Welcome to this inaugural issue of the College of Education magazine!

For many years Southern Educator, a biannually published newspaper, served as the primary means for sharing news of the College with its growing number of alumni and friends. Earlier this year, Southern Educator became a monthly online newsletter, providing more timely information about COE students, faculty and alumni to the Eagle Nation and beyond. The College of Education magazine represents one more step in our efforts to share news about COE with all, and its multiple pages allow for more detailed presentations. The magazine will be an annual publication of the College of Education from this point forward.

In this inaugural issue of the College of Education magazine, you will find stories about several areas of progress within the College. For example, the College’s online graduate programs were ranked among the nation’s best in the first-ever edition of Top Online Education Program rankings by U.S. News & World Report. And, the College’s graduate program in school psychology was recently recognized by the National Association of School Psychologists (NASP), meaning that program graduates are automatically eligible for the National Certified School Psychologist (NCSP) credential through NASP.

You also will be able to learn about the opening of the College’s new Graduate Academic Services Center. Led by a highly competent, full-time staff, this Center provides services to graduate students from program application and initial registration right through to graduation, eliminating the hassles too often associated with pursuing graduate degrees and endorsements.

In the College’s undergraduate programs, efforts are underway to enhance opportunities for teacher candidates to gain international teaching experiences. During this past year, College faculty traveled with groups of teacher candidates to both Taiwan and England. These international experiences help our teacher candidates understand diverse cultures and prepare them to teach students whose cultures and languages are different from their own. Further enhancing the learning experiences of our undergraduate teacher candidates are efforts by the College’s faculty to ensure that the coursework of all candidates prepares them to work effectively with children who are English language learners and to provide options for candidates to gain dual certification in Early Childhood Education and Special Education.

Articles in the magazine also highlight the College’s increasing emphasis on faculty and student research that advances understandings in fields of education and directly impacts practice in K-12 schools and at the collegiate level. In one article, you’ll learn about Dr. Alejandro Jose Gallard Martinez who joined the College’s faculty in August as the Goizueta Distinguished Chair in Education. Dr. Gallard’s research has direct ties to Hispanic/Latino learners, with special attention to their college recruitment and retention in science, technology, engineering and mathematics. An application of the research work of the College’s Instructional Technology faculty is the yearlong iPad project, also described in this issue. The project involved the College’s faculty, staff, administrators and area school personnel, all working together to ensure that instruction is advantaged by understandings about the uses of state-of-the-art technology.

Through the College of Education magazine we hope to provide a glimpse into the activities of the College of Education and the kind of influence a Georgia Southern University education is having in so many areas of the field, not only in our region but around the world. Our intention with the magazine is to provide timely information in a format that presents both the diversity and many strengths of the College. Please enjoy the contents of this inaugural issue, and let me know if you have comments or questions.

Sincerely,

Dr. Thomas R. Koballa, Dean
COE’s Graduate Programs
Giving Professionals with Drive the Flexibility to Succeed

Doreen Williams defended her dissertation in March 2012 and celebrated by declaring her candidacy for the Georgia State House of Representatives, District 92. “Getting my doctorate in Curriculum Studies changed my life,” she says. “It opened up my whole world in ways that I never would have imagined, and running for office was one of those ways.”

A life-long educator (she’s spent 30 years teaching everything from pre-K to 8th grade), Williams says she knew from the first year of her doctoral studies that something transformational was happening. “A lot of my doctoral work had to do with social justice and education, and it just hit me that if I was going to get anything done I needed to get involved,” she says. Now, she says, she feels her responsibility is to safeguard public education. “Education is the hope of our future; it’s the foundation of economic development in our state.”

Not everyone coming out of COE’s graduate programs has Williams’ drive to affect educational policy at the state level, yet her experience is nonetheless not as unique as it may seem. “At the center of our graduate program is a group of highly committed faculty members who believe that our democracy rests on the shoulders of the educators and educators have the power to transform lives,” says Dr. Thomas Koballa, COE Dean. Whether students ultimately are teachers, school psychologists, counselors, curriculum developers/scholars, media, technology and literacy specialists or K-12 and higher education administrators, Dean Koballa says that in the purest sense “they’re all educators and educators have the power to transform lives.”

