As we embark on a new academic year, we are reminded of the expression, “The only constant is change.” With the departure of former University President Greg Williams, CECH has undergone changes in leadership as well. Our former Dean, Dr. Larry Johnson, has been promoted to Interim Vice President and Provost of the University of Cincinnati, and the Dean’s Office has been restructured to better serve the College. As we look to the future, there are many new and exciting opportunities for CECH to expand educational horizons for our students and alumni, locally, nationally, and internationally. This edition of the Educator covers the range of new directions and opportunities for our students and faculty. This fall term, CECH and the rest of UC transitioned from quarters to semesters in order to provide students more in-depth, intensive course offerings. Combined with redesigned courses and programs, the semester system will better prepare students to meet the challenges of a dynamic, constantly changing 21st century economy.

Within the community, CECH is paving the way for its students to become effective teachers and educators. Our new partnership with the Princeton School District allows our students to learn from and work with master teachers.

CECH’s distance-learning program is eliminating borders that once confined students’ academic experiences to traditional classrooms and campuses. With the help of Internet technology, undergraduates, graduates, and faculty have new opportunities to study and learn in places as diverse as Iraq, Thailand, Turkey, United Arab Emirates, Trinidad & Tobago, and the United Kingdom. Attaining a global perspective enriches the academic experience of students and faculty alike, and CECH will continue to push boundaries and create new possibilities.

Closer to home, CECH is happy to welcome a new program. Under the leadership of Associate Professor Hazem Said, the Information Technology (IT) Department — formerly part of the College of Engineering — will prepare students for success in this burgeoning multi-trillion dollar field. Although it may surprise you that Education, Criminal Justice, Human Services, and IT are housed under one roof, technology is the future, and IT plays a critical role in everything our college does. Moreover, IT is the backbone of our expanding distance-learning program, extending CECH’s reach across the globe; helping us better prepare our students for tomorrow.

Dean Johnson has been a key figure in the growth and accomplishments of CECH. As your new Interim Dean, I plan to continue the positive momentum Larry created and maintain CECH’s reputation as one of the university’s tier-one colleges.

I look forward to the year ahead.

Sincerely,

Ed Latessa, PhD
Interim Dean, CECH

Dean’s Advisory Council and Development Committees
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For more information about the college and its programs, visit our website at www.cech.uc.edu
Building Bridges: CECH and Princeton School District Partner to Prepare Tomorrow’s Teachers

Dean Johnson Tapped for Financial Savvy

New Directions

Criminal Justice News

Human Services News

Education News

Honor Roll of Donors

Distinguished Alumni Awards

Welcome New Faculty

Development News

In Memoriam: Harriet Bebout
Previously, students were dispersed across the Cincinnati region for field and student-teaching experience. Program Coordinator, Dr. Carla C. Johnson, says the Middle Childhood Education (MCE) program wanted students to have more common field-based experiences in an authentic, high-quality middle school setting. The partnership was spearheaded by Dr. Amy Crouse, Assistant Superintendent, William Sprankles, 6-12 Principal, and Marni Durham, 6-8 Principal, as well as support from Dr. Gary Pack, Superintendent and the Princeton Board of Education.

Because Princeton is one of the most diverse school districts in the Cincinnati region, Johnson calls it “a great setting for students to get a feel for the range of students they’ll encounter when they become classroom teachers.” Each year, 60-70 School of Education students pair up with 30 of the school district’s best teachers, providing a ratio of two students for every one teacher. Students will be placed in Princeton for either their junior field experience or their full year student teaching placement in the senior year. The program provides Princeton middle school students more individualized attention, while giving MCE students a great mentoring experience with master teachers, a boon.

CECH and Princeton School District Partner to Prepare Tomorrow’s Teachers

CECH is blazing new trails with a unique program that gives Middle Childhood Education majors an in-depth head start on their professional careers. Inspired by a partnership between the CECH Secondary Education Program and Hughes High School, the School of Education is partnering with the Princeton City School District to embed MCE majors in Princeton Elementary and Middle School across their junior and senior years.

