo Handa, 1
J.Dean E.Voltmer, 1
Shanna L. Hunt
Amy Lynn Winkler, 1
Joni Ellen Mandrell
Brian Patrick Mayo and Nicole K. Mayo, 1
Audrey M. Callahan, 2
Scott Edward Efferth
Laura Michelle Hardgrove, 2
Angela Marie Benson, 1
Dr. Valerie D. Valentine
Brenda J. Friend, 1
Brenda MacDonald, 1
Katie Vitek
Brian D. Foster
Mary Elizabeth Lightle
Katie Marie Fahey, 1
Beth Erin Wiseman, 1
Tara Lorraine Mink, 1
Brett King McAlister, 1
Craig David Byer
Kristine M. Hudson, 1
Tennant Law Offices
Ronald McCulley and Diana J. McCulley, 1
Guy Blaney and June Blaney
Mary L. Ortmann
Rita M. Baker
Debra L. Chaitian
Benjamin Robert Baptist
Jill Rochelle Donini
Melinda F. Hossman
Curt Plummer, 1
Matthew Jerome Biedenbach and Carrie Elizabeth Biedenbach, 1
James S. Tharp, 1
Paul E. Parker and Bette Parker, 1
Danielle Leach
Dr. David M. Sever and Mari L. Sever, 3
Michael F. Colley and Dr. Nancy Colley
Susan J. Gordon, 1
Tracy Ellen Davis, 1
Martha B. Bridgeeman
Michael Anthony Smith and Christine L. Smith, 1
Harold Flannery, 2
Timothy Paul Rose
Kimberly B. Zed
Dr. David W. Stockburger
Patricia J. Roth, 1
Lester S. Arnold
Debra S. Latimer
Mary Lou Frost, 1
Steven C. Lowe
Michael Racevich
Jennifer Lynn Chamberlain
Patricia A. Yoder
Juana E. Cushing
Edward A. Crooks and Judith A. Crooks
Carrie M. Rodosky
Laura Galovic Augustine
Richard T. Ehler and Athena Ehler
Dr. Clyde Bernard Killian and Sharon Killian
Carla J. Lower
Alfred L. Smith, 16
Dr. Sharon S. Graves, 1
Dr. Ruth A. Palmer
Scott W. Campbell and Kathy Lakis Campbell
Gerald E. Winksky and Shirley A. Winksky
Dr. Charles T. McConnell
Kim A. Simons
Donna L. Schell, 1
Dr. Jim Jordan and Pamela J. Jordan
Bradley Charles Nevin and Mary L. Nevin, 1
John L. Spinner
Wille J. Kerney and Dr. E J. Kerney
Jacquelyn S. Martin, 3
Carl E. Bethel, 2
William Odle Jr. and Sandra S. Odle
Betsy S. Evans
Gavin Brady Waltes and Shannon Leanne Waltes, 1
Dr. Rebecca S. Oekerman
Dr. William J. Guinter, 4
Matthew E. Goodwin, 1
DONOR HONOR ROLL

Josephine N. Colacarro
James R. Fran D. Morris
Mary F. Wheeler
Marilyn R. Smith, 1
Alton M Huth and Patricia J Huth
Janice Ward
Carol Dr. Tiff E. Cook and
Maurice Richman and Edith R. Richman
James R. Gibson and M.J. Gibson, 1
Henry A. Baldridge
Frederick A. Bronkar and Elizabeth A. Bronkar
Deanna M. Clinger
Cecilia E. Plummer
Vince E. Stollar and Shelly Marjorie A. Boggs
Dr. James E Grover and Jane H Grover
Rene M Phillips, 6
Robin B. Bowyer, 1
Pamela K. Weaver
Randall S. Beverly J Weaver
Patricia M. Pritz, 1
Kelly Keelan, 1
Jeanne M. Klein
Mary E Wilson
Ingrid presented by the Department
of Recreation and Sport Pedagogy.

Students enjoy the 2011 soccer camp presented by the Department of Recreation and Sport Pedagogy.
The Patton College of Education is pleased to acknowledge the following scholarships that are new to the college.

**Dale and Edith Pepper Mansperger Scholarship**
This scholarship was established for students majoring in Human and Consumer Sciences. Recipients must have a 3.4 grade point average or higher and demonstrate financial need.