That COE’s graduate students are committed individuals in whatever educational field they choose is not surprising. The College has worked since its inception (education is the oldest professional degree at Georgia Southern) to create a center of higher learning where people strive to make a difference in their communities, state, nation and world. COE offered Georgia Southern’s first doctoral program, begun in 1992, and is in the forefront of online graduate programs. Indeed, COE’s online graduate programs were named among the nation’s best in the “2012 Top Online Education” program rankings by U.S. News & World Report.

In order to be considered for the rankings, online degree programs needed to have at least 80 percent of their course content available online.

“Our faculty does whatever it can to meet the unique needs of their students.”

- Tracy Linderholm

The appeal of COE’s graduate programs is apparent: the College offers programs that span a wide range of content areas delivered in formats that include an on-campus setting, fully online and hybrid classes. “Our faculty does whatever it can to meet the unique needs of their students,” says Dr. Tracy Linderholm, associate dean for Graduate Education and Research. COE’s M.Ed. in Instructional Technology, a fully online line program, is COE’s largest M.Ed. and the largest master’s program at Georgia Southern. Online programs are particularly important for two reasons Linderholm says. “We serve a rural area of the state and distance is an issue, and many of those pursuing graduate degrees do so while working,” she explains. But availability isn’t the only driving force behind COE’s success with online graduate programs. What also makes a difference is program content and management.

“We have faculty members who are experienced in online teaching,” Dean Koballa remarks. “They’re cutting edge,” he says. Sixty-seven faculty teach in the College’s online graduate programs (COE has 96 full-time faculty), 61 percent of whom have more than four years of online teaching experience and nearly 80 percent have eight or more years of experience. Faculty take advantage of formal training classes in online teaching through Georgia Southern, and COE faculty teaching online must complete at least 34 hours of training.

And there’s value in COE’s online graduate programs. COE’s programs are competitively priced.

Most of Williams’ work on her dissertation was done through online course work (Ed.D. in Curriculum Studies is a hybrid program, 75 percent online, 25 percent campus-based) but making the drive from Conyers was worth it. “I looked at other schools, but COE’s program is unique. Curriculum Studies lets you study a wide range of topics through a curriculum lens,” she continues. “I couldn’t be happier with her decision.”

“I’ve recommended the program to lots of my friends.”

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The Ed.S. in Educational Leadership is designed to further develop leaders for school or system level administrative positions. Students must have the written backing of their school districts to apply to the program. Pictures is Dr. Teri Melton, associate professor in Leadership, Technology and Human Development with her latest group of leaders. The flexibility built into the two-year program (one-third campus-based, one-third onsite performance based and one-third online), makes the Ed.S. in Educational Leadership an attractive option for current educators who want to advance to leadership roles.

Fully Online
M.Ed. Curriculum & Instruction
Accomplished Teaching
M.Ed. Educational Leadership
M.Ed. Instructional Technology
M.Ed. Reading Education
M.Ed. Early Childhood Education
M.Ed. Middle Grades Education
M.Ed. Secondary Education
M.Ed. Special Education
Ed.S. Instructional Technology
Ed.S. Early Childhood Education
Ed.S. Middle Grades Education
Ed.S. Secondary Education
Ed.S. Special Education
Ed.S. Reading Education

Hybrid Programs
M.Ed. Higher Education
Ed.D. Curriculum Studies
Ed.S. Educational Leadership

BEGINNING FALL 2013
Ed.D. Educational Leadership

M.Ed. Educational Leadership
Accomplished Teaching
M.Ed. Educational Leadership
M.Ed. Instructional Technology
M.Ed. Reading Education
M.Ed. Early Childhood Education
M.Ed. Middle Grades Education
M.Ed. Secondary Education
M.Ed. Special Education
Ed.S. Instructional Technology
Ed.S. Early Childhood Education
Ed.S. Middle Grades Education
Ed.S. Secondary Education
Ed.S. Special Education
Ed.S. Reading Education

MAT - Special Education
Campus Based Programs
MAT - Secondary, Middle Grades, Spanish
M.Ed. Counselor Education
Ed.S. Counselor Education
Ed.S. School Psychology
Ed.D. Educational Administration