Playful partners: Carla C. Johnson (CECH Program Coordinator), William Sprankles (6-12 Principal), Marni Durham (6-8 Principal)
The new Princeton Middle School facility will have a dedicated classroom where CECH-MCE students will fulfill coursework requirements—a very rare and unique arrangement for schools of education.
Office of the Senior Vice President and Provost

Dean Johnson tapped for financial savvy
Dean Larry Johnson, whose indelible mark on the College will be felt for years to come, has been selected to serve as UC’s Interim Senior Vice President for Academic Affairs and Provost. “Larry Johnson will be my key partner as the university’s chief academic officer and will be the university’s second ranking officer,” says Interim President Santa J. Ono. “He has the perfect combination of academic and budgetary experience and leadership skills to serve as Provost.”

Johnson has garnered international attention for his education research amidst advocating for excellence in teacher education on the local, state and national levels. In 2007, he was appointed co-chair of the university’s two-year self-study for successful re-accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools — a process that takes place every decade as the university examines its successes and future goals regarding excellence in education, research, and service. Johnson also co-chaired the committee that developed the university’s performance-based budgeting system.

What’s more, he served as chair of the operations committee for Strive, the regional partnership that aims to build the best educational pipeline from preschool to college. In 2008, Johnson was honored with the Connecting Cultures and Communities Award from the Cincinnati Human Relations Commission for his significant contributions to promoting inclusiveness and positive human relations in Greater Cincinnati.

During Johnson’s 13-year tenure, enrollment in the College tripled from 1,800 to more than 5,400; the number of faculty increased more than 50 percent; student diversity grew 170 percent; and grant money rose from $5.5 million to almost $18 million. Much of this growth can be attributed to Dean Johnson’s commitment to building community. He truly created a family-like atmosphere for CECH faculty, staff, and students, which is exemplified by the annual food events he hosted and personally catered, including the Freshman Welcome Spaghetti Lunch, Welcome Back BBQ, and Winter Chili Lunch, among many others.

We wish Provost Johnson the very best in his new position at UC and thank him for his leadership that has set CECH on a course of excellence that will benefit students, faculty, and the community now and well into the future.

“Larry Johnson will be my key partner. He has the perfect combination of academic and budgetary experience and leadership skills.”

— Santa Ono
New Directions

Department of Information Technology Joins CECH

Last fall, CECH welcomed a new Information Technology (IT) program to its ranks. Led by Associate Professor of IT, Dr. Hazem Said, the program shares CECH’s overall mission of preparing students to be leaders in society.

After receiving his undergraduate and master’s degrees at Cairo University in Cairo, Egypt, Dr. Said began work on a PhD in aerospace engineering at UC in 2000. He joined CECH in 2011 and is excited about the interdisciplinary opportunities for IT to partner with the College’s other schools. He thinks the IT department matches well with the Schools of Criminal Justice, Education, and Human Services in that students need a fundamental understanding of IT to be successful. Said cites an example of criminal justice students taking IT courses in cybersecurity to become more marketable and effective in their professional fields.

Said has established the IT Solutions Center, imparting technical expertise to faculty, staff, and related organizations. In the near future, he hopes to create certificates for game development in the School of Education, as well as a certificate for cybersecurity. Additionally, he would like to establish an IT master’s program. Further down the road, Said hopes to:

- Achieve national recognition and merit
- Extend IT solutions and capabilities to the surrounding community
- Expand online program opportunities to students across the globe

Dr. Said also hopes the CECH IT Department is able to permeate other programs across campus. “IT is a part of every domain of society. As such, we should engage with schools, programs, and components throughout the University.”

CECH Welcomes Sam Stringfield, New School of Education Director

Dr. Sam Stringfield feels he’s at a point in his career where his main focus is giving back, and he’s pleased his new position as director of the School of Education enables him to do just that.