**Judith Matthews Leadership Award**
Upon her retirement as School of Human and Consumer Sciences Director in 1999, a fund was established to honor the leadership of Dr. Judith H. Matthews. Annually, a student is nominated by the faculty of the Department of Human and Consumer Sciences Education who exemplifies leadership skills through contributions to programs and/or student organizations in the department.

**Charlotte E. LaTourette Outdoor Recreation Scholarship**
This scholarship was established to recognize a Junior or Senior Outdoor Education major.

**Charlotte E. LaTourette Physical Education/Recreation Scholarship**
This scholarship was established to recognize a Junior or Senior male and female student that is majoring in Physical Education or Recreation.

**Joseph P. Trepp Memorial Scholarship**
This scholarship was established to recognize a sophomore, junior, or senior that is majoring in Physical Education. Recipients must have a minimum grade point average of 3.2.

**Naomi Richey Parsons Scholarship**
This scholarship was established to assist female Physical Education majors who are in their sophomore, junior, or senior years. Recipients must have a minimum grade point average of 3.0.

**Freda A. Phillips Endowed Scholarship**
This scholarship was established to assist a female majoring in physical education who is planning to teach physical education in schools. Recipients must have a minimum grade point average of 2.8.

**Upward Bound Scholar Athlete Award**
This scholarship was established to assist a high school senior graduating from OHIO’s Upward Bound program who attends the Athens campus. Recipients must demonstrate financial need and academic talent.
<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Title</th>
<th>Sponsor</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Barbara Trube</td>
<td>Project to Expand Collaborations for the Improvement of Teachers in Southeast Ohio</td>
<td>Martha Holden Jennings Foundation</td>
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<td>John Hitchcock</td>
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<td>The Leona Group, LLC</td>
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<td>Battelle for Kids VAA Research Synthesis</td>
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<td>Pre-Post Analyses of Battelle for Kids Data</td>
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<td>Ohio Space Grant Consortium</td>
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<td>STEMM Professional Development</td>
<td>Ohio Appalachian Center Higher Education</td>
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<td>Andrew Szolosi</td>
<td>Military-Extension Adventure Camp Initiative</td>
<td>The Ohio State University Extension</td>
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<td>Ralph Martin</td>
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<td>Ohio Resource Center Science Review Board Chair</td>
<td>The Ohio State University</td>
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<td>James Salzman</td>
<td>Illinois State Literacy Leadership Team</td>
<td>Illinois State Board of Education</td>
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<td>Professional Development in Literacy Strategy Instruction - Wellston</td>
<td>Wellston City School District</td>
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<td>Improving Literacy through Libraries</td>
<td>Meigs Local School District</td>
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<td>Appalachia Thrives</td>
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<td>SouthEast Ohio AT Consortium (SEOAT-C) Phase 2</td>
<td>Ohio Rehabilitation Services Commission</td>
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<td>Southeast Region Together Ohio Program</td>
<td>Ohio Dept. of Jobs and Family Services</td>
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<td>Grow Through Summer III</td>
<td>Athens City School District</td>
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<td>Christopher Martin</td>
<td>2011 Boating Safety Education Grant</td>
<td>Ohio Dept. of Natural Resources</td>
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<td>Gregory Foley</td>
<td>Mathematics Intervention for Students in Southern Local Schools, Perry County, Ohio</td>
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<td>Services for Opioid Addiction Program at University Medical Associates</td>
<td>Athens-Hocking Vinton 317 Board</td>
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<td>Timothy McKeny</td>
<td>Better Mathematics Through Literacy</td>
<td>Ohio Board of Regents</td>
<td>$133,801.69</td>
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<td>Central southeast ABLE Resource Center</td>
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<td>$311,654.00</td>
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<td>Craig Howley</td>
<td>ACCLAIM Research Institute</td>
<td>University of Tennessee</td>
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<td>Kwabena Owusu-Kwarteng</td>
<td>Ohio University Upward Bound</td>
<td>U.S. Dept. of Education</td>
<td>$347,060.00</td>
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**TOTAL:** $2,235,537.30
The Institute for Democracy in Education (IDE) breathed new life under the leadership of Dr. John Hitchcock and Dr. Jerry Johnson, both professors in the Department of Educational Studies. Originally founded in 1985, IDE was labeled inactive in 2004 when funding dropped, leaving the institute unable to support itself. In 2009, IDE was reconsidered and is currently being repurposed in alignment with The Patton College’s current mission.