MAT - Secondary, Middle Grades, Spanish
M.Ed. Counselor Education
Ed.S. Counselor Education
Ed.S. School Psychology
Ed.D. Educational Administration
Interdisciplinary STEM Education Institute Established

Georgia Southern University has established a new institute for interdisciplinary STEM (Science, Technology, Engineering and Math) Education, named i2STEMe, that will support thematic grant writing, research and outreach. The Institute is committed to excellence in primary, secondary and higher education teaching and learning with a focus on the rural and diverse populations under-represented in STEM areas in southeast Georgia. It will also support professional development, outreach, curricular development, the creation of innovative courses as well as support research in STEM education through grant funded projects. One of the first of its kind, the Institute will be distinctive in that it will focus on serving rural southeast Georgia. It will also support interdisciplinary STEM curriculum while utilizing cutting-edge educational practice.

“We want to get kids to use their experiences to excite them about science and math.”

- Robert Mayes

The Institute was a key player in the initial phases of designing the Institute along with administrators from the College of Science and Math (COSM) and the Allen E. Paulson College of Engineering and Information Technology (CEIT). “It is our belief that any interdisciplinary STEM initiative must be informed by highly effective STEM teachers. We want to get kids to use their experiences to excite them about science and math,” he said. The Institute will create broadly inclusive partnerships across academia, business, education and research centers in southeast Georgia. It will also support collaborative initiatives already in place at Georgia Southern to conduct research and assist the Hispanic/Latino community in addressing the issues of recruitment, community outreach and scholarship advancement.

For Alejandro Jose Gallard Martinez, Ph.D., Georgia Southern University has separated itself from other institutions in its commitment to the Hispanic/Latino community. “Georgia Southern has taken a leadership role not just in its attention to the socio-economic problems of this community but in bringing resources to address the problems,” said Gallard. And Gallard should know. He is the newly named COE Goizueta Distinguished Chair in Education. The Goizueta Chair’s primary duties are in the area of research, said COE Dean Dr. Thomas Koballa. Gallard will assume a leadership role in developing collaborative initiatives already in place at Georgia Southern to conduct research and assist the Hispanic/Latino community and develop new fund- ed projects that support improvement in educational settings - both K-12 and higher education, with direct ties to Hispanic and Latino learners.

“I am so excited to be a part of a University that understands the importance of interdisciplinary and scholarly teams to address the issues of the Hispanic/Latino community.”

- Alejandro Jose Gallard Martinez

Gallard will also support efforts to increase the numbers of Hispanic and Latino students entering STEM (Science, Technology, Engineering and Mathematics) fields.

“I am excited to be a part of a University that understands the importance of interdisciplinary and scholarly teams to address the issues of the Hispanic/Latino community.”

- Dr. Robert Mayes

For further information about the Institute, please contact Dr. Robert Mayes, rmayes@georgiasouthern.edu or visit the Institute’s website at georgiasouthern.edu/i2stem. For additional information about COE, please contact COE Communications Director Marla Galliard at mgalliard@georgiasouthern.edu or call 912-681-5780.

“The Institute has a vision of interdisciplinary and scholarly teams to address the issues of the Hispanic/Latino community.”

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INNOVATE

INTERNATIONAL PROGRAMS OFFER MORE THAN CLASSROOM EXPERIENCE

With the increasing diversity of American classrooms, new teachers need to empathize and understand what it’s like to be a member of a cultural minority. That’s why COE continues to develop opportunities for teacher-candidates to travel to other countries. For nearly 10 years, COE has sent teacher candidates to England for a month-long teaching experience, and in 2009 began hosting teacher candidates from Sheffield Hallam in area schools. The last cadre of these students taught in elementary schools in Evans and Bulloch counties in Spring 2012.

COE’s newest exchange program gave four Early Childhood Education majors an opportunity to travel to Taiwan. The exchange was co-ordinated with National Taipei University of Education and placements were facilitated by the principal at Tainan Municipal Tu-Cheng High School. “Our students were so excited by the experience,” said Lu. “They kept saying how much more they now understand about valuing and respecting different cultures, and how much better equipped they are to teach English language learners,” she added.