Stringfield comes to CECH from the University of Louisville, where he served as professor and distinguished university scholar. Before that, he served as research scientist at Johns Hopkins University’s Center for Social Organization of Schools and was a member of the Baltimore City School Board as well. Stringfield has published well over 100 refereed articles and chapters and more than a dozen books and monographs. He also has a very successful fundraising track record.

Stringfield is passionately devoted to urban education and social justice and says his goals for his new position and the School of Education are in lockstep with CECH, namely:

- Employing data-driven decision making
- Finding and hiring the highest-quality teachers
- Helping with grant writing and seeking new funds for teachers and research
• Expanding online/distance-learning curriculum

Stringfield thinks helping the new generation of educators become better and more advanced than previous generations is a critical key to success. As a savvy and seasoned researcher, he thinks education-based research at CECH (and other institutions) should focus on urban education, which he feels is more troubled than suburban and rural education. Specifically, he would like to see research that helps bridge the achievement gap between students in different parts of cities and discover new ways to affect change in a sustainable fashion.

Restructuring of the Dean’s Office

In addition to Larry Johnson accending to University Provost and Nelson Vincent now serving as Interim Vice President, CIO of the University’s Information Technology Department, the Dean’s Office has reorganized to better meet the needs of CECH and its constituents. Regina Sapona has been promoted to Senior Associate Dean for Academic Affairs. Holly Johnson has taken on the new role of Associate Dean for Innovation and Outreach. Other changes include Brad Wilson serving as Director of Graduate Studies and Research; Ric Stackpole as Assistant Dean of Student Services; Greg Hollon coordinating CECH facilities operations; and Katelyn Scott, new to UC, as Assistant Director of Marketing and Communications.
Bonnie Fisher Recognized for Distinguished Scientific Research

Professor of Criminal Justice Bonnie Fisher was honored with the 2012 Rieveschl Award for Creative and/or Scholarly Works for her purpose-driven national and international research on violence against women, from domestic violence to sexual assault.

Measuring such crimes is inordinately difficult, but Dr. Fisher’s commitment to careful measurement and quantitative rigor has produced the most respected estimates on the extent, nature and causes of these crimes. In fact, her data sets are considered major achievements in the field of criminology.

Medical practitioners, social workers, and psychologists use her work to screen for domestic violence and sexual assault. Educators use her work to develop crime- and violence-prevention and intervention programs. Fisher is, in fact, the foremost national scholar on the topic of campus crime, and her work has served as the foundation for crime-prevention programs implemented on college campuses today.

At UC, she assumed a leadership role in developing a major specialization in crime prevention. This specialization uses science to develop practical strategies for reducing victimization opportunities, including workplace violence, crimes against the elderly, cybercrimes, and more.

James Frank named Interim Director, School of Criminal Justice

Dr. James Frank has been appointed to serve as Interim Director for the School of Criminal Justice. When asked his feelings about serving as Interim Director, Dr. Frank responded by saying, “I am honored to be selected for this position. We are fortunate to have great faculty who all share the same goal, to be the best Criminal Justice program in the country. Ed (Latessa) has done an unbelievable job in getting the School of Criminal Justice where it is today, and I plan to build upon his successes.”

Frank received his J.D. from Ohio Northern University in 1977 and Ph.D. from the School of Criminal Justice at Michigan State University in 1993. Since arriving at the University of Cincinnati, he has been involved in a number of policing-related research projects that primarily focus on understanding the work routines and behavior of street-level police officers and attitudes of citizens toward the police. In addition he has worked on projects involving collateral consequences of conviction, juror understanding of death penalty instructions, and the effectiveness of multi-jurisdictional drug task forces.

UC Students to Gain Global Perspective about Belize

University of Cincinnati students have a new opportunity for international experience with the introduction of a new class in spring 2013 — “Health Education in Belize.” This class dovetails perfectly with the university’s strategic plan, “UC2019,” specifically with its global engagement principle through expanding education abroad.

