



# SCAECTE

## Newsletter

VOLUME 4, ISSUE 3  
May 2014

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### CURRENT OFFICERS

Dr. Julie Hartman, President  
Bob Jones University  
(864) 370-1800, ext. 8049  
jhartman@bj.edu

Ms. Jacque Taylor, Vice-President  
Greenville Technical College  
(864) 250-8083  
jacque.taylor@gvltec.edu

Dr. Paula Schubert, Treasurer  
Limestone College  
(864) 488-4452  
pschubert@limestone.edu

Dr. Reginald Williams, Secretary  
South Carolina State University  
(803) 533-3805  
rwill19@scsu.edu

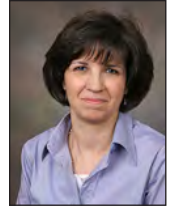
Dr. Lorraine DeJong  
Newsletter Editor  
Furman University  
(864) 294-3383  
lorraine.dejong@furman.edu

## Pictures of Candidates in Early Childhood Teacher Education Programs Out in the Field



## President's Letter

Finally....spring! I was afraid I might forget what South Carolina blue skies and sunshine looked like. Truly, nothing can be finer than to be in Carolina this time of year. Well, nothing except Hawaii, maybe. Hawaii is truly amazing. If you've ever been there, you know what I mean, and if you've never visited, you have to go! In February, I was able to spend seven days working (and playing) with a wonderful group of teachers at the Hanalani Christian School in Mililani, Hawaii. Even though it was one of the busiest times of the semester, I was happy to leave behind the cold and dreary east coast for the warm and inviting island of O'ahu. I spent the week learning about the culture and history of Hawaii and sharing formative assessment strategies integrating technology with teachers. I am still unpacking that incredible week and hope to visit Oahu again very soon as I help forge a new partnership between BJU's ECE Department and the Hanalani Christian School.



Contributed by  
Julie Hartman

I feel very much the same way about my two years with the SCAECTE board. I am still unpacking all that I've experienced and learned over these past two years. I've met many wonderful people and grown in so many ways. And I am proud of the work this Board has done and what we've accomplished these past two years. Together, we have seen a steady growth in membership, updated all the IRS paperwork and procedures, established a mailing address for the organization, moved to online banking, scanned and digitally stored all the organization's books, and, last but not least, planned, advertised, and hosted four annual meetings and one very successful SC EC Higher Education Summit! I believe we've also begun the most exciting work of all, that of strengthening ECE networks across the state. I think we all agree that the key to this organization's vitality lies in its ability to connect members to the various keepers of information in this state and to help everyone stay informed about what's going on and what's coming our way. I would like to see SCAECTE continue reaching out to partner agencies and networking among various organizations, like First Steps, the SC Department of Education, and the Department of Social Services. I believe the next step for the SCAECTE board is to establish an Internet presence as it will be next-to-impossible to keep members informed about upcoming events and meetings without it. I would also like to see SCAECTE institute online registration and transform the newsletter into a digital format with a monthly guest blog to better engage members in two-way communication and knowledge sharing.

Thank you, Kelley Mayer White (past Vice President), Paula Schubert (Treasurer), Jacque Taylor (current Vice President), Reggie Williams (Secretary), and Lorraine DeJong (Past President, Newsletter Editor) for all your hard work! And thank you, SCAECTE members, for all you've done and continue to do to make SCAECTE a strong and vibrant organization. I look forward to good things to come and wish the incoming President all the best!

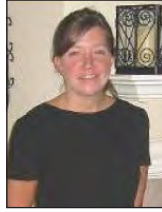


# Officer Nominees for 2014-15 SCAECTE Board

## President

### *Kelley Mayer White*

Kelley Mayer White, Ph.D. is an assistant professor at the College of Charleston in the department of Teacher Education. She completed her doctoral work at the University of North Carolina at Chapel Hill in 2008. Her research interests include teacher-child relationships and children's early literacy development. At the College of Charleston she is primarily responsible for teaching courses in early childhood development, theory, and assessment. She has also taught literacy methods and educational research.



