

School of Human and  
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OHIO UNIVERSITY

October 15, 2002

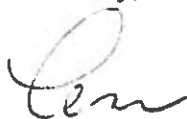
Gene Geist  
School of Human and Consumer Sciences  
Grover Center W324  
Ohio University  
Athens, Ohio 45701

Dear Gene:

Thank you very much for your participation in our School's Graduate Student Orientation Session that was held today for interested students in our graduate program. I appreciate you giving of your time to share information on your research with our graduate students. Presentations such as yours are important and will be helpful to students who have already begun or will soon be beginning their own research for their thesis or graduate project.

Again, thank you for your contribution to our graduate students. Your participation in activities such as this affirm your support of our students and our School.

Sincerely,



V. Ann Paulins, Director  
School of Human and Consumer Sciences

VAP/lis

**Proposal for expansion of the OHIO University Child Development Center (OUCDC)**

**Presented to the Child Care Committee  
Friday, October 30, 1998**

**Prepared by:**

**School of Human and Consumer Sciences**

**With input and assistance by: Dr. Judith Matthews, Interim Dean, College of Health and Human Services**

**Ms. Cathy Waller, Administrator, Ohio University Child Development Center**

**Dr. Margaret King, Interim Director, School of Human and Consumer Sciences; Professor, Early Childhood Education**

**Dr. Eugene Geist, Assistant Professor, Early Childhood Education, School of Human and Consumer Sciences**

**Dr. Helen Hagens, Assistant Professor, Early Childhood Education, School of Human and Consumer Sciences**

**Ms. Terry Swank, Lead Master Teacher, Ohio University Child Development Center, School of Human and Consumer Sciences**

School of Human and  
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OHIO UNIVERSITY

September 24, 2002

Dr. Eugene Geist  
5 York Drive  
Athens, Ohio 45701

Dear Gene:

Thank you so much for attending the New Students Welcome Program on September 12, 2002. Your input and assistance are so very valuable and are always appreciated.

I feel that the evening was a great success and was helpful in orienting the students to Grover Center and the programs in our School.

Thanks again for attending the New Students Welcome, and have a great quarter and a fulfilling year!

Sincerely,

A handwritten signature in cursive script, likely belonging to V. Ann Paulins.

V. Ann Paulins, Director  
School of Human and Consumer Sciences

VAP/lm

From: "(Virginia) Ann Paulins" <Paulins@ohio.edu>  
Subject: **HCS grad review**  
Date: September 28, 2008 9:40:22 AM EDT  
To: hornerj@ohio.edu  
Cc: geist@ohio.edu, graham@ohio.edu, xuy@ohio.edu



(Virginia) Ann Paulins  
In Address Book ▼

Jen - all of the sections of the grad review from HCS have been submitted with the exception of CFS, #3 - Gene Geist will unlock and send.

thanks for the slight extension so that I could take time to look it all over.

My colleagues, Annette Graham, Gene Geist, and Yingjiao Xu are to be commended for their excellent work, attention to details in the program areas, and leadership to their colleagues in compiling the data needed for the review. I could not have done this without them!

Regards,  
Ann

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# **NATIONAL RECOGNITION REPORT**

## **Initial Preparation of Early Childhood Education Teachers**

**The Ohio University**  
July 20, 2006

NCATE recognition of this program is dependent on the review of the program by representatives of the **National Association for the Education of Young Children (NAEYC)**.

This report is in response to a(n):

☐ Initial Review      ☒ Revised Report      ☐ Response to Condition

<b>Program(s) Covered by this Review</b>	<b>Program Type</b>	<b>Award or Degree Level(s)</b>
Early Childhood Education	Initial teacher license in field	Baccalaureate
<b>Grade Level:</b> Age 3-Gr 3		

### **PART A—RECOGNITION DECISION** (see Part G for specifics on decision)

#### **A.1—SPA Decision on NCATE recognition of the program(s):**

- ☐ Nationally recognized  
☐ Nationally recognized with conditions  
☒ Not nationally recognized

#### **A.2—Test Results** (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

☒ Yes      ☐ No      ☐ Not applicable      ☐ Not able to determine

**Comment:**

### A.3—Summary of Strengths:

Institution has implemented a plan for selective admission to handle the large number of candidates interested in the program. Faculty appear to have a strong background in Early Childhood and Child Development.

## PART B—STATUS OF MEETING SPA STANDARDS

M = Met      NM = Not Met

NAEYC Standard (Initial Teacher Preparation)	Baccalaureate	Specific Program or Level
<b>Standard 1. Promoting Child Development and Learning.</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	M	
<p>Comment:</p> <p>Assessment 1—PRAXIS II provides evidence of knowledge of child development.</p> <p>Assessment 2—Has promise to provide strong evidence for this standard; no data at this time; description of artifacts is needed to have a clearer understanding of what candidates are expected to demonstrate their understanding of child development; scoring guide is lengthy and does not clearly provide information about expectations of candidates.</p> <p>Assessment 3—Some linkage to Standard 1; scoring guide is vague in content; provides limited assessment of knowledge of child development.</p> <p>Assessment 4—good use of NAEYC standards but wording is not measurable; how are candidates outcomes measured using form?</p> <p>Assessment 5—portfolio use is helpful in linking to Standard 1 and provides evidence of meeting competencies; scoring guides do not provide specific outcomes that can be measured</p> <p>Assessment 6—helpful to use multiple course content to contribute to this assessment; scoring guide is present but no description of what "standard" or "Does not yet meet", etc. mean</p> <p>Assessment 7—limited linkage to Standard 1; portfolio has great promise to provide data regarding child development for multiple data points; because the portfolio will be implemented for the first time in the fall of 2006, no data at this time; scoring guide may be somewhat burdensome to candidates in measuring specific outcomes</p> <p>Program uses a wide variety of assessments to show candidates knowledge of child development and learning and the creation of appropriate environments. As with most assessments, the scoring guides are vague, unwieldy in nature and not specific enough to show candidate's mastery of competencies. Very limited attention to infants and toddlers is noted.</p>		
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	NM	

NAEYC Standard (Initial Teacher Preparation)	Baccalaureate	Specific Program or Level
<p>Comment: No reference to working with children and families with cultural and linguistic diversity</p> <p>Assessment 1—shows some evidence in relation to the standard</p> <p>Assessment 2—very limited linkage to this standard (only list of community resources); no data for this assessment at this time; description of artifacts is needed to have a clearer understanding of what candidates are expected to demonstrate; scoring guide is lengthy and does not clearly provide information about expectations of candidates.</p> <p>Assessment 3—candidates are only dealing with hypothetical family, not real family experiences to provide evidence of candidate's knowledge and abilities to partnership with families.</p> <p>Assessment 4-- no examples of how candidates can show competence provided; even though wording on evaluation is from NAEYC standard, it is hard to measure. This assessment provides limited evidence related to building family and community relationships.</p> <p>Assessment 5—scoring guide does not link to assessment descriptions; for example description says candidates will plan and participate in home visits or conferences yet scoring guide does not link to this assessment requirement; additionally scoring guide is presented in ways that makes it difficult for candidate to understand expectations.; it is possible that some candidates would have extensive experiences with family involvement and some would have very limited experiences.</p> <p>Assessment 7— because the portfolio will be implemented for the first time in the fall of 2006, no data available; very limited exposure to families is required; no description of some of the tasks associated with Standard 2; scoring guide is lengthy and not measurable</p> <p>Scoring guides need clarity in order to determine what candidates are specifically asked to do. There is concern that some candidates may have very appropriate and in-depth experiences with families and others may not. There is a lack of attention to cultural and linguistic diversity.</p>		
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b> Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</p>	<p><b>Met with Conditions*</b></p>	
<p>Comment:</p> <p>Assessment 1—provides some evidence of assessment knowledge</p> <p>Assessment 2—no data; no explanation of assessment so reviewers can not determine if candidates met standards</p> <p>Assessment 4—it is difficult to measure candidates "knowledge and understanding goals of assessment" and other like statements as terminology is not measurable</p> <p>Assessment 5—would have been helpful to have the Areas of Interest/Developmental Chart included; scoring guide is presented in ways that makes it difficult for candidate to understand expectations.</p> <p>Assessment 6—description of assessment does provide a link to Standard 3; scoring guides do not provide specificity about expectations of candidates</p> <p>Assessment 7— because the portfolio will be implemented for the first time in the fall of 2006, no data available; no descriptions of assessment is provided so it is unclear if expectations of candidates meet standard requirements</p> <p>Assessment 8—this assessment uses activities that aligns well with Standard 3; may need more delineation between meets and exceeds on the scoring guide</p> <p>There is some evidence that candidates have mastered competencies for Standard 3 but it is limited. No mention of formal assessment issues is made. Data provide limited evidence of candidates' abilities to understand and use assessments with other professionals and families in order to enhance children's learning and development. There are few well defined expectations in rubrics; scoring guides make it</p>		

NAEYC Standard (Initial Teacher Preparation)	Baccalaureate	Specific Program or Level
<p>difficult to determine what candidates are asked to know and be able to do.</p> <p><b>*Conditions:</b> More data are needed, assessments need clearer descriptions and scoring guides need more specificity.</p>		
<p><b>Standard 4. Teaching and Learning.</b> Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p><b>M</b></p>	
<p><b>Comment:</b></p> <p>Assessment 1—provides evidence that candidates have an understanding of teaching and learning</p> <p>Assessment 2— no data; no explanation of assessment so reviewers can not determine if candidates met standards; the use of observations is a critical component of this standard and is present in this assessment</p> <p>Assessment 3-- information provided in the assessment (developing and modifying activities, using knowledge of children and curriculum, etc.) are present in the assignment</p> <p>Assessment 4—many of the items on the student teaching evaluation are related to Standard 4 but no real information in specifically what candidates can and are expected to do</p> <p>Assessment 5—assessment description does describe what candidates will do; scoring guide is very lengthy with no specifics of how to measure candidate outcomes</p> <p>Assessment 6—critical information relating to Standard 4 is noted on the scoring guide but it is hard to determine specifically what candidates are asked to do; there are no directions and scoring guides are not helpful in determining what candidates know how to do; there are two different data tables with two different sets of data</p> <p>Assessment 7—because the portfolio will be implemented for the first time in the fall of 2006, no data available; no descriptions of assessment is provided so it is unclear if expectations of candidates meet standard requirements</p> <p>Assessment 8—this assessment uses activities that align well with Standard 4; may need more delineation between meets and exceeds on the scoring guide</p> <p>The report provides data that candidates understand developmentally appropriate practices through observations, classroom management plans and lesson plans. More specific scoring guides would assist reviewers in determining exactly what candidates know and are able to do in relation to Standard 4 regarding academic knowledge to provide meaningful learning experiences for young children.</p> <p>Assessments contain competencies that relate to academic disciplines and show candidates understand teaching content area subjects.</p>		
<p><b>Standard 5. Becoming a Professional.</b> Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p><b>M</b></p>	
<p><b>Comment:</b></p> <p>Assessment 1—shows some evidence in relation to this standard; it is not clear how the candidate</p>		



NAEYC Standard (Initial Teacher Preparation)	Baccalaureate	Specific Program or Level
<p>performance on the PRAXIS II exam is aligned with this standard.</p> <p>Assessment 2—no data with this assessment regarding philosophy of early childhood or ethical practice as an early childhood professional; no explanation of assessment so reviewers can not determine if candidates met standards regarding being professional early childhood teachers.</p> <p>Assessment 4—this assessment provides valuable information linking candidate outcomes to the standard; a clearer scoring guide would aid in determining candidate outcomes</p> <p>Assessment 5—provides evidence that candidates are using reflective journal entries and documentation of teaching effectiveness</p> <p>Assessment 6—appears to be good linkage to Standard 5 but there are not clear directions provided about candidate's expectations; there are two different data tables with two different sets of data</p> <p>Assessment 7—the "Becoming a Professional" section of the portfolio appears to provide good examples of assignments candidates would complete but there are no specific directions and scoring guide is a bit unwieldy</p> <p>Assessment 8—limited evidence shows candidates ability to reflect on instruction and demonstrating professionalism in early childhood education.</p> <p>The report shows evidence that candidates understand they are members of the early childhood professional community. They use reflection in a variety of ways and can demonstrate their philosophy of early childhood education and the practices of advocacy.</p>		

## PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1—Candidates' knowledge of content

On the PRAXIS II exam, candidates score well above the required 80% minimum requirement. Although there are no data available yet from portfolios, this assignment will yield appropriate information to show candidate's knowledge of content. Data on the student teaching evaluation show candidates' are demonstrating competencies. As noted in the report faculty are reviewing data on candidate's understanding of child development and family interactions.

### C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Because of the lack of descriptions of assignments and limited data on some key assignments, it is hard to determine what pedagogical and professional content knowledge, skills and dispositions candidates are being asked to demonstrate.

### C.3—Candidate effects on P-12 student learning

There is some evidence that candidates are able to have an effect on student learning including competencies demonstrated on two student teaching situations and the portfolios completed during student teaching.

## **PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS**

### **Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

The program has made efforts to improve their program. Instituting a selective admission program will allow faculty to better evaluate candidate competencies with a more manageable student population. Assessments are covering a wide range of areas through a variety of courses and field experiences. Although some assessments and some program policies are still in the beginning stages, the program has a good start on aligning coursework to NAEYC standards.

## **PART E—COMMENTS ON FINDINGS IN PART B**

Scoring guides should be reviewed. In order to assist candidates in meeting competencies, the guides should be measurable, include enough information that candidates and evaluators understand the expectations but not so much wording so they become unwieldy in interpretation.

More attention to infant and toddler assessments is needed. It is unclear if candidates are required to complete any assessments with this age group.

More attention to working with children and families with cultural and linguistic diversity.

More clarification on field experiences –chart is helpful but all statements say "... hours in an early childhood setting" without specifications on what age group is used.

## **PART F—ADDITIONAL COMMENTS**

### **F.1—Comments on context and other topics not covered in Part B-E:**

### **F.2—Concerns for possible follow-up by the Board of Examiners:**

## **PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS**

■ **Program is not nationally recognized.** Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the NCATE accreditation visit is held, unless a revised program report is submitted in or before that semester.

***Subsequent action by the institution:*** A revised report, addressing unmet standards, may be submitted no later than 18 months from the date of this report (see below for the range of submission dates possible for a revised report).

NCATE will accept a revised report to meet any one of the following deadlines. However, states may require the program to resubmit within the next semester. (Please contact your state if there is a question about the state requirement for resubmission.) The NCATE deadlines are **September 15, 2006; April 15, 2007; Sept. 15, 2007; or April 15, 2008**. The institution should notify NCATE that it plans to submit a revised report at least one month before the report is due.

After **April 15, 2008**, NCATE will not accept a revised report based on this submission. However, the institution may submit a new program report (rather than a revised report) addressing all standards, at either Feb. 1 or Sept. 15 of a calendar year (submission dates for new program reports). In states that require NCATE program review, another program report must be submitted before the next NCATE accreditation visit.

*For further information on due dates or requirements, contact program review staff at NCATE (202-466-7496).*

From: "Renee Middleton" <middletonr@ohio.edu>

Subject: NCATE Accreditation Decision~~

Date: November 4, 2007 4:28:32 PM EST

To: "Benjamin Ogles" <ogles@ohio.edu>, <mcweeny@ohio.edu>, <neimar@ohio.edu>, "Adah Ward-Randolph" <wardrand@ohio.edu>, "Aimee Howley" <howley@ohio.edu>, "Al Cote" <cote@ohio.edu>, "Arlie Woodrum" <woodrum@ohio.edu>, "Ayanna Jordan" <jordana@ohio.edu>, "Barbara Reeves" <reevesb1@ohio.edu>, "Beth Lydic" <lydic@ohio.edu>, "Bob Barcikowski" <barcikow@ohio.edu>, "Bob Young" <youngb@ohio.edu>, "Bowerd" <bowerd@ohio.edu>, <bradlec1@ohio.edu>, "Brian Gipson" <gipson@ohio.edu>, "Brian McCoy" <mccoyb@ohio.edu>, "Carolyn Ervin" <ervinc@ohio.edu>, "Cat Glascock" <glascock@ohio.edu>, "Christine Bhat" <bhatc@ohio.edu>, "Connie Patterson" <farrellc@ohio.edu>, "Craig Howley" <howleyc@ohio.edu>, "Dana Levitt" <levitt@ohio.edu>, "Danielle Dani" <dani@ohio.edu>, "David Moore" <moored3@ohio.edu>, <davist@ohio.edu>, "Debra Fanning" <fanning@ohio.edu>, "Dianne Gut" <gut@ohio.edu>, <doston@ohio.edu>, "Emily Marcus" <marcuse@ohio.edu>, "Floyd Doney" <doney@ohio.edu>, "Francis Godwyll" <godwyll@ohio.edu>, "Frans Doppen" <doppen@ohio.edu>, "Gary Moden" <moden@ohio.edu>, "George Johanson" <johanson@ohio.edu>, "Ginger Weade" <weade@ohio.edu>, "Godwin Dogbey" <gd235701@ohio.edu>, "Gordon Brooks" <brooksg@ohio.edu>, "Greg Foley" <foleyg@ohio.edu>, "Guofang Wan" <wang1@ohio.edu>, "James Yanok" <yanokj@ohio.edu>, "Janet Merwin" <merwinj@ohio.edu>, "Jaylynne Hutchinson" <hutchinj@ohio.edu>, "Jeff Fantine" <fantine@ohio.edu>, "Jen Malmberg" <malmberg@ohio.edu>, "Jennifer Warner" <warnerj2@ohio.edu>, "Jerry Olsheski" <olsheski@ohio.edu>, "Joan McMath" <mcmath@ohio.edu>, "Joan Safran" <safran@ohio.edu>, "Joan Waggoner" <waggonj1@ohio.edu>, "JoAnn Dugan" <dugan@ohio.edu>, "Karen Oswald" <oswald@ohio.edu>, "Kate Fergus" <fergus@ohio.edu>, "Kaylin Kopcho" <kopcho@ohio.edu>, "Kellie Merriman" <merrimak@ohio.edu>, "Kelly Davidson" <davidsok@ohio.edu>, "Larry Burgess" <burgessl@ohio.edu>, "Larry Jageman" <jageman@ohio.edu>, "Linda Cvetan" <cvetanl@ohio.edu>, "Lori Spencer" <stump1@ohio.edu>, "Marcy Kennedy" <keifer1@ohio.edu>, "Marcy O'Brien" <obrienm@ohio.edu>, "Marissa Mizer" <mizerm@ohio.edu>, "Marlene Swartz" <swartzm@ohio.edu>, "Marta Roth" <roth@ohio.edu>, "Mary Barbara Totten" <totten@ohio.edu>, "Mary Gibbons Mize" <mize@ohio.edu>, "Maureen Coon" <coonm@ohio.edu>, "Melanie Volk" <volk@ohio.edu>, "Melinda Maher" <maherm@ohio.edu>, "Melinda Smith" <smithm3@ohio.edu>, "Mona Robinson" <robinsoh@ohio.edu>, "Najee Muhammad" <muhammad@ohio.edu>, "Pamela Beam" <beamp@ohio.edu>, "Pat Beamish" <beamish@ohio.edu>, "Perianne Bates" <bates@ohio.edu>, "Peter Mather" <matherp@ohio.edu>, "Ralph Martin" <martin@ohio.edu>, "Ramona Mott" <mott@ohio.edu>, "Renee Middleton" <middletonr@ohio.edu>, "Renee Smith" <smithr10@ohio.edu>, "Richard Fisher" <rfishe5@columbus.rr.com>, "Rosalie Romano" <romano@ohio.edu>, "Sandy Turner" <turners@ohio.edu>, "Scott Robison" <robison@ohio.edu>, "Scott Sparks" <sparks@ohio.edu>, "Sharon Reynolds" <reynols1@ohio.edu>, "Sondra Rebottini" <rebottin@ohio.edu>, "Stephen Safran" <safran@ohio.edu>, "Sue Nichols" <nicholss@ohio.edu>, "Susan Nolan" <nolan@ohio.edu>, "Tamy Solcmon" <solomon@ohio.edu>, "Teresa Frankin" <franklit@ohio.edu>, "Terri Mosher" <mosher@ohio.edu>, "Tiffany Laipply" <laipply@ohio.edu>, "Tim McKeny" <mckeny@ohio.edu>, "Tom Haskell" <th295803@ohio.edu>, "Tommy Duncan" <duncant@ohio.edu>, "Tracy Leinbaugh" <leinbaug@ohio.edu>, "Valerie Conley" <conleyv@ohio.edu>, "William E. Smith" <smithw@ohio.edu>, "Yegan Pillay" <pillay@ohio.edu>, <aman@ohio.edu>, <anne3165@earthlink.net>, <as928803@ohio.edu>, <baxter@ohio.edu>, <breich@eurekanet.com>, <bryantd@ohio.edu>, <butcherj@ohio.edu>, <cao@ohio.edu>, <carrd@ohio.edu>, <cibrowsk@ohio.edu>, <co152602@ohio.edu>, <cone@ohio.edu>, <connorj@ohio.edu>, <crockett@ohio.edu>, <dboger@athescit.k12.oh.us>, <essexg@ohio.edu>, <flanigan@ohio.edu>, <geist@ohio.edu>, <glasgow@ohio.edu>, <hovatter@ohio.edu>, <humphren@ohio.edu>, <jarvis@ohio.edu>, <johnsen@ohio.edu>, <keck@ohio.edu>, <kingm@ohio.edu>, <leer2@ohio.edu>, <lim1@ohio.edu>, <linscotj@ohio.edu>, <lucasm@ohio.edu>, <martink@ohio.edu>, <mcmills1@ohio.edu>, <mcmurray@ohio.edu>, <metavan@frognet.net>, <moss@math.ohio.edu>, <moss@ohio.edu>, <nissen@ohio.edu>.

Renee Middleton  
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Cc: "Roderick J. McDavis" <mcdavis@ohio.edu>, "Kathy Krendl" <krendl@ohio.edu>

Hello Unit Colleagues:

The Final Accreditation Action Report has been received! At its October 14-19 meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuation of the College of Education as the unit that oversees the professional education offerings at Ohio University. *Strengths noted of our program will not be reiterated in this e-mail, but were certainly considered part of the institutions' accreditation visit record.*

**ACCREDITATION DECISION:** Continuing accreditation with probation has been granted at the initial teacher preparation and advanced preparation levels. This action pertains to the main campus as well as the Chillicothe, Eastern, Lancaster, Southern, and Zanesville campuses. **This decision continues accreditation for a two-year period.** As our accreditation visit must take place no later than fall 2009 to continue accreditation beyond this period, I have confirmed that our next visit will take place: **October 10-14, 2009.**

The decision by the Board is based on the following standard not met— **II. Assessment System and Unit Evaluation**

**STANDARDS NOT MET:** This of course was no surprise to us and was as expected. We had also rightly anticipated a follow-up visit in two years. Specifically, the feedback by the board is as follows:

- (Advanced Preparation) The conceptual framework is not reflected in performance expectations for candidates.
- The unit's assessment system is not fully developed
- The Assessment Council's procedures for the analysis and reporting of the data to stakeholders are not systematic and fully operational.
- The unit has no evidence that assessment measures predict candidate success
- The unit has no data on unit operations
- The unit makes limited use of data analysis to improve programs and unit operations

**STANDARDS MET:** While the following standards listed below have been identified as Standards Met, the board noted several areas for improvement and will expect us to address these areas for improvement in our follow-up visit in October of 2009. The concerns are primarily with our *advanced* programs.

## **I. Candidate Knowledge, Skills, and Dispositions**

- Except for the Technology Facilitated Endorsement, limited or no data demonstrate candidate pedagogical knowledge and skills related to their specific disciplines.
- Data are not consistently collected to measure dispositions of advanced teaching program candidates.
- The conceptual framework is not shared among the various constituencies at the regional campuses.
- *(Advanced Preparation)* The conceptual framework is not shared with candidates in selected programs.

### **III. Field Experiences and Clinical Practice**

*(Initial Teacher Preparation)* The unit exercises limited oversight to ensure the quality and consistency of field experiences for candidates.

### **IV. Diversity**

- Candidates have limited opportunities to interact with racially and ethnically diverse faculty.
- Candidates have limited opportunities to interact with racially and ethnically diverse peers.
- Candidates have limited opportunities to interact with racially and ethnically diverse P-12 students in field experiences and clinical practice.

### **VI. Unit Governance and Resources**

The institutions governance structure precludes the unit's ability to exert leadership and authority for programs and faculty at the regional campuses.

It is my greatest joy to work with each of you on a daily basis and I am proud to be associated with our academic programming. The process of accreditation is a process that I wholly believe in as it provides a useful framework to ensure we continue to provide quality academic programming to our students. I look forward to our continued work together! Our U-PEP has already begun to address each of these areas. We are on the right course! Kudos to everyone!!

#### **Brief Summary of Actions:**

I want to summarize for each of you just what we have already begun to do as we move forward with preparing leaders who are Talented, Responsible, Ethical Educators. The Assessment Council of U-PEP is continuing its efforts with assessing and using data as a feedback loop into the improvements of our academic programming. They are ensuring that we have the *appropriate assessment measures* in place and that the data from those measures is used *to improve programming*. The Unit is also accessed and is assessing data from the state-wide TQP data and a TQP Committee has been formed to use ensure faculty receive the information they need to make judgments on how best to use the data to improve academic programming.

As you now, this summer we began as a unit to address the *areas of improvement for our field experience*

*and clinical practice.* The Interim Associate Dean for Outreach and Undergraduate Studies in the College of Education, Dr. William E. Smith, is coordinating our efforts with each of you in addressing concerns raised in this area. The Committee on Field Experiences, Chaired by Dr. Smith, has met twice since the summer and will continue their efforts in ensuring quality and consistency of our field experiences for our teacher candidates. I will await the written recommendations of this committee that is composed of all of our important stakeholders.

This past summer the College of Education began discussions with OSU to establish a Rural/Urban Summer Institute and Field experience. We will continue with these efforts and pilot this effort toward a goal of expanding opportunities for our students with respect to have considerably more opportunities' to *interact with racially and ethnically divers P-12 students* in field experinces and clinical practice.