IPADS IN CLASS

Toy or tool, that’s been the debate surrounding the iPad from the time it was introduced. Now several years into the new technology, there may not be a definitive answer but college faculty and K-12 educators and school leaders are embracing it. One thing is clear: mobile technology is here to stay. That’s why COE launched its year-long iPad project to give faculty an opportunity to explore the creative uses of iPads within their own classrooms, as a tool for teacher-candidates during their field experiences and for use by educational administrators.

Stayin up-to-date on the latest trends in technology and its application throughout the field of education is a core mission at COE. “Our iPad project was designed with this in mind,” said Dr. Judi Repman, who oversaw the COE project. “Our goal is to develop and implement innovative pedagogical strategies to meet the needs of our technologically-rich society,” Repman continued.

The project culminated with a day of sharing and reflection, called “Speed Dating with Apps,” which allowed all faculty and staff to share great apps they’d discovered during the year and talk about ways to implement the iPads into the curriculum of COE as well as facilitate the use of iPads with our students as they complete field experiences in local schools. A long list of terrific apps was shared during the session. Check them out here: http://tourojipad.pbworks.com/w/page/52620190/Speed%20Dating

Graduate students in every area of COE now have a resource center and those in the master’s and specialist programs in Teaching and Learning have a centralized advising office thanks to the new Graduate Academic Services Center. The newly created graduate center

moved into offices in the 3166 suite last year and officially began advising spring semester 2012. Another key component of the center’s work is recruitment for all COE’s graduate programs. “We’re COE’s official representative at all graduate recruitment events throughout the state and the region,” said Lydia Cross, the center’s director.

SCHOLARSHIP OF STEM TEACHING & LEARNING CONFERENCE

COE, along with the College of Science and Mathematics, initiated the first annual Georgia Scholarship of STEM Teaching and Learning conference in spring 2012 and plans are underway for the March 8, 2013, conference. Support ed by the University System of Georgia Board of Regents, the conference complements the University System of Georgia’s STEM Initiative whose goals include: promoting K-12 student preparation for and interest in majoring in STEM fields in college; increasing the success of STEM majors in college; and producing more and better science and mathematics teachers for K-12 schools, which in turn will lead to increased preparation of students in science and mathematics. The target audience for the conference is STEM faculty and graduate students from all University System of Georgia colleges and universities as well as private higher education institutions within the state and directly relevant to student learning. All COE graduate degree programs meet PSC requirements; however, educators need to review the PSC certificate upgrade Rule 505-2-41 to ensure selection of the appropriate degree program to qualify for an in-field upgrade or to upgrade by adding a new certification field.

GRADUATE DEGREE CERT. UPGRADES

COE’s graduate programs were listed in the top 20 spots for three out of four indicators used by U.S. News & World Report’s first-ever “Top Online Graduate Education Program” rankings. COE continues to increase its online degree offerings by providing flexible, high quality educational opportunities to school professionals. For more on COE’s online graduate programs, see the cover story.

Supervisors Attend “Camp”

More than 125 classroom teachers from COE partner schools representing six school systems honed their skills and shared experiences as clinical supervisors for COE teacher candidates in a day-long “camp” at Nessmith Lane Continuing Education Conference Center this summer. CAMP is an acronym for “coaching, assessing, mentoring, and preparing,” four critical components of the job of a clinical supervisor. The Clinical CAMP provided intensive sessions on the four main topics of coaching, assessing, mentoring, and preparing, and included special sessions on “The Supervisory Triad,” the relationships between the teacher candidate, clinical supervisor and University supervisor. Sixteen COE faculty facilitated the breakout sessions during the camp.

COE was one of five state institutions piloting the state’s new Teacher Keys Evaluation System (TKES) through a project to test the Teacher Assessment on Performance Standards part of TKES.

 degree by adding a new certification field.

GRADUATE CENTER OPENS

Graduate students in every area of COE now have a resource center and those in the master’s and specialist programs in Teaching and Learning have a centralized advising office thanks to the new Graduate Academic Services Center. The newly created graduate center
Dr. Nancy Arrington, Teaching and Learning, Dr. Sabrina Ross, Curriculum, Foundations and Reading and Dr. Meca Williams-Johnson, Curriculum, Foundations and Reading, are part of an evaluation team for a grant awarded to the College of Liberal Arts and Social Sciences, Evaluating the Music Education and Boys and Girls Club Partnership.