## Treasurer

### *Karis Clarke*

Karis Clarke presently serves as Early Childhood Education Coordinator at Morris College. She is a former early childhood educator (teacher of pre-kindergarten, second, and third grades). She is the former chair of Early Childhood Education at Clinton Junior College and a former adjunct professor and university supervisor at Winthrop University. NAEYC Peer Reviewer and Conference Proposal Reviewer and has served as a NAEYC Peer Reviewer and Conference Proposal Reviewer and SCAEYC board member.



## Membership Chairperson

### *Tonya E. Misuraca*

Tonya E. Misuraca is a Department Head for Child & Youth Studies at Trident Technical College, located in Charleston, SC. She received her M.Ed. in Divergent Learning from Columbia College and B.A. in Speech Pathology and Audiology, with a Minor in Abnormal Psychology from South Carolina State University. In addition to teaching and leading the Department at Trident Tech., Tonya is also a Peer Reviewer for the NAEYC Early Childhood Associate Degree Accreditation and Advisory Council.



## *Christine Sacerdote*

Christine Sacerdote grew up in Connecticut. She received her M. Ed. in early childhood education from the University of Hartford. Dr. Sacerdote completed her Montessori training in Hartford, CT. She taught at Three Rivers Community College and Goodwin College while still in her classroom of three to six year olds at Windsor Montessori School. In 2006 she became head of school at Montessori School on Edgewood. She developed the curriculum, purchased the furniture, hired the staff and wrote the grants to get the school started and moving in the right direction. In 2008 she moved to Minnesota to work at St Catherine University where she taught on the traditional and Montessori side of education curriculum. In 2013 she completed her Ed.D. Degree from Argosy University and moved to Greenwood to work at Lander University. She resides in Greenwood with her cat Dylan.



## Members of SCAECTE

Please look for a ballot during the week of June 9 to elect our new officers for 2014-15.

## *Xennie Weeks*

Xennie Weeks is from Orangeburg and has been in education for over 38 years. Mr. Weeks has been a classroom teacher, a curriculum coordinator, and an elementary school principal.

He is presently a professor of Early Childhood Education at Orangeburg-Calhoun Technical College. Xennie has served on various committees throughout South Carolina with the S.C. Department of Education as well as being a presenter at several state educational conferences. In his spare time, he enjoys cooking, traveling, and following the USC Gamecocks.



## National Leadership Role

### SCAECTE Faculty Serving in NAEYC Leadership Role for Early Childhood Teacher Education

**Lorraine DeJong** of Furman University has been invited to join the NAEYC Audit Team for baccalaureate and graduate early childhood program recognition for a three year term beginning June 1, 2014, and ending Dec 31, 2016. The audit team is responsible for considering early childhood teacher education program reports throughout the nation in cases in which the review team did not reach consensus, recommend a Not Recognized decision, or recommend Recognition with Conditions. Finally the audit team is responsible for the overall timeliness and accuracy of all NAEYC decision reports as well as compliance with NAEYC and NCATE/CAEP policy and procedure. Lorraine has served as a NAEYC program reviewer since 2001 and as a lead reviewer since 2009.



**Reginald Williams** of South Carolina State University has served as a member of the NAEYC Audit Team for baccalaureate and graduate early childhood program recognition from 2011-2014.

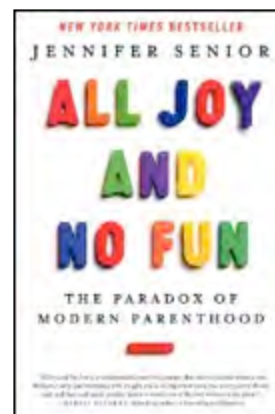


Reggie states that the best part of being on the committee was learning about the details of the accreditation process. "Being an auditor is a lot of work, but it is rewarding because the amount of professional development you receive on why accreditation practices themselves are so important. Being a part of this national six member team for the past several years has been a real privilege."