We will continue to expand these types of efforts! Our faculty in Health and Human Services, Fine Arts, and Arts and Sciences has played a significant role in each of these efforts as part of our Unit of Education. Tremendous thanks to each of you and our faculty in the College of Education!!

LET'S ROCK & ROLL!!

ram

Renée A. Middleton, Ph.D., Dean  
College of Education  
Ohio University  
133 McCracken Hall  
[www.coe.ohio.edu](http://www.coe.ohio.edu)  
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We prepare leaders - Talented, Responsible, Ethical Educators - who are committed to diversity, proficient in the use of technology, and adept at continuous assessment that brings learning to the forefront for all.

- Ohio University Unit for the Preparation of Education Professionals (U-PEP)

\*\* We never know how high we are,  
Till we are called to rise;  
And then, if we are true to plan,  
Our statures touch the skies\*\*  
Emily Dickinson

*Include Introductory paragraph including changes made to the assessments as well as well as information about data collection, etc.*

## **Standard 2 : Building Family and Community Relationships - Not Met**

Building Family and Community Relationships with an emphasis on diversity is a priority and an essential element of the early childhood teacher education program at Ohio University. The program is located in a community where social and economic diversity is a characteristic of the local culture and where cultural and linguistic diversity is a facet of the University community. We work with the candidates to integrate the diversity of these two cultures into their educational experiences. The evidence of this integration is delineated in the course content of the program but was not clearly defined in the assessments. In their fieldwork, candidates have extensive experiences working with diverse children and families and in their coursework candidates acquire the knowledge base, skills, abilities, and dispositions for working with diverse children and families. We have recruited and hired faculty who are culturally and linguistically different who serve as models for the candidates. Additionally almost all of the early childhood coursework that candidates take during their 4 years at Ohio University includes attention to linguistic and cultural diversity. Therefore, candidates seeking licensure in the early childhood teacher education program live and learn in diverse environments.

To respond to the statement that there is lack of cultural and linguistic diversity in the program, we have clarified the elements of cultural and linguistic diversity in the assessments that support building family and community relationships. We have



addressed the comments related to clarifying and revising directions to candidates, assessments, and/or scoring guides. In addition, we have either revised or designed new assessments to provide a more comprehensive approach to responding to Standard 2: Building Family and Community Relationships.

## Assessment 2: Mid-level Portfolio

In the revised Assessment 2: Mid-Level Portfolio, we have asked candidates to document experiences with children and families with cultural and linguistic diversity and link artifacts and tasks to Standard 2. These experiences occur at multiple points in their program and provide opportunities to understand, document and respond to children and families of diverse backgrounds as well as to understand the communities in which these children and families live. We have shortened the scoring guide to enable the reader to measure candidates competence, clarified the directions to and expectations of candidates and linked the evidence to the Standards so that the candidates have a clearer understanding of what they are expected to demonstrate.

## Assessment 3: Case Study Matrix Assignment

Assessment 3: Case Study Matrix Assignment was revised to include the case study of a real child and family rather than a hypothetical child and family. Careful consideration was given to the ethical issues related to privacy of children and families. This approach will begin in fall quarter 2006. At the end of fall quarter 2006, we will review not only the experiences of the candidates but also the ethical issues. The case study addresses the diverse needs of families and children who have exceptionalities.

## Assessment 4: Primary Student Teaching Portfolio

We have changed Assessment 4 to include pre-primary student teaching rather than primary student teaching. Even though the primary student teaching experience addresses NAEYC standards, the scoring guide needs to be expanded to link it to assessment descriptions and provide a clear understanding of what candidates are

expected to demonstrate. The primary student teaching evaluation is a part of the Unit assessment and revisions need to be reviewed by the Unit faculty. Therefore, we have chosen to use the pre-primary student teaching for Assessment 4.

Pre-primary student teaching is a full quarter of student teaching with children ranging from infancy through preschool. Candidates are evaluated using a portfolio process. The pre-primary student teaching portfolio is a comprehensive review of the teacher candidate's experiences in the classroom. The scoring guide link candidates' outcomes to the standards, measure specific outcomes and provide clear directions to candidates. Additionally, the pre-primary student teaching portfolio provides evidence related to building family and community relationships with an emphasis on diversity.

#### Assessment 7: Exit Portfolio

In the revised Assessment 7: Exit Portfolio, candidates document experiences with children and families who share various cultural and linguistic backgrounds. These experiences occur at multiple points in their program and provide opportunities to understand, document and respond to children and families of diverse backgrounds as well as to understand the communities in which these children and families live. We have shortened the scoring guide to enable the reader to measure candidates competence, clarified the directions to and expectations of candidates and linked the evidence to the Standards so that the candidates have a clearer understanding of what they are expected to demonstrate.

#### Assessment 8: Diversity Portfolio

To clarify the integration of diversity in our program, we have included the diversity portfolio. The portfolio is developed in the diversity classes (HCCF 260 and HCCF 260L) that are taken in the sophomore year by candidates. This portfolio provides evidence and documentation of the candidates' knowledge and understanding of working with diverse children, families and communities. As the candidates mature as teachers, they have opportunities to reflect and revise their beginning knowledge and understanding of diverse children, families, and communities. Candidates' knowledge and understanding of diversity is documented throughout the program but is presented in a formal manner in the Assessment 8: Diversity Portfolio.

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families - Met with Conditions**

Candidates use both formal and informal assessments to observe, document, and support young children and families.

**Assessment 2: Mid-level portfolio**

In the revised Assessment 2: Mid-level Portfolio, the documentation and artifacts are linked to Standard 3 and provide a clearer description of what competences candidates are expected to demonstrate in their interactions with other professionals and families in order to enhance children's learning and development. We have shortened the scoring guide and related the evidence to be submitted to Standard 3. In addition, we have clarified the directions to and expectations of the candidates. Data will be available as students complete the portfolio process.

#### Assessment 4: Pre-primary Student Teaching Portfolio

The scoring guide for the pre-primary student teaching portfolio has been revised to show how candidates demonstrate competence in relation to Standard 3. The Areas of Interest/ Developmental Chart is included.

#### Assessment 6: Curriculum Reflection Assessment

Assessment 6: Curriculum Reflection Assessment was revised to include a scoring guide that provides a clear description of what candidates are expected to demonstrate. The scoring guide aligns specifically with these expectations.

#### Assessment 7: Exit Portfolio

In the revised Assessment 7: Exit Portfolio, the documentation and artifacts are linked to Standard 3 and provide a clearer description of what candidates are expected to demonstrate in their abilities to understand and use assessments with other professionals and families in order to enhance children's learning and development. We have shortened the scoring guide and related the evidence to be submitted to Standard 3. In addition, we have clarified the directions to and expectations of the candidates.

#### Assessment 5: Child Literacy Case Study

Assessment 8: Child Literacy Case Study replaces Assessment 5: Preprimary Student Teaching Portfolio. The Child Literacy Case Study was revised to more clearly

delineate between “meets expectations” and “exceeds expectations” on the scoring guide to enable the reader to better measure candidates’ competence.

### **PART E: Comments on Findings in Part B**

#### **1) Scoring guides should be reviewed**

Response: Scoring guides have been reviewed and revised to show measurable outcomes and include clear and concise explanations of expectations for candidates’ competence.

#### **2) More attention to infant and toddler assessments is needed**

Response: Candidates do have experience with infants and toddlers in their various clinical experiences. These experiences were not sufficiently linked to assessments. The Mid-Level and Exit Portfolios have been revised to include documentation of infant and toddler experiences. In addition, HCCF 265 Infant and Toddler Education have been added to the candidates program of study to further expand upon their knowledge of infants and toddler education.

#### **3) There needs to be more attention to working with children and families with cultural and linguistic diversity**

Response: Aspects of working with culturally and linguistically diverse children and families have always been a component of our early childhood teacher education program. As a result of reviewing the assessments, changes have been made to allow

students to effectively demonstrate and document their experiences working with children from culturally and linguistically diverse backgrounds. The addition of a new Assessment 8: Diversity Portfolio strengthens the assessment of competence in this area.

#### 4) More Clarification of Field Experiences

The field experiences chart has been revised to include specific age groups and types of setting. Field experiences will be tracked so the number of hours each candidate spends in each setting will be documented. Descriptions of the courses and lab hours as well as type of settings are included in the revised report. Candidates' experiences with culturally and linguistically diverse families have been included in the assessments.



**OHIO**  
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November 19, 2008

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School of Hearing, Speech  
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School of Human and  
Consumer Sciences  
Grover Center W324  
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School of Nursing  
Grover Center E365  
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School of Physical Therapy  
Grover Center W290  
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School of Recreation and  
Sport Sciences  
Grover Center E160  
T: 740.593.4656

Division of Campus Recreation  
Ping Center  
T: 740.597.CREC

WellWorks  
Grover Center E124  
T: 740.593.2093

**Euene Geist**  
Associate Professor  
School of Human and Consumer Sciences  
Grover Center W351  
Athens, Ohio 45701

Dear Gene:

I would like to take a moment to formally thank you for your participation on the recent student grade appeal review committee. I appreciate your willingness to give your time during all the hectic activity of finals week. It was obvious that you and the other panel members spent considerable time reviewing the large packet of materials you received relating to the appeal. Your time and attention helped to assure that the student received a fair hearing of his case and that a fair resolution was achieved.

Sincerely,

**Randy Leite**  
Associate Dean for Academic Affairs

cc: Gary Neiman, Dean CHHS



Purchasing Department

HDL Center 205  
P.O. Box 640  
Athens OH 45701-2979  
740-593-1960 phone  
740-593-2144 fax



OHIO UNIVERSITY

March 9, 1999

Cathy Waller, Administrator  
Putnam Child Development Center  
Ohio University  
Athens, OH 45701

Dear Cathy:

Enclosed is the Request for Proposal (RFP) we recently sent out to potential ChildCare providers for the facility being renovated at the Ridges. As you know, the University is considering outsourcing ChildCare. I understand however, that Putnam is interested in submitting a proposal to provide, in-house, the expanded care expected at the new facility.

In order to allow the evaluation committee to make an equitable comparison and fair judgement in this matter, I would ask you to provide your sealed proposal to the Purchasing Department using the same guidelines and timeframe shown on the attached RFP. Your response will be processed and reviewed with the same care, attention and confidentiality extended to any bidder.

As always, please don't hesitate to give me a call if you have any questions.

Sincerely

A handwritten signature in cursive script, appearing to read "Mary".

Mary Patacca  
Director  
3-1965



# OHIO UNIVERSITY

College of Health and  
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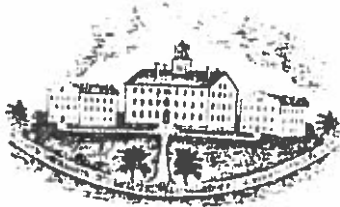
WellWorks  
Grover Center E124  
T: 740.593.2093

**DATE:** September 9, 2008  
**TO:** Gene Geist, Human and Consumer Sciences  
**FROM:** Gary S. Neiman, Dean  
**SUBJECT:** College Committee Appointment

I am pleased to announce your appointment to the Faculty Advisory Committee. I appreciate your willingness to assume this role and know of the additional work this adds to your schedule. This committee will meet frequently during the year. The first meeting will be to review its charge and establish a procedure for setting meeting times and conducting business.

The 2008-2009 Faculty Advisory Committee is comprised of the following individuals:			
Name	Representing	Address	Phone
Gene Geist	HCS (Tenured)	W351 Grover	3-2882
Vince Wojtas	HCS (Pre-Tenured)	W370 Grover	3-4492
Michelle Price	HCS (Group II)	W346 Grover	3-2885
Doug Bolon	HLTH (Tenured)	E348 Grover	3-0750
Helmut Paschold	HLTH (Pre-Tenured)	E336 Grover	3-4680
James Montgomery	HSLs (Tenured)	W231 Grover	3-1412
Joann Benigno	HSLs (Pre-Tenured)	W222 Grover	7-4149
Sharon Mullen	NRSE (Tenured)	E360 Grover	3-4492
Therese Snively	NRSE (Pre-Tenured)	E354 Grover	7-1258
Gary Chleboun	PT (Tenured)	W293 Grover	3-1210
David Russ	PT (Pre-Tenured)	W279 Grover	566-0022
Petra Williams	PT (Group II)	W85 Grover	3-9346
Andy Kreutzer	RSPS (Tenured)	E178 Grover	3-9495
David Ridpath	RSPS (Pre-Tenured)	E173 Grover	3-9496
Sharon Noel	RSPS (Group II)	E152 Grover	3-4644

  
Gary S. Neiman, Ph.D.



OHIO UNIVERSITY

## Interoffice Communication

**Date:** February 18, 1999

**To:** Gene Geist

**From:** Margy Goodwin *MG*

**Subject:** Precollege Advising

I was pleased to hear that you will be helping with the academic advising portion of new student orientation (precollege) by working with the early childhood education majors who will be starting school in the fall quarter 1999. Thank you so much for agreeing to do so.

Enclosed is the schedule of all of the sessions. The first-year students attend a two day session. We see the students in an afternoon session for one hour (usually is scheduled sometime between the hours of 2:30 p.m. and 4:00 p.m.--I'll let you know the specific time when I know what it is) and then the next morning we meet with them usually from 8:30 a.m. until 10:00 a.m. as they actually put together their schedule of classes.

The transfer student sessions are typically full one day programs. They usually schedule our advising session in the afternoon and they last approximately three hours. On those days indicated as transfer student days on the schedule please reserve the entire afternoon for now until I can provide you with a more specific time.

Note also that there will be the final precollege session for those students who could not attend an orientation during the summer on Sunday, September 5th (this is the day before Labor Day). They have not yet designated at what time our advising session will be held but it will most likely be for a couple of hours in the afternoon. This session will include both incoming first-year students and transfer students.

Would you please remind me when we get closer to the time to provide you with an outline of the information which should be covered in the academic information portion of the advising sessions? It is important that we are consistent across the college in terms of the general academic information we present to these students...it's the only time we have everyone together with the same reference materials (catalogs, schedule of classes booklets, etc.).

Please call me at 3-9334 if you have any questions about the precollege schedule. Thanks again and I look forward to working with you.

Enc.

# Ohio University

PreCollege Office  
Ohio University  
Chubb Hall 140  
Athens, Ohio 45701-2979

740-593-1951  
Fax: 740-593-0206  
<http://www.cnts.ohiou.edu/~ucdept>

JAN 07 1999

Date: January 5, 1999  
To: The University Community  
From: Andy Cinoman, Precollege Director *Andy*  
Re: PRECOLLEGE 1999

These are this year's Precollege sessions for students entering the university Fall Quarter 1999.

## First-Year Students

### Week 1

July 19/20 (Monday)  
July 20/21  
July 21/22  
July 22/23  
July 23/24

### Week 2

July 28/29 (Wednesday)  
July 29/30

### Week 3

Aug 2/3 (Monday)  
Aug 3/4  
Aug 4/5  
Aug 5/6

### Week 4

Aug 9/10 (Monday)  
Aug 10/11  
Aug 11/12  
Aug 12/13

## Transfer Students

### Week 2

July 26 (Monday)  
July 27 (Tuesday)

### Early Transfer Orientation (FINAL admits only)

July 9 (Friday)

Precollege for first-year students is an overnight program beginning the first day at 10:15 a.m. and ending the second day by noon. The transfer sessions are one day only, beginning at 8:00 a.m. and ending by 5:00 p.m. Each Precollege session includes a program for parents as well as students.

Precollege invitations will be mailed the first week of May. Confirmation letters are sent as we receive reservation requests. Brochures describing the 1999 Precollege program will be distributed to the university community later.

New students for Fall Quarter 1999 who cannot attend one of the sessions in July or August will participate in Precollege on September 5.

Questions about Precollege from students or parents should be directed to Neda Mitchell at 593-1951.



College of Health and Human Services

April 15, 2002

Gene Geist, Ph.D.  
Assistant Professor  
Human and Consumer Sciences  
W351 Grover Center  
Athens, OH 45701

Dear Gene:

On behalf of the Dean's Office, I wanted to extend my sincere appreciation for the role you played in the March 9, 2002 Campus Preview Day. Recruitment of a diverse group of high quality students is extremely high on the College's agenda. Your participation in this important activity is critical to our ability to place the College, Schools, and majors in the most favorable light.

Thank you for your fine service to the College of Health and Human Services.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gary", is written over a faint, larger version of the same signature.

Gary S. Neiman, Ph.D.  
Dean



College of Health and Human Services

May 7, 2001

Eugene Geist  
School of Human & Consumer Sciences  
Tupper 201D  
Ohio University  
Athens, OH 45701

Dear Gene:

On behalf of the Dean's Office, I wanted to extend my sincere appreciation for the role you played in the Admissions Office Spring 2001 Preview Day. Recruitment of a diverse group of high quality students is extremely high on the College's agenda. Your participation in this important activity is critical to our ability to place the College, Schools, and majors in the most favorable light.

Thank you for your fine service to the College of Health and Human Services.

Sincerely,

A handwritten signature in dark ink, appearing to read "G. Neiman", is written over a faint, circular official stamp.

Gary S. Neiman  
Dean



Office of the Dean  
College of Health and Human Services  
OHIO UNIVERSITY  
Athens, OH 45701-0000

August 19 2002

Eugene Geist, Ph.D.  
Assistant Professor  
Human & Consumer Sciences  
Grover Center W351  
Athens, Ohio 45701

Dear Gene:

On behalf of the Dean's Office, I wanted to extend my sincere appreciation for the role you played in the June 29 and August 3, 2002 Campus Preview Days. Recruitment of a diverse group of high quality students is extremely high on the College's agenda. Your participation in this important activity is critical to our ability to place the College, Schools, and majors in the most favorable light.

Thank you for your fine service to the College of Health and Human Services.

Sincerely,

Gary S. Neiman, Ph.D.  
Dean



College of Health and Human Services

**DATE:** September 27, 2002  
**TO:** Gene Geist, Human and Consumer Sciences  
**FROM:** Gary S. Neiman, Dean  
**SUBJECT:** College Committee Appointment

I am pleased to announce your appointment to the College Curriculum Committee. I appreciate your willingness to assume this role and know of the additional work this adds to your schedule. This committee meets frequently during the year. The first meeting will be to review its charge and establish a procedure for setting meeting times and conducting business.

The 2002-2003 Curriculum Committee is comprised of the following individuals:

<u>Name</u>	<u>Representing</u>	<u>Address</u>	<u>Phone</u>	<u>Alternate</u>	<u>Phone</u>
Beth VanDerveer, Chair	Recreation & Sport	E150 Grover	3-0235	Sue Bullard	3-0234
Michele Morrone	Health Sciences	E325 Grover	3-1223	Doug Bolon	3-0750
Sally Marinellie	Hearing-Speech-Lang	E233 Grover	3-1417	Erika Zettner	3-1420
Gene Geist	Human & Consumer	W351 Grover	3-2882	Christine Nerad	3-2885
Sharon Mullen	Nursing	OU Chillicothe	774-7200 Ext.254	Carla Phillips	3-4494
Dennis Cade	Physical Therapy	W275 Grover	3-1210	Po Hickenbottom	3-1209
	Undergrad Student				
Lee Cibrowski	Dean's Office	W380 Grover	3-9336		
Linda Lockhart	Dean's Office	W377 Grover	3-1433		

  
\_\_\_\_\_  
Gary S. Neiman, Ph.D.

cc: Lee Cibrowski





College of Health and Human Services  
100 W. Green Dr.  
Athens, OH 45701

Office of the President  
100 W. Green Dr.  
Athens, OH 45701

**DATE:** September 20, 2000  
**TO:** Gene Geist, Human & Consumer  
**FROM:** Gary S. Neiman, Dean  
**SUBJECT:** College Committee Appointment

I am pleased to announce your appointment to the College Curriculum Committee. I appreciate your willingness to assume this role and know of the additional work this adds to your schedule. The committee will meet at least once during the fall quarter to review its charge and establish a procedure for setting meeting times and conducting business. Beth VanDerveer, Chair, will be contacting you concerning the time and date of the first meeting.

The 2000-2001 Curriculum Committee is comprised of the following individuals:

<u>Name</u>	<u>Representing</u>	<u>Address</u>	<u>Phone</u>	<u>Alternate</u>	<u>Phone</u>
Beth VanDerveer, Chair	Recreation & Sport	318C RTEC	3-0235	Sue Bullard	3-0234
Ruth Waibel	Health Sciences	302 Tower	3-0639	Steve Hohman	3-0434
Brooke Hallowell	Hearing & Speech	208 Lindley	3-1356	Dean Christopher	3-1416
Gene Geist	Human & Consumer	201D Tupper	3-2882	Melani Duffrin	3-2879
Sharon Denham	Nursing	305A McCracken	3-4494	Sharon Mullen	3-4494
Dennis Cade	Physical Therapy	180 Convo	3-1210	Po Hickenbottom	3-1209
Alison Berry	Undergrad Student	98 W. Green Dr. #209	597-5121		

Gary S. Neiman, Ph.D.

cc: Lee Cibrowski

Office of the Dean

College of Health and  
Human Services  
Grosvenor Hall 014  
Athens OH 45701-2979  
740-593-9336 phone  
740-593-0285 fax

OHIO UNIVERSITY

December 6, 1999

Eugene Geist  
School of Human and Consumer Sciences  
201D Tupper Hall

Dear Gene:

Thank you for agreeing to serve on the Child Development Center (CDC) review committee. The members of the committee are:

Tootie Overby, Director, School of Physical Therapy (chair)  
Grace Essex, Consultant, early Childhood Education, Ohio  
Department of Education (outside member)  
Regina Weade, Professor, College of Education, and  
Director, Center for Partnerships  
Eugene Geist, Assistant Professor, School of Human and Consumer Sciences  
Helen Ezell, Associate Professor, School of Hearing and Speech Sciences

I am enclosing for your review a copy of the self study prepared by our CDC Administrator, Cathy Waller. The purpose of your review is as follows:

- a. evaluation of current viability of the center
- b. evaluation of current funding strategies
- c. evaluation of potential future viability
- d. evaluation of future funding strategies
- e. recommendation regarding increased support, continuation at current level, reduction or elimination of the center

I will schedule a brief meeting for early January during which time we can review the charge and establish a timetable. My secretary, Susan Sheppard, will be in contact with you via e-mail to determine a mutually agreeable meeting time. I am hopeful that your committee can complete its work and submit its recommendations to me by the close of Winter Quarter 2000.

Eugene Geist  
Page 2  
December 6, 1999

Your work on this committee is extremely important to the College of Health and Human Services, and I appreciate your willingness to serve.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gary S. Neiman", written in a cursive style.

Gary S. Neiman, Ph.D.  
Dean

xc: John Bantle, Vice President for Research  
James Heap, Dean, School of Education  
Ann Paulins, Director, School of Human and Consumer Sciences  
Cathy Waller, Administrator, Child Development Center  
Norman Garber, Director, School of Hearing and Speech Sciences

November 19, 2002

Dear Gene:

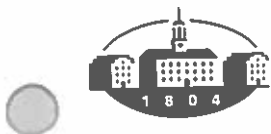
Please accept my thank you for your participation in the "Scholars Day Academic Information Sessions" and the two "Fall Campus Preview Day" visitation programs. Without the support and dedication of our faculty and Student Advisory Council members, these programs would not exist. Your willingness to give of your time exemplifies the commitment the College of Health and Human Services strives to achieve.

Thank you again for your participation. It did not go unnoticed.



---

Gary S. Neiman, Ph.D.  
Dean



OHIO  
UNIVERSITY  
Office of the President

Cutler Hall  
Athens OH 45701-2979

August 1, 2005

Eugene Geist  
Grover Center W351  
Ohio University  
Athens, OH 45701

Dear Dr. Geist,

The purpose of my letter is to ask you to serve as a member and chair of the Ohio University Research Council. If you accept my invitation, your membership term would begin on September 1, 2005 and continue through August 31, 2008. Your one-year term as committee chair would begin on September 1, 2005 and continue through August 31, 2006. A copy of the statement of function and scope is enclosed.

I hope you will accept this appointment. Your service to the university is greatly appreciated. Please return the enclosed response card as soon as possible to indicate your decision.

Cordially,

Dr. Roderick J. McDavis  
President

Enclosures

cc: Dr. Phyllis Bernt, Chair of the Faculty Senate  
Committee on Committees



OHIO  
UNIVERSITY

Faculty Senate

May 26, 2005

Pilcher House 202  
Athens OH 45701-2979

T: 740.593.2641  
F: 740.597.1277  
[www.ohio.edu/facsen/  
welcome.htm](http://www.ohio.edu/facsen/welcome.htm)

Dr. Eugene Geist  
Human and Consumer Sciences  
Grover Center W351  
Ohio University  
Athens, OH 45701

Dear Dr. Geist,

Congratulations on your election as a Faculty Senate alternate.

As an Alternate to the Senate, you will be kept informed of Senate issues so that you have the information you need to participate in Senate meetings should you be called to serve as a substitute. You will receive meeting agendas about ten days before each monthly meeting, as well as copies of resolutions for discussion as soon as they are available. I hope, your schedule permitting, that you will attend Senate meetings even if you are not substituting for a Senator.

Regular Faculty Senate meetings are on the third Monday during fall quarter (September, October, and November); on the second Monday during winter quarter (January, February, and March); and on the third Monday during spring quarter (April, May, and June). There are no meetings in December, July, or August. Senators who are unable to attend a Senate meeting are asked to inform Terri Chambers in the Senate Office as soon as possible, so that she can contact Alternates to arrange for their attendance at the meeting. That notification is unfortunately sometimes at the last minute; and we appreciate the willingness of Senate Alternates to step in, often on short notice, to assure that the Senate can continue to conduct its business. Should you need to contact Terri, she can be reached in the Senate Office at 593-2641 or by email at [chambet1@ohio.edu](mailto:chambet1@ohio.edu).

Thank you for your service to the Ohio University Faculty Senate. I look forward to working with you in behalf of the faculty.

Sincerely,

Phyllis Bernt  
Chair, Faculty Senate



OHIO  
UNIVERSITY

Office of the Vice President  
for Research

Research and Technology  
Center 120  
Athens OH 45701-2979

T: 740.593.0370  
F: 740.593.0380  
[www.ohio.edu/research/](http://www.ohio.edu/research/)

July 21, 2005

Dr. Eugene Geist  
Human & Consumer Sciences  
Grover Center W351

Dear Dr. Geist:

Thank you for your valuable service on the Ohio University Research Council Committee. I know there are increasing demands on your time and deeply appreciate your willingness to assist Ohio University in promoting the very best research, scholarship and creative activity. Your continued support and guidance are invaluable.