Dr. James Green, Leadership, Technology and Human Development, was awarded a Fulbright Specialist Grant and worked with faculty and students at the University of Limerick, Ireland, during summer 2012.

Two innovative research projects were awarded 2012 to COE, and were funded by the COE Research Committee. The first grant was awarded to Dr. Breyan Hai-zlip, Leadership, Technology and Human Development, for her project, “Sisters of Nia (Purpose).” The second grant was awarded to a group of five faculty, two from Leadership, Technology and Human Development (Dr. Lucy Green and Kathryn Kennedy) and three from Teaching and Learning (Karen Chas- seau, Dr. Douglass Howard and Dr. Michelle Reidel), for a project designed to familiarize pre-service teachers with technology currently in place in K-12 schools. The Seed Grants are funded by COE with matching funds provided by the College of Graduate Studies.

Dr. Sabrina Ross and Dr. Alma Steven-son, Curriculum, Foundations and Reading, were awarded a COE Seed Grant to conduct a Summer Literacy Program for 12 students attending the Bulloch County Boys and Girls Club, in order to improve their reading skills.

Three COE faculty received Teacher Quality (TQ) Grants for 2012-2013 to work collaboratively with other COE and Georgia Southern faculty in deepening content knowledge for K-12 teachers. The Teacher Quality grants give teachers from a dozen Georgia counties concrete ways to engage their students during the new school year. Dr. Sally Brown and Dr. Sabrina Ross, Curriculum, Foundations and Reading, used their grant to conduct an institute for Glynn County K-5 teachers to learn about reading theories, strategies for implementing the ELA Common Core State Standards while empowering students, and reducing conflict in the classroom.

Another TQ grant went to Dr. Missy Bennett, Teaching and Learning, to work with other COE and Georgia Southern faculty to lead 18 science teachers from 11 counties as they explored the ecology of coastal Georgia’s barrier islands, swamps and rivers. Dr. Charles Hodges, Leadership, Technology and Human Development, also worked with Dr. Robert Mayes, Teaching and Learning, as well as other Georgia Southern faculty to give Glynn County teachers a local context to their lessons by visiting the Georgia Ports Authority and Georgia Power’s Plant McManus. This approach makes instruction more relevant and meaningful to students. A key component of each program is providing teachers with practical, user-friendly instruction and examples to take back to their classrooms, and continuing the link between faculty and participants through additional workshops and web-based interaction.

Dr. Christopher Brkich, Teaching and Learning, Dr. Robert Lake, Curriculum, Foundations and Reading, Dr. Tracy Linderholm, associate dean for Graduate Education and Research and the Center for Teaching, Learning and Scholarship received a CLEC grant to partially fund the inaugural Eagle QuARC meeting and workshop.

Dr. Sally Brown, Curriculum, Foundations and Reading, received a grant from the National Council of Teachers of English to use e-readers in a second grade class with non-native English speakers. Her project, NOOK (New Literacies Opening Opportunities for Knowledge), looked at whether e-readers could develop or enhance student reading and writing.

Dr. Lorraine Gilpin, Teaching and Learning, was selected as a Scholar- ship of Teaching and Learning Fellow for 2012-2013 to conduct research on ‘A Multipronged Analysis of Teaching and Learning in an ESL Endorsement Course’; The Fellows program is sponsored by Georgia Southern’s Center for Teaching, Learning & Scholarship.

Dr. Brenda Marina, Leadership, Technology and Human Development, received a grant from the Faculty Service Committee, Office of the Provost, to partially fund a service project, “Men- toring Me.” The project connected under-represented and disadvantaged young women to mentors as a means of affecting positive change and growth in the lives of the young girls.

The award for scholarship and creative activity went to Dr. Robert Lake, Curriculum, Foundations and Reading, whose research centers on multicultural education, imaginative education and educational biography. Lake was recognized for his work on international, national, regional and state conferences, grants he has worked on and the numerous journal articles, chapters and books he has authored.