## Teaching Idea and Book Review

If you need a good book to help your students understand and be able to apply strategies that build and maintain strong family and school partnerships as part of **Standard #2 Building Family and Community Relationships**, this is a great one to use! In my preschool methods class, students become familiar with several parent education books on the market today that have an important message for parents (and teachers) about child development. My students work in teams, with each team reading one of the selected parenting books. After reading the book, they plan and implement a **parent meeting** for the rest of the undergraduate class that incorporates ice breakers, content (handout for parents) and discussion questions from the book for the group to react to related to child development research, and a related craft for parents to "make and take" to help them remember the content of the meeting for the future.



*In All Joy and No Fun: The Paradox of Modern Parenthood* (2014), Jennifer Senior draws on years of research in child development to help us all better understand how *children influence parents* in today's world, and not just how we influence them!! She looks at how children reshape their parent's lives, including their marriages, their jobs, their habits, their hobbies, their friendships, and their sense of well-being and satisfaction with life. Through storytelling, she articulates the joys and sorrows, and the highs and lows of what it means to be a parent in our hectic world today. It is a great book for helping future teachers better understand some of the parents we serve -their lives, expectations, and challenges.



Contributed by  
Lorraine DeJong  
Furman University

Got a good book or teacher resource to recommend?  
Please send to [lorraine.dejong@furman.edu](mailto:lorraine.dejong@furman.edu)

## Teaching Idea

# Helping Students Articulate Their Global Experiences and Intercultural Skills to Potential Employers: Creating New Mindsets

In February 2014 I had the privilege of attending the WISE (Workshop on Intercultural Skills Enhancement) Conference at Wake Forest University. This noted conference is a well-organized and informative learning experience for novice and experienced faculty members interested in furthering their knowledge and expertise in global engagement. I attended a session presented by Katharine Brooks, Carolyn Couch, and Mercy Eyadiel of Wake Forest University's Office of Personal and Career Development Center. This session focused on demonstrating how students can articulate their global engagement experiences and skills to future employers, including school administrators, corporations, and non-profit agencies. The premise is that students who have



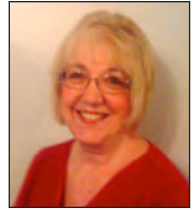
global experiences are able to develop different mindsets than those who have not had these experiences.

Global engagement is now an expectation of many

employers, thus the session was very relevant and informative for teacher educators who prepare students for diverse employment settings in the United States and abroad. While most students who participate in study abroad experiences or conduct service-learning or research in other countries describe these experiences as motivating, exciting, and a growth experience, employers are interested in knowing how global engagement has strengthened the mindsets and skillsets of these students

Brooks, Couch, and Eyadiel gave very concrete examples of how students who have global engagement experiences can integrate their new skills into the resume and the interview process. Using the STAR Interview Approach (Skills, Tasks, Action, Results, Brooks et al, 2014), they conducted a mock interview with a Wake Forest student who illustrated how she could market her skills based on experiences working and studying in other

countries. Students who have studied abroad develop different mindsets from those who have not. Examples are mindsets related to systems, global viewpoints, collaboration, and analytic, flexible/adaptable, and problem solving skills. During the interview process, this student gave examples of scenarios she encountered in her work in South Africa and how she analyzed and problem solved a complex situation; worked collaboratively with professionals from another cultural and linguistic background; and how she demonstrated flexibility and adaptability in the face of adversity in another country. She also provided her resume with carefully embedded references to her global experiences as part of her formal educational and work experience.



Contributed by  
Dolores A. Stegelin  
Clemson University

The presenters made a compelling case for global engagement and how teacher education programs can assist students in marketing the mindsets and professional skills for those students who have participated in study abroad and global engagement experiences. Employers are seeking young professionals who can analyze and problem solve, work with diverse populations, understand systems and diversity, and maintain a positive attitude toward change and the need to be flexible.