“The Institute for Democracy in Education has been around for a while and has worked in various ways with various emphases over time,” Dr. Johnson said, “but all in the service of the same mission, which is promoting democratic education and educational policies and practices that are responsive and attentive to marginalized groups.”

As part of the new vision, the IDE seeks to be a research and evaluation-based program that will eventually become self-sustaining through external funding. The IDE provides K-12 schools with external evaluations to help them understand if the programs they are implementing are truly effective.

“Rather than move along assuming that things work as intended, research and program evaluation will try to generate empirical information to help document that it, in fact, has the effect that they think it does,” Dr. Hitchcock said. “And if it doesn’t, why? And what changes can we make over time?”

“In the simplest sense,” Dr. Johnson added, “they’re doing what they think is the best thing to do for these kids. They want us to study their school and tell them whether it’s working or not.”

Dr. Hitchcock explained that during the past ten years, there has been a change in education, and that change has brought a focus toward empiricism (making data-based decisions). IDE can provide that external and objective evaluation and research, which not only aids in the necessary steps for funding, but more importantly provides an understanding of the effectiveness of various school programs.

“We operate in a world where, in education, kids are always being educated, they are always being treated somehow [and] there’s always an intervention that’s going on. So we’re trying to figure out which of the many options might be the best,” Dr. Hitchcock explained, “and all of them have theory to support them if you will. We’re trying to find data that suggest that one might be more effective to address a given thing than another.”

“The really broad mission of the IDE is to try to help make K-12 schools better and more responsive to all kids,” Dr. Johnson said. “The Patton College believes in that; that’s why they want to have a center that does that.”

Drs. Hitchcock and Johnson both have backgrounds that make them strong innovators for the revision of the IDE. Dr. Hitchcock is quick to brag about Dr. Johnson: “He is a national expert in understanding the needs and ways to help, in particular rural K-12 schools. He’s done testimonies to the U.S. Congress before. By “national” I’m not kidding, he really does that stuff.”

Dr. Hitchcock, too, has a strong aptitude, specializing in mixed-methods research designs, with content expertise in special education, culturally sensitive research, English language learners and school psychology services.

Dr. Johnson added, “We both have past experience before we came to the university doing this kind of work on a national basis. So some of what we’re trying to do now through the institute is use that as a vehicle for bringing some of the stuff that we’ve been doing in places like Texas and New Mexico and Oregon, and apply some of that here.”

When it comes to co-directing, Dr. Johnson remarked, “It’s a good match.” While Dr. Hitchcock has his own description: “We’re Batman and Robin. I’m Robin.”

Whatever the metaphor, it is clear that both Drs. Johnson and Hitchcock bring extensive skills and far-reaching experience to IDE. They are enthusiastic co-directors, eager to share what they are doing and where they are going with the repurposed IDE.

By Leah Stoltzfus

The mission of the Institute for Democracy in Education is to promote democratic education and educational policies and practices that are responsive and attentive to marginalized groups.
Program helps students reach higher goals

By Ashley Showen
Upward Bound is a U.S. Department of Education-sponsored program that recruits and provides educational, social and cultural services to potential first-generation college students. Ray Skinner, Upward Bound’s co-founder and first director, wrote the proposal for the program after seeing a need to better prepare Appalachian students for college. Since then, the program has grown and flourished.

“You hear so many negative things about young kids that it’s just a thrill to see these kids (succeed),” he said.

Skinner and his wife created a scholarship for an Upward Bound student to attend college. The Scholar Athlete Award is given to an Upward Bound student who participated in athletics in high school and has a superior GPA.

The first recipient of Skinner’s scholarship, Brady Ratcliffe, is currently a junior at OHIO studying criminology and psychology. Ratcliffe joined Upward Bound while he was in high school in Chillicothe after hearing from his friends how great the program was.

Through the summer program, Ratcliffe was able to experience what it was like to live in residential halls and get familiar with the campus before even applying to college. He said the program also helped prepare him for the workload he would face in his secondary education.

Fast forward two years, Ratcliffe played snare in the drumline of the Marching 110 and credits Upward Bound with his success.

“It really prepared me for college and life at the same time,” he said. “It’s a great program.”