Sincerely,

John A. Bantle  
Vice President for Research

cc: Gary Neiman, Dean, College of Health & Human Services  
V. Ann Paulins, Director, Human & Consumer Sciences  
OURC General File



**OHIO**  
UNIVERSITY  
University College

Chubb Hall 140  
Athens OH 45701-2979

T: 740.593.1935  
F: 740.593.0206  
university.college@ohio.edu  
www.ohio.edu/univcollege

March 20, 2008

*Thanks, Gene!*

Eugene Geist  
Human and Consumer Sciences  
W351 Grover Center

Dear Gene:

I write to thank you for the time and effort you have given to advising University College students as a faculty advisor. I also want to ask you to consider expanding your role in assisting our first year undecided students.

As you may know, in Fall Quarter 2007 we began a new initiative that required all incoming first year students in University College to enroll in a Learning Community (LC). The core course within each of these Learning Communities was UC 115, The University Experience. This new initiative was a demonstrable success as 60% of our first year students achieved a 3.00 GPA or higher in their first quarter. Also, the academic probation rate for UC students declined from 14.6% in Fall 2006 to 8.7% for Fall 2007. We should not be surprised by these results, as research supports the critical role that a student's first term experience plays in academic success and student satisfaction.

With such a promising start, we intend to continue requiring all incoming first year students in UC to take UC 115 and join a Learning Community in Fall 2008. In addition, we want to enhance further our students' first year experience by integrating our UC advisors into the LC model. We began the process this fall, with 18 of our 53 UC 115 instructors serving as both the teacher and advisor for their UC 115 class/UC Learning Community. Additionally, some UC faculty advisors who were not able to commit to the teaching-advising model did volunteer to advise a full LC or half of a LC. I have enclosed a brochure that allows some of your colleagues to speak to you from their perspective on the benefits and rewards of this model.

In Fall Quarter 2008, I would like to offer you three options for working with our first year University College students:

- Serve as an instructor for UC 115 and advise the 15-20 students in the associated Learning Community. To apply for this option, please go to [www.ohio.edu/univcollege/instructor](http://www.ohio.edu/univcollege/instructor) and complete the on-line application.
- Work in collaboration with a UC 115 instructor, serving as the academic advisor to 15-20 students in a UC Learning Community.
- Advise 8-10 students (half of a Learning Community) as part of a two person advising team.



To recognize the effort and commitment required of our UC 115 teachers and UC advisors, we will pay you a stipend to accept these responsibilities. The UC 115 compensation chart is posted at [www.ohio.edu/univcollege/instructor](http://www.ohio.edu/univcollege/instructor), as is the full job description. The advising stipend will be \$400/quarter for advising a full LC and \$200/quarter for advising half of a LC. Advisors will be expected to participate in an advising workshop prior to fall quarter, to attend occasional workshops during the academic year, to meet with the LC at least once in the UC 115 class fall quarter, and to meet one-on-one with advisees fall, winter, and spring quarters.

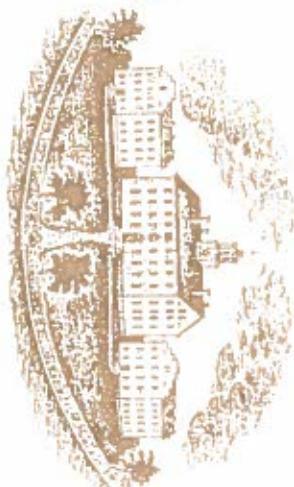
Please indicate your interest in serving as a UC 115 instructor and/or University College academic advisor by returning the form attached to the brochure by April 15. If you are choosing the option that includes teaching UC 115, please also apply on-line at [www.ohio.edu/univcollege/instructor](http://www.ohio.edu/univcollege/instructor) by that date.

Sincerely,



David Descutner  
Dean, University College

DD:tb  
Enclosure



# Ohio University

Dr. Gene Geist

*In appreciation of your  
dedication and service to the  
Department of Residence Life.  
Thank you for your contributions as a  
Faculty Associate in James Hall  
2000-2001*

*Barbara A. Wasserman*

Barbara A. Wasserman, Associate Director

*[Signature]*  
Dr. Joseph A. Burke, Director



**Dr. Eugene Geist**

In appreciation of your dedication and service to the  
Department of Residence Life.

Thank you for your contributions as an O.U. Partner  
1998-1999

Barbara A. Wasserman, Associate Director

Dr. Joseph A. Burke, Director



OHIO  
UNIVERSITY  
Office of the President

Cutler Hall  
Athens OH 45701-2979

October 22, 2007

Dr. Eugene Geist  
Associate Professor  
Human and Consumer Sciences  
Grover Center W351  
Ohio University

CAMPUS MAIL

Dear Dr. Geist,

The purpose of my letter is to ask you to serve as Chair of the Research Council. If you accept my invitation, your term would begin immediately and continue through August 31, 2008. A copy of the statement of function and scope is available at:

<http://www.ohio.edu/facultysenate/standingcomm/OU-Research-Council-page.cfm>

I hope you will accept this appointment. Please return the enclosed response card as soon as possible to indicate your decision.

Cordially,

Roderick J. McDavis  
President

Enclosure

cc: Dr. Sergio Lopez, Chair of the Faculty Senate  
Committee on Committees



OHIO  
UNIVERSITY  
Office of the President

Cutler Hall  
Athens OH 45701-2979

August 10, 2006

Dr. Eugene Geist  
Grover Center W351  
Ohio University  
Athens, OH 45701

Dear Dr. Geist,

The purpose of my letter is to ask you to serve as chair of the Ohio University Research Council. If you accept my invitation, your one-year term as committee chair would begin on September 1, 2006 and continue through August 31, 2007. A copy of the statement of function and scope is enclosed.

I hope you will accept this appointment. Your service to the university is greatly appreciated. Please return the enclosed response card as soon as possible to indicate your decision.

Cordially,

Dr. Roderick J. McDavis  
President

Enclosures

cc: Dr. Phyllis Bernt, Chair of the Faculty Senate  
Committee on Committees



OHIO  
UNIVERSITY

Office of the Vice President  
for Research

Research and Technology  
Center 120  
Athens OH 45701-2979

T: 740.593.0370  
F: 740.593.0380  
[www.ohio.edu/research/](http://www.ohio.edu/research/)

March 31, 2006

Eugene Geist, Ph.D.  
Human and Consumer Science  
W351 Grover Center

Dear Dr. Geist:

I would like to thank you for your valuable service on the Ohio University Research Council Committee. I know there are increasing demands on your time and deeply appreciate your willingness to assist Ohio University in promoting the very best research, scholarship and creative activity. Your continued support and guidance are invaluable.

Sincerely,

John A. Bantle  
Vice President for Research

cc: Gary Neiman, Ph.D., Dean, College of Health & Human Services  
V. Ann Paulins, Ph.D., Director, School of Human & Consumer  
Sciences  
OURC General File



OHIO  
UNIVERSITY

Office of the Vice President  
for Research

Research and Technology  
Center 120  
Athens OH 45701-2979

T: 740.593.0370  
F: 740.593.0380  
[www.ohio.edu/research/](http://www.ohio.edu/research/)

May 18, 2006

Gene Geist  
Human and Consumer Sciences  
W351 Grover Center

Dear Dr. Geist:

I would like to thank you for your valuable service as a judge for the Student Research and Creative Activity Fair. Approximately 450 undergraduate, graduate and medical students presented posters and performances about their original work, which ranged in subject from educational studies and plant biology to health and fine arts. With your help we were able to select more than 120 students to receive a total of \$20,000 in prize money. In addition, judging from the number of empty pizza boxes, we also had close to 1600 attendees, including students, faculty and staff, local high school students and members from the community.

I know there are increasing demands on your time and deeply appreciate your willingness to assist Ohio University in promoting the very best research, scholarship and creative activity.

Sincerely,

John A. Bantle  
Vice President for Research

cc: Gary Neiman, Dean



OHIO  
UNIVERSITY

Faculty Senate

Pilcher House 202  
Athens OH 45701-2979

T: 740.593.2641  
F: 740.597.1277  
[www.ohio.edu/facsen/  
welcome.htm](http://www.ohio.edu/facsen/welcome.htm)

April 30, 2004

Eugene Geist  
Human and Consumer Sciences  
Grover Center W351  
Ohio University  
Athens, OH 45701

Dear Eugene,

I wish to take this opportunity to thank you for your willingness to participate in this year's Ohio University Faculty Senate election. You were elected as an alternate representative from your college. When the elected representative from your unit is unable to attend a regular Senate meeting, we will call on you to represent your colleagues at that meeting.

Again, thank you for sharing our belief in shared governance at Ohio University. Together, we can, and will, make a difference.

Sincerely,

H. Hugh L. Bloemer  
Chair, Ohio University Faculty Senate





Department of Residence Life

May 8, 2002

Dr. Eugene Geist  
Human and Consumer Sciences  
W351 Grover Center  
Ohio University  
Athens, OH 45701

Dear Dr. Geist:

As a condition of judicial sanction, Lindsey Widener was required to interview two Ohio University faculty at or above the rank of instructor and prepare a definition of "critical thinking." A copy of her written work is enclosed; she has been notified that you will receive this material.

In addition to your teaching, writing, and research, thank you for participating with the Department of Residence Life in the education of students.

Respectfully,

A handwritten signature in black ink that reads "Frank Robinson". The signature is written in a cursive, slightly slanted style.

Frank Robinson, Ph.D.

Assistant Director of Residence Life/South Green

encl.

**Lindsey Widener**

### ***The Meaning of Critical thinking***

Critical thinking is the ability to take and evaluate materials and bring them together to form your own original thought. To think critically is to seriously consider all of the possible effects, and evaluate a decision or matter at every possible angle.

According to Professor Ame Wilson, "to think critically is to evaluate materials and come to your own conclusions based on what you believe is right. " *In every situation and in every possible decision that you are faced with, you must think critically about the consequences, the decision itself, and everything else that goes along with it.* Professor Eugene Giest refers to critical thinking as, "the ability to take a bunch of separate ideas or uncoordinated ideas and bring them together in an original thought or synthesis."

*Thinking critically is essential to developing the right choice and most of all, learning how that choice can affect you.*



Office of Student Activities

188 120 111 2008  
111 100 111 111  
111 111 111 111

July 29, 2002

Brent Hammer  
Theta Chi Fraternity  
117 E. State St.  
Athens, OH 45701

Dear Brent:

*Spring Quarter 2002	
Chapter G.P.A .	2.845
Combined All-University	
Men's/Women's G.P.A.	:2.992
All-University Men's G.P.A.	:2.805
All-University Women's G.P.A.	:3.149
All-Fraternity G.P.A.	:2.816
All-Sorority G.P.A.	:3.189

Congratulations! Your chapter has achieved the grade point average as noted in the Ohio University Academic Requirements Policy. The Policy states that each quarter your chapter is to maintain a minimum grade point average of 2.40 or above.

Attached you will find the Academic Performance Report of the Greek community for Spring Quarter 2002.

The Academic Performance Report (APR) is compiled from the "official membership roster" which your chapter submits to the Office of Student Activities. The APR is utilized in presenting academic information to the Ohio University President, the Greek Life Committee, the Dean of Students, the Vice President for Student Affairs, and the Office of Institutional Research. The APR is also sent to Inter/national headquarters to assist them in evaluating chapters when presenting academic awards. Thus, it is highly important for you to ensure the "official membership roster" is always correct and up-to-date.

The APR provides quarterly and accumulative academic information for each chapter, the sorority and fraternity communities, and the Greek community as a whole. The grade point average, rank, and number of members grouped by initiates, pledges/associate, and the whole chapter are provided.

The Membership Affiliation Report reflects where students reside and provides breakdown for the three academic quarters.

Please note that there are some chapters that do not have a grade point average and were not included in the overall ranking. This is because no listing was provided to our office to utilize in computing this information.

I trust this information will be utilized by your chapter as academic goals are developed and scholarship programs are implemented. Please feel free to contact me if you have any questions.

Sincerely,

Michael L. Sprinkle

Assistant Director for Fraternity  
and Sorority Affairs

Enclosures

xc: Chapter Scholarship Officer  
Chapter Advisor  
Chapter House Corporation Contact Officer  
National Executive Office  
Chapter file

OFFICE OF THE PRESIDENT  
CUTLER HALL  
ATHENS - OHIO 45701-2079

OHIO UNIVERSITY

August 30, 1999

Dr. Eugene Geist  
Tupper Hall 201D  
CAMPUS MAIL

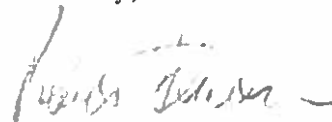
Dear Dr. Geist:

I would like to take this opportunity to ask you to serve as a member of the Institutional Review Board for Review of Research Involving Human Subjects. The term begins September 1, 1999, and ends on August 31, 2002.

A copy of the statement of function and scope is enclosed.

I hope you will be willing to accept this appointment. Your service to the university is appreciated. Please return the enclosed card as soon as possible to indicate your decision.

Sincerely,



Robert Glidden  
President

RG:cc  
Enclosures  
c: Dr. Gary Pfeiffer, Chair  
Committee on Committees

OFFICE OF THE PRESIDENT  
CUTLER HALL  
ATHENS - OHIO 45701-2979

OHIO UNIVERSITY

September 22, 1998

Professor Eugene Geist  
Tupper Hall 201D

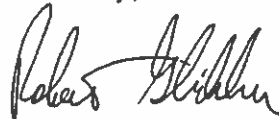
Dear Professor Geist:

I would like to take this opportunity to ask you to serve as a member of the Child Care Committee. The first informational meeting will be held on Tuesday, September 29 at 9 a.m. in the third floor conference room of the HDL Center on Union Street.

A copy of the statement of function and scope is enclosed.

I hope you will be willing to accept this appointment. Your service to the university is appreciated. Please return the enclosed card as soon as possible to indicate your decision. I look forward to seeing you on the 29<sup>th</sup>.

Sincerely,



Robert Glidden

Enclosure

## Child Care Committee

The Child Care Committee reviews, coordinates, and serves as an advocate for the establishment of an on-site child care facility and will serve as an advisory group for the initiation and implementation of policies and programs at the center. The committee will also assist in educating, consulting and advising the University and the community regarding these activities and will promote and ensure that initiatives appeal to a broad cross-section of this group.

The Committee reports to the Office of the President.

- |   |  |
|---|--|
| 1. Joan S McMath<br>title: Professor<br>McCracken Hall 105C<br>phone: (740)593-4488<br>email: mcmath@oak.cats.ohiou.eduAmy C Sasack | 8. Mark Mathews<br>Asst Dir, Campus Safety<br>Scott Quad 563<br>phone: (740)593-1911<br>email: mathewsm@ouvaxa.cats.ohiou.edu                          |
| 2. Terry L Swank<br>title: Lead Master Teacher<br>Putnam Hall 110<br>phone: (740)593-1819<br>email: swank@oak.cats.ohiou.edu        | 9. Mark Kesler<br>Mgr, Technical Support<br>McKee House 507<br>phone: (740)593-1649<br>email: kesler@oak.cats.ohiou.edu                                |
| 3. Patricia H Gyi<br>title: Dir, Equity Prgms<br>Grosvenor Hall 203<br>phone: (740)593-2149<br>email: gyip@ouvaxa.cats.ohiou.edu    | 10. Nicolette Dioguardi<br>title: Assoc Director<br>Picher House 220<br>phone: (740)593-2625<br>email: dioguard@oak.cats.ohiou.edu                     |
| 4. William Y Smith<br>title: Exec Asst To Pres<br>Crewson House 101<br>phone: (740)593-2620<br>email: smithw1@oak.cats.ohiou.edu    | 11. Barbara W Reeves<br>Assoc Provost For Academic Affairs<br>Cutler Hall 311<br>phone: (740)593-2577<br>email: reevesb@oak.cats.ohiou.edu             |
| 5. Joni Schaller<br>Learning Skills Facilitator<br>Grosvenor Hall 030<br>phone: (740)593-2135<br>email: schallej@oak.cats.ohiou.edu | 12. Eric S Gustafson<br>Grad Student Senate<br>20 Ball Drive, Apt. A<br>Athens, OH 45701<br>phone: (740)594-5617<br>email: eg255786@oak.cats.ohiou.edu |
| 6. Crompton B Burton<br>Assoc V.p. For Univ<br>Cutler Hall 240<br>phone: (740)593-2563<br>email: burtonh@oak.cats.ohiou.edu         | 13. Gwendolyn "Chris" Taylor<br>Asst V.P. For Administration<br>Cutler Hall 209<br>phone: (740)593-2558<br>email: taylorg@oak.cats.ohiou.edu           |
| 7. Greg Coen<br>email: coeng@oak.cats.ohiou.edu<br>Building #37, Room 331   | 14. Eugene A Geist<br>title: Asst Professor<br>Tupper Hall 201D<br>phone: (740)593-2882<br>email: geist@oak.cats.ohiou.edu                             |

**COMMUNITY:**

15. Jan Hodson  
45 Graham Drive  
Athens, OH 45701

16 Betsy Beringer  
Ohio University Inn  
331 Richland Avenue  
Athens, OH 45701

17. Sheila Lorion  
86 E. Columbus Street  
Nelsonville, OH 45764

18. Rene Glidden  
29 Park Place  
Athens, OH 45701

19. Nancy Prichard Crist  
Cutler Hall 108

OFFICE OF THE PRESIDENT  
CUTLER HALL  
ATHENS - OHIO 45701-2979

OHIO UNIVERSITY

September 25, 2002

Dr. Eugene Geist  
Human and Consumer Sciences  
Grover Center W351  
CAMPUS MAIL

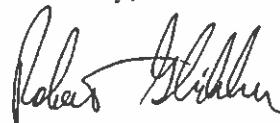
Dear Dr. Geist:

I would like to take this opportunity to ask you to serve as a member of the Research Committee. The term begins September 1, 2002, and ends on August 31, 2005.

A copy of the statement of function and scope is enclosed.

I hope you will be willing to accept this appointment. Your service to the university is appreciated. Please return the enclosed response card as soon as possible to indicate your decision.

Sincerely,



Robert Glidden

Enclosures

c: Dr. Hugh Bloemer, Chair  
Committee on Committees





Faculty Senate  
202 calendar 01/11/02  
Others 01/14/01 - 01/01/02

May 3, 2002

Eugene Geist  
Human & Consumer Sciences  
Grover Center W351

Dear Eugene:

I want to congratulate you on your election as an Alternate to the Faculty Senate. Your colleagues have given you a substantial honor by selecting you to represent them on the Senate. On behalf of the Senate, let me say that we look forward to working with you.

The Faculty Senate meets as a whole once each month. Whenever a Senator is unable to attend a monthly meeting, you may be called upon to serve as an alternate. The Faculty Senate secretary will contact you in a timely manner.

As an alternate, you are invited to the May 13, 2002 meeting (Irvine 194) at 7:10 pm. The purpose of your attendance at this meeting is to introduce you to your fellow alternates and the Senators even though you cannot participate in the voting process. Please inform the Faculty Senate secretary (593-2641 or [chambet1@ohio.edu](mailto:chambet1@ohio.edu)) by noon on Monday, May 13, 2002, if you are able to attend.

The May meeting will conclude with a reception to welcome new Senators and Alternates; you are cordially invited. In the meantime, welcome and see you on the 13<sup>th</sup>.

Sincerely,

H. Hugh L. Bloemer  
Chair, Faculty Senate

William M. Owens  
Department of Classics

Ellis Hall  
Athens OH 45701-2979  
740-597-2101 phone  
740-597-2146 fax  
owensb@ohio.edu



OHIO UNIVERSITY

December 2, 2002

Ladies and Gentlemen:

Professor Gene Geist served on the Educational Policy and Student Affairs Committee (EPSA) of Faculty Senate when I was committee chair in AY 2000-2001. During this year EPSA became the first formal faculty entity to consider the draft for a new program in general education that was then evolving under the stewardship of the Ad hoc Steering Committee on General Education. The contribution of the EPSA Committee at this time was therefore indispensable for the success of the new program.

The discussion of the new program was intense; hard questions were asked and vital suggestions offered. Gene Geist was a part of this process. He attended every meeting, including one marathon joint meeting of EPSA and the Ad hoc Steering Committee during winter break of December, 2000. Gene was an active participant at these meetings. He represented the concerns of his department and college regarding the new program fairly and articulately. At the same time, he was open to seeing the proposal's opportunities and advantages. He was a first-rate committee member and his service did credit to his department and college.

Sincerely,

A handwritten signature in cursive script that reads "William M. Owens".

William M. Owens  
Associate Professor of Classics



Faculty Senate

May 9, 2000

Eugene Geist  
Human and Consumer Science  
Tupper Hall 201D

Dear Professor Geist,

I am pleased to be able to write to you that your colleagues have selected you to serve as an alternate on the Faculty Senate of Ohio University. From time-to-time the regular Senator from your college/campus may find themselves unable to attend the monthly meetings of the Senate. They will notify the Senate secretary of their impending absence and the secretary will then call an alternate Senator for that unit and ask them to attend the Senate meeting in place of the regular Senator. Under the circumstances you will have the same voting rights as any other Senator.

The Minutes of the Faculty Senate appear on the Senate's Web site so that you can stay abreast of the current discussions. Thank you for your willingness to participate in shared governance at Ohio University.

Sincerely yours,

A handwritten signature in dark ink, which appears to read "Gary V. Pfeiffer". The signature is fluid and cursive.

Gary V. Pfeiffer, Chair  
Ohio University Faculty Senate



Faculty Senate

May 19, 2000

TO: Eugene Geist

FROM: Gary Pfeiffer, Chair, Faculty Senate

SUBJECT: Senator Replacement for College of Health and Human Services

Douglas Bolon, a Health Sciences Associate Professor, and also a Senator of the Faculty Senate wishes to resign for the last year of his term. Since you are the first alternate for the College of Health and Human Services, I am asking you to fill his place by taking the one year term (ending in 2001) of Professor Bolon.

Sincerely,



Gary Pfeiffer, Chair  
Faculty Senate

GVP:ts



Office of the Vice President for Research  
Research Center, 120, Adams Hall, 1-701, 2375

tel: 740-594-3379  
fax: 740-594-3380  
e-mail: vpr@ohio.edu

September 18, 2002

Dr. Eugene Geist  
Human and Consumer Sciences  
Grover W-351

Dear Dr. Geist:

I would like to express my appreciation for your valuable service to the Institutional Review Board (IRB) for Human Subjects Research. I realize that service on this committee entails many hours each week of reading research proposals that include human subjects and evaluating them based on a set of complex federal regulations.

Your contribution to this committee has been extremely helpful. Thank you again for your contributions.

Sincerely,

John A. Bantle, II  
Vice President for Research

cc: V. Ann Paulins, Chair, Human and Consumer Sciences  
Gary Neiman, Dean, Health and Human Services



OHIO  
UNIVERSITY  
Office of the President

Cutler Hall  
Athens OH 45701-2979

September 29, 2008

Dr. Eugene A. Geist  
Associate Professor  
Human and Consumer Sciences  
Grover Center W351  
Ohio University

CAMPUS MAIL

Dear Dr. Geist:

The purpose of my letter is to ask you to serve as a member of the Baker Fund Committee. If you accept my invitation, your term would begin immediately and continue through August 31, 2011. A copy of the statement of function and scope is available at:  
<http://www.ohio.edu/facultysenate/standingcomm/Baker-Fund-Committee-page.cfm>

I hope you will accept this appointment. Please return the enclosed response card as soon as possible to indicate your decision.

Cordially,

Roderick J. McDavis  
President

Enclosure

cc: Dr. Sergio Lopez, Chair of the Faculty Senate  
Committee on Committees



**OHIO**  
UNIVERSITY

Office of the Vice President  
for Research

Research and Technology  
Center 120  
Athens OH 45701-2970

T 740 593 0370  
F 740 593 0380  
[www.ohio.edu/research/](http://www.ohio.edu/research/)

April 25, 2008

**Eugene Geist**  
**Human and Consumer Science**  
**W351 Grover Center**

Dear Dr. Geist:

I would like to thank you for your valuable service on the Ohio University Research Council Committee. I know there are increasing demands on your time and deeply appreciate your willingness to assist Ohio University in promoting the very best research, scholarship and creative activity. Your continued support and guidance are invaluable.

Sincerely,

**James M. Rankin**  
**Interim Vice President for Research**

cc: Gary Neiman, Dean, College of Health & Human Services  
V. Ann Paulins, Director, School of Human and Consumer  
Sciences  
OURC General File



**OHIO**  
UNIVERSITY  
Office of the Vice President  
For Research

Office of the Vice President  
For Research

Research & Creative Activity Expo  
research.expo@ohio.edu

Thursday, May 29, 2008

Dear 2008 Research Expo Judge,

On behalf of the 2008 Research & Creative Activity Expo Committee, I would like to thank you for your participation in this year's event.

Your assistance was essential to the success of the Research and Creative Activity Expo, and contributed to making this event memorable for all those involved. There was a wonderful turnout for the Expo this year, and I hope we can count on your involvement next year to guarantee another successful event. Enclosed is a small token of our appreciation for your time and dedication.

Once again, thank you for helping to make the Research and Creative Activity Expo a great accomplishment!

Cordially,

*Anna Rankin*

Anna Rankin  
Special Projects Coordinator  
Office of University Events





August 10, 2011

Eugene Geist  
E154 Grover Center  
Athens, OH 45701

Dear Eugene Geist,

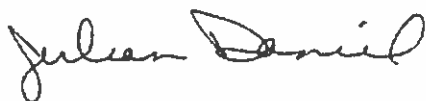
On behalf of the NAEYC Governing Board, I am writing to thank you for participating in the NAEYC Panel application process and invite you to serve on the NAEYC Consulting Editors Panel for a three-year term beginning September 1, 2011, and ending August 30, 2014.