In early January 2013, approximately 20 undergraduate and graduate students will begin studying about Belize, learning about the country, its history, its culture, and its people. Belize is a developing country, and UC students will learn that the health issues facing Belizeans differ from those facing Americans. As they are learning about health needs in Belize, groups of students will also identify specific health issues they would like to address and begin developing projects to implement when they visit the country for eight days during spring break.

Vision Training Program Raises Batting Average

The University of Cincinnati’s baseball team implemented a comprehensive vision training program used to help improve the team’s hand-eye coordination, and ultimately increase their batting average. The vision training program has yielded positive results for the team, raising the team’s batting average 34 points.

The program requires players to do vision training exercises approximately 30 minutes a day, several days a week. Players perform the exercises using various equipment including strobe goggles and plastic colored balls.

The UC baseball team’s use of the vision training program is featured in a story on Sports Illustrated Online (SI.com). Director of CECH’s Athletic Training Program, Pat Graman, was quoted in the story acknowledging the growing popularity of the vision training program in sports today: “It’s been around a long time. It’s in the last few years that it’s come up in sports.”

FACULTY HIGHLIGHTS

Dr. Cirecie West-Olatunji, Associate Professor and Director of the Counseling Program, recently traveled to S. Korea to provide a keynote address at the Korean Counseling Association’s Annual Convention. In addition to speaking at the KCA conference, Cirecie also provided a professional development seminar at the Korean Youth Counseling Institute (KYCI), the government-run community mental health agency system serving children, youth, and families throughout S. Korea. Cirecie’s speeches focused on counseling issues in the 21st century, such as the integration of social justice into counselor identity, need for culture-centered disaster counseling skills, and international counseling competences.

Dr. Rebecca A. Vidourek, Assistant Professor Health Promotion & Education, recently received the 2012 American Association for Health Education Horizon Award. This highly prestigious research award recognizes the health education faculty member throughout the nation who has demonstrated early prominence in the health education profession through his/her contributions to the field of health education.
Transition and Access Program Turns Dreams into Reality

Students who once thought a true college experience was but a pipe dream now have the opportunity to make that dream a reality thanks to a new CECH program. Launched in conjunction with the Mayerson Foundation Fall Semester 2012, the University of Cincinnati’s Transition and Access Program (TAP) is a four-year inclusive program for students with mild-to-moderate intellectual disabilities. TAP’s inaugural year, overseen by CECH’s Intellectual Advancement Center and Special Education program, consists of 10 students with the hope of expanding by 10 students each year. This non-degree program option enables students to actively engage in the college experience, participating in classes, professional internships, and social activities. Students completing the program will receive a certificate coupled with training and experience necessary for successful, competitive employment.

“UC has such a strong commitment to this program and we feel fortunate to have had the chance to be part of such a groundbreaking endeavor,” says Donna Mayerson, trustee of the Manuel D. and Rhoda Mayerson Foundation.

For more information visit www.cech.uc.edu/education/tap or contact Heidi Mendez (mendezh@ucmail.uc.edu).

School of Education Professor Examines Semester Conversion’s Effect on Student Motivation

Dr. Marcus Johnson, Assistant Professor of Educational Studies, recently completed a survey on a subject very much on the minds of the UC community—the perception of semester conversion in relation to audience motivation. The research will continue into the first year of semester conversion, but the study’s preliminary results finds faculty and staff prefer the change to semesters, whereas undergraduates prefer quarters but acknowledge the motivation of semesters.

“Undergraduates may gravitate towards favoring quarters because they are shorter and provide more opportunities to obtain grades quickly to demonstrate their competence (i.e. employment-performance goals),” he says. Longer semesters, however, allow more time for instructors to delve deeper into content so that mastery can take place.” The study affirmed previous research, in that approximately 70 percent of faculty/staff favor semesters while around 80 percent of students favor quarters.