Ratcliffe helps out with Upward Bound events whenever he can and plans to apply to be a teaching assistant next year for the Upward Bound summer program.

Another Upward Bound student, Matthew La Torre, impressed everyone around him with his great successes through the Upward Bound program and throughout his college career.

“He was so resilient, even if he was faced with challenges. He always got through them,” said Ayanna Jordan, former director of the Upward Bound program at OHIO.

La Torre decided to get involved with Upward Bound because he had two older brothers already participating in the program and for the guidance he knew he wanted and needed with college decisions.

Through college tours, ACT preparation, academic advising and mentorship, Upward Bound prepared La Torre for his college search and ultimately led him to choose Ohio University for his secondary education.

La Torre, a 2010 OHIO graduate with a B.S.S. in political science, communication and English, said he wouldn’t be where he is today if it weren’t for Upward Bound guiding the way.

“Upward Bound is a wonderful program that helps students by giving them the opportunities to better their lives,” La Torre said. “I realize how much it has helped me throughout the years and that is why I still continue to work with Upward Bound programs as an AmeriCorps Ohio College Guide at Washington State Community College, where I work with the Upward Bound program and the Educational Talent Search (another TRIO program).”

Both Ratcliffe and La Torre were named TRIO Achievers in 2010 and 2008 respectively.

According to Kwabena Owusu-Kwarteng, who has been director of the program for two years, there are on average 87 students in the Upward Bound program each year. Students must be enrolled in a southeast Ohio target high school, meet specific GPA and income requirements, and be potential first generation college students to be eligible for the program.
Alumna gives new meaning to the road less traveled

by Hayley McDonough, OHIO ’07

I took for granted the variety of resources I had at my fingertips as an educator in the United States, because my current rural South African village and schools pale in comparison. Since my first travels to Africa, I realized that not all resources involve supplies and textbooks, but also advanced expertise and adaptation are fundamental to providing my students with a prepared and studied educator and role model. With continued experience in Special Education and invested time in schools abroad, I have discovered more creative ways to allow my students to excel in my classroom, despite whatever external obstacles I encounter as their educator.

I received the bachelor’s degree in Education in 2007 and the master’s degree in Special Education in 2008 from The Patton College. While completing the master’s degree, I worked as a graduate teaching fellow in Southeast Ohio and received teaching practice and assistance from talented professionals. My undergraduate years of teaching 50 students at Holy Cross International School of Ghana and involvement in the Creating Active and Reflective Educators (C.A.R.E.) Partnership student-led expeditions at a democratic school have encouraged my interest in classroom management and inspired addressing these concepts in educator training. Each school and classroom experience has ultimately fueled my decisions as an educator.

After graduation, I decided to join the U.S. Peace Corps in South Africa. Volunteering with the Peace Corps in the community of Gemsbokspuit in former KwaNdebele of South Africa gave me an alternative viewpoint for defining education, understanding students and educators and creating the best atmosphere to facilitate learning for both. Taking on such challenging activities has instilled a motivation I hope to carry over to a teaching position in the United States. Most of my Ndebele-speaking students in South Africa struggled with English, and this language barrier strengthened my ability to adapt quickly to their learning needs and behavior, as well as find creative techniques to teach the curriculum. Additionally, the understanding of the cultural differences involving discipline and lack of teaching instruments gave me beneficial hands-on practice. Although there have been many challenges, I appreciate the satisfaction each of the experiences brought to my life.

The dedication I have for my Peace Corps service provides me with countless learning opportunities. It was necessary that I determined and prioritized needs present in my assigned schools, the community and my own classroom. With continuous evaluations, I sought to understand where my time was best spent and to locate motivated individuals who were available and willing to assist with community projects. Facilitating educator workshops, project designing with the school’s governing body, teen and elder HIV learning sessions: I welcomed and valued each participant’s background and suggestions. Relationship building ensured open communication and assistance with the community’s areas of opportunity. In schools, I met specific needs with one-on-one and group trainings to enhance the teachers’ understanding of human development, reading and multiple intelligences, thus encouraging more effective interaction with the learners. In addition, I shared my expertise in classroom teaching by training new education volunteers. I also provided continual support to fellow volunteers throughout the development and distribution of my own educational resources. I wish to offer similar support to American students, staff and community members and look forward to continuing my professional learning.