Your role as a consulting editor would be to review and write a critique of approximately 12–15 manuscripts a year for NAEYC's journal *Young Children*. Effort is made to ask you to review manuscripts in your own area of specialization. The peer review system for manuscripts is a fundamental component of achieving and maintaining excellence in NAEYC publications, as well as stimulating the professional growth of authors. It is also possible you would be sent several book manuscripts or other draft publications to review during your three-year term.

Another aspect of the consulting editor role is identifying and nurturing potential authors and providing suggestions for all aspects of NAEYC's publications program. We welcome such comments at any time, but make special provision for this type of exchange at a brief meeting of the Consulting Editors Panel held each year in conjunction with the Annual Conference. This year's meeting will be held on Friday, November 4 from 7:00 to 9:00 a.m. in Orlando, Florida. NAEYC does not cover expenses for panel members to attend the Annual Conference.

Please return the enclosed forms to indicate your willingness to accept this appointment to be an NAEYC Consulting Editor. Or, you may send an email with the requested information to Mabel Yu, Assistant Editor, at [myu@naeyc.org](mailto:myu@naeyc.org). We need your response **no later than September 12**. Upon receipt of your acceptance, Derry Koralek (Editor in Chief, Periodicals and Related Resources), Bry Pollack (Editorial Director, Books and Related Resources), and Akimi Gibson (Deputy Executive Director), will communicate with you regarding the specific aspects of this responsibility. If you have any questions relative to your decision about this appointment, please call either Derry or Bry at (202) 232-8777 or (800) 424-2460.

Sincerely,



Jerlean E. Daniel, Ph.D.  
Executive Director

December 22, 2003

Dr. Gene Geist  
5773 Werkmeadows  
Cincinnati, Ohio 45701

Dear Professor Geist,

Thank you for agreeing to complete a review of Papalia, Feldman and Olds' *A Child's World Updated 9<sup>th</sup> Edition*. Your comments will be invaluable to the editorial team as well as to the author as we begin the publishing process of tenth edition.

While we appreciate any feedback you may have about this text, we would like you to specifically address in your review the questions that follow this letter. Whenever possible, please answer comparatively, referring to the text you are currently using. Please be as candid as possible in your response to these questions.

We hope to receive your review on or before January 16, 2004. We are pleased to offer you an honorarium of \$250 plus a \$50 bonus if you can turn the review in by 1/5/04. Any efforts on your part to return the review earlier than this date would be greatly appreciated. Please be sure to include your completed Reviewer Information Form, with your Social Security number, so that we may process your honorarium in a timely manner. If you prefer, your review can be sent via fax at (617) 375-2285 or via email to the email address below. Thank you again for your efforts on our behalf.

Sincerely,



Kate Russillo  
Editorial Coordinator, Psychology  
(617) 867-9832  
[kate\\_russillo@mcgraw-hill.com](mailto:kate_russillo@mcgraw-hill.com)

**National Association for the Education of Young Children**

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Fax 202-328-1846

[www.naeyc.org](http://www.naeyc.org)

September 27, 2007

Eugene A. Geist  
Associate Professor  
Ohio University  
W324 Grover Center  
Athens, OH 45701

Dear Eugene A. Geist,

As you know, your term on the NAEYC Consulting Editors Panel will be ending on September 30, 2007. On behalf of the entire staff of *Young Children*, I would like to thank you for your invaluable service over the past three years as a member of our panel of contributing editors. Your expertise and insight have allowed our authors to realize the full potential of their articles, and *Young Children* has been enhanced due to your efforts.

Under separate cover, we will be sending you a small token of our deep appreciation for your contribution to *Young Children* and early childhood education.

Sincerely,



Derry Koralek  
Editor, *Young Children*

From: "GCCl" <gcccl@charterinternet.com>  
Subject: **Acceptance to Editorial Advisory Board of SJI**  
Date: April 4, 2007 6:53:59 PM EDT  
To: "GCCl" <gcccl@charterinternet.com>

GCCI  
Not In Address Book

Dear Colleague,

It is my pleasure to inform you that you have been accepted to serve on our volunteer Editorial Advisory Board and as a reviewer for SJI. Please feel free to invite your colleagues to submit research articles to Scientific Journals International (SJI). And of course, you are always welcome to submit your own articles for publication consideration.

Thank you for your willingness to serve on our volunteer Editorial Advisory Board and as a reviewer for SJI.

Sincerely,

Neil A. Anderson  
Scientific Journals International (SJI)  
<http://www.scientificjournals.org>  
Telephone: 320-253-3139  
Fax: 320-252-2615  
Email: [gcccl@charterinternet.com](mailto:gcccl@charterinternet.com)

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August, 2005

Eugene Geist  
5 York  
Athen, GA 45701

Dear Eugene Geist:

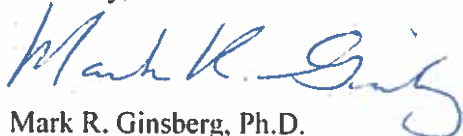
On behalf of the NAEYC Governing Board, I am writing to thank you for your service on the NAEYC Consulting Editors Panel and am pleased to invite you to serve an additional term on this important panel. Should you accept, your new term would be for three years beginning beginning October 1, 2005 and ending September 30, 2008.

As you know, your role as a consulting editor would be to review and write a critique of approximately six manuscripts a year for NAEYC's journal, *Young Children*. Effort is made to ask you to review manuscripts in your own area of specialization. The peer review system for manuscripts is a fundamental component of achieving and maintaining excellence in NAEYC publications, as well as stimulating the professional growth of authors. It is also possible you would be sent several book manuscripts or other draft publications to review during your three-year term.

Another aspect of the consulting editor role is providing evaluations and suggestions for all aspects of NAEYC's publications program. We welcome such comments at any time, but make special provision for this type of exchange at a brief meeting of the Consulting Editors Panel held each year in conjunction with the Annual Conference. This year's meeting will be held on Friday, December 9, from 7:30 to 9:30 a.m. in Washington, DC. NAEYC does not cover expenses for panel members to attend the Annual Conference.

Please return the enclosed forms to indicate your willingness to accept this reappointment to be an NAEYC Consulting Editor. Or, you may send an email with the requested information to Roma White at [rwhite@naeyc.org](mailto:rwhite@naeyc.org). In order to publish your name as a member of the Panel in the Final Annual Conference Program, we need your response **no later than September 15**. Upon receipt of your acceptance, Derry Koralek, Journal Editor, and Carol Copple, Publications Editor, will communicate with you regarding the specific aspects of this responsibility. If you have any questions relative to your decision about this appointment, please call either Derry or Carol at (202) 232-8777 or (800) 424-2460.

Sincerely,



Mark R. Ginsberg, Ph.D.  
Executive Director

# Journal of Instructional Psychology

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International Editor, London

The *Journal of Instructional Psychology* publishes original articles dealing with issues related to instruction and educational management, and gives preference to manuscripts focusing on bilingual and multicultural issues and educational technology. Manuscripts are evaluated by at least two reviewers. Authors share in the cost of publication.

Manuscripts must be accompanied by an abstract of 100-120 words typed on a separate sheet of paper. The abstract should contain statements of (a) the problem, (b) the method, (c) the results, and (d) conclusions, where appropriate. It should provide the reader with an idea and scope of the article, and serve for publication of abstracts.

The *Journal of Instructional Psychology* is published four times a year in Spring (March), Summer (June), Fall (September), and Winter (December). Subscription rates: Institutions: 1 year \$33; 2 years \$60; and 3 years \$85. Foreign subscriptions add \$10.00 (US) per year.

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ISSN: US00941956

The *Journal of Instructional Psychology* welcomes two new members of the Editorial Board. They are:

***Dr. Joseph Martin Stevenson***, former Eminent Scholar and Endowed Chair at Florida International University and currently Provost and Vice President for Academic Affairs at Jackson State University in Mississippi.

***Dr. Eugene A Geist***, Assistant Professor and Area Coordinator for Child and Family Studies at Ohio University in Athens, Ohio.

75  
YEARS

1926-2001

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Mark R. Ginsberg, Ph.D.  
Executive Director

Barbara A. Willer, Ph.D.  
Deputy Executive Director

August 26, 2002

Eugene Geist  
5 York  
Athens, OH 45701

Dear Mr. Geist:

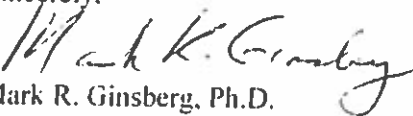
On behalf of the NAEYC Governing Board, I am writing to thank you for participating in the NAEYC Panel application process and invite you to serve on the NAEYC Consulting Editors Panel for a three-year term beginning October 1, 2002 and ending September 30, 2005.

Your role as a consulting editor would be to review and write a critique of approximately six manuscripts a year for NAEYC's journal, *Young Children*. Effort is made to ask you to review manuscripts in your own area of specialization. The peer review system for manuscripts is a fundamental component of achieving and maintaining excellence in NAEYC publications, as well as stimulating the professional growth of authors. It is also possible you would be sent several book manuscripts or other draft publications to review during your three-year term.

Another aspect of the consulting editor role is providing evaluations and suggestions for all aspects of NAEYC's publications program. We welcome such comments at any time, but make special provision for this type of exchange at a brief meeting of the Consulting Editors Panel held each year in conjunction with the Annual Conference. This year's meeting will be held on Friday, November 22, from 7:30 to 9:30 a.m. in New York, New York. NAEYC does not cover expenses for panel members to attend the Annual Conference.

Please use the enclosed form to indicate your willingness to accept this appointment to be an NAEYC Consulting Editor. In order to publish your name as a member of the Panel in the Final Annual Conference Program, we need your response **no later than September 15**. Upon receipt of your acceptance, Derry Koralek, Journal Editor, and Carol Copple, Publications Editor, will communicate with you regarding the specific aspects of this responsibility. If you have any questions relative to your decision about this appointment, please call either Derry or Carol at (202) 232-8777 or (800) 424-2460.

Sincerely,

  
Mark R. Ginsberg, Ph.D.  
Executive Director

Enclosure



75  
YEARS

1926-2001

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Memo to: Consulting Editors Panel

From: Derry Koralek, Journal Editor

Date: October 11, 2002

Subject: Welcome

Welcome to the new and returning members of the Consulting Editors Panel. I have met some of you or at least communicated with you electronically. I hope to meet many more of you at the conference in New York. We will hold a breakfast meeting on Friday, November 22<sup>nd</sup> from 7:30-9:30 a.m. at the Hilton in the Hudson Suite. In addition, please feel free to attend the conference sessions for prospective authors.

I have prepared the enclosed "Consulting Editors Panel, Frequently Asked Questions" as an orientation to reviewing articles submitted to *Young Children*. I am also enclosing our Manuscript Guidelines and a copy of a recent issue of *Young Children*.

In addition to providing some general information, I invited current consulting editors to share examples of what they wanted to know when they joined the panel. If you have questions we did not think of, please contact me via phone or e-mail.

You may also be asked to read and respond to book manuscripts. Those requests, along with an explanation of your role, will come from Carol Copple, Publications Editor.

Please feel free to contact me at any time. You can reach me by phone (202-232-8777, Extension 12420) or e-mail ([dkoralek@naeyc.org](mailto:dkoralek@naeyc.org)). If I am not available you can leave a message with Roma White the journal's editorial assistant (202-232-8777, Extension 12460).

Enclosures: Consulting Editors Panel, Frequently Asked Questions  
NAEYC Consulting Editors Panel  
*Young Children*—Manuscript Review Summary (Example)  
*Young Children*—Manuscript Review Summary (Blank)  
Submission Guidelines for *Young Children*  
*Young Children* (September 2002)

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November 29, 2005


Dear Consulting Editors,

Greetings from Washington, DC where we hope to see you soon. As a reminder, here are the details for our breakfast meeting:

**Friday, December 9th  
from 7:30 to 9:30 a.m.  
at the Grand Hyatt Hotel  
in the McPherson Square room**

Enclosed is a ribbon to attach to your badge at the conference. It identifies you as an NAEYC leader and acknowledges the contributions you have made to *Young Children* and to NAEYC publications throughout the year.

Sincerely,

  
Derry Koralek  
Journal Editor

  
Carol Copple  
Publications Editor

Merrill  
Prentice Hall

MERRILL PRENTICE HALL  
115 HUNTINGTON AVENUE  
COLUMBUS, OH 43215  
TEL: (614) 841-3700

December 14, 2001

Gene Geist  
West 324 Grover Center  
Athens, OH 45701

Dear Dr. Geist,

Thank you for your willingness to review the text entitled *Early Childhood Education Today, eighth edition*.

At this point, we are interested in your overall reactions to the material and any specific suggestions you have for strengthening and improving it. I've enclosed a list of reviewer questions that outline our needs. However, please feel free to comment on any concerns you have that our questions do not address. Please also fill out the Reviewer Form and return it with your review; the information on this form is necessary for me to process your honorarium.

As agreed, the honorarium for this task is \$300.00 and we would need your completed review by **Thursday, January 10, 2002**. (In order to meet the deadline, please fax the form along with the review to: 614-841-3702.)

Sincerely,



Autumn Crisp  
Editorial Assistant

/ac  
Enclosure

Pearson  
Education



Higher Education Group  
One Lake Street  
Upper Saddle River, NJ 07458  
Tel: (201) 236-7584  
Fax: (201) 236-7555/7499  
Email: nicole\_girrbach@prenhall.com

Nicole Girrbach  
Editorial Assistant  
Intro/Developmental Psychology  
Humanities and Social Sciences

April 30, 2002

Eugene Geist  
W324 Grover Center  
Athens, Ohio 45701

Dear Dr. Geist,

Thank you for agreeing to review Chapters 1-7 of *Child Development* by Robert Feldman. When answering the questions on the reviewer form for each chapter, please be sure to answer them for only Chapters 1-7. Should you wish to make additional comments, please feel free to do so.

We are pleased to offer an honorarium of \$300 for your assistance with this project and look forward to receiving your written review by **May 10th**.

Please fill out the reviewer information and acknowledgement permissions form. Be sure to include your **social security number** to facilitate payment. If you have any questions, please do not hesitate to contact me. Thank you for all your help with this project!

Best regards,

Nicole Girrbach

- 1) This text is most appropriate for an introductory course to the early childhood profession. We actually use this book already in our HCCF 170 (Introduction to Early Childhood Education) class. I am attaching a copy of the syllabus that I used for that course last time I taught it. We usually enroll about 300 students per year in this course. Prior to this book, we used Morrison's other book "Fundamentals of ECE". I think that Morrison does a good job of covering the topics that students need to know. We changed, because this book seemed to be a bit more complete.
- 2) Since this book is the current text, please see below
- 3) Overall the progression is good and I do not think that any reorganization is needed. I do skip section IV when I use this book because we have limited time (quarter system 10 weeks) and we have specific courses that cover this information in much more depth. (HCCF 361 - Guidance in the Preschool child and HCCF 160A - Observing and recording behavior). I feel that this section could be left out of the book because 50 pages is not near enough time to give credit to the importance of these topics and the space could easily be replaced by other information (see below)
- 4) I think what is really missing is a more in-depth discussion of the practicalities of being a teacher in ECE. Things like dealing with low salaries and what kind of rewards students should expect from being a teacher. Also some more emphases on a career ladder, resume building, and developing a professional portfolio and what it means to the students. I think we (as teacher educators) are particularly concerned that students when they become Juniors do not remember much of this information and are looking for ways to emphasize things like History, Professionalism, Philosophy building, and other things that students often do not get anywhere but in this course. Also the book tends to focus on preschool children. Many maybe even most of our students want to teach 1-3 grades and they often complain that all they learn in 170 is about the younger children. Perhaps the author could look over the book and see if it is possible to focus on older children also. This has to do more with the tone of the book (pictures etc..) than the content. The content is applicable to all children B-3rd grade but I think some times the students don't really recognize that.
- 5) The writing style is clear and engaging. Morrison does a good job of making this book understandable for an intro course of College First Year students.
- 6) The pedagogical features are very good and focused. The "Voices from the field" is particularly helpful in meeting some of the concerns I had in number 5. I would like to see this type of thing expanded even more.
  - a) I use these to help show students real world application of what they are learning in the book and in lecture
  - b) It is well done and is visually appealing however, it could be expanded and show the real world a little better. These are written from "teacher of the year" or other exceptional teachers. I would like to hear voices from struggling teachers, or first year teachers about their struggles and concerns.
  - c) See above... Overall I think these are very helpful and I enjoy using these features.

- 7) I would like to see more as explained above.
- 8) Chapter 1 - This is a very good chapter but it needs to be expanded. I spend 2 weeks on this topic as I feel that it is vitally important for students to understand what they are getting into and what it means to be an ECE teacher. I really like the inclusion of the career ladders and I would like more emphases on this. I think the discussion of personal and educational dimension is lost on the students. They don't seem to take it seriously. I think perhaps a pedagogical feature that allows students to actively examine themselves and their characteristics would work better. The developing a philosophy is GREAT, but I would expand it to cover how to develop a complete professional portfolio.

Chapter 2 - This chapter on issues is VITAL to the class I teach as this will probably be the class where the issues will be directly focused on. This chapter does a very good job of covering the important points that I want my students to get out of this class. I especially like the focus on brain research and would like to see an expansion of this section.

Chapter 3 - This is usually one of the only classes where students learn the history of early childhood education and I feel that this is an excellent chapter on the historical figures.

Chapter 4, 5, and 6 - While I feel Montessori and Piaget are vitally important figures, I question the need to give her approach a whole chapter at the exclusion of other approaches such as the Waldorf approach, Reggio Emilia, etc... I feel a better use of space would be to discuss Montessori, Piaget and others in a chapter on different approaches to teaching children and include many different approaches. Also including approaches such as academic approaches like DISTAR and other direct instruction techniques that are not DAP with discussion of how each approach relates to DAP. Perhaps a chart could be developed that compares the different approaches on specifics of DAP. I also feel that an in-depth discussion of DAP should come before the discussion to various approaches to ECE.

I also feel that Head Start is a vitally important part of how early childhood education is implemented in the united states that I would like to see an especially expanded section on this (more than 3 pages). I also think that a stronger focus on quality education and care is needed.

Chapter 7,8,9, and 10 - I think these chapters are excellent coverage of the relevant topics. They do a good job of covering the DAP for children of the corresponding age. I have 2 suggestions/comments. I think the discussion of DAP should come before the discussion of ECE programs because then discussion of the programs can be based on an understanding of DAP. Second, while the discussion of child development is good and fits this chapter, many of our students have already had a Child Development class and this information tends to be redundant. I don't think it needs to be taken out, but the author should be aware that most students should have a basic understanding of this information before taking this class (at least in our program). As I said, Overall these chapters are excellent and I focus a lot on these as a center point of this class.

Chapters 11 and 12 - I feel that these chapters are unnecessary and I usually skip them when I teach from this book. Our program has specific classes on this material and in a

restrained time period is it hard to do either of these topics justice. These topics are very important and that is why we spend a complete course on each of them. However, these chapters are good chapters and cover all the basic information and even more. Again, to me this is the problem. It would take 2 whole weeks on each of these chapters to do them justice and since this is not the focus of the class, I just skip them to keep from overwhelming the students.

Chapter 13 - I am so happy that this chapter is in this book. My students need to understand how tech is and should be used in the classroom. We have courses in our program on basic tech, but it does not cover specific applications for early childhood. The issues covered in this chapter are very helpful for my students. The material seems to be up to date, however as tech is always evolving and changing it will be quite a task to keep this up to date. Granted, I am a techie, but I think a piece on the future of technology in classrooms and future learning environments based on technology would be nice.

Chapter 14, and 15 - The multiculturalism, special needs, chapter is vitally important for early childhood teachers to know. However I often run out of time in the quarter before getting to these chapters. Again, we have a whole class devoted to both of these topics. I wish I did have time in the quarter to cover these chapters as they are very well written and contain much useful information. I do have the students read the chapters (especially the pedagogical parts).

Chapter 16 - I have to skip many parts of this book, but this chapter I dare not skip. I think the information in this chapter is vitally important. We should have a complete class on this topic in every ECE program. However, our program does not. Therefore I spend a lot of the last part of my class on this chapter. However students often do not understand the practical aspects of carrying out the things discussed in this chapter. I think some more expansion on how teachers can integrate this vitally important aspect into their teaching (many of them will teach 1-3 grades).

- 9) I use the website as a resources for the students. I encourage them to use it to help them study for tests and expand their knowledge. When I do group activities I tell them to start at the texts website. Its strengths is that it has a lot of content and it is well organized. I do not think it has any mentionable weaknesses.

10/11) I think this is the most comprehensive and well written book for intro to ECE classes. We use it for our classes and have really not come across anything better.

---

# WORTH PUBLISHERS

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FAX 212-561-8281

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Eugene A. Geist  
w324 Grover Center  
Ohio University  
Athen, OH 45701

January 14, 2002

Dear Professor Geist:

Thank you for agreeing to provide us with a detailed review of Chapters 11-15 of *The Developing Person Through Childhood and Adolescence*, by Kathleen Stassen Berger. Your comments will be helpful to the author and to the staff of Worth Publishers as we prepare final drafts of the chapters for the forthcoming sixth edition.

I have enclosed unedited first drafts of the revised chapters as well as a reviewer profile form and a copy of guidelines to consider as you read. I would like you to keep in mind that I have included the complete set of 3 chapters for the section entitled "The Play Years" and the first 2 chapters of the section entitled "Adolescence". We are expecting the final chapter of this section in about 3 weeks. If you would like to review this chapter as well please let me know. We would like to have your feedback (on the current chapters) by Feb. 4th and will process your honorarium of \$250 as quickly as possible upon receipt of your review.

Please don't hesitate to contact me with any questions or comments, by calling 212-817-5122 or emailing [dstorm@worthpub.com](mailto:dstorm@worthpub.com).

Thank you in advance for your help.

Best Wishes

Danielle Storm  
Editorial Assistant  
Worth Publishers  
212-817-5122  
[dstorm@worthpub.com](mailto:dstorm@worthpub.com)



## COMPARATIVE REVIEW

*Children, 1/E*, By Robert Kail 2003 Prentice Hall

1. How important is the coverage of research in your Child Development textbook? Is it important to you that your Child Development text include the latest research in the field? How does your current text cover research? Please compare the coverage of research in Kail, starting in chapter 2 and then continuing throughout every chapter, in the feature titled **Focus on Research**. Which text (Kail or your current text) do feel covers research better and why?
2. Do you like to use textbooks that are written by authors that are also researchers? Is there an advantage to using a textbook by a researcher(s)? Is your current text written by a researcher(s) in the field? Please see the About the Authors on page xxiii of Kail for details on Robert Kail.
3. Please compare chapter 2 in Kail, Research in Child Development, to a similar chapter in your current textbook. Which one did you prefer and why?
4. How important is it to you to use a textbook that shows the developmental experience of children from different backgrounds? How does your current text cover cultural influences? Please see page xvii for and choose at least one **Cultural Influences** section to read. Which text do you feel covers cultural influences better and why?
5. How important is it to you to use a textbook that student-friendly? Please compare the learning and study aids in Kail to those of your current textbook. Kail begins each chapter with **Learning Objectives**, **vignettes** and **mini-outlines**, and ends each chapter with a **Critical Review**, **See for Yourself**, **Key Terms** and a **Summary**. Which text do you feel presents complex topics to students in more understandable and engaging way and why?
6. Kail ends each part with an **In Perspective** feature to help students review the material covered in the previous chapters and to help them connect ideas to major developmental themes. Does your current text

**Comment:** Research is important to the way that I teach this class. I weave research into every point I make. However, I try not to beat my students over the head with research. They tend to be freshmen and lack some of the ability to absorb some of the finer points of reading and analyzing research.

**Comment:** Yes

**Comment:** Santrock does a good job of covering research in a very functional way (Much as your Kail Book does)

**Comment:** I think the two books are very similar. I think you will find that I will say this a lot through this review. These books do a lot of things similarly and I feel that they are very evenly matched in the market. I am not choosing to switch because I have spent 2 years developing the course and materials around Santrock and do not feel that this book is significantly different enough to warrant the extra work it would take to rework the course. Both books do a good job of weaving research through the text and relating to everyday topics and course objectives.

**Comment:** Yes

**Comment:** Yes

**Comment:** I prefer the Santrock version but only because I am comfortable and familiar with it. Many of the topics are similar and many of the points are the same. Santrock, I think has a bit more detail and relation to issues in CD but not much. Again these texts are very similar in this regard.

**Comment:** It is very important for students to see various backgrounds, especially poverty. I think it is difficult for them to understand CD without this perspective. However, I do not prefer too much of an international bent. I find students in this class need a grasp of the CD issues in the US before expanding to international problems. I also do not want a book that has its main focus on diversity because I am trying to keep the focus on the development of the child.

**Comment:** I think Kail might have the edge here. Santrock does a good job covering Cultural influences, however I think that Kail does a better job. It is better integrated and explained and linked to the topics. Again the books are very similar. However Kail gets the edge.

**Comment:** Very. Both Santrock and Kail are student friendly and are easy to use. I do not give an edge to one or the other. I have used Berk in the past and I can say that Kail is far better than Berk.

have this feature? Do you feel it would be beneficial to students and why?

7. Do you currently use any media (Videotapes, Websites, CD-ROMS, Course management, etc..) in your course? What would be your idea media product for your Child Development course?
8. Would a CD-ROM with observation video clips that demonstrate the key concepts and experiments in Child Development be of interest to you? Do you think your students would benefit from viewing these observation video clips? How much should a CD-ROM like this cost? Would you like to receive more information on the up-coming CD-ROM that will be available for fall classes with Kail?
9. What are the three strongest features of the Kail textbook? How do these strengths compare to your current textbook?
10. Would you adopt Kail, Children for your class?

\* Please indicate somewhere on the returned comparative review that we have your permission to quote you. Thanks.

**Comment:** I think it is beneficial to students. Santrock has similar parts sprinkled through the chapters rather than at the end. I do like the way that this ties up the chapter for the students. It is a very nice feature of this text.

**Comment:** I use many videos in my course. However most of them are taped directly off of the TV Network news programs, TLC and Discovery channel have many shows (especially on birth) that I find useful for students. Most videos that come with texts are not very useful because they tend to be limited, short, in some cases boring and self serving (Berk).

**Comment:** I always love the technology. However the problem is to get the students to use them.

**Comment:** I think the only way the CDROM becomes useful is if it is bundled with the book.

**Comment:** This is a strong book. I really like it. However it is so similar to the Santrock, I see no reason to change at this time. The book is user friendly, colorful, factually correct, and well designed and written.