Johnson will continue to collect data for the next two years while students, staff, and faculty at UC adjust to the semester system.

iPad App Improves Children’s Reading Skills

What started as an interdisciplinary quest to help dyslexic children improve their reading skills has morphed into a new approach to improve reading skills of all young children. Researchers in CECH and the UC College of Design, Architecture, Art, and Planning created the experimental interactive iPad application. The app, called SeeWord Reading™, provides graphic cues that enable young learners to link sounds to letters in the alphabet. However, the app’s applications turned out to be much broader than originally anticipated.

“The more I spoke about the project at reading conferences, the more specialists were telling me that this wasn’t just an approach for dyslexics — it’s a new approach to reading that people have been waiting for,” says Renee Seward,
UC assistant professor of digital design and principal investigator on the project. SeeWord Reading™ was tested on 42 kindergartners and first graders as part of a 10-week UC-coordinated federally funded after-school program — 21st Century Community Learning Center — at Mt. Washington School and the Academy of World Languages. In a randomized study, student performance on word identification improved more with the reading-app training program than without it, suggesting the interactive tool could be a critical large-scale supplement for teaching letter/sound correspondence to at-risk beginning readers. Early results of the pilot study were presented in July 2012 at the 19th Annual Meeting of the Society for the Scientific Study of Reading in Montreal, Canada.

Dr. Victoria Carr initiated a natural vine-cutting on Aug. 15, opening UC’s newest campus landmark to preschool children who were all too eager to go exploring. The UC PlayScape is believed to be the first college campus, architecturally designed outdoor play and learning environment to promote learning and fuel a passion to explore and respect nature.

New UC PlayScape promotes learning, respect for nature
GENEROSITY

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Janet Hennemann
Darwin Henderson, EdD
Eugene Hendren
Janice Hendrix
Beth Hendley, EdD
Barbara and Floyd Herman
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Thomas Herrmann, EdD and Anne Herrmann

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Donita Jackson
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Stephanie Jones, EdD
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beginning in the 1930s, a group of alumni of Teachers College started an annual card party held on campus at the old Great Hall of the student union, as a fundraiser for scholarships. The annual event became a tradition that continued into four decades, drawing hundreds of alumni and school teachers from the region. The card parties raised tens of thousands of dollars that in turn were invested into scholarship funds that today benefit several students each year. Though the parties came to an end in the 1970s, the alumni group remains active with a close-knit group of education supporters. The group still meets for an annual picnic each summer.

Over the years, the Education Alumnal Scholarship has grown to become THE scholarship for the College’s top overall students. This scholarship, endowed in 1953, has now been supporting students for several generations. In the past 10 years, the Education Alumnal Scholarship has awarded a total of $265,000 in scholarship support for 75 outstanding students, representing all three Schools at CECH and more than a dozen program majors.

Card party pioneers and CECH distinguished alumni. Pictured left to right: William Joel McCray, James P. Bruckmann, Marvimil ‘Marvy’ Nankovitch, Carolyn Clark Bruckmann, Caesar R. Santangelo
Nominate an alum
To nominate a CECH alum, visit
www.cech.uc.edu/alumni
or request a form from Marihelen Millar: Office of the Dean; CECH, University of Cincinnati, PO Box 210002; Cincinnati, OH 45221-0002 513-556-2485 marihelen.millar@uc.edu

Brian Hilsinger
BS ’01 Criminal Justice
Brian Hilsinger has been a Deputy U.S. Marshal for 4 and half years. Prior to being hired by the U.S. Marshals Service, Hilsinger served as a Parole Officer for the State of Ohio, in Hamilton County. While attending UC, Hilsinger’s internships included both the U.S. Marshals and the St. Bernard Police Department, fulfilling his fieldwork for his Criminal Justice degree. Since being a U.S. Marshal, Brian has returned to campus to help CECH, criminal justice students, and the U.S. Marshals in ongoing recruitment efforts.

Outside of work, Hilsinger has been a volunteer leader for the Boy Scouts of America. He is a west side native and graduate of Elder High School.

Nicole Nichols
BSEd ’06 Health Promotion and Education
Nicole Nichols graduated from UC in 2006 from the School of Human Services, specializing in exercise and fitness. Nicole is the head editor and fitness expert for America’s number one diet and fitness site, SparkPeople, overseeing and contributing to the production of content, articles, and newsletters for an audience of more than 11 million members worldwide.