**Brooks, K., Couch, C., & Eyadiel, M. (2014). Helping Students Articulate Their Intercultural Skills to Potential Employers, WISE Conference, Wake Forest University, February 2014.**

**Department Heads:** Please notify Lorraine DeJong of new faculty to your Early Childhood Teacher Education Programs so that we can add their names and email addresses to our fall newsletter mailing list.

# SCAECTE Congratulates ECE Faculty for Scholarship Published for 2013-2014

## USC- Columbia

### **Nathaniel Bryan**

- Kohler, M., Christensen, L., Roy, J., Kilgo, J. & Bryan, N. (2013). Among the periodicals: The Obesogenic environment. *Childhood Education*, 89 (2),129-133.
- Bryan, N. & Browder, J. (2013) "Are you sure you know what you are doing?": The lived experiences of an African American Male Kindergarten Teacher. *Interdisciplinary Journal of Teaching and Learning*, 3(1), 142-158.

### **Kelley Buchheister**

- Taylor, C., Buchheister, K., Jackson, C. (November 2013). What's the best option? *Teaching Children Mathematics*. Submitted April 25, 2013.
- Jackson, C., Taylor, C., Buchheister, K. (2013). Bingo! Select games for mathematical thinking. *Mathematics Teaching in the Middle School*. [Paper #12-04-076-3JR]
- Lannin, J.K., van Garderen, D., Switzer, J.M., Buchheister, K. Hill, T., & Jackson, C., (2014). The mathematical development in number and operation for struggling first graders. *Investigations in Mathematics Learning*, 6(2), TBD.

### **Angela Baum**

- Turner-McGrievy, G.M., Hales, S.B., & Baum, A.C. (2014). Transitioning to new childcare nutrition policies: Nutrient content of preschool menus differs by presence of vegetarian main entrée. *Journal of the Academy of Nutrition and Dietetics*, 114(1), 117-123.
- Baum, A.C., & Korth, B.B. (2013). Preparing classroom teachers to be cooperating teachers: A report of current efforts, beliefs, challenges, and associated recommendations. *Journal of Early Childhood Teacher Education*, 34(2), 171-190.

### **Meir Muller**

- Muller, M (2013). Constructivism in Jewish Early Childhood Education. *Journal of Jewish Education*, 79 (3), 315-334.

## Furman University

### **Lorraine DeJong and Meredith Burton**

- DeJong, L. & Burton, M. (2013). Book clubs strengthen family-teacher partnerships and build community. *Young Children*, 68 (5), 62-67.

## Clemson University

### **Anna Hall, Delores Stegelin, and Ysaaca Axelrod**

- Hall, A.H. (2014). Making Spelling Meaningful: Using Explicit Instruction and Individual Conferencing. *Reading Matters*. 14, 34-37.
- Hall, A.H. & Axelrod, Y. (2014). Inviting families to celebrate in the writing process. *Dimensions of Early Childhood*. 42(1), 10-14.
- Quigley, C. F., & Hall, A.H. (in press) Taking care: Understanding the roles of caregiver and being cared for in a kindergarten classroom. *Journal of Early Childhood Research*.
- Stegelin, D., Anderson, D. Kemper, K., Wagner, J. & Evans, K. (2014). Exploring daily physical activity and nutrition patterns in early learning settings: Snapshots of young children in Head Start, primary, and after-school settings. *Early Childhood Education Journal*, 42 (2), 133-142.
- Stegelin, D., Evans, K., & Wagner, J. (2013) A qualitative study of daily physical activity in community-based learning settings with recommendations for teachers and administrators. *Teacher Education Journal of South Carolina*
- Stegelin, D., Rembert, K., & Wagner, J. (2013-2014). *Ideal Systems-Ready Community GAP Analysis Executive Summary*. Institute for Child Success, Greenville, South Carolina.
- Stegelin, D. (2014). Addressing Childhood Obesity: Observing Daily Physical Activity in Community-based Learning Settings with Recommendations for Decision-Makers. *The Leading Edge* (Spring 2014) Clemson University Press.