In many cases, the students I meet in American and South African schools are overcoming challenges that are disability-related. Students with challenges in school require qualified teachers with compassion for the individual. The ever-growing Individualized Education Programs (IEP) for students and the recent trends of inclusion all lead me to believe that extended learning in special education is necessary and beneficial. With the master’s in Inclusion Strategies for General Education, I am able to understand a class of students in the inclusion setting and incorporate effective strategies for creative lessons and activities that display appropriate individualized interventions. Practical experience in a variety of settings has prepared me to assist diverse learning styles and facilitate success for all students. In this next step of pursuing a position in teaching in the United States, I hope to utilize my passion for teaching and extensive background exemplifying my qualification to serve a classroom of students.

“In many cases, the students I meet in American and South African schools are overcoming challenges that are disability-related. Students with challenges in school require qualified teachers with compassion for the individual.” — Hayley McDonough
ne conversation with Marilyn Allen, who received the B.S. in Elementary Education at Ohio University in 1958, is enough to indicate that she bleeds Bobcat green.

Can’t find her? She is the one who just entered the room wearing the OHIO sweatshirt. If you’re interested, she will happily pull out her wallet (which displays the Ohio University logo) and show you a picture of her daughter and granddaughter (both of whom are wearing Ohio University shirts).

In this particular instance, Allen has returned to Athens for a meeting regarding a mentor-mentee program she has set up at The Patton College. The program, which pairs students with Ohio Education Association (OEA) retired members, is detailed further in the sidebar on the right.

“It’s very interesting to see students and mentors together,” Allen said. “I enjoy the opportunity to give back to OHIO students.”

Allen, now retired, began her teaching career in Zanesville, Ohio, before moving to Columbus City schools, where she would remain the rest of her career. She spent a year teaching in the US Air Force School in England and also attended The Ohio State University to obtain her master’s degree. She is active in local, state and national education association retired, including OEA (OEA-R) and the National Education Association (NEA-R).

Perhaps her most treasured involvement, though, was with The Patton College Society of Alumni and Friends (SAF), of which she was a member for six years. Through SAF, she got to interact with fellow OHIO alums, which she enjoyed immensely.

“When you’re in an alum group, it’s sort of ageless,” Allen said. “We fit in and relate to each other. It doesn’t matter if you are from the class of ’58, ’88 or ’08.”

Dr. Renée A. Middleton, dean of The Patton College, stresses the importance of connecting with alumni and remains grateful to those like Allen who take time to give back to the College.

“Marilyn Allen is a special person,” Middleton said. “We are very fortunate to have alumni who care deeply about their alma maters and find ways to remain involved. Our students can learn so much from their educational mentoring.”

In 2009, Allen was honored with a Distinguished Service Award from the OHIO Alumni Association, a prestigious honor given to four alumni that year. The award, which recognizes exceptional service on behalf of alumni groups and Ohio University, further illustrates the level to which Allen has been involved with the University since graduating.

While many have commended Allen for her dedication to supporting the University and The Patton College, Allen herself is quick to stress that the relationship is very much a two-way street.

“It’s great that the University allows me to stay involved,” Allen said. “Dean Middleton is very supportive of alums and provides a sense of welcome, as do most people I come in contact with here.”

Though Allen has enjoyed a long career full of wonderful moments and recognitions, her fondest memories still come from her time as a student, walking up Jefferson Hill and attending the classes that would mold her into the educator she became.

Allen, who currently resides in Columbus, still has no problem making the trip down Route 33 to Athens.

“It doesn’t even seem like there’s distance there,” Allen said. “I look forward to coming back and am happy to be making that drive.”

In the instances where she does visit, Athens and The Patton College are always waiting for her.

“I find it rewarding to do that and maintain a strong connection,” Allen said. “Some people retire to go fishing; I retired to go to Athens.”
Research briefs
Research at The Patton College aims to make a difference
By Morgan Lyle

At The Patton College, scholarship and research go hand in hand. Faculty and students conduct an abundance of research, but it’s not just data—these scholars are working on projects that have real-life application to enhance the future of the fields of education and human services.