**Comment:** See the answer to the previous question.

College Division  
699 Boylston Street  
10th Floor  
Boston, MA 02116  
Tel: 617 262 1160  
Fax: 617 352 2285

**McGraw-Hill**

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Dr. Eugene Geist  
Ohio University  
Department of Child and Family Studies  
108 Tupper Hall  
Athens, OH 45701

May 17, 2001

Dear Professor Geist,

Thank you for your review of the prospectus, introduction, table of contents, and sample questions for the proposed reader The Many Faces of Childhood: Diversity in Development. Your comments and insight will be of great help to the entire editorial team as we continue to review and evaluate the proposal.

I have begun to fill out the paperwork for your honorarium to be processed. Once I complete the paperwork, you should receive your check within a few weeks. However, should this be delayed for any reason, please feel free to contact me. I would be happy to do any necessary follow-up.

Thank you again for your interest and participation in this review. I appreciate the time and effort you put into this project.

Sincerely,

Sienne Patch  
Editorial Coordinator, Psychology

College Division  
609 Boylston Street  
10th Floor  
Boston, MA 02116  
Tel: 617 262 1160  
Fax: 617 552 2285

**McGraw-Hill**

A Division of The McGraw-Hill Companies 

Dr. Eugene Geist  
Ohio University  
Department of Child and Family Studies  
108 Tupper Hall  
Athens, OH

December 11 2000

Dear Professor Geist,

Thank you for your review of the sixth edition of Children by John Santrock, in preparation for the upcoming edition. Your comments and insight will be of great help to the editorial team as well as to the author as we continue to evaluate and revise the text.

I have begun to fill out the paperwork for your honorarium to be processed. Once I complete the paperwork, you should receive your check within a few weeks. However, should this be delayed for any reason, please feel free to contact me. I would be happy to do any necessary follow-up.

Thank you again for your interest and participation in this review. I appreciate the time and effort you put into this project.

Sincerely,



Sienna Patch  
Editorial Assistant, Psychology

22 February 1999

Dear Textbook Review and Adoption Panel Member:

We would once again employ you to review one of our new products. Enclosed is a copy of High/Scope's newly released *Program Quality Assessment (PQA) Administration Manual* and the *PQA Form*.

The PQA is a new, up-to-date, comprehensive rating instrument for evaluating program quality and identifying staff training needs. It can be used in all center-based early childhood settings—not just High/Scope programs. It reflects our latest knowledge about “best practices” in early childhood programs. The PQA has sections for

- Learning Environment
- Daily Routine
- Adult-Child Interaction
- Curriculum Planning and Assessment
- Parent Involvement and Family Services
- Staff Qualifications and Staff Development
- Program Management

There is a third piece to the total PQA package (not included in your review) for those who are in Head Start programs. It is the *PQA Head Start User Guide* that explains the relationship of the PQA items to the Head Start Performance Standards and the Head Start Performance Measures.

Please complete your **Rapid Response Form** and return it to my office within **30 days**. We look forward to your comments and to seeing you at our upcoming International High/Scope Conference May 4-7, 1999 here in Ypsilanti, Michigan.

Best regards,



Emily C. Koepp  
Director of Marketing

Enclosures (PQA Administration Manual & PQA Form)

# ERIC DIGEST Review

A12

This digest article is adequate however the writing style is loose and needs to be tightened up.

The author does not really take a critical look at the NCTM standards. I would like to see more information on how and why the Author thinks the standards are developmentally appropriate and what types of other changes were made to the new NCTM standards. In my opinion and many of my colleagues and teachers I work with, feel that the new NCTM standards have actually moved away from emphasis on problem solving and developmental appropriateness and more in the direction of content knowledge and product orientation. I would like to see this addressed. The question of whether standards for this age of children is even appropriate is not addressed.

The way this is written is good for someone who knows little about teaching math to young children and is totally unfamiliar with NCTM standards. Anyone who has a basic knowledge of these factors would not learn anything new and find this article redundant. I suggest that the author try to focus on a critical look at the standards and address the positives and negatives about them.

The section "What Approaches Can Teachers Use" really does not tell teachers anything new. Maybe the author could be more specific about how children can "understand concepts, hypothesize, and respond". The author really only goes into questioning techniques. What kind of novel activities could teachers do to promote the child's mathematical ability?

The section "How Can we Help All Children Meet the Standards" does not really address how this can be done. How do we individualize the curriculum from within the NCTM standards?

Perhaps the author should also reference the work of Constance Kamii. Her work in this area is vast.

McGraw  
Hill  
Santrock

112

November 20, 2000

Professor Eugene Geist  
Ohio University  
Department of Human and Consumer Sciences  
108 Tupper Hall  
Athens, Ohio 45201

Dear Professor Geist,

Thank you for agreeing to complete a review of *Children*, Sixth Edition, by John Santrock. Your comments will be invaluable to the editorial team, as well as to the author, as we make plans in the future for a revision.

While we appreciate any feedback you may have about this text, we would like you to specifically address the following questions in your review. Whenever possible, please answer comparatively, referring to the child development text with which you are familiar – include specific page references whenever possible when drawing comparisons. It would be most helpful if, in addition to your written answers for each question, you provided a rating (1-5 with 1 being the lowest rating and 5 being the highest rating) for each item below. Please be as candid as possible in your response to these questions.

#### Part I: Course Information

1. Please describe your child development course? How often is the course offered and what are your typical enrollments? What types of students are taking the course? Are you finding any trends in the make-up of your student audience and within the course in general?

The course is an introductory freshman level course that is required for many majors, but also counts as a General Education requirement for any student in the college. It is taught every quarter with enrollments between 200 and 230. I have not noticed any real trends in the makeup of the student population.

2. Briefly describe your current child development text. How long have you used it? Are you satisfied with it? What are its biggest strengths and weaknesses? What other texts have you used or reviewed for this course? What is your general impression of those texts?

I use Santrock 6E now. I have used it for one quarter now. Before that I used Berk 3<sup>rd</sup> edition of *Infants and Children*. This book was too complex and tedious for my freshmen and also spent most of its time criticizing Piaget.

3. What are your greatest challenges in teaching adolescent development? What concepts do your students seem to have the most difficulty understanding? Does the text address both instructor and student challenges clearly and effectively? Please explain.

I don't cover Adolescent development. My course only covers through middle childhood.

#### Part II: General Review Questions

4. Is the level and writing style of this text appropriate for your students? Have you found any areas that are too difficult or, perhaps, too simplistic? Has the author explained and defined important terms and concepts sufficiently? How does it compare with other texts you've used in the past?

The level is much better for my freshmen students than the Berk book. Terms and concepts are defined well, however, there are a few places that things could be fleshed out a little more. Especially in the Early and Middle Childhood sections. There could be more information on brain development. Learning styles, and even language development.

5. Do you follow the order of presentation in this book? If not, what changes of sequence would you make? Overall, would you assign some, most or all of the material? If any, which chapters or sections would you omit? How does the organization compare with other texts you've used in the past?

I follow the order of the book. It is logical and practical for my teaching method.

6. Is the present length of the text's chapters appropriate for your course? Would you suggest making any changes in the text to lengthen or shorten it? If so, please explain. In general, what is your ideal number of chapters/pages for a child development text?

The length is fine. Any shorter and all the material could not be included.

7. Looking at the table of contents, please identify any topics that you find are not covered adequately for your course. Are there any topics with too much coverage for your course? Are there missing topics for which you require coverage for your course? How does the table of contents compare with other texts you've used in the past? Please be specific.

I feel that not enough of the book is dedicated to the actual birth process and what happens (ie labor inducing drugs, stages of birth etc...) These things are covered, but only briefly. I would rather see more focused on that and less on preterm infants.

The chapter on early childhood only spends 2 pages on physical growth and development and 3 on motor development. These are important and should be covered in more detail.

8. Do you find the research current, relevant, and accurate? Overall, please comment on whether or not currency and quantity of citations are important features for your course. How does the text's currency of citations and examples compare with other texts you've used in the past?

The research is good. The Berk text was more involved regarding research, but I think it was confusing and ultimately lost on the students. There are a few studies that could be better explained with examples (ie perspective taking stages).

9. Do you find the coverage in each chapter comprehensive and balanced? Are the theories and research supporting specific discussions sufficiently in-depth and well represented within the text? How does it compare with other texts you've used in the past? Please note any uneven, one-sided, or weak coverage you may find.

This area is good and balanced. The Berk text was not well balanced in this regard and spent more time telling students what was wrong certain theories than actually explaining the theories. Santrock does a fine job of explaining things in an easily understandable way.

10. Do you find that there is enough applied material and/or student-relevant examples provided throughout the text? Are there any additional materials or examples that you feel would improve the applicability of the book? How does it compare with other texts you've used in the past?

In some places more examples would be helpful, in others there are ample. It is comparable to the Berk book. I think the addition of the electronic media helps in this regard.

11. Is the text successful in promoting critical thinking skills in students? Why or why not? Can you suggest any specific places within the text that would benefit from more critical thinking oriented coverage? How does this coverage compare with other texts you've used in the past?



My class is a large lecture class and I cannot be concerned with critical thinking skills. Therefore I have no data on whether it fosters them or not. However, it seems to lend itself better for a class like mine better than one that requires critical thinking.

12. How would you rate the coverage of diversity and multicultural issues in the text? Does the author include enough relevant coverage of cross-cultural research, gender, sexual orientation, and ethnicity issues throughout the text? How does this coverage compare with other texts you've used in the past?

The coverage is adequate for my teaching style.

13. What do you see as the strengths and weaknesses of the Santrock text as compared with other texts you've used in the past? Do you plan to stay with your current text in a new edition or are you planning on changing texts?

I will stay with this text.

Strengths: good pictures, ease of use for the students, it is on level for the students I teach, I really like the supplementary materials (especially the blackboard module. I would like to see more of these in the future.

Weaknesses: it is a bit thin in places that I would like to cover in more detail, it is uneven in the amount of examples it gives. A bit thin on coverage of Howard Gardners multiple intelligences and Urie Bronfenbrenners ecological systems theory in terms of application through the chapters.

14. Please list the three main criteria you use in selecting a textbook. Based upon your review of this text, would you be interested future revisions of *Children*?

1 level appropriate

2 supplementary material

3 ease of use for students

Yes I would be interested in Santrock again. I am quite satisfied with it. The criticisms are minor and maybe a bit picky.

15. What ancillary materials -- both traditional and media -- do you employ in your course? What ancillaries do your students use? Do you have access to multi-media equipment for use in your course? Do you use or assign accompanying web materials if available with your current text?

I use blackboard and I really like the module for this text. I would like to see more expansion for that.

I use powerpoint presentations using the slides provided on the cdrom. However, there are some slides and illustrations in the book that were not included in the image bank. Therefore I would like to see a more complete image bank. Also the powerpoint presentation supplied with the chapter is not editable and can only be accessed by the web. This makes it worthless to me. I had to create a whole new ppt presentation from scratch. I would like to see a ppt template for each chapter that is editable by the instructor.

The test bank was very useful also

16. Which multi-media materials would you find most beneficial to the teaching of your course? Which materials do you find least beneficial? Have you or your colleagues developed any supplementary material for this course?

A collection of video examples would be nice, however, I have collected my own videos to go along with the lectures that work very well.

### Part III: Specific Chapter Coverage

Please address and rate the list of questions below for *each* of the text's chapters. Ratings should be from 1-5 with 1 being the lowest rating and 5 being the highest rating.

17. What are the major strengths/weaknesses of the chapter?

- 1 Good introduction to the book and course. Good coverage Weakness - None
- 2 Excellent coverage of theorists. Weakness – the research methods section is not needed for the level of students the I teach
- 3 Good coverage of material, but the organization of the material is weird. I would like to discuss genetic principles etc... before going into the sperm and egg material. He begins to talk about genes and then changes gears and it takes 5 pages or so to get back to the genetic principles.
- 4 Good pictures and coverage. No weaknesses
- 5 More information needed on the process of birth.
- 6 Good except that there are so many topics that he only spends a small amount of time on each (ie toilet training and immunization)
- 7 Good coverage of the important stages in cognitive development. Very balanced
- 8 Good coverage in the emotional development – no weaknesses
- 9 I would like to see sections on Non-organic failure to thrive as well as deprivation dwarfism and more in depth coverage of Growth hormone and thyroxine's importance to development. The chapters on early and middle childhood do a good job of linking development to practical lives of children, however I would like to see more emphasis on the research and issues of development besides just reporting how much a child grows each year.
- 10 The coverage is good, however the discussion of conservation, centration, and reversibility are not complete or understandable to my students. Santrock needs to remember that conservation tasks do not all occur at the same time so to say that a child can conserve is a sign of concrete operations is not correct. I would like to see examples linked to perspective taking stages.
- 11 I would like to see more emphasis on Bronfenbrenner in these chapters
- 12 I like the coverage in this chapter however, I would still like to see more of an explanation and description of development along with the discussion of obesity and disabilities.
- 13 Good coverage – no real weaknesses
- 14 – Good coverage, no weaknesses

18. Is the balance of coverage appropriate (too much, too little)?

See above explanations

19. Do you find the research relevant, current, and accurate?

Yes for all chapters

20. Are there any topics that have been omitted that should be added, or areas where material can be reduced to better meet your needs?

See above explanation

21. Please comment on the pedagogy and features used in this chapter by the author. How useful and potentially helpful to students do you find the following items (and what is missing, if anything, from the text that should be included):

This applies for all the chapters

- Cognitive Outline (begins chapter) -Good
- Chapter Opening Preview - Excellent
- Images of Children chapter openers – Very Good
- Visual program (art, photos, boxes, tables, cartoons, etc.) Excellent
- Quotations in the margins - excellent
- Through the Eyes of Children (in margins) - Good

- Web Icon/link to MH sight – Not too useful. Would be more useful if included in the blackboard cartridge.
- Single Column Design – very good
- Caring for Children boxes – Useful, however I am unable to use them in my lecture due to time constraints. Therefore I do not know how much the students use them.
- Improving Developmental Skills (in margins) – not too useful
- Cross-Linkages (in paragraphs) - Excellent
- Adventures for the Mind boxes (critical thinking) – Useful, however I am unable to use them in my lecture due to time constraints. Therefore I do not know how much the students use them.
- Summary Tables – not too useful
- End of Chapter Review/Cognitive Map – Not too useful
- Children Checklist - Useful
- Key Terms at End of Chapter – can be confusing to some of my students who feel if they memorize the terms they will do well on the test and this is not true
- Children Resources – very useful
- Taking it to the Net exercises - excellent
- On-Line Learning Center ([www. Mhhe.com/santrocd6](http://www.Mhhe.com/santrocd6)) - excellent
- Making the Grade CD-ROM (packaged with the text) - useful

22. How would you rate the chapter overall using a 1-5 grading system, with 5 being the best rating? 4

We are pleased to offer you an honorarium of \$200 for your contribution. Your review should be submitted to us via email or by fax no later than December 8. If you return your review prior to December 8, we're happy to offer an additional \$50 as a bonus. Please be sure to include your social security number, completed W-9 form, and completed Reviewer Information Form so that we may process your honorarium in a timely manner.

Thank you again for your efforts on our behalf, and I hope you'll feel free to contact us with any questions you might have during this process.

Sincerely,

Mindy De Palma  
Developmental Editor, Psychology  
(617) 867-9829

College Division  
669 Boylston Street  
10th Floor  
Boston, MA 02116  
Tel: 617 262 1160  
Fax: 617 352 2385

II:A:12:b

**McGraw-Hill**

A Division of The McGraw-Hill Companies



Dr. Eugene Geist  
Ohio University  
Department of Child and Family Studies  
108 Tupper Hall  
Athens, OH 45701

March 23, 2001

Dear Professor Geist,

Thank you for agreeing to review the proposal, table of contents, introduction, and sample study questions for a reader entitled The Many Faces of Childhood: Diversity in Development. I am eager to hear your insights on the viability of this project.

Please find included a copy of the review questions, a reviewer information form, the proposal, and a W9 form. You may send your review via fax, as an email attachment, or through U.S. mail. In return for your responses to the review questions, we are able to offer you an honorarium of \$75. This amount is our authorized payment for comments on proposed texts.

Thank you again for agreeing to take a look at this proposal. Your comments will help us immensely in determining the marketability of this proposal. Please email or call me if you have any questions. I look forward to receiving your review in three weeks.

Sincerely,

Sienne Patch  
Editorial Assistant, Psychology

BURRISTON HOUSE, LTD.

PUBLISHING SERVICES

August 30, 2001

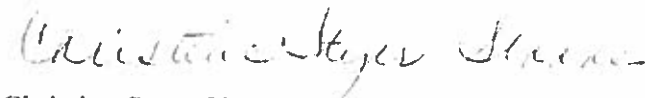
Professor Gene Geist  
Ohio University--Athens  
Athens, OH 45701-2979

Dear Professor Geist:

Thank you for completing the review of Santrock's *Children* Supplement. A check request has been submitted on 8/9/01 to Irwin/McGraw-Hill for payment of your honorarium. You should expect payment within four to six weeks. If you have any questions, please do not hesitate to call me at (856) 802-4353.

On behalf of the authors and staff at Irwin/McGraw-Hill Publishers, we sincerely thank you for all your efforts on this project.

Sincerely,



Christine Styer-Sloane  
Editorial Assistant

**Eugene A. Geist Ph.D.**

---

**From:** Autumn\_Crisp@prenhall.com  
**Sent:** Thursday, December 13, 2001 10:40 AM  
**To:** geist@ohio.edu  
**Subject:** Review Proposal

Dear Dr. Geist,

I am writing to ask if you have the time and interest to review the text "Early Childhood Education today, 8th edition."

We would be interested in your reactions to the text and any specific suggestions you have for strengthening and improving it. The honorarium for this task is \$300.00 and I would need to receive your reactions by Thursday, January 10, 2002.

If you are interested, please respond as quickly as possible, as I will be mailing the materials to all of the reviewers by Friday, December 14.

Included in the reviewer packet will be the necessary material, including a list of Reviewer Guidelines to assist you in structuring your review, and a "Reviewer Form" which must be filled out and returned with your comments so that I can process your honorarium.

When you send your response, please be sure to include the address to which you would like the material sent.

Thank you and I look forward to hearing from you soon.

Regards,

Autumn Crisp  
Editorial Assistant  
Merrill Education/Prentice Hall



Keith Wasserman  
Founder & Executive Director

*I made the WIDOW'S heart sing  
I took up the case of the STRANGER  
I was a father to the FATHERLESS (Job 29:12-17)*

January 5, 2005

Dear Gene, Diana, and group members,

I am writing to express our gratitude for your service with us at the Friday Night Supper. We are so thankful to be able to provide this community event 51 weeks of the year, due largely to the contributions of food, time, and effort by people like you! Thanks for being with us on the holiday, and helping us have a great New Year's eve celebration. The food was fantastic, and it was great to have you all there with us.

We believe that participating in the life that happens in our community on Friday nights is a tangible way to say that you care about those who are struggling with poverty in SE Ohio. I hope that you all received satisfaction in a job well done, and joy in being involved in something larger than yourselves.

Please consider sponsoring a supper with us again in the spring or fall. If you would like to arrange a time, contact me at [catherine@good-works.net](mailto:catherine@good-works.net) or 594-3333. Thanks again, and I'm looking forward to working with you again.

Sincerely,

Catherine Lachman  
Volunteer Developer

10/6/03

To Whom this may concern,



Hocking . Athens . Perry  
**CommunityAction**

11100 State Route 550  
P.O. Box 340  
Athens, Ohio 45701  
FAX 740.592.4237  
800.686.1093  
740.592.6601

Hocking County  
Logan, Ohio 43138  
740.385.6813

Perry County  
New Lexington  
Ohio 43764  
740.342.4113

An equal  
opportunity  
service provider  
and employer

All the materials will be used by the children, at the tables, on the floor or just around the classroom. These materials will help control movements of the fingers and hands and to master the muscles necessary for writing and recognition of numbers.

As the children work with the materials, they will develop visual discrimination, pre-math skills and responsibility in taking care of them.

Thanks You in giving our class this opportunity to receive materials that the children will be able to explore and learn with.

Nelsonville Head Start  
Classroom A  
Patty & Lydia



# SOAEYC

## Southeast Ohio Association for the Education of Young Children

### SOAEYC GOVERNING BOARD:

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Summer 2002

Dear SOAEYC Members

There have been some very important changes in the way your local affiliate, Southeast Ohio Association for the Education of Young Children (SOAEYC), now operates. The most important thing for you to know is our desire to give you a voice in this membership. We wish to be an organization which responds to your needs. In the past, we have scheduled events for professionals such as, Lillian Katz and the Teacher Show Case or events for child care workers and families such as, Jim Gill, Mother Goose Story Hour, Clifford the Big Red Dog, Kidpalooza, or creative art experiences in libraries throughout Athens and surrounding counties. The huge success of these events indicates these are things we should continue. But to hear your voice, whenever possible, we will have our board meetings open to all members, prior to these events so you may participate and be in touch with your local affiliate.

Another important change in how we do business is that all membership matters have now been aligned and are being managed through the National Association for the Education of Young Children (NAEYC). That means when you join NAEYC you are also a member of the local affiliate SOAEYC, and a member of the Ohio AEYC. You can join on line at [www.naeyc.org](http://www.naeyc.org) and choose your member status (student, regular, comprehensive). Your membership in the Ohio AEYC and SOAEYC will be automatically confirmed to us electronically.

We are currently working with the Ohio and National AEYC to revise our by-



laws, mission statement, and job descriptions. This will bring us in alignment with the National AEYC, help us re-establish our non-profit status and make us eligible for grants that come from either of these organizations.

We have also developed our own web site where you can keep up with the latest happenings with your affiliate. You can find us at the web address included in this mailing. If you have suggestions of what types of information you wish to see in this web site, please feel free to write us at the

web site.

We are currently looking to expand our web site so if you have a problem you would like to network with others and problem-solve, you can have that resource on line. All these things are exciting and new changes, which we hope will make us more responsive to you and easier for you to access when you have a suggestion or a problem.

Last May we had our Board meeting and a social gathering in at the Athens Library. The purpose was to let you see how the Board conducts business, to give you a voice in matters that are of concern to you, to give you an opportunity to help mold our new direction and to encourage participation in a relaxed environment. We are so thankful to all of you who came and gave your valuable input! Some of the concerns and ideas we have heard from you are:

- Availability of training
- Professional development during school hours (rather than weekends)
- Net working with other professionals/parents in a social relaxing environment
- Having a support system where professionals/parents can help each other or problem solve when needed.

In this mailing, you will find a ballot. Please take a minute and write in names of people you would like to nominate to be a part of the board in the coming year. Remember, if you wish to be more involved in this organization, we welcome



Office of Early Childhood Education

Sandra Miller, Director

Superintendent of Public Instruction

Gene Geist  
Ohio University  
Grover Center W351  
Athens, OH 45701

Dear Gene,

The Ohio Department of Education, Office of Early Childhood Education is convening three diverse groups of professionals to develop guidance documents to support early childhood educators. The purpose of the documents is to assist educators in their intentional design and implementation of appropriate, meaningful and engaging instructional practices mapped to Ohio's early learning content standards for mathematics, science and social studies.

You are invited to serve as a member of the **Focus Group on Best Practice for Mathematics**. Many well-qualified professionals were nominated, and we are pleased that you have been selected to be part of the group. Other members include:

- Teachers from Head Start, public preschool, preschool special education programs
- Private preschool and child care providers
- Early childhood service coordinators
- University faculty members from two- or four-year early childhood teacher preparation institutions.

Representing diverse early childhood program types and regions of the state, each member selected brings a unique perspective to this task that will help the entire group to develop guidance tools to benefit all of Ohio's early childhood educators in preschool and child care programs.

As a member of the Best Practice Focus Group for Mathematics, you will be asked to respond to a draft guidance document, offering comments and recommendations (revisions, additions) via email or fax correspondence. Currently, the work of this group will not require travel or attendance at meetings.

The anticipated first dissemination date for group member input is January 7, 2003.

Please indicate your willingness and ability to participate in the guidance tool activities by completing and returning (mail or fax) the enclosed response form by December 19, 2003 to Deborah McGlothlin.





Center for  
Curriculum & Assessment

Susan Tave Zelman

Office of Curriculum and Instruction

Dr. J. Daniel Good  
Executive Director

Superintendent of Public Instruction

March 6, 2002

Mr. Eugene A. Geist  
5 York Dr.  
Athens, OH 45701

**RE: Contract with the Ohio Department of Education (ODE), Purchase Order No. 91305H.**

Dear Mr. Geist:

Enclosed please find a copy of the executed Contract No. 91305H between the Ohio Department of Education and you for your participation as a member of the Pre-K Academic Content Standards Writing Team.

I have also enclosed samples of the contractor invoice and contractor travel invoice forms. Please submit these completed forms when requesting payment for the stipends and travel expenses.

We appreciate your participation in this very important role and look forward to working with you. If you have any questions or concerns, you may contact me at 614.466.1317.

Sincerely,

Shirley J. Crabtree  
Office Manager

Enclosures (3)      Contract  
Contractor Invoice Form and Instructions  
Contractor Travel Invoice Form and Instructions

SJC/vks

cc: FILE



Center for  
Curriculum & Assessment

Susan Tave Zelman

Office of Curriculum and Instruction

Dr. J. Daniel Good  
Executive Director

Superintendent of Public Instruction

April 29, 2002

Mr. Eugene Geist  
5 York  
Athens, OH 45701

Dear Eugene,

You are invited to serve as a member of the writing team for the development of the Ohio curriculum models in mathematics. The curriculum models will serve as an important bridge between the newly adopted academic content standards and classroom instruction in the state. Your work will be instrumental to the success of these models.

Many well-qualified individuals were nominated, and we are pleased that you have been selected to be part of the team. Representing diverse areas of expertise, educational programs, ethnic groups and regions of the state, the members chosen are all well qualified; each member brings a unique perspective that will help the entire team in meeting their charge.