## College of Charleston

### **Laura Brock**

- Brock, L. L., & Curby, T. W. (2014). Pre-K Teachers' Emotional Consistency and Relationships with Children: Relations to Concurrent and Later Competence and Problem Behaviors. *Early Education and Development*. <http://dx.doi.org/10.1080/10409289.2014.866020>
- Brock, L. L., Rimm-Kaufman, S.E., & Wanless, S. B. (2014). Delay of gratification in first grade: The role of instructional context. *Learning and Individual Differences*, 29, 81-88.<http://dx.doi.org/10.1016/j.lindif.2013.10.012>

# Campus News

## Project Pinwheel & Week of the Young Child, Greenville, SC 2014

In mid-March and early April, a number of early childhood education majors and faculty from Upstate teacher education programs were busy helping the Greenville community grow in awareness of child abuse prevention and celebrate the Week of the Young Child. On Saturday, March 22, 2014, **BJU** and **Furman** ECE students participated in a professional development day at the First Baptist Kindergarten and the Wonder of Learning Exhibit. Students joined a number of early childhood professionals from Head Start and other Greenville area early learning centers to explore the Reggio Emilia approach to teaching and learning with First Baptist Kindergarten teachers.



Then, on Sunday, March 31, 2014, **BJU** ECE students joined over 400 community members in the Pinwheel Project Walk to help kick off the Upstate's child abuse prevention campaign. April is national child abuse prevention month, and the pinwheel is the national symbol for child abuse prevention. Upstate Pinwheel Project Walk participants helped plant 100 of the 37,000 pinwheels that appeared across the area—one for every child living in the Greenville area.



And, finally, ECE students from **BJU**, **North Greenville University**, and **Greenville Technical College** celebrated the Week of the Young Child by helping to host Greenville's fifth annual Picnic in the Park event on Wednesday, April 9. The Picnic in the Park event is a yearly event sponsored by Greenville First Steps, the SC Child Care Resource and Referral Service, and Greenville Recreational Department. This year's event was, again, held at the Greenville Pavilion and brought together over 800 young children, parents, caregivers, and organizations from across the Upstate, including A Child's Haven, the Children's Museum of the Upstate, BJU's Museum & Gallery, the Greenville Humane Society, the Greenville Sheriff's Office, the Greenville Fire and Rescue Unit, the Greenville Hospital System, and Greenville First Steps, among others. North Greenville University and BJU students helped staff a number of learning activities while the Greenville Technical College students created and hosted their own bubble works station. The **BJU** ECE Department also created and hosted their own station called Reading with Pete, which was supported, in part, with grant funds from Greenville First Steps.



## Message from the Editor . . .

The newsletter for SCAECTE is produced and distributed electronically to all faculty and friends who work in the field of early childhood teacher education in the State of South Carolina. It is produced three times a year in the fall, the winter, and spring. Our goals for the newsletter are the following:

1. To provide a forum to inform faculty of events, policies and initiatives, and opportunities of interest to those who work in the field of early childhood teacher education.
2. To provide a forum to get to know our programs and our faculty, including their research and teaching interests at every level of employment- including adjunct, novice, and veteran faculty.
3. To provide a forum to celebrate the accomplishments of individual programs of early childhood teacher education and faculty in our state at both the 2 year and 4 year college levels.
4. To provide a forum to acquire helpful teaching, community, and other resources that could enhance faculty teaching.
5. To provide a forum to learn more about NAECTE, leadership opportunities, and how all faculty can become stronger advocates, as individuals and as part of working groups, for high quality early childhood teacher education in our state.

To achieve these goals, some features of the newsletter appear regularly in each issue. Other features are highlighted at unique times of the year. Below is a breakdown of the distribution of the content that is currently our target with requested dates for submission.