“When I was dean we were just a school then, not a college,” Miller said. “There were no awards for educa- tion faculty. I wanted to make sure that education faculty members are recognized for their important work.” He said. During his tenure at Georgia Southern, the institution went from a college to a University, education workforce grew., and the education faculty grew substantially. Miller had not returned to Georgia Southern since 1995. “It’s very nostalgic for me and I’m proud to be back and still a part of this community,” he said.

Williams-Johnson wins Frederick Douglass Award

Dr. Meca Williams-Johnson, Curriculum, Foundations and Reading, received the 2012 Governor’s Teaching Fellowship. Williams-Johnson wins Frederick Douglass Award for service to the National Black Home economists Association at the Governor’s Mansion in Baton Rouge, La., in July 2012 for her work, among other things, helping prepare students’ transition to college.

Faculty Brining Journal to COE

The Journal of Reading, Georgia Southern’s College of Edu- cation (COE) is the new sponsor of the Georgia Journal of Reading. Drs. Lisa Soares and Christine Draper, Teaching and Learning, are the journal’s co-editors and worked for over a year to bring the Journal to COE. The journal was recently published by the Georgia Reading Association. According to Soares and Draper, the purpose of the journal is to provide a Georgia perspective, and current research in the field of reading to promote literacy for all learners. The journal will be published in fall and spring with the fall issue appearing online for the first time.

Ross Named Governor's Teaching Fellow

Dr. Sabrina Ross, Curriculum, Foundations and Reading, was named a 2012 Governor’s Teaching Fellow. She is one of three Georgia Southern faculty to receive the honor this year. As a Governor’s Teaching Fel- low, Ross will have the opportunity to work with other elite professors from private and public institutions across the state. Symposia and collaborative work throughout the academic year allow the fellows to learn new approaches to teaching and foster an atmosphere of camaraderie and collegiality between professionals in different disciplines. Ross joined the COE faculty in 2009. She received her B.A. in psychology, M.S. in
human development and family studies and Ph.D. in curriculum and teaching/ cultural studies from the University of North Carolina at Greensboro.

Faculty named Educator of the Year
Dr. Jim Bergs, Leadership, Technology and Human Development, was named the Georgia School Counselors Association Region 12 Counselor Educator of the Year.

Faculty win prestigious awards
Two COE faculty won prestigious University awards for the 2011-2012 academic year. Dr. Christine Draper, Teaching and Learning, who was approached by two elementary school principals are influenced by posts gleaned from social networking sites (such as Facebook and MySpace) of graduates seeking teaching positions.

Griffin’s study is just one example of the kind of cutting-edge research being conducted by COE faculty, research that’s meaningful and attuned to today’s society. Consider, too, the research of Drs. Jason LaFrance and Dan Calhoun, faculty in Leadership, Technology and Human Development, who looked at the relevance of Wikipedia as a learning tool. “Despite what many people perceive as Wikipedia’s shortcomings, value exists at Wikipedia,” they write. “A research assignment actually makes students think more critically and enhances their ability to analyze primary and secondary sources,” says LaFrance.

As the following list attests, for COE faculty, research is a vital part of their role as educators.

Books and Chapters


Journal Articles


Brikch, K., and Barko, T. (2012). “Our most lethal enemy? Star Trek, the Borg, and methodological simplicity.” Qualitative Inquiry, 18(8), October.


Kim, C. and Hodges, C.B. (2012). “Effects of an emotion control treatment on student motivation and achievement in an online mathematics
FACULTY BENCHMARKS

National Association of School Psychologists
Dr. Terry Diamandrouros, Dawn Tysonpis, and Ersin Y. Tungay presented "Presenting Psychologists' Perceptions of Cyberbullying".

Dr. Terry Diamandrouros, Elizabeth Downs and Stephen Jenkins presented "Trouble in Technology: Designing, Supervising, and Curriculum Goals" and "Supervision, Student Teaching, and the Virtual Classroom.".

Dr. Robert L. Lake presented "Holistic Education: SIG Business Meeting: Let- ters to the Ned Nodding: A Holistic Inquiry Into Her Life, Scholarship, and Teach- ing."