Nichols has designed and taught health programs on the topics of eating disorders, body image and self-acceptance, strength training for women, exercise for seniors, and prenatal exercise, and continues to teach a variety of fitness classes in the area. She has also created three fitness DVDs. She is a regular media contributor, appearing on FOX and CBS news programs as a fitness expert.
New Faculty

CECH welcomed 12 newly appointed faculty members at the start of the 2012-2013 school year.

School of Education

Cate Crosby — Assistant Professor, TESOL
Dr. Crosby received her Ph.D. from The Ohio State University in Second and Foreign Language Education. Prior to starting at UC, she was an Associate Professor at West Chester University of Pennsylvania (Philadelphia), where for five years she taught pre- and in-service teachers in the TESOL Program how to work with English Language Learners. Her areas of expertise include TESOL teacher education, U.S.-educated multilingual writers, writing assessment, specifically feedback-on-feedback, multiple literacies, including informational, digital, and global, technologies in the language classroom, and qualitative and mixed methods.

Casey Hord — Assistant Professor, Special Education
Dr. Hord recently earned his Ph.D. from Purdue University and has six years of teaching experience at the middle school level. His primary research interest is developing interventions in mathematics for students with high incidence disabilities. Other research interests include mathematics curriculum analysis with regards to the needs of students with learning disabilities, the role of visual representations in mathematics teaching for addressing working memory deficits, and the mathematical reasoning processes of students with high incidence disabilities.

Jon Lee — Assistant Professor, Early Childhood Education
Dr. Lee is a long time early childhood special educator and public school advocate. He has served at the National Center for Family Literacy (NCFL) and held faculty positions at Bellarmine University and the University of Louisville in Kentucky, where he continues to collaborate with the Kent School of Social Work. His research interests lie in the significance of the family and teacher in children’s language and literacy development and emotional and behavioral adjustment to school.

Robert Harper — Assistant Professor and Program Coordinator, Educational Leadership
Dr. Harper graduated from the Urban Educational Leadership Doctoral Program at the University of Cincinnati in June 2008. He completed his Master’s Degree in Educational Administration at the University of Cincinnati in 2005. His research interests include leadership, online learning and professional development, technology, and educational change.

Maria Palmieri — Assistant Professor, Educational Studies
Dr. Palmieri is formally trained as a scientist — specifically, a chemist and biologist. She received her Ph.D. from Miami University, where she conducted NASA research and received several internal and external grants and awards. She has worked in various capacities in academia and industry and has come to us from the Office of Institutional Research in the Provost’s Office, where she was the Sr. Research Associate for Research and Assessment. Her research interests include institutional research, STEM education, and higher education assessment. Her teaching interests include assessment and evaluation, research methods, statistics, higher education data systems, biology, and biology education.

Vicki L. Plano Clark — Assistant Professor, Educational Studies
Dr. Plano Clark is an Assistant Professor of Quantitative and Mixed Methods Research Methodologies in Educational Studies. She specializes in research that integrates quantitative and qualitative approaches into mixed methods designs. Her scholarship focuses on delineating the designs and procedural issues for conducting mixed methods research. She is associate editor for the Journal of Mixed Methods Research. As an applied research methodologist, she engages in research and evaluation projects using
diverse research approaches to study a wide variety of topics (e.g., cancer pain management and graduate student development). Previously, she was director of the Office of Qualitative and Mixed Methods Research (2008-2012) and manager of the physics teaching laboratories (1993-2005) at the University of Nebraska–Lincoln.

Mark W. Plano Clark — Associate Professor, Education and Physics
Dr. Plano Clark is an Associate Professor in the School of Education with a joint appointment in Physics. He spent his early years researching accelerator-based atomic collision physics. For the past 16 years he served on the faculty at Doane College—a liberal arts college in Crete, NE where he worked closely with undergraduates on a variety of projects including: A NSF funded development of introductory physics curricular materials based on the human body (Humanized Physics Project — www.doane.edu/hpp; maintenance and operation of Boswell Observatory (built in 1883); and the development of a robotic telescope.