**Fall Issue** - Notice of fall meeting including agenda, features, notice of, and welcome to new faculty in our programs, notice of new officers, minutes from summer board meetings.  
**PLEASE SEND BY SEPTEMBER 30.** (including the names and e-mails of new faculty)

**Winter Issue** - Notice of winter meeting, minutes from fall meeting, updates from NAECTE including call for Spring proposals, Faculty spotlights, and call for nominations for new officers.  
**PLEASE SEND BY JANUARY 15**

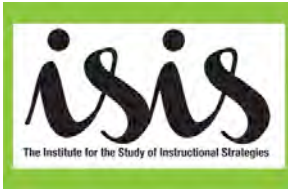
**Spring Issue** - Achievements by programs and/or faculty for the past academic year, updates from the membership on membership recruitment for the past year, notice of bios of prospective officers, call for NAECTE fall proposals as available, summer training and other opportunities.  
**PLEASE SEND BY MAY 1**

**ALL Issues** - Applications for membership to NAECTE and SCAECTE, Campus news, Teaching Ideas, Book Reviews, Notice of job, conference and other opportunities, updates from our current president and pictures of our students engaging in the wonderful learning opportunities we help provide them!!!!  
**SEND ANYTIME**

We ask that all faculty please take a look at this list of features, and consider making a contribution to our publication at any time, but at least once a year, by e-mailing Lorraine DeJong at [Lorraine.dejong@furman.edu](mailto:Lorraine.dejong@furman.edu). No contribution is too small and will be appreciated. Our hope is that every faculty member at all of our institutions feels compelled to become part of the effort by SCAECTE to help us all become better informed, connected, celebrated, and engaged members of the early childhood teacher education community in our state. We look forward to hearing from YOU!!!



# Summer Training Opportunities



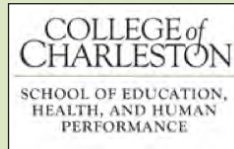
ISIS is about to change how we think about K-12 gender education in South Carolina! To launch this initiative, a gender education conference will take place on the campus of Converse College, **June**

**25-27**. The conference will be hosted by the "new" Institute for the Study of Instructional Strategies (ISIS).

ISIS will provide educators, including single-gender and coed teachers, administrators, teacher educators, counselors, student teachers, and graduate students, with inquiry-based seminars and workshops on topics related to gender in the classroom. (See [www.converse.edu/isis](http://www.converse.edu/isis) for more information on related workshops and seminar offerings.) These interactive sessions may reinforce what you already suspect may be true -or- may alter your way of thinking about how to best meet the unique learning needs of girls and boys. Here are some questions that are frequently asked:

- **How did the Institute (ISIS) come about?** ISIS is the result of the extensive networking that took place during the Schooling Girls and Boys Project and the Palmetto State Gender Institute. Teachers from across the state were extensively involved in both these efforts.
- **Single-Gender Classroom or Coeducational teachers?** Whether you teach in a single-gender or coed classroom, the questions are the same. How do the differences we see between girls and boys impact their learning and social skills? And, to what extent are these differences due to hard-wiring in the brain and/or socialization? The Institute is prepared to explore these questions from numerous perspectives, including neuroscience & psychology, and to engage the expertise of educators.
- **Who will be the keynote speaker?** Dr. Larry Cahill, from the University of California at Irvine will talk about the neuroscience of gender differences. He appeared on a 60 Minutes segment in February, 2014. Dr. Cahill is very knowledgeable and thought-provoking... he is challenging the status quo on the topic of gender, emotions, and memory.
- **What about gender influences & education?** Featured speaker, Dr. Abigail James, will talk about behavioral issues among boys. And, for the first time, data from The Schooling Girls and Boys Project will be presented. A host of exciting speaker/researchers will also join us. All of the speaker/researchers involved in ISIS have extensive classroom experience.