With this letter, we are including an orientation packet. This packet includes:

- A brief description of the role of the writing team
- Information about the first team meeting to be held **Wednesday, May 15, 2002**
- A tentative schedule of future team meetings
- Payment information
- Contact information for questions
- A letter for your superintendent or administrator notifying him or her of your participation

If you have not done so already, please indicate your willingness to serve on the writing team by e-mailing Alicia Davies-Milner at [Alicia.Davies-Milner@ode.state.oh.us](mailto:Alicia.Davies-Milner@ode.state.oh.us) no later than Friday, May 3, 2002. We appreciate your commitment to serving in the development of the Ohio curriculum models. We look forward to meeting you and embarking on this exciting and important project.

Sincerely,

Cynthia Yoder, Associate Director  
Office of Curriculum and Instruction



25 South Front Street, Mail Stop 509

Telephone 614-466-4049 • FAX 614-995-5568

[www.ode.state.oh.us](http://www.ode.state.oh.us)

Columbus, Ohio 43215-4183

**WORKING GROUP MATHEMATICS INITIATIVES**  
**UPDATED**  
**1/13/2004**

Nozipho Nxumalo	Exceptional Children	614/752-1398	<a href="mailto:se_nxumalo@ode.state.oh.us">se_nxumalo@ode.state.oh.us</a>
Nancy Gallenstein	Wright State University	937/775-2678	<a href="mailto:nancy.gallenstein@wright.edu">nancy.gallenstein@wright.edu</a>
Eugene Geist	Ohio University	740/593-2882	<a href="mailto:eugene_geist@ohio.edu">eugene_geist@ohio.edu</a>
Linda Nusbaum	Ctr. For School Reform & Options- Administration	614/752-2058	<a href="mailto:sdea_nusbaum@ode.state.oh.us">sdea_nusbaum@ode.state.oh.us</a>
Jim Daubennire	Information Technology Office-EMIS	614/466-0057	<a href="mailto:JMS_daubennir@ode.state.oh.us">JMS_daubennir@ode.state.oh.us</a>
Tom Yersavich	Office of OhioReads and Literacy	614/995-3355	<a href="mailto:tom.yersavich@ode.state.oh.us">tom.yersavich@ode.state.oh.us</a>
Eydie Schilling	Center for Curriculum & Assessment	614/728-7288	<a href="mailto:eydie.schilling@ode.state.oh.us">eydie.schilling@ode.state.oh.us</a>
Jane Ensign	Curriculum & Instruction	614/387-2284	<a href="mailto:jane.ensign@ode.state.oh.us">jane.ensign@ode.state.oh.us</a>
Joan Leitzel	Program Director	614/457-2643 (R) 614/387-7563 (O)	<a href="mailto:joan.leitzel@unh.edu">joan.leitzel@unh.edu</a> <a href="mailto:joan.leitzel@ode.state.oh.us">joan.leitzel@ode.state.oh.us</a>
Jan Crandell	Assessment	614/752-1408	<a href="mailto:jan.crandell@ode.state.oh.us">jan.crandell@ode.state.oh.us</a>
Shirley Crabtree	Curriculum & Instruction	614/387-2250	<a href="mailto:pd_crabtree@ode.state.oh.us">pd_crabtree@ode.state.oh.us</a>

**WORKING GROUP MATHEMATICS INITIATIVES**  
**UPDATED**  
**1/13/2004**

NAME	AREA	TELEPHONE	E-MAIL
Anne Mikesell	Math Team	614/644-7304	<u>anne.mikesell@ode.state.oh.us</u>
John Soloninka	Office of Educator Preparation	614/466-4231	<u>john.soloninka@ode.state.oh.us</u>
Nancy Haefeli	Assessment	614/466-0213	<u>nancy.haefeli@ode.state.oh.us</u>
Max Xu	Assessment	614/387-0542	<u>max.xu@ode.state.oh.us</u>
Kathleen Martin	Diversity/Policy/Research	614/387-7570	<u>kathleen.martin@ode.state.oh.us</u>
Sarah Luchs	Diversity/Policy/Research	614/387-0960	<u>sarah.luchs@ode.state.oh.us</u>
Edwina Campbell	School Improvement	866/594-2003	<u>edwina.campbell@ode.state.oh.us</u>
Rochelle Nelson	School Improvement	614/684-1558	<u>ricepp@freignet.net</u>
Wade Meyer	School Improvement	800/733-7732	<u>w_meyer@esc.sparc.org</u>
Beth Gianforaro	Communications/Marketing	614/387-0953	<u>beth.gianforaro@ode.state.oh.us</u>
Jackie Woodward	Early Childhood	614/644-0627	<u>jacquelyn.woodward@ode.state.oh.us</u>
Roger Street	Exceptional Children	614/644-7307	<u>roger.street@ode.state.oh.us</u>
Karen Carson	Exceptional Children	614/728-1113	<u>se_carson@ode.state.oh.us</u>
David Ehle	Exceptional Children	614/387-2280	<u>david.ehl@ode.state.oh.us</u>
Dan Fleck	LEP/English Language Learners	614/466-9827	<u>sd_fleck@ode.state.oh.us</u>



Center for  
Curriculum & Assessment

Office of Curriculum and Instruction

Dr. J. Daniel Good  
Executive Director

Susan Tave Zelman

Superintendent of Public Instruction

April 29, 2002

Dear Ohio Superintendent or Educational Administrator,

This letter is to notify you that Eugene Geist has been invited to serve as a member of the writing team for the development of the Ohio curriculum models. Around 250 well-qualified individuals were nominated, and we are pleased to announce that Eugene Geist has been selected to be part of the team.

The development of curriculum models represents the next phase in Ohio's standards-based reform efforts and is mandated by Amended Substitute Senate Bill 1. These curriculum models will provide guidance for educators implementing Ohio's English language arts and mathematics standards in their districts, schools and classrooms. The curriculum models will be distributed to schools for receipt by the 2003-2004 academic year.

The contributions of the writing team members will be instrumental to the success of these models. Writing team members will bring their expertise to the process of researching, drafting, revising, editing and field testing the curriculum models. In addition, participation on the writing team will serve as a type of professional development for participating educators.

As part of the commitment to serve on this writing team, we have asked team members to attend an orientation meeting that will be held **Wednesday, May 15, 2002**. Writing team members will continue to meet intensively during the summer and then at regular intervals (likely a one-day meeting every other month) during the academic year. It is the policy of the Ohio Department of Education to provide substitute pay for teachers participating on this type of a development team so that we can support school districts during these absences.

We appreciate your assistance and support in enabling Eugene Geist to serve in the development of the Ohio curriculum models.

Sincerely,

Cynthia Yoder, Associate Director  
Office of Curriculum and Instruction



25 South Front Street, Mail Stop 509

Telephone 614-466-4049 • FAX 614-995-5568

[www.ode.state.oh.us](http://www.ode.state.oh.us)

Columbus, Ohio 43215-4183



Office of Early Childhood Education

Sandra Miller, Director

TO: Focus Group on Best Practice for Mathematics

FROM: Debbie McGlothlin

DATE: January 13, 2004

RE: Document Feedback and Meeting Dates

Thank you for your willingness to provide feedback to the *Mathematics Guidance Tool for Early Learning Content Standards Implementation*. The following handouts/materials are attached to support your efforts:

- Early Learning Content Standards
- Guidance Tool for Early Learning Content Standards Implementation: Mathematics
- Guiding questions to Inform Revisions/Additions
- Feedback Form to Guidance Tool for Mathematics

The intent of the draft *Guidance Tool for Early Learning Content Standards Implementation: Mathematics* is to support Ohio's early childhood educators' design and implementation of appropriate and meaningful curriculum and instructional practices mapped to standards. The document contains the pre-kindergarten indicators for mathematics on the left with a list of suggested teacher practices, behaviors and early learning experiences to support young children's learning toward the corresponding indicators on the right. The tool is not intended to be a complete list, but one that serves to affirm current practice and to act as a catalyst for future and additional practices.

Please take some time to review the draft document enclosed. As you review the tool's contents, please refer to the handout, *Guiding Questions to Inform Revisions/Additions* enclosed to guide your responses. Recommendations and input should be documented on the *Feedback Form* included and then returned by fax (330-343-3038) to me by **February 4, 2004**.

An additional goal of the group has been assigned. The task is to develop exemplary lessons or lesson plans illustrating targeted standards implementation in early childhood settings. This will be a collaborative effort among all members of the mathematics focus group. To accomplish this work, the following two meeting dates have been scheduled:

- Wednesday, February 11, 2004
- Tuesday, March 2, 2004

All meetings will be held at the Central Ohio Special Education Regional Resource Center (COSERRC) from 10:00 AM-3:00 PM. Please mark your calendars. Directions to COSERRC are enclosed.





While funding does not permit stipends for your participation, travel expenses (mileage and lunch) will be reimbursed.

In the event of inclement weather, please call (330) 364-5567 for cancellation notice.

Please indicate your willingness and ability to participate in the lesson plan activities by completing and returning (mail or fax) the enclosed response form by **February 4, 2004** to Deborah McGlothlin.

If you have any questions, please contact me at:

Deborah McGlothlin, Consultant  
Office of Early Childhood Education  
172 W. High Street, Suite 102  
New Philadelphia, Ohio 44663  
Phone: (330) 364-5567  
Fax: (330) 343-3038  
Email: [debbie.mcglathlin@ode.state.oh.us](mailto:debbie.mcglathlin@ode.state.oh.us)

We hope you will continue to join us in this exciting endeavor and look forward to meeting you.

## Letter of Intent Response Form

Intent of Participation:

☐ No, I am unable to attend.

Yes, I plan to attend the following meeting(s):

☐ February 11, 2004

☐ March 2, 2004



State of Ohio  
**Department of Education**

**Susan Tave Zelman**  
Superintendent of Public Instruction

**Professional Development and Licensure**

Marilyn Troyer, Interim Director, 65 South Front Street, Room 1009, Columbus 43215-4183, (614) 466-2761

November 23, 1999

Margaret King  
Ohio University  
108 Tupper Hall  
Athens, OH 45701

Dear Margaret King,

The Ohio Department of Education, Division of Professional Development and Licensure is conducting the 1999-2000 Annual Review of Proposed Teacher Education programs. You have been nominated to serve as a peer reviewer in the area of Early Childhood based on your recognized expertise in the field.

The review will be conducted on December 14, 1999, at the Tolles Technical Center in Plain City, OH. Registration will begin at 8:30 a.m., and the review will begin promptly at 9:15 a.m. A tentative agenda, map, and contact information are enclosed for your convenience.

The Ohio Department of Education appreciates your willingness to volunteer your time and expertise to the review of proposed programs. We will reimburse you for travel expenses, including meals and accommodations, that are incurred as a result of this voluntary service.

Please complete the enclosed confirmation and submit it to the attention of **Linda Walker**. The confirmation may be submitted via FAX at (614) 728-3058. Please respond by **December 9, 1999**. If you are not able to respond by that date, but would like to participate, please submit your confirmation as soon as possible after December 9, 1999.

If you have any further questions, please contact Moreen Carvan or Alicia Davies-Milner at (614) 728-7288. Thank you, and we look forward to working with you in December.

Sincerely,

A handwritten signature in cursive script, reading "John E. Nicholson".

John Nicholson, Assistant Director  
Professional Development and Licensure

# **Ohio Curriculum Models in English Language Arts and Mathematics Writing Team Orientation Packet**

## **Role of the Writing Team**

Writing team members will bring their expertise to the process of researching, drafting, revising, editing and field testing the curriculum models. Writing team members will include prekindergarten through grade 12 educators, higher education researchers and educators, teacher leaders and curriculum specialists. Writing teams will likely be organized into small writing groups that will focus on a particular grade span, such as early elementary, late elementary, middle or secondary.

## **Orientation Meeting**

**Date:** Wednesday, May 15, 2002  
**Location:** Ashland University's Columbus Center, Room B26  
**Time:** 9:30 – 4:30  
**Directions:** Please see attached

NOTE: Please keep a record of your mileage to and from the meeting as well as your receipt for parking. We will reimburse you for the cost of your mileage and parking. Lunch will also be provided during the meeting.

The purpose of this initial meeting is to provide an orientation to the development process, to clarify roles and expectations of writing team members, and to provide a knowledge base upon which to begin our dialogue and work in developing the Ohio curriculum models.

## **Tentative Schedule of Future Committee Meetings**

The writing team will meet throughout the development of the curriculum models, with a number of two-day planning, writing and reviewing meetings scheduled during the summer of 2002. These summer meetings are currently scheduled for the following dates:

Wednesday, June 12 and Thursday, June 13, 2002  
Monday, June 24 and Tuesday, June 25, 2002  
Wednesday, July 10 and Thursday, July 11, 2002  
Tuesday, July 23 and Wednesday, July 24, 2002  
Wednesday, August 7 and Thursday, August 8, 2002

Specific times and locations will be provided closer to each meeting date. Once the 2002-2003 school year commences, the writing teams will continue to meet but on a less frequent basis, likely once every two months for a one-day meeting. These meeting dates will be scheduled by early August.

### **Payment Information**

All writing team members will receive a \$2,000 stipend for their commitment and work toward the project. This stipend will be paid in three installments of paid throughout the course of the project. The first installment of \$1,000 will be paid in July 2002, the second installment of \$500 will be paid in November 2002 and the last of \$500 will be paid in March 2003.

In addition, writing team members will receive the following:

- payment for substitute time (when applicable)
- mileage reimbursement for meetings
- lunch provided at all meetings
- hotel reimbursement provided for two-day meetings for participants over 45 miles from meeting location

### **Contact Information**

If you have any questions, please contact:

Alicia Davies-Milner  
Ohio Department of Education  
Office of Curriculum and Instruction  
25 South Front Street, Mail Stop 509  
Columbus, Ohio 43215-4318  
(614) 466-1317  
[Alicia.Davies-Milner@ode.state.oh.us](mailto:Alicia.Davies-Milner@ode.state.oh.us)

---

**Ashland University's  
Columbus Center**  
1900 East Dublin-Granville Rd.  
Columbus, Ohio 43229

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**Directions from the south:**

- Take I-71 North
- Take the OH-161 Exit, Exit Number 117, towards Worthington/New Albany
- Turn right (heading east) onto E Dublin Granville Road (OH-161)
- Drive for approximately one mile, past Karl Road
- Ashland University will be on the north side of the road

**Directions from the north:**

- Take I-71 South
- Take the OH-161 Exit, Exit number 117, towards Worthington/New Albany
- Turn left (heading east) onto E Dublin Granville Road (OH-161)
- Drive for approximately one mile, past Karl Road
- Ashland University will be on the north side of the road

**Directions from the east or west:**

- Take I-70 towards the center of Columbus
- Take I-71 North
- Take the OH-161 Exit, Exit number 117, towards Worthington/New Albany
- Turn right (heading east) onto E Dublin Granville Road (OH-161)
- Drive for approximately one mile, past Karl Road
- Ashland University will be on the north side of the road

**When you reach Ashland University:**

- Park on the West side near the B entrance
- Enter through the lobby doors
- Turn right to Room B26

From: Sean Randol <SRandol@seiservices.com>  
Subject: **CONFIRMATION: Investing In Innovation (i3) Grant Review**  
Date: June 2, 2010 6:28:16 PM EDT  
To: "Geist, Eugene" <geist@ohio.edu>

June 2, 2010

Dear Dr. Geist:

On behalf of the U.S. Department of Education, and the Office of Innovation and Improvement, Synergy Enterprises, Inc. (SEI) would like to officially confirm your participation as a reviewer for the **2010 Investing in Innovation (i3) Grant Review – Development Grants Tier I (CFDA 84.396.4)**. The review will take place beginning with a two week reading period from **June 7 - 13, 2010** followed by a one week panel discussion period, **June 14 - 18, 2010** using the Department's on-line electronic e-Reader system. Reviewers should be available the week of **June 21 - 25, 2010** for cleanup or revisions of your written comments. Each panel may be assigned as many as 20 applications.

Please take a moment to confirm or cancel your participation in the review by sending an email to [i-3information@seiservices.com](mailto:i-3information@seiservices.com) by 4:30 PM EDT Thursday, June 3, 2010.

#### **Meeting Information**

The Investing in Innovation (i3) review will utilize the Department's e-Reader system (<http://e-grants.ed.gov/>), a web-based tool that allows peer reviewers to complete on-line reviews. Reviewers will be sent hard copies of the applications, complete the on-line forms, and then take part in a series of teleconference calls for group discussion with other peer reviewers. Although reviewers will participate from their homes or offices, the reviewer's schedule should be free of all other responsibilities during the hours of the review. *(Please note that you were selected and assigned to a panel based on your availability to participate during specific times of the day, Monday thru Friday, June 14 - June 18, 2010.)* It is recommended that reviewers take part in the teleconference calls using a land line phone rather than a cell phone.

#### **Reviewer Materials**

You will be sent hard copies of your assigned applications and reviewer materials via Federal Express to the address listed below. If, for any reason, you are away or you would like for your materials to be shipped to a different address, please respond via email to [gsoriano@seiservices.com](mailto:gsoriano@seiservices.com).

Dr. Eugene Geist  
5 York Drive  
Athens, OH 45701  
(740) 593-2882

#### **Reviewer Information and Materials Website**

In addition to the materials posted to the e-Reader website, Synergy Enterprises, Inc. has established, with the approval of the Department of Education, a reviewer information website. Information is still being uploaded to the reviewer site. Information on how to connect to the SEI Review Website will be included in a future email.

#### **E-Reader Review System**

The Investing in Innovation (i3) Grant Review – Development Grants Tier I will use the e-Reader system. Access to the system for this review will become available on June 7, 2010 by logging into <http://e-grants.ed.gov/>. Instructions on how to use e-Reader will be included and available on the SEI Reviewer website.

#### **Orientation Webinar**

Synergy Enterprises, Inc. has scheduled two orientation webinars for reviewers. The orientation sessions will take place on **Monday, June 7th at 10:00 AM EDT** and again on **Tuesday, June 8th at 2:00 PM EDT**. You are only required to participate in one of these two teleconference orientation sessions.

Please note that we are going to be conducting this orientation using the internet for both the audio and video portions of the webinar. You must log on to the web site and can either listen to the audio through your computer speakers or dial in to the phone number at the same time. More information regarding the website and password including a back up phone dial in number will be provided to you in a separate email shortly.

If you have any problems accessing the website or dialing into the call, please contact Charlotte Soriano at (240) 485-1700 ext. 227.

#### **Panel Information**

A Panel Assignment Sheet will be included with your reviewer materials that shows the applications you will be responsible for, the name of your panel manager, the names of your other panelists, and your individual panel teleconference phone number and access code.

#### Honoraria

Peer reviewers will receive an honorarium in the amount of \$4,000.00 for reading, preparation and teleconference discussion time. An honorarium form will be included in your reviewer materials package as well as being available for download from the reviewer information site, mentioned above.

Payments will be made in accordance with Federal Regulations. Payments will be mailed 30 business days from receipt of a correctly filled out form and approval of your comments and scores from the i3 staff.

Please mail this completed form by June 25, 2010 to:

Synergy Enterprises, Inc.  
Attention: Charlotte Soriano  
8757 Georgia Avenue, Suite 1440  
Silver Spring, MD, 20910

#### Cancellation

If, for any reason, you are unable to participate in this year's grant review please contact Charlotte Soriano as soon as possible at (240) 485-1700 or [csoriano@seiservices.com](mailto:csoriano@seiservices.com), so that arrangements can be made for another person to replace you. For successful completion of this program, it is extremely important that a full complement of reviewers is present for the entire period.

If you have any questions regarding logistics, please contact me at (240) 485-1700, extension 184, or via email at [taosman@seiservices.com](mailto:taosman@seiservices.com). If you have any questions relating to the review or the review process, please contact Thelma Leenhouts, Competition Manager at [Thelma.Leenhouts@ed.gov](mailto:Thelma.Leenhouts@ed.gov).

Thank you for your interest in this important review process. We look forward to working with you.

Sincerely,

Todd A. Ossman  
Deputy Project Director  
Synergy Enterprises, Inc.



From: "West, Carma" <westc@ohio.edu>

Subject: **Baker Review Meeting**

Date: January 22, 2010 9:27:36 AM EST

To: "Stigall, Alycia" <stigall@ohio.edu>, "Rawlins, William" <rawlins@ohio.edu>, "Lee, Daewoo" <leed1@ohio.edu>, "Geist, Eugene" <geist@ohio.edu>, "Steele, Louise" <steelea@ohio.edu>, "Scott, Samuel" <scotts3@ohio.edu>, "Franklin, Teresa" <franklit@ohio.edu>, "Diao, Zijian" <diao@ohio.edu>

Good Morning,

I wanted to let you know that the Baker review meeting is scheduled for Tuesday, March 2 from 11am-2pm in Baker Center room 236. We received 10 proposals so I left the meeting at 3 hours to allow plenty of time to review them. Please add this meeting to your calendar if I have not already done so.

I will be sending out proposals to external reviewers. Each of you were assigned at least one proposal which you will be responsible for compiling the external reviews and leading the discussion on. In the near future I will be sending the proposals out on a CD along with any information you need to use for the review process. I will ask the external reviewers to send their comments to you and myself, so I will be checking in to make sure that each of us has all of the comments.

Thanks for your help getting this meeting scheduled.

Carma

---

Carma West

Administrative Associate

Vice President for Research Office

120 RTEC

(740) 593-1007

(740) 593-0380 (fax)

From: "West, Carma" <westc@ohio.edu>  
Subject: **Baker Review Meeting**  
Date: January 22, 2010 9:27:36 AM EST  
To: "Stigall, Alycia" <stigall@ohio.edu>, "Rawlins, William" <rawlins@ohio.edu>, "Lee, Daewoo" <deed1@ohio.edu>, "Geist, Eugene" <geist@ohio.edu>, "Steele, Louise" <steelea@ohio.edu>, "Scott, Samuel" <scotts3@ohio.edu>, "Franklin, Teresa" <franklit@ohio.edu>, "Diao, Zijian" <diao@ohio.edu>

Good Morning,

I wanted to let you know that the Baker review meeting is scheduled for Tuesday, March 2 from 11am-2pm in Baker Center room 236. We received 10 proposals so I left the meeting at 3 hours to allow plenty of time to review them. Please add this meeting to your calendar if I have not already done so.

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Thanks for your help getting this meeting scheduled.  
Carma

---

Carma West  
Administrative Associate  
Vice President for Research Office  
120 RTEC  
(740) 593-1007  
(740) 593-0380 (fax)

November 2002

Dear Gene,

Thank you for all  
your work as editor  
of the USNC-OMEP  
newsletter.

The information in this  
newsletter informs  
and stimulates many  
valuable activities  
in OMEP's efforts to  
advocate for children.

Wishing you well.

Love

Winberg



<a href="#">News and Views</a>	<a href="#">Upcoming Events</a>	<a href="#">Membership</a>	<a href="#">Regional Info</a>	<a href="#">Newsletter</a>	<a href="#">Board</a>
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# U.S. National Committee of the World Organization for Early Childhood Education

Organization Mondiale pour l'Education Préscolaire (OMEP)  
Organización Mundial para la Educación Preescolar (OMEP)

<a href="#">Ongoing Projects</a>
<a href="#">Conferences</a>
<a href="#">The United Nations</a>
<a href="#">Early Childhood Research to Practice (ECRP)</a>
<a href="#">UNICEF</a>
<a href="#">UNESCO</a>
<a href="#">World OMEP</a>
<a href="#">Useful Links and other OMEP National Committees</a>
<a href="#">Photo Gallery</a>

## OMEP-USNC

### Board Information and Meeting Minutes

<a href="#">OMEP-USNC By-Laws</a>	<a href="#">Fall 2004 Board Meeting</a>	<a href="#">Spring 2005 Minutes</a>
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### International Officers Directory

#### OMEP-USNC BOARD MEMBERS FOR 2005

<b>President</b> <b>Gwendolyn Coe</b> University of Wisconsin-Platteville Address: 1 University Plaza Platteville, WI 53818 Phone: (608) 342-1294 Office (608) 348-9205 Home Fax: (608) 342-1133 E-Mail: coe@uwplatt.edu	<b>Past-President</b> <b>Lenore Wineberg</b> University of Wisconsin-Oshkosh Address: COEHS N/E 504 University of Wisconsin-Oshkosh 800 Algoma Blvd Oshkosh, WI 54901-8601 Phone: (920) 424-0333 Office (847) 256-6868 Home Fax: (920) 424-0858 E-Mail: wineberg@uwosh.edu
<b>Vice-President</b> <b>Carol R. Darcy</b> Educational Consultant Address:	<b>OMEP World Vice-President for North America and the Caribbean</b> <b>Leah Adams</b> Eastern Michigan University (Emeritus) Address:



U.S. NATIONAL COMMITTEE  
World Organization for Early Childhood Education  
Organisation Mondiale pour l'Éducation Préscolaire **OMEP**

## **OMEP-USNC Events**

**Thursday, November 1, 1:30-3:30**

**OMEP-USNC Special Session:**

### **GLOBAL ISSUES IN EARLY CHILDHOOD STAFFING AND TRAINING**

**Presenters:**

**Bettye M. Caldwell**

**Audrey Curtis – OMEP World President**

**Lenore Peachin Wineberg**

**LOCATION: Hilton-Anaheim, Santa Monica Room**

**Thursday, November 1, 4:00-5:00 p.m.**

**OMEP-USNC Membership Meeting**

**Dr. Stephen B. Graves "Writing for Publication in the International Journal of Early  
Childhood"**

**LOCATION: Hilton Anaheim, Santa Monica Room**

**Friday, November 2, 6:00-7:00 p.m.**

**OMEP International Conversation Hour and Round Table**

**LOCATION: Anaheim Marriott, Ball Room 3, Orange County**

**U.S. NATIONAL COMMITTEE OF OMEP  
FALL 2001 BOARD MEETING  
WEDNESDAY, OCTOBER 31, 2001  
ANAHEIM, CALIFORNIA  
Anaheim Marriott, Orange County Ballroom 2  
President-Lenore Peachin Wineberg**

Here is an update on past and future events of USNC-OMEP activities and future hopes and dreams.

**1.Participation/Activities.** As your President, I participated in:

- SECA Southern Early Childhood Association luncheon in Little Rock, Arkansas on March 31, 2001
- ACEI-USNC-OMEP Breakfast, April 5, 2001 in Toronto Canada
- USNC-OMEP Board Meeting- St. Louis April 2001
- WORLD CONGRESS-Santiago Chile— July 2001
  - Gordon Klopff received an honorary membership for his work as OMEP' Representative to the United Nations.
  - I will chair a committee to revise OMEP'S constitution.