Josh Pretlow — Assistant Professor, Educational Studies
Dr. Pretlow earned a Ph.D. in Higher Education with a minor in Research, Statistics, and Evaluation from the University of Virginia in 2011. Josh worked for the National Center for Postsecondary Research, an IES funded center focused on measuring the effectiveness of programs designed to help students make the transition to college and master the basic skills needed to advance to a degree. His current research includes the transition to higher education and a focus on dual enrollment and educational policy.

Sarah M. Stitzlein — Associate Professor, Curriculum Theory
Dr. Stitzlein addresses purposes of education, especially educating for democracy and equality. Her most recent book, Teaching Dissent: Citizenship Education and Political Activism, investigates the role of political dissent in civics education, while her previous book, Breaking Bad Habits: Transforming Race and Gender in Schools, offer teachers pathways out of racism and sexism.

School of Human Services
LaTrice Montgomery — Assistant Professor, Counseling and Substance Abuse Counseling
Dr. Montgomery received her B.A. degree in Psychology from Berea College and both her M.A. and Ph.D. in Clinical Psychology from the University of Cincinnati. She completed her National Institute of Drug Abuse sponsored clinical internship at the Yale University School of Medicine. Dr. Montgomery’s clinical and research interests have focused on improving prevention and treatment interventions for African American adolescent and adult substance users.

Thomas G. Palmer — Assistant Professor, Athletic Training
Dr. Palmer earned his undergraduate degree from The State University of New York at Cortland College, his Master’s degree from Old Dominion University, and his Ph.D. from the University of Kentucky. With nearly 20 years of teaching experience in athletic training education, he has also served as a clinical and program director. His primary areas of research revolve around the study of musculoskeletal movement dysfunctions at the proximal segments and the relationship to clinical outcomes for sport and job performance. He is a certified athletic trainer, certified strength and conditioning specialist, and holds several certifications related to rehabilitation science.

Cirecie A. West-Olatunji — Associate Professor, Counseling Program
Dr. West-Olatunji serves as Associate Professor and Director of the Counseling Program, and Director of the Center for Traumatic Stress Research at the University of Cincinnati. She is also president-elect of the American Counseling Association (ACA). Nationally, Dr. West-Olatunji has initiated several clinical research projects that focus on culture-centered community collaborations designed to address issues rooted in systemic oppression, such as transgenerational trauma and traumatic stress.
She looked like Cinderella. Cupid shot an arrow right through my heart.

Virginia Ruehlmann Scholarship

If ever UC spawned a match made in heaven, a pairing of true soul mates, it took place in 1946, the day Eugene Ruehlmann met Virginia Juergens. A fraternity brother arranged a blind date for his friend, Gene, a former Marine, political science major, Phi Beta Kappa member and member of UC’s winning Sun Bowl football team, and Virginia, an honors student in the School of Education, athlete, majorette and band sponsor who had just been awarded the prestigious C-Ring, given each year to one outstanding graduating woman. If it wasn’t love at first sight, it certainly was at second. Arriving to pick up Virginia for their second outing together, UC’s prom, Gene was smitten. “She looked like Cinderella,” he says. “Cupid shot an arrow right through my heart. I never dated anyone but her from then on.” He remembers his wife-to-be wearing the same beautiful dress she said she wore to her high school graduation; not out of the ordinary for someone from a working-class family who relied on scholarships to get through undergraduate and graduate school. Thus, a seed was planted that would germinate several decades later. So began a lifelong love affair resulting in a 61-year marriage, eight children, 25 grandchildren and 11 great-grandchildren. Being one of 10 children, a large family was second nature to Gene.