For registration information and a summary of the conference speakers, go to [www.converse.edu/isis](http://www.converse.edu/isis).



For information and registration on this year's Summit CONTACT: <http://ecsummit.cofc.edu/EC-Summit/Registration.html>



## FRANCIS MARION UNIVERSITY

Center of Excellence  
to Prepare Teachers of Children of Poverty  
7th Annual Summer Institute  
Important Work: Teaching Children of Poverty  
**June 19-20, 2014**, 7:00 am -4:00 pm  
Chapman Auditorium, McNair Science Building  
Francis Marion University  
4822 E. Palmetto Street  
Florence, South Carolina 29506

The FMU Center of Excellence Summer Institute is designed to provide participants with practical, research-based information that focuses on the needs and abilities of children of poverty. The theme of the 2014 Summer Institute is Important Work: Teaching Children of Poverty. Register now for two days of professional learning that feature two keynote addresses and more than 30 breakout session-centered on effective classroom strategies and best practices for under-resourced students. For further information and registration form contact: <http://www.fmucenterofexcellence.org/>

# SCAECTE

SOUTH CAROLINA ASSOCIATION OF EARLY CHILDHOOD TEACHER  
EDUCATORS MEMBERSHIP APPLICATION  
January 1, 2014 – December 31, 2014

SCAECTE 2014 membership gives you opportunities to stay informed and network with other teacher educators across the state, enjoy an annual luncheon and support special projects of the organization and early childhood teacher education within the State of South Carolina.

New Member    Renewal      Date \_\_\_\_\_ Check Number \_\_\_\_\_

Name \_\_\_\_\_

Institution/Affiliation: \_\_\_\_\_

Mail to:  Home    Office      Phone: \_\_\_\_\_

Address \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Country: \_\_\_\_\_

**PRINT Email Address:** \_\_\_\_\_

**SCAECTE ANNUAL DUES: \$10.00 for one year or \$25 for a three year membership**

**Mail** your completed membership form and dues payable by cash or **check made out to SCAECTE** and send to:

**Lorraine DeJong  
Furman University  
Department of Education  
3300 Poinsett Hwy  
Greenville, SC 29613**

Questions about SCAECTE?

Please Contact: Jacque Taylor, Vice-President, [jacque.taylor@gvltec.edu](mailto:jacque.taylor@gvltec.edu).

**NATIONAL ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS  
MEMBERSHIP APPLICATION**

**January 1, 2014 – December 31, 2014 OR December 31, 2015**

New Member  Renewal                      Date\_\_\_\_\_ Check Number\_\_\_\_\_

Name\_\_\_\_\_

Institution/Affiliation:\_\_\_\_\_

Phone:\_\_\_\_\_

Address\_\_\_\_\_

\_\_\_\_\_

City:\_\_\_\_\_ State:\_\_\_\_\_ Zip Code:\_\_\_\_\_

Country:\_\_\_\_\_

E-MAIL ADDRESS:\_\_\_\_\_

**NAECTE ANNUAL DUES: \$75.00; Dues for TWO years: \$140.00**

**Retired NAECTE Member dues: \$45.00**

**Graduate Student Dues: \$45.00** (Must be admitted and pursuing a degree.)

NAECTE occasionally rents its membership lists to promote products and services deemed of interest to our members. Revenues support NAECTE programs and activities. Check here if you do NOT wish to have your name included. \_\_\_\_\_

Mail your completed membership form and check made out to NAECTE to:

NAECTE  
Attn: William Mosier  
Wright State University  
Allyn Hall 339  
3640 Colonel Glenn Hwy.  
Dayton, OH 45435

NAECTE encourages you to support your state affiliate. For information about affiliates, please contact the NAECTE Board's Affiliate Representative, Janet Arndt, Gordon College, janet.arndt@gordon.edu.

To support the NAECTE Foundation (tax deductible organization), please include a separate check payable to NAECTE Foundation.