Childhood Obesity study
Dr. Hyun-Ju Oh, assistant professor in Recreation and Sport Pedagogy, conducted research on the prevalence of childhood obesity in Appalachian Ohio. After seeing physical education in schools decline over the past several years, most notably after the enactment of No Child Left Behind which led to a decrease in or elimination of physical education time and a simultaneous increase in childhood obesity, Dr. Oh wanted to figure out a way to help to reverse the problem of obesity.

Dr. Oh and her team conducted physical activity assessments in local schools using a New Lifestyles NL-1000 activity monitor that employs a piezo-electric accelerometer mechanism and can accumulate and store in memory up to seven days of steps as well as moderate-to-vigorous intensity time in one day epochs. They also collected self-assessments from the students and compared the data.

The research showed that students in the Appalachian region are achieving significantly below the recommended physical activity guidelines. Even more concerning is the conclusion that as students progress in their education and grow older, activity levels continue to decrease. The study also showed that physical education programs are skewed toward males; thus, females are getting less exercise than their male counterparts.

After conducting this baseline study of physical activity in this rural Appalachian area, Dr. Oh has started working on an intervention study, through which she and her team aim to create awareness about the national physical activity guidelines, which recommend that students engage in at least one hour of moderate-to-vigorous intensity physical activity per day. The intervention study asks students to record the types and amount of physical activity they are participating in, giving the student a better understanding of how active he or she really is.

Through her research, Dr. Oh ultimately aims to encourage teachers to start intervention earlier to educate them at a young age of the importance of physical activity. This awareness will hopefully lead to a change in behavior and a decrease in childhood obesity overall.

Children’s fashion research
Mackenzie King, former student in Retail Merchandising and Fashion Product Development, conducted qualitative research to investigate how children make decisions about their clothing. With the supervision of Dr. Ann Paulins, chair of Human Consumer Sciences Education in The Patton College, and Cathy Waller, director of the Child Development Center, King interviewed 10 children at the Child Development Center and had their parents fill out a questionnaire. Through comparing the parent and child responses, King came up with four major influences that affect children’s clothing choices: appropriateness, utility, aesthetics and gender.

Most of the children who volunteered said that they picked out their own clothes, which the parents confirmed in the surveys. The children seemed to understand the influence of utility, revealing that they changed their clothes when they did different activities, such as painting at school or going to church.

Adaptive technology in southeastern Ohio
The Stevens Literacy Center in The Patton College received two grants through the Rehabilitation Services Commission and the Ohio Board of Regents to fund the purchase of adaptive technology to assist students in southeast Ohio. The grants are led by Sharon Reynolds, director of Adult Literacy at the Literacy Center. Adaptive technology is a device or product that can help you do your work easier. For example, the grants supported the purchase of software that reads information to the student, a program that types what the student verbalizes (speech to text technology) and software that allows the student to use keystrokes instead of a mouse to control a computer.

While final numbers are not yet available, Reynolds said this is new technology for most of the partners. It will provide students with disabilities with tools that can help them succeed academically.

The grants support students at Ohio University, Hocking College, Rio Grande University, Zane State College, Washington State Community College, Central Ohio Technical College, Shawnee State University, Eastern Gateway Community College, Morgan County Learning Center, Mid-East Career and Technical Center, Buckeye Career Center, Ohio University – Southern, Ohio University – Chillicothe, Ohio University – Lancaster, Scioto County ABLE and The Workstation in the Plains.
ACTIVE LEARNING: Garden Party

The Child Development Center garden project began as just a few rows of flowers, but with the support of students, parents, staff, the Center’s Parent Advisory Board and the Kroger Card community fundraising program, the garden has blossomed into a rich, lush green space that boasts an impressive line-up of herbs, vegetables, fruits, sunflowers and even fairy houses. Every year the center holds a Garden Party, where the children from the Child Development Center will serve refreshments to visitors using produce grown right in the garden. The children are involved in every aspect of the garden including deciding what to plant, tilling, raking, planting, watering, weeding, and harvesting, so they have a bunch to celebrate.

Weeding is a daily job shared by all the children. All garden party guests received a seed packet to start a garden of their own. Perhaps the greatest joy of a well-cultivated garden is the occasional repose it provides.

(left) Keith Barron, Master Teacher, and one of his students examine a tomato from the garden. (below) The children of the Child Development Center create beaded decorations to keep the deer away.
Students from The Patton College show their enthusiasm for commencement as they prepare for the undergraduate ceremony.