**2.Haiti Toy Library.** Jacqueline Theriault, President of Canada OMEP and I plan to go to Haiti in 2002. Presently, I'm collecting used toys and have over 100 toys collected from students at UWO. My goal is 350 toys.

**3.Upcoming Activities.**

- World Conference—OMEP South Africa is hosting a conference October 7-11, 2002 in Durban, South -Africa.
- XXIV WORLD CONGRESS OF OMEP 2004 in Melbourne Australia

**4. Good News.** We have had excellent attendance at regional, and world meetings where USNC-OMEP has participated. I receive e-mails telling us members and others are reading our newsletter, thanks to Gene Geist and all the board members.

**5. Hopes and Dreams.** With all that is happening in our busy and now stressful lives the work of advocating for young children is ever in need of our support in our country and around the world. So much has happened to our country since we last met. I think that Nancy Brown our Vice-President, who lives in Manhattan can best describe how one major city has been attacked by terrorism.

We can row this boat together and invite others to join us in our efforts. It is my pleasure and privilege to be your coxswain and thank you for your past and future good work on behalf of USNC-OMEP.



# President's Message

Lenore Wineberg

## New Beginnings:

It is my privilege and joy to take on the presidency of USNC-OMEP and follow in the leadership of Jerry Aldridge whose positive spirit has inspired and strengthened our organization in numerous ways. USNC-OMEP is addressing new beginnings with our new Strategic Plan 2000. As USNC-OMEP members I ask you to join me in meeting these new goals to promote the well being of children worldwide nationally and internationally.

## What is USNC-OMEP About?

This past fall, I have gotten two e-mails from college students requesting information on the UN Convention on the Rights of the Child. Sue Legros, a Co-President of the Fitchburg State Early Childhood Club, read our newsletter and requested information on this treaty and wanted to know how her club could help. Annie Connor, from Southern Illinois University, also requested information to learn more about this treaty. This is one of USNC-OMEP's activities to encourage the United States government to implement the UN's Convention on the Rights of the Child. I was heartened by these college students advocacy efforts on behalf of young children and sent out all the information I had on this topic.

A Champion for the US. Convention on the Rights of the Child John Surr, who chaired our Washington Liaison Committee, recently resigned that post because of impending child care duties for his first granddaughter, and other demands on his time. He served as OMEP-USNC's Treasurer from 1993-95, and he chaired the Washington Liaison Committee from its inception in 1995 until his resignation in November. The Washington Liaison Committee mainly keeps in touch with issues of interest to OMEP-USNC before the US Congress and Administration. The main issue that we have followed for the last 8 years in Congress has been the lack of progress in Congress' advice and consent to the ratification of the UN Convention on the Rights of the Child. The Committee also has managed relations with the Council for Early Childhood Professional Recognition, which

has donated USNC's mailbox and the printing and bulk mailing of its Newsletter. Wilhelmina Burress has been answering the correspondence that comes through that mailbox, and now the Newsletter's relations with the Council will be handled directly by the Newsletter's Editor.

John will be succeeded ably by Sherlie Scribner, who has ample experience both in early childhood issues and on Capitol Hill. Sherlie was the early childhood expert for Congress' General Accounting Office before her recent retirement. She now teaches part-time at the University of Virginia in Charlottesville and heads up The Children's Fund, which is for the survival, healthy development, and education of children worldwide.

## Welcome Aboard to new USNC-OMEP Board Members:

Gwen Coe has been a member of USNC-OMEP for some time and is now taking over Nancy Freeman's office as Secretary. We thank Nancy for her service and congratulate her on her new office as Vice-President of NAECTE. Blythe Hinitz is returning to the board as Development Chair.

Continued on Page 3

*The website has loads of interesting information about OMEP events! You can also contact our webmaster, Nancy Quisenberry, by sending her a message from our website to give her your news, thoughts, and ideas. Or contact her directly at [nancyq@siu.edu](mailto:nancyq@siu.edu)  
Web Address:  
<http://omep-usnc.org>*



**Newsletter Editor:**  
Dr. Eugene Geist  
Ohio University  
Send all submissions and correspondence to  
[geist@Ohio.edu](mailto:geist@Ohio.edu)

# Editorial Ramblings

## Transition is not easy

Last spring Dr. Guang-Lea Lee, the editor of this newsletter asked me to take over the duties of newsletter editor. I agreed and as of Fall 2000, I was in charge of getting a newsletter out to all of you eager members. Unfortunately, I failed. Originally I thought "How hard can it be? Compile the pieces people send me print it off and send it out." I was soon to see how wrong I was. Once I compiled the articles, edited and formatted it to fit, I thought the hard part was done. Unfortunately, I was wrong again. I was beginning to get used to being wrong. As it turned out the contact person that I sent the newsletter to for publication and mailing was no longer at the email

Continued on page 2

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# OMEP World News

## Legos, lanterns and a land that cares: Professional development in surprising ways

Suzanne Miller

I am greatly looking forward to attending the upcoming 23<sup>rd</sup> World Congress of OMEP in Santiago, Chile, in July, partly because I had such a wonderful experience attending the last World Congress in Denmark. I wrote about it in the New York State Association for the Education of Young Children Reporter as part of a spring 2000 theme issue on professional development. The article follows:

The scene was the International Night Banquet at the OMEP 22<sup>nd</sup> Word Congress of Early Childhood and 50<sup>th</sup> Anniversary in Copenhagen, Denmark. This was the country that gave birth to Legos, and after dinner the task at each table was to create together a Lego structure. The construction from each table was then displayed on the stage for all to see. What synergy took place with amazing results! Professional development? Yes, to me it was. The wonderful mix of early childhood educators from different nations, cultures and languages, working together on a common creation, was symbolic of how with cooperation, creativity, and enjoyment, we can create a vision of a better world for children and work to make that vision a reality.

The Lego task was a metaphor to me of the OMEP Conference and Congress itself. Delegates from countries around the world over several days and hours of meetings hammered out the Declaration of the OMEP World Assembly which indeed embodies a positive vision for the world's children: access to publicly funded high quality education and care; healthier environments for all children, including reduced ecological and health risks, and protection from exploitation, violence and discrimination; helping young children develop a positive self-image and an understanding and appreciation of those who differ in gender, race, culture, family structure and economic and political circumstances; modeling for children respect for themselves and each other; and supporting and encouraging communication and contact among children, family members, older generations and the community.

On the first day of the conference, I met a woman at the bus stop and walked with her the



several blocks to the conference center. She turned out to be Margaret Roberts from United Kingdom, one of driving forces of OMEP for many decades. Our walk and subsequent conversations during the week were some of the highlights of the conference for me. She was indeed an inspiration! She had helped to complete a history of OMEP which arrived hot off the press just in time to be available to conference participants. She was recognized at the conference for her years of contribution. I think of her as a "lantern", a steady guide through years of struggle on behalf of children worldwide. The term comes from Marion Wright Edelman's latest book, Lanterns—A Memoir of Mentors, in which she powerfully writes about those who have influenced her life. I feel that my brief encounters with Margaret were as much a part of my professional development as the conference sessions I attended.

The third informal part of my professional growth at this conference was the experience of being in a country where public support and social services are seen as rights and the welfare of all citizens is viewed as a collective social responsibility. How refreshing!! In the US we continue to struggle so hard to have the basic needs of children and families met in ways that Denmark has been doing for years—a comprehensive, subsidized, high quality child care system that serves all children regardless of their parents' economic status; paid parental leave for up to six months; universal child and family allowances, and universal health care. This Nordic land provides us with a model of what is possible when the spirit of a nation believes in caring for all

Continued on Page 4



# Upcoming Events

## Mark Your Calendar

### INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING

Santiago, Chili--July 2001, <http://nlu04.nl.edu/icet/>

OMEP XXIII World Congress and Assembly,  
Santiago, Chile, July 29 to August 4, 2001

OMEP's 23rd World Congress will be held in Santiago, Chile in 2001. For more information contact the coordinator of the conference

Margarita SILVA, Fax: 56 2 563 0092,  
Tel: 56 2 686 5359, Email: [masilvape@puc.cl](mailto:masilvape@puc.cl)

An up-to-date web site is maintained at:  
[www.omep2001.cl](http://www.omep2001.cl)

## Continued Text.....

### President's Message

Continued from Page 1

Cheers!!!

Thank you to Jerry Aldridge, Leah D. Adams, and Nancy Quisenberry who presented a panel on Global Issues in Early Childhood Education at the Annual NAEYC Conference. This informative presentation was well received by the many early childhood educators at this session.

#### With Appreciation:

A special thank you to Virginia Benham and the Scholastic early childhood publishing company who sponsored our OMEP International Conversation Hour at the NAEYC conference. We appreciate your support of USNC-OMEP'S activities on behalf of young children.

### Message from the Editor

(continued from page 1)

address I was given. So no one even knew I sent it. So just like that proverbial tree that falls in the forest and with no one around to hear it, our fall newsletter made no sound - and didn't get sent out.

By the time I realized something was wrong and (with help of our new President) found out who our new contact person was, it was a new millennium. I quickly reworked the Fall Newsletter and sent it out as the Winter edition (I'm sure you all noticed some expired dates and outdated material).

So, to make a long story even longer, it has taken me a year to get the hang of this newsletter thing. I am settling down into a routine and the submission deadlines are once again May 1st, August 1st, and December 1st. Thank you for bearing with me during this rough transition. I hope you like the new look of the newsletter and I accept any comments you might have.

Finally I think we owe a sincere thank you to Lea Lee for doing this job so flawlessly for so long.

### Legos, lanterns and a land that cares: Professional development in surprising ways - Continued from Page 3

its people.

Legos, lanterns and the land of Denmark—none were listed on the official program of the OMEP World Congress of Early Childhood Education, but certainly all of them served as important professional development for me.

Suzanne Miller, Ph.D., teaches early childhood education at the State University of New York, College at Oneonta. She served as one of the US voting delegates at the 22<sup>nd</sup> World Congress of Early Childhood Education, Copenhagen, Denmark, August, 1998.

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## Region II Report

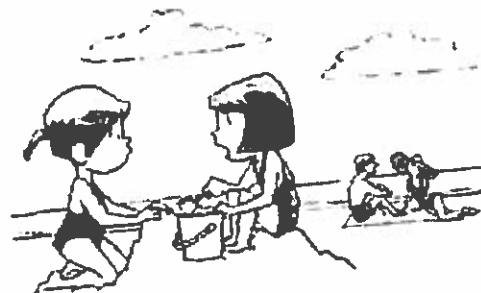
Hello, Great Lakes Region!

I have many things to share but will limit myself to three, the magic organizational number of Head Start and Marine training programs!

- The fall semester of 2001, I spent in Norway, observing the results of the inclusion of six-year-olds in the school system and how the system has accommodated the addition of preschool teachers to their staff. So many issues are surprisingly global! Early childhood educators struggle there, as here, to inform the public of the enormous lifelong impact of the early years. Modern work situations and family systems have brought children's free time and supervision issues to the forefront. And a child's right to play must constantly be defended. Simultaneously, so many other things appear uniquely simple elsewhere; outdoor play, small classes, small schools, and continuity of care are a few worth mentioning.

- Here in Wisconsin, a new international teaching organization sponsored by the Department of Public Instruction, has prompted interest in OMEP. These practitioners have been encouraged to join and support our global organization. An invitation to join OMEP was also issued to all licensed child care providers in the state through articles in the Child Care Information Center Newsletter. I encourage you to let similar teachers' organizations

in your state learn more about OMEP and the U.N Convention on Children's Rights, through flyers and information tables at conferences, or by simply handing a



"I'm never having kids. I hear they take nine months to download."

*"Childhood  
knows the  
human heart."  
Edgar Allen  
Poe*

membership brochure to a friend. These brochures and flyer samples may be ordered from me, by calling 1-608-224-5388, or in Wisconsin, 1-800-362-7353.

- With national children's media expert, Dr. Joanne Cantor, of The University of Wisconsin, and media literacy advocate, Marieli Rowe, of

Telemedium magazine, I worked on a proposed addendum to the Global Guidelines for Early Childhood Education and Care, regarding both the risks and the potential benefits of media exposure. When considering protecting children's environments, this is an area that has not been adequately addressed yet.

I would love to hear of any activities relevant to our OMEP connection going on in your locality. We must partner in our work and find inspiration in each other. It's your turn; please share with us!!

Your Great Lakes OMEP Representative,  
Lita Haddal



## New Representatives for Region III and VI

Congratulations to new officers. Welcome to a second term, Judith Wagner representing Region 8 Southwest and Anarella Celitti Representing Region 6 South Central. Johnetta Morrison was elected to represent Region 5-North central and Edna Runnels Ranck was elected to represent Region 3 Mid-Atlantic. Here is a bio on our two new Board members;

Johnetta Wade Morrison

As an Associate Professor of Human Development and Family Studies at the University of Missouri-Columbia, Johnetta Wade Morrison has been actively involved in early childhood and care and development in Jamaica, South Africa and Ghana. The work in Cape Town, South Africa occurred at the University of the Western Cape in collaboration with a colleague. Outreach and empirical research were conducted focusing on young low-income black and white children. In Ghana, early childhood personnel in the Ministry of Education, the Nursery and Kindergarten Unit, and the Ministry of Employment and Social Welfare, particularly social welfare were the foci. The status of early care and development in Ghana was reviewed and discussions held with many persons. These included Ministry of Education program directors and assistant directors, the two early childhood training units in the country, an university trainer, early childhood association heads, the head of the national teachers' union, personnel of non-government organizations committed to young children, many, many preschool center directors, caregivers, and teachers. Philosophies, curriculum/program ideas, government concern, and needs were shared. A major task the early childhood government personnel are planning for in the near future is an early childhood teacher-training program at the university level.

Edna Runnels Ranck

Edna Runnels Ranck is director of public policy and research for the National Association of Child Care Resource and Referral Agencies (NACCRRRA) and was a charter member when NACCRRRA began in 1985. Previously, she directed a preschool child care program and a child care resource and referral agency that included a family child care network. She has taught early child-

hood and child development courses at a two-year college and a four-year university. In the New Jersey Department of Human Services, Edna established the state CCR&R system and served for six years as director of the Office of Early Care and Education, staffing the states Child Care Advisory Council, and working with the Office of the Governor and the Legislature. From 1994-98, Edna represented the International Federation of Educative Communities (FICE) in Unicef at the United Nations in New York City.

Since 1981, Edna has presented papers and workshops at university-based international conferences on the topics of the history, regulation and administration of and advocacy for early education programs and policies and the role of girls and women in the development of the early care and education field: Haifa, Israel; Adelaide, Australia; Dublin, Ireland; Amsterdam (2) and Groningen, Netherlands; Prague (2); Trmsø, Norway; Montreal; Luxembourg; Costa Rica; New York City (2); Milwaukee; Japan; Singapore, and Honolulu. Edna will facilitate a discussion group at the 3d World Forum on Early Care and Education in Athens in April 2001.

Edna presently serves on the History & Archives Panel of the National Association for the Education of Young Children (NAEYC), and the Boards of Directors of the National Association for Regulatory Administration (NARA) and the World Organization for Preschool Education (OMEP). She writes a monthly column on early care and education policy perspectives for [www.qualkids.com](http://www.qualkids.com). She continues to write the history of NACCRRRA begun six years ago with a commemorative version published in 1997, and regularly participates in the History Seminar at the NAEYC annual conference.

Edna received a bachelor of arts cum laude degree in political science from Florida State University, a master of divinity magna cum laude from Drew University, and a master of education in educational administration and a doctor of education in curriculum and teaching from Teachers College, Columbia University. She has published articles, book reviews and book chapters. She is a member of Phi Beta Kappa and is listed in *Whos Who in America* and *Whos Who in the World*. Edna serves on the planning committee for TC/DC, the Teachers College/Columbia University alumni/ae group in the Washington, DC area, is active in the Florida State and Drew Washington alumni/ae groups and supports the New Leadership program of the Center of American Women in Politics at Rutgers, The State University of New Jersey.



People of all  
ages are  
joining to-  
gether as part  
of a new

Global Movement for Children, determined to  
build a better world for children and for all of  
us.

Their message is straightforward: the citizens  
of the world care about children and expect  
governments to keep the promises they make  
to them.

Now – over the Internet or through word-of-  
mouth activism – you can add your voice and  
say Yes to the 10 critical actions needed to  
improve the lives of children and adolescents  
everywhere. Every young voice silenced by  
poverty, disease, war, abuse or discrimination  
is a call for your action.

#### THE 10 IMPERATIVES FOR CHILDREN

**1. Leave No Child Out**

All forms of discrimination and exclusion  
against children must end.

**2. Put Children First**

It is the responsibility of everyone – govern-  
ments, individuals, non-governmental organiza-  
tions, religious groups, the private sector and  
children and adolescents themselves – to  
ensure that children's rights are respected.

**3. Care for Every Child**

Ensure all children the best possible start in  
life.

**4. Fight HIV/AIDS**

Protect children and adolescents and their  
families.

**5. Stop Harming and Exploiting Children**

Violence and abuse must be stopped now. And  
the sexual and economic exploitation of  
children must end.

**6. Listen to Children**

Respect the rights of children and young  
people to express themselves and to partici-  
pate in making the decisions that affect them.

[http://www.unicef.org/say\\_yes/how.htm](http://www.unicef.org/say_yes/how.htm)

**7. Educate Every Child**

Every child – all girls and boys – must be  
allowed to learn.

**8. Protect Children from War**

No child should experience the horrors of  
armed conflict.

**9. Protect the Earth for Children**

Safeguard the environment at global, national  
and local levels.

**10. Fight Poverty**

Invest in Children Invest in services that  
benefit the poorest children and their families,  
such as basic health care and primary educa-  
tion. Make the well-being of children a priority  
objective of debt relief programmes, develop-  
ment assistance and government spending.

### How Can I Take Part

• On the Internet

The chance to act on behalf of children is only  
a click away. Fill out the pledge form on this  
site.

• By e-mail

Send an e-mail message to  
[pledge@netaid.org](mailto:pledge@netaid.org).

• By mail

Download the pledge form [PDF format,  
Adobe Acrobat required] print and fill it out,  
and mail it to the nearest UNICEF office, or  
one of the other organizations listed below. If  
needed, ask them for printed copies of the  
form.

For further information, visit the Global  
Movement for Children website or contact the  
nearest office of the Global Movement  
founding partners.

[http://www.unicef.org/say\\_yes/how.htm](http://www.unicef.org/say_yes/how.htm)

# A Broader View

Leah Adams - OMEP Regional  
Vice-President (North America)

## OMEP Toy Library Project in Port au Prince, Haiti

The most exciting current project in our region is the Toy Library Project in Port au Prince, Haiti. Madame Marie Michaël P. Tippenhauer, Presidente of OMEP-Haiti, reports that it was officially opened on November 19, 2000.

Communication with Haiti remains sporadic and uncertain, because of mail and electronic services there. French-speaking members of OMEP Canada have been handling the majority of the contacts, under the leadership of OMEP-Canada President, Jacqueline Theriault. They have gone to Haiti and given workshops and delivered multiple boxes of materials.

The most recent news from Mrs. Tippenhauer reports that they opened with twenty children who will stay from eight to eleven o'clock, one supervisor, two helpers and four volunteers. A Catholic church has provided space for the program. In the room and a half, OMEP-Haiti financed with his own funds the fitting-out of this space, including the masonry, repainting, plumbing and bathroom appliances, and furniture (shelves, tables and chairs).

On their second visit in Haiti, the President and Treasurer of OMEP-Canada took with them many toys and books. They purchased some materials in Port-au-Prince also. Money from OMEP-Canada (\$1000US) was used for the installation of the fence around the yard destined to be the playground in order to secure the space. The money from OMEP-USNC (\$1000) will be used to develop the outdoor area.

Mrs. Tippenhauer says that OMEP-Haiti members are optimistic that this will be a successful venture. Our best wishes and thanks to all in OMEP Haiti who have worked so hard to make this service to their community a reality.

## Call for Action

OMEP, in cooperation with ACE I (Association for Childhood Education International), sponsored an International Symposium on Early Childhood Education and Care for the Twenty First Century in July 1999. A Symposium goal was to have a brief document which the global early childhood professional community supported as the most basic guidelines for Early Childhood Education and Care in the 21<sup>st</sup> Century. The document from that Symposium is available on the website [www.eccc21.org](http://www.eccc21.org). The document is currently available in English, French, Spanish, Arabic and, by the time you read this, other translations may have been completed.

A follow up Symposium II will be held in July 2002. The document will be reviewed and brief one page summary statement produced for wide spread distribution. At Symposium II the delegates will explore the possibility of expanding the document to include ages birth to age three as well as possible practical applications.

In order to help us evaluate the document we are asking OMEP members and colleagues to submit written reviews. We need the opinions of OMEP members about the usefulness of the document. We request that comment must be forwarded to OMEP World Secretariat by 31 October 2001.

Please read the document and identify and explain:

- Items that are not clear or understandable, particularly if the document is not available in your primary language.
- Whether any of the items seem inappropriate for your region/nation/program from a cultural standpoint.
- Whether you feel there are obvious omissions in the document or items which need not have been included. (Please remember the initial document produced at the Symposium was too lengthy and had to be condensed for publication.)

We are particularly interested in hearing about your efforts to utilize the document in policy discussions, curriculum development and/or application to a particular child care program.

The complete document was included in an OMEP mailing to members in May-June 2002.

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## Second joint ACEI and OMEP-USNC publication now available.

The second joint publication for ACEI and OMEP-USNC became available in April 2001.

From the Minds of the World's Children is full of amusing and poignant quotes from children. The book is published by ACEI on behalf of both organizations. Jim Hoot served as senior editor, along with Judit Tamas, Leah Adams and Patricia Kostell.

Order Book no. 1010 from ACEI. The cost \$14.00 (\$10 ACEI members) includes shipping.

The first joint publication Quotations for Early Childhood Educators, edited by Leah Adams and Patricia Kostell is \$9.00, including shipping. (Publication No. 1987).

These two volumes can be enjoyable to read but also very useful to those who teach, give presentations, write newsletters or like to post quotes on bulletin board. Remember that once ACEI has recouped publication costs, the USNC will share in the profits with the proceeds going to our Toy Library Project in Haiti.

Order from: ACEI Publications, 17904 Georgia Avenue, Suite 215, Olney, MD 20832-2277, U.S.A.

You may charge your order by phone: 800-423-3563 or 301-570-2111 in the Washington DC area. To read more about the publications go to the ACEI website: [www.acei.org](http://www.acei.org)

## Share a Book

Share a Book with a Professional Colleague  
Are you going to the OMEP 2001 Congress in Santiago Chile? Or to another professional gathering abroad? If so, why not take along a few professional books to give away? The USNC practices Share a Book by taking extra copies of textbooks, journals and other resources to share with those from nations where materials are hard to come by. There are always delegates in attendance at the World Congress from a number of nations where they have limited access to recent professional materials. A few hand carried books or journals can make a significant impact on someone's professional library without the exorbitant shipping costs that are involved in shipping materials. By carrying the books abroad and then giving them away, you will have some ready made space to bring home your South American purchases! Make certain that you write or add a sticker to the book(s) which indicated given on behalf of the U.S. National Committee of OMEP.

*"A child learns  
his was through  
life."  
Robert  
Havighurst*

Please contact Leah Adams  
([leah.adams@emich.edu](mailto:leah.adams@emich.edu)) if you have  
questions.



## Report for Vice President for North America and the Caribbean

The OMEP Executive Board met in Madrid in March. Much was accomplished in dealing with the various aspects of keeping an international organization functioning. It is anticipated that there may be some new member nations approved at the upcoming World Congress in Santiago, Chile in July. The Executive Board worked on the revisions of the OMEP Constitution and Bylaws which will be discussed at the 2001 World Congress.

The most exciting project in our region remains the toy library project in Haiti. The funds contributed by the USNC are being put to use to develop an outdoor area. We are pleased that the center has become a reality and is providing much needed service for children in a poor section of Port Au Prince. (USNC will forward your donations, should you care to make a personal donation toward this project.)

OMEP Haiti has a new set of officers, although Mme. Marie Michaël Tippenhauer has agreed to remain as the primary contact person. Our congratulations and best wishes to the new president of OMEP-Haiti, Karine D. Charlier.

At the ACEI conference in Toronto, OMEP was especially fortunate to have two special guests participate in the USNC Seminar. Audrey Curtis, President of OMEP, made the audience aware of a number of OMEP activities around the world. The featured speaker was Joyce Waddell-Townsend of OMEP-Canada who gave an excellent presentation on working on behalf of children of incarcerated parents. Her personal commitment to helping children deal with a difficult circumstance in their lives, over which they have no control, was both informative and inspiring. She provided the audience with

insights into some of the family difficulties during incarceration, the promising data that fathers who are able to maintain some contact with children are less likely to be incarcerated again, and also shared some excellent materials for children and families.

According to OMEP Canada President Jacqueline Theriault, has been successful in establishing partnerships between OMEP Canada and other service organizations in Canada. This has made it possible to carry out various activities for the well being of children. As with members of USNC, members of OMEP Canada are actively involved in a myriad of organizations and conferences which help to give visibility to OMEP.