In the intervening decades, Virginia and Gene truly answered the call to service for their community, UC, and the School of Education. While Gene attended Harvard Law School in the latter 1940s, Virginia was a highly lauded and beloved instructor at nearby Wellesley College. They moved back to Cincinnati in 1950 with their first-born
child, named after her mother and affectionately referred to as “Ginny.” Gene practiced law and later went into politics, his longtime ambition, becoming mayor of Cincinnati in 1967. Virginia went on to become the first female president of Catholic Social Services, worked tirelessly on behalf of many local charities, and served as administrator of the Helen Steiner Rice Foundation, which awards grants to charities that assist the needy and the elderly. She was named a “Woman of the Year” by the Cincinnati Enquirer in 1978.

“She was such a brilliant conversationalist; she could make friends with anyone and remember everything,” says Gene. “She had a tremendous ability to work with people and had a conversational talent few people can match, which is why she was loved by everyone. She made people feel important. She was outstanding in everything she did.”

After Virginia’s passing in 2008, Gene decided to honor his beloved wife’s memory by creating a scholarship for needy students, the only way Virginia was able to get through college decades earlier. The Virginia and Eugene Ruehlmann Endowment Fund awards scholarships to education majors with demonstrated financial need. This past spring, Gene attended the scholarship award ceremony for the School of Education. Reminiscent of Virginia’s plight, Gene says, “It was very rewarding to see a young girl whose parents needed scholarships to get her through school.”

Truly remarkable lives intertwined for more than 60 years, but Gene leaves no doubt whom he feels deserves much of the credit. “Many of my accomplishments were inspired by her. My greatest blessing of all was having Virginia in my life.”
Dr. Harriet Bebout recently lost her battle to cancer. Long-time UC colleague, Bob Drake, knew Harriet well and characterizes her as a wonderful person both professionally and personally. Although her primary focus was mathematics education, she approached education from a holistic perspective and worked collaboratively across content areas.

Harriet was actively involved with the development of the C.I.T.E. program at the University of Cincinnati, and greatly contributed to the evolution of the elementary education program under the C.I.T.E. umbrella. In 1989, she helped create the graduate mathematics education focus in curriculum and instruction and developed several of the courses that still exist today, including Issues & Problems in Math Education I & II. These courses continue to receive rave reviews from graduate students thanks to Harriet’s deep knowledge and thorough preparation. Several students say these courses ranked among the best they’ve ever taken. Her research in children’s representations of arithmetic operations led to two articles published in The Journal for Research in Mathematics Education, a leading publication in the field.

Harriet was a strong advocate for students, both at the University and in public schools, and frequently spoke on their behalf when they faced problems “navigating the system.” Her efforts towards the welfare of others were tireless, and her devotion to a socially responsible curriculum frequently demonstrated her commitment to those less fortunate. To say the least, she was well loved by teachers and students who benefited from her work. Harriet will be greatly missed.

Harriet Bebout
The granddaddy of UC timepieces is back and better than ever. Thanks to the meticulous, painstaking restoration effort of College of Engineering and Applied Science master clockmaker, Doug Rife, the Annie Laws Collection Grandfather Clock is back in the CECH Library. Part of the UC Fine Arts Collection, the clock was manufactured in New York City in 1899 and is considered one of the college’s most hallowed relics.
The percentage of alumni who give back to their university each year (in any amount) is part of the formula used to create U.S. News & World Report’s annual college rankings. The higher the alumni-giving rate, the higher the university’s ranking. And as UC’s ranking climbs, so does the value of each UC degree — as well as the stature of its individual colleges such as the College of Education, Criminal Justice, and Human Services.

Fewer than 12% of CECH’s alumni gave back to UC last year, so there’s enormous room for growth.

Fortunately, the new 1819 initiative (honoring UC’s founding year) makes it easy to help. A gift of just $18.19 will “move the rankings needle,” help fund important programs, enhance your own UC connection, and show the strength and commitment of UC’s alumni family.

UC and CECH deserve the support of all alumni. Visit www.uc.edu/1819 for details.

Make an 1819 gift and make a big difference for UC!

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