American Psychological Association
Dr. Rittschof K.A. and Chambers, W.L. presented "A rural teachers' perspective."
COE SOARS DURING SUMMER

Summer is one of the busiest times of the academic year for COE’s Student Success Center (SSC) as eager new students fill Georgia Southern’s classrooms. In fact, COE’s Annual National Student Orientation, Advisement and Registration. SSC staff helped approximately 255 new COE freshmen and transfer students get ready for their first day of classes August 20.

Jing Sun, third place, Ed.D Curriculum Studies student from the College of Graduate Studies Business Meeting: Professional Staff as Graduate Student Advisors.
A QUICK LOOK AT SOME OF COE’S SCHOLARSHIP RECIPIENTS

Katherine Daniel / Pre- Education Middle Grades Education / 1950s Lettermann Scholarship

Hannah Costabile / Pre- Education Early Childhood Education / Anne Waters Ramsey Scholarship

Heather Huling / M Ed. Teaching and Learning / Baxmore-Peter-Hagan Memorial Scholarship

Erica Bolton / B.S. Mathematics / Billy Lamb/Carry Colvin Scholarship

Robin Tyson / Ed.D. Curriculum Studies / Bryan Deever Memorial Scholarship

Amanda Arasmith / B.S.Ed. Middle Grades Education / College of Education Memorial Scholarship

Sarah Davis / B.S.Ed. Special Education / College of Education Memorial Scholarship

Jose Jimenez / B.A. Biology / Goizueta Scholarship

Dianna Jimenez / B.S.Ed. Middle Grades Education / Goizueta Scholarship

Rosa San Juan / B.B.A. Accounting / Goizueta Scholarship

Mariah Skvaril / B.S.Ed. Early Childhood Education / Goizueta Scholarship

Petra Zamorano / B.S.Ed. Early Childhood Education / Goizueta Scholarship

Elisabeth Zamorano / M.A. Spanish / Goizueta Scholarship

John Sweat / B.S. Math / Herman and Worline Bogan Scholarship

Katherine Daniel, a pre-education major, received the Lettermann Scholarship for her academic achievements. Hannah Costabile, an education student, was awarded the Anne Waters Ramsey Scholarship. Heather Huling, with an M.Ed. in Teaching and Learning, received the Baxmore-Peter-Hagan Memorial Scholarship. Erica Bolton, with a B.S. in Mathematics, was honored with the Billy Lamb/Carry Colvin Scholarship. Robin Tyson, with an Ed.D. in Curriculum Studies, was recognized with the Bryan Deever Memorial Scholarship. Amanda Arasmith, with a B.S.Ed. in Middle Grades Education, was given the College of Education Memorial Scholarship. Sarah Davis, with a B.S.Ed. in Special Education, received the College of Education Memorial Scholarship. Jose Jimenez, with a B.A. in Biology, was awarded the Goizueta Scholarship. Dianna Jimenez, with a B.S.Ed. in Middle Grades Education, was given the Goizueta Scholarship. Rosa San Juan, with a B.B.A. in Accounting, received the Goizueta Scholarship. Mariah Skvaril, with an M.Ed. in Early Childhood Education, was honored with the Goizueta Scholarship. Petra Zamorano, with an M.A. in Spanish, was given the Goizueta Scholarship. John Sweat, with a B.S. in Mathematics, received the Herman and Worline Bogan Scholarship.

Dr. Obafunke Adegofe joined Teaching and Learning as an assistant professor in mathematics education. Adegofe earned a BA in economics from the State University of New York, Stony Brook. After working in the private sector for five years, she returned to graduate school to pursue a degree in education at Teachers College, Columbia University. She taught mathematics to elementary and middle school students in low-income communities in New York City and has worked extensively with disabled students. In 2012, she was awarded a Ph.D. in curriculum and instruction with a specialization in mathematics education from Indiana University. A goal of Adegofe’s research is to better understand how classroom practices impact student learning. She specifically explores how pedagogy and curricular impact geometric understandings of African-American males in elementary school. She plans to extend this body of work by examining mathematical learning experiences in different content strands of mathematics.

Dr. Mohomodou Boncana recently joined Leadership, Technology and Human Development as an assistant professor in educational