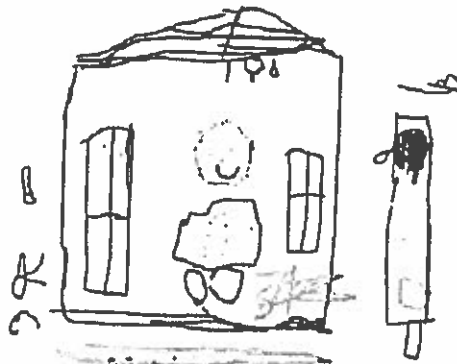
Best wishes to all of you for making good things happen for the world's children.  
Leah Adams

## World Congress in Santiago, Chile July 30 to August 4, 2001

Word has been received from OMEP Chile that the plans for the OMEP 2001 Congress are proceeding well. In order to promote more participation, the cost of tickets to the Night of the Nations has been reduced to US\$31 (dinner only) and US\$37 (dinner and transportation). For complete information about the World Congress go to [www.omep2001.cl](http://www.omep2001.cl)

Information is also available on the USNC website: [www.omep-usnc.org](http://www.omep-usnc.org)

If you have questions about the World Assembly, you may contact Leah Adams at [leah.adams@emich.edu](mailto:leah.adams@emich.edu) (Fax: 734-327-9755 and Phone: 734-761-5604)



# RESEARCH CORNER

## Brain-Style Diversity

Recently, Gene Geist and I entered a dialogue about causes and effects that relate to children's behavior. We discovered that while we initially were speaking from different perspectives, we had more concerns in common than actual differences. In his article "Children's Internal" (U.S. National Committee of OMEP Newsletter, Winter, 2001), Gene voiced concern over the effects of video games and television on the internal clocks of children. In response, I commented on the wide range of internal clocks that are shaped by various styles of brain construction. My personal concern is more with the current lack of acceptance of brain style diversity in the U.S. and, in particular, in relation to the education of children.

Gene mentioned ADHD, a favorite topic of mine, in the context of the effects of speeded up sound bites exacerbating ADHD-like behaviors in children. That led me to comment about the various manifestations of the ADHD style of brain construction and our society's lack of tolerance of ADHD-like behaviors.

As we began to explain ourselves to one another, we realized the need for a dialogue about styles of brain construction and the related individual, institutional and socio-cultural pressures that impact children. Children today face problems to a degree not experienced by previous generations. We have become a nation blind to the impact on our children of current technology and trends and insensitive to the damage done by the application of a homogeneous definition of normalcy to all children. The result is a society that needs diversity if it is to survive in a healthy manner.

Please join us in opening a forum to deal with the homogeneous definition of normalcy on children in this culture—factors that impinge on the stabilizing influence that bio-diversity has on any system. In particular, let us focus on the diversity inherent in natural styles of brain construction.

My personal concern is with the pathologizing of differences, when judgments of normalcy are attributed to styles of activity, perception and thinking processes. Identifying certain styles of learning as abnormal and requiring a person to be diagnosed, labeled and considered handicapped before he or she can be educated in a way that fits the individual are problems that primarily occur in the United States. On a recent trip to Costa Rica, I viewed many children—active, kinesthetic, big-picture learners—who would be labeled ADD/ADHD in the U.S., but who were doing just fine when attention was paid to the way in which they naturally learn. They were frequently "tested" in ways that fit them. As a result, they achieved at the same level of expertise that children with few or no ADD/ADHD traits achieved.

I also viewed children who, in the U.S., would be considered model, non-ADD/ADHD students who were tolerant of others because they spent considerable time performing activities with which they were less proficient while still having their lead learning system honored.

Let us, in this newsletter, begin a consciousness raising discussion on the brain style diversity issue of the twenty-first century—an issue that calls for the honoring of natural, internal states of being. Inevitably, teaming of individuals with various styles of brain construction will make use of everyone's skills as we reach quality outcomes. Our reward will be a reprieve from the pathologizing of human differences and greater stabilization of our society.

Lynn Weiss, Ph.D

Author of twelve books, six on ADHD in adults and teens and three on child development. Her most recent publication is *View from the Cliff: A Course in Achieving Daily Focus*, Taylor Publishing Co., Dallas, TX, USA, Spring, 2001.

Responses or comments encouraged. Send any responses to [Geist@ohio.edu](mailto:Geist@ohio.edu) for publication in the next newsletter. The editor would like to promote an ongoing discussion of this or any other topic or research the readers would like to propose. But I can't do it without your help. The editor would like to sincerely thank Lynn for her contribution to beginning this discussion.

Looking for great gifts for someone with an interest in Early Childhood Education? How about the joint publication by USNC and ACEI, Quotations for Early Childhood Educators. The books are available for only \$9 from:

ACEI 17904 Georgia Ave. Suite 215, Olney MD 20832

or 1-800-423-3563



# Child Trafficking in Albania

PRESS RELEASE

April 17, 2001

## The trafficking trade in Albania – children specifically targeted

Save the Children, the International Organization for Migration (IOM), and International Catholic Migration Commission (ICMC) have conducted new research into the trafficking of women and children from and through Albania into Western Europe. Both reports demonstrate that Albania plays a major role in the ever-growing trafficking trade and little has been done in the country to address the situation.

The Save the Children report "Child Trafficking in Albania" is the first detailed study of the trafficking of under 18 year olds (and also women) from Albania. The report concludes that thousands of women and children have been cheated or abducted and forced to work as prostitutes abroad. It was also found that this practice still occurs on a daily basis. The report contains important up-to-date research on recruitment methods and routes and trafficking hot-spot areas. It also identifies the at-risk groups that could become victims of trafficking and makes recommendations for public awareness and prevention programs.

The report reveals massive abuses of Albanian children's rights due to trafficking and fear of being trafficked. According to the report, at least 60% of Albanians trafficked for prostitution are children, though the number in some areas is as high as 80%. Of those trafficked, almost 60% are tricked into prostitution, while 35% are abducted. Furthermore, up to 90% of girls over the age of 14 no longer attend school in some rural areas due to fear of being trafficked.

The IOM/ICMC report on trafficking in women to Albania sheds new light on the levels of violence and of sexual exploitation suffered by the victims. This report is based on the testimonies of 125 women who were assisted last year by IOM and its partner, ICMC. It shows that 73% of the victims, mostly Moldovans and Romanians, were cheated by traffickers into believing they were going to Europe to get jobs as waitresses, nannies or au pairs. The report says that 18% of the victims had been kidnapped and that 32% had been raped

and beaten into submission. A further 73% said they suffered intimidation and confinement. Although the study was quite small it shows there is a very worrying trend that children are being denied even their most basic rights.

The report also reveals that women were "traded" several times on their way to Europe, with prices increasing at each "transaction". According to the report, 93% of the women trafficked to Albania transited through Montenegro before entering Albania via the northern town of Shkodra. The report notes that in 10% of the cases, the local Albanian police was directly involved.

Save the Children, IOM and ICMC believe the evidence in the reports demonstrates that trafficking in and through Albania of women and children remains a very major and disturbing problem and despite the efforts of the Albanian authorities, traffickers continue to operate with virtual impunity. All three organizations call on the Albanian government and international bodies to consider the evidence and take the necessary steps to deal with this serious and barbaric situation.

Both reports are available at Save the Children and IOM offices.

### Contacts for interviews:

Danny Renton (SC Report Writer), 00-44-208-740-1084

Save the Children in Albania - Sophie Mosko (Information Officer), 355-4-257-416/17/18 or 355-38-2049774

IOM - Degan Ali (Project Manager), 355-4-257-836/87

ICMC - Ken Patterson (Country Director), 355-4-237-622 or 257-482

### Global movement for children

As the leading independent children's rights organization, Save the Children is supporting the Global

Movement for Children - a collection of people and organizations around the world dedicated to promoting the rights of the child. The Movement is asking the world to "Say Yes for Children" through a global vote.

The vote is based on ten imperative actions which must be undertaken in order to improve the lives of children. The results of the vote will be presented in September 2001 at the Special Session on Children, held by the United Nations General Assembly in New York.

News  
in  
the  
World



OMEP - U.S. National Committee  
A Unit of Organization Mondiale pour l'Education Préscolaire  
World Organization for Early Childhood Education

Postage

### Mailing Address

A large, empty rectangular box intended for the recipient's mailing address.

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## Publication Information

USNC Newsletter is published three times a year by the publications committee of OMEP-USNC. The committee encourages all members to submit a summary of events, research, or activities in which you have been involved as advocates of the well being of the children in the world. Electronically saved Word or WordPerfect files are preferred. Send them as attachments to the editor.

*Newsletter Editor:*  
*Dr. Eugene Geist*  
*Ohio University*  
*Send all submissions and*  
*correspondence to*  
*Geist@Ohio.edu*



Memorandum

TO: OMEP-USNC Board  
FROM: Jerry Aldridge  
DATE: April 20, 2000  
SUBJ: Spring Board Meeting in New York City

*Hi Gene,  
I look forward  
to seeing  
you.  
Jerry*

Dr. Nancy Brown has worked tirelessly to prepare an incredible schedule for the OMEP-USNC Spring Board Meeting. Enclosed is a list of activities for each day.

Please complete the attached forms and mail them to the following address as soon as possible. Please make May 1 the deadline for returning these forms to Nancy Brown.

Dr. Nancy Brown  
12 West 72<sup>nd</sup> St  
Apartment 3D  
New York, New York 10023-4173

Regional representatives will need to bring a regional report with 21 copies for the other board members. Regional representatives not planning on attending should send their report directly to Nancy Brown before May 16. This would also apply to other officers.

Any items that you would like to include on the agenda for the board meeting should be sent to me at 717-D Raleigh Court, Homewood, Alabama 35209.

If you have any questions, do not hesitate to call me. I am really excited about our meeting and look forward to seeing each of you.

Thursday, May 18, 2000

10:00-12:30 - Briefing: The Family  
Location: Dag Hammarskold Auditorium at the United Nations

12:30-1:30 - Lunch in the United Nations Cafeteria

2:00-4:00 - Dr. Waheed Hassan, Senior Advisor in Education, Early Childhood Care and Development, UNICEF, and UNICEF Colleagues will present to us:

"UNICEF'S Support to ECCD: Country Experiences"  
Location: 633 3<sup>rd</sup> Avenue - UNICEF

Dinner and Evening on Your Own

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Friday, May 19, 2000

Morning School Visits

You have **ONE** of three choices:

1. Bank Street School for Children
2. Rita Gold Early Childhood Center at Teachers College, Columbia University
3. Manhattan School for Children

11:30-1:30 - Lunch in honor of Audrey Curtis, given by Kate Kolchin:  
440 Riverside Drive #1A

Afternoon

**Optional Tours**

1. Tour of the United Nations
2. Children's Museum of Manhattan
3. Art Museums

6:00-8:00 p.m.

Dinner at Columbia University Faculty House (\$21.45 each)

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Saturday, May 20, 2000

OMEF EXECUTIVE BOARD MEETING  
Location: Room 709, Bank Street College of Education

10:00-12:00 - Board Meeting - (Committee Reports)

12:00-1:00 - Lunch at Bank Street (catered)

1:00-3:00 - Board Meeting - Long Range (Strategic) Planning

Saturday, May 20, 2000 (continued)

Dinner on your own

Then, possibly theatre, concert, or museum

Sunday, May 20, 2000

1:00-7:00 p.m. .

Conference:

"The Global Movement for Children and Youth"  
(an NGO/UNICEF collaborative conference)

at

Labouisse Hall  
UNICEF House  
East 44<sup>th</sup> Street (between 1<sup>st</sup> and 2<sup>nd</sup> Avenues)

**Preliminary Agenda**  
**for The Global Movement for Children Conference**  
**May 21, 2000 at UNICEF House, UN Plaza, New York**

**Registration at the Lower Level Lobby, UNICEF House**

**Welcome and Introduction**

Chairperson: Dr. Gordon Klopf,  
Chair, NGO Working Group on Education, UNICEF

**Greetings:** Mr Techeste Ahderom, Co-Chair, Millennium Forum

**Greetings:** Dr. Joan French, Chief,  
Gender Partnerships and Participation Section, UNICEF

**Overview of The Global Movement for Children**  
Dr. Sadig Rasheed, Director, Programme Division, UNICEF

**Early Childhood Care and Development**

- NGO Chair: Dr. Audrey Curtis, President,  
World Organisation for the Education of Young Children, U.K.
- Dr. Waheed Hassan, Senior Advisor, Education Section, UNICEF  
Presentation : ECCCD,
- NGO respondent

**School Age Education**

- NGO Chair: Doris Riehm,  
World Association of Girl Guides and Scouts
- Dr. Sheldon Shaeffer, Chief, Education Cluster, UNICEF  
Presentation : School Age Children,
- NGO respondent

**Youth**

- NGO Chair: Michelle Poulton, Acting President  
NGO Committee on UNICEF and Christian Children's Fund
- Dr. Bruce Dick, Senior Health Advisor, Youth Health, UNICEF  
Presentation : Youth
- NGO respondent

**Final Challenges:**

- Panel chair: Dr. Joan French,  
Chief, Gender Partnerships and Participation, UNICEF
- Dr Nancy Brown, Associate Professor, College of New Rochelle  
Report from Dakar EFA Conference
- Responses from NGOs and open discussion

**Social Hour**



U.S. NATIONAL COMMITTEE  
World Organization for Early Childhood Education  
Organisation Mondiale pour l'Éducation Préscolaire OMEP  
MEMORANDUM

TO: OMEP-USNC Board Members  
FROM: Jerry Aldridge  
SUBJ: Change in Spring Board Meeting

I wish to thank all of the OMEP-USNC Board members for their flexibility and openness concerning the spring board meeting. The spring board meeting has been changed to May 17-20, 2000. The board was originally scheduled to meet April 26-29 but was changed due to the following important reasons:

1. Nancy Brown (Vice President of OMEP-USNC) and Audrey Curtis (our World President) are both attending an early childhood meeting in Senegal at that time and would not be able to attend the board meeting. This meeting is a very important one for all of our efforts for the spring board meeting and both Nancy and Audrey will not be able to make the May 17<sup>th</sup> meeting.
2. Waheed Hassan, Senior Advisor at UNICEF and the person responsible for the intersectoral team on early childhood care and development, will be able to meet with us in May but was unavailable in April.
3. There will be a briefing on Thursday, May 16<sup>th</sup> on a topic specifically related to early childhood advocacy. This briefing will be on family issues.
4. A millennium forum conference will be held on Sunday, May 21<sup>st</sup> on THE GLOBAL MOVEMENT FOR CHILDREN AND YOUTH at the UNICEF House for those wishing to attend. This seminar is free. However, registration needs to be sent in immediately in order to reserve a seat for those who wish to attend. I have included a registration form if you wish to stay on Sunday and attend this. Gordon Klopf, our United Nations liaison is coordinating this event.

A specific agenda will be mailed to you within the next month. However, here are the **TENTATIVE** plans for the board meeting:

Thursday, May 17<sup>th</sup>

A briefing at the United Nations on the subject of family and child care

Friday and Saturday, May 18<sup>th</sup> and 19<sup>th</sup>

Board meeting at Bank Street College of Education

Sunday, May 21<sup>st</sup>

A Pre-Millennium Forum Conference on the GLOBAL MOVEMENT FOR CHILDREN AND YOUTH at UNICEF House (see attached flyer)  
(Those who wish to attend this meeting, please send in your reservation on the attached form immediately.)



U.S. NATIONAL COMMITTEE  
World Organization for Early Childhood Education  
Organisation Mondiale pour l'Éducation Préscolaire OMEP

740-593-0289

Gene Geist

740 593 0289

MEMORANDUM

TO: OMEP-USNC Board Members

FROM: Jerry Aldridge

SUBJ: Spring Board Meeting in New York City from April 26-29, 2000

I am looking forward to seeing you in New York City for our Spring Board Meeting. The New York City OMEP group is working hard to make sure the event is one of the best professional experiences of our lives! Dr. Nancy Brown (Vice-President) and Dr. Richard Feldman (Past-past President) have already arranged some amazing plans. When all of the details are complete I will mail you another letter, explaining explicitly what will be happening each day.

The purpose of this memo is to urge you to **immediately make your hotel arrangements for the spring board meeting**. Please make your arrangements for Wednesday night, April 26th through Saturday night, April 29th. The main hotel, which we are encouraging everyone to make reservations for, is **The Milburn**. The address for the Milburn is 242 West 76th Street, New York, New York, 10023.

The price of a room is \$149.00 for a single and \$159.00 for a double. Entire hotels in New York are booked for the month of April, so it is imperative that you make your reservations today. If you would like to stay at a slightly more elegant hotel in the neighborhood, Nancy suggests the **Excelsier**. The telephone number is (212) 362-9200. If both the Milburn and the Excelsier are booked, please try the hotel called **On the Avenue** which is one block up on 77th street. Their telephone number is 212-362-1100.

I know you are as anxious as I am to hear all the exciting plans the New York group has prepared for our board meeting. You will receive an agenda with all of the planned events within the next few weeks.

Thank you for booking your reservations today!

2-29-00

Gene -

Look forward to

having you on the board

Please call me 920-424-0333

or E-mail me at wineberg@wosh.edu

Gene

P.S. Please let me  
know if you received  
this Fax  
Thanks -





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HUMAN AND  
CONSUMER SCIENCES

College of Education  
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PO Box 210105  
Cincinnati OH 45221-0105  
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Curriculum and Instruction  
Early Childhood  
Literacy  
Middle Childhood  
Secondary Education  
Special Education  
Fax (513) 556-3764

November 18, 2003

Dr. Ann Paulins  
W 324 Grover Center  
Ohio University  
Athens, OH 45701

Dear Dr. Paulins:

One of your faulty members, Dr. Eugene Geist, has served as volunteer web master for the National Association of Early Childhood Teacher Educators for several years. This role, of course, involved a great deal of time and expertise. Dr. Geist did a fine job and enabled our organization to keep in touch with our membership.

Recently, Dr. Geist has notified us that he would have to resign from the role due to other commitments. We are sorry to see him leave but wanted to let you know what an important professional contribution he made.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Anne G. Dorsey'.

Anne G. Dorsey  
NAECTE Publications Chairperson

AGD/al

**Eugene A. Geist Ph.D.**

**From:** frances rust [fr1@nyu.edu]  
**Sent:** Tuesday, November 06, 2001 9:28 PM  
**To:** TED\_Adams@ONLINE.EMICH.EDU; Kathryn Castle; Leah Adams; Joan Herwig; Johnetta Morrison; Jeff Trawick-Smith; Pam Fleege; Amanda Branscombe; Anne Dorsey; John Chavez; Frances Rust; Alan Sugawara; Nancy Freeman; Nancy Barbour; Brenda Fyfe; Debbie Rodgers; Doris Fromberg; Ken Counselman; Julie Bullard; Mary Jo Pollman; Carlota Schechter; Elaine Surbeck; Jan Gunnels; Jill Fox; Deborah Diffily; Christine Chaille; Eileen Hughes; Elena Bodrova; Rebecca Huss-Keeler; Gene Geist  
**Subject:** Re: www.naecte.org



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Press Release  
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Press Release  
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Dear NAECTE Past and Present Board Members,  
I am writing with thanks to all of you for your participation in the November meeting and your efforts to make it a great success. Special thanks to Leah Adams for your leadership, to Pam Fleege for your careful preparation, and to Nancy Freeman for your and Leah's remarkable work in developing our membership data base. Thanks, too, to the Regional Representatives for your efforts to effect better communication with the affiliates and to Ken Counselman for carrying the ball on the affiliate Round Table. We are beginning this new term well because of your work and that of the entire Board and the committee chairs.

Over the next few weeks, I hope to be in touch with each of you as we begin to make plans for June and for next November. Debbie is already at work with Jackie Hill from ACCESS on the June meeting. We have high hopes for that time in Albuquerque. Meanwhile, I have attached the press releases for those of you who are coming onto the Board, those of you who have recently stepped down, and for those who made presentations or participated in a Research Net at the November meeting. Please feel free to copy these and send them off to your university newspaper, your alumni newspaper, your local newspaper, etc. It is an easy way for us to raise the visibility of the organization.

I hope the last weeks of the semester go well for you. I know that when I return from a lengthy time away, I always feel as if people have been making paper in my absence! I am sure it is the same for many of you. Again, my thanks.

-- Frances

# Memorandum

**To:** USNC-OMEP Board Members  
**From:** Lenore Peachin Wineberg, President  
**Date:** 1/18/01  
**Re:** Policy Manual and Strategic Planning

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Wishing you a Happy and Healthy 2001!

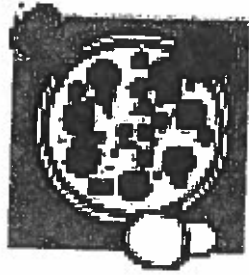
You recently received a copy of the USNC-OMEP Policies and Strategic Plan. I found it helpful to review these documents, as I take on my responsibilities. I hope it will be helpful to you as you promote the goals of our organization.

USNC-OMEP is fortunate to have you serving on the board. With your support, I know USNC-OMEP will continue to find new ways to advocate for all children throughout the world.

As I said at the Fall Board meeting it is my pleasure and privilege to work with such a supportive board. Thank you for your past contributions and support and I look forward to working with you to attain our mutual goals during my term.

**U.S. NATIONAL COMMITTEE OF OMEP  
FALL 2001 BOARD MEETING  
WEDNESDAY, OCTOBER 23, 2001  
ANAHEIM, CALIFORNIA  
Anaheim Marriott, Orange County Ballroom 2  
AGENDA**

- I. Announcements: approval of agenda.**
- II. Approval of Spring Board minutes, President's Report, Treasurer's report.**
- III. World OMEP Report of Vice President for N. America**
- IV. USNC Budget for 2002**
- V. Agenda will proceed with as many of the following reports as time permits. Reports will be discussed, if appropriate, and reports accepted.**
  - A. Regional Representative Reports: Regions I through VII. (Written reports will be distributed, oral expansion/discussion if needed)**
  - B. Reports from Committee Chairs. See below—order subject to revision. (Written reports will be distributed, oral expansion/discussion if needed)**
    - Election Committee
    - By-Laws and Policy Committee
    - Publication Committee
    - Development Committee
    - World Outreach Committee
    - Membership
    - Resolutions and Advocacy
    - Program (World Congress and all Allied Organizations)
    - History and Archives
    - Liaison and Hospitality
    - U-N (United Nations, UNICEF, NGO participation and contacts.)
- VI. Old Business**
  - a. Items to be addressed from Regional and committee Reports
  - b. Other
- VII. New Business**
  - a. International Symposium Plans: Switzerland 2001
  - b. Plans for Spring 2002 Board Meeting
  - c. Strategies for strengthening and increasing membership
  - d. Responding to young children and terrorism



**To: USNC-OMEP Board Members**  
**From: Lenore Peachin Wineberg**  
**Date: 10/22/01**  
**Re: Light supper at the board meeting.**

---

To start off our USNC-OMEP Board Meeting on Wednesday, October 31 at 6 p.m. at the Anaheim Marriott Orange County Ballroom 2, we have planned to have a light pizza supper, salad and drink for our meeting. We look forward to having a hassle free pizza party as we have time to get reacquainted and not lose precious time at our USNC-OMEP Board Meeting. The cost is \$20.00

*Child Development*  
**Robert S. Feldman**  
**Reviewer Questionnaire**

**General Course Questions:**

1. **Course:** For what course at your school would the proposed text be most appropriate? Are there course prerequisites? Is so, what are they? What are your goals as to what you hope the students should have mastered after taking this course? What challenges do you face when trying to achieve those goals?
2. **Student Population:** Please describe your student population in terms of psychology versus non-psychology majors, year in school, and preparedness for this course. In rough percentages, how much do the following majors comprise the student population in your course: Education, Nursing, Psychology, Social Work, Human Ecology, etc. How does this affect how you teach the course and select your textbook? How many students take your course every year? Does any other department offer the same course? If so, how are the courses different?
3. **Trends:** Please discuss how your course has changed in the past 2-5 years. How do you anticipate that your course, and this course nation-wide, will change in the next 2-5 years?
4. **Text Criteria:** Please discuss your top three text selection criteria. Do you prefer to teach your course Topically or Chronologically? Why? What text do you currently use for this course, and what are its overall strengths and weaknesses? Why do you think it is better than the other books on the market? How does your text help you to meet your course goals described above? Where does it fall short?
5. **Instructor Supplements:** What instructor supplements do you currently use to teach your course? What other supplements would you like to use, but are not yet available to you?
6. **Student Supplements:** What supplemental material do you assign to your students (Study Guide, Reader, Lab Manual, Videos, CDROM, Website etc.)? Are there other supplements you'd like to see made available?

**Overview Questions:**

1. **Table of Contents and Organization:** Do you agree with the organization of the text? Why or why not? What changes would you suggest and why? Do you agree with the order and number of chapters in the table of contents? Are there any chapters that you would skip? Are there any chapters you would add or delete? Why?
2. **Approach:** Do you agree with the author's approach to the subject matter? How would you compare the approach to the approach of your current text? Is the approach timely and does it reflect current research/new discoveries in the field?
3. **Major-Specific Content:** Does the approach of the text meet the needs of your Education, Nursing and Psychology majors who take this course as a degree requirement? Why or why not? Generally, what content, coverage or features do you look for in order to meet the needs of these three majors? Please be specific and address the needs of each of the majors listed. What could we do to meet the needs of these students better? How well does your current text meet the needs of these students?

4. **Pedagogy:** Please rank on a scale of 1-10, with 1 being most useful, 10 being least useful, your opinion of the following pedagogical features in the text. Are there other pedagogical devices you'd rather see in the text besides these?
- a. Prologue
  - b. Looking Ahead
  - c. Review and Rethink
  - d. Looking Back
  - e. Epilogue
  - f. Key Terms and Concepts
5. **Boxed Features:** Please rank on a scale of 1-10 your opinion of the following features in the text. Please also explain how you incorporate (or would incorporate) each feature into your course. Are there other features you rather see included instead of these?
- a. From Research to Practice
  - b. Developmental Diversity
  - c. Informed Consumer of Development
  - d. Speaking of Development.

**Chapter Specific Questions:** Please answer the following questions *for each of the chapters* in the text.

1. **Chapter Coverage:** Is the breadth and depth of the material covered in each chapter appropriate for your course and students? Please comment on areas where you feel the coverage is excessive, deficient, or where topics are altogether missing. How would you rate this chapter versus your current text (equal to, superior or inferior)?
2. **Currency and Research:** Does the author reference the most current findings and research in the field? Do you agree with the author's point of emphasis, and is the material reflective of current thinking on each topic? Please indicate, with citations if possible, research which needs to be included or updated. Also indicate any research we should delete. Please rate this chapter versus your current text.
3. **Writing Style:** Please evaluate the writing style of the book. Be sure to address issues of level, clarity, readability, organization, interest, and number and usefulness of examples. Are there any specific sections the author should revisit with respect to the above? If so, please indicate.

**Summation:** What is your overall impression of this text? What are its three main strengths and weaknesses? Would you adopt this text in its current form if it were available today? If not, what changes would be necessary for you to adopt this text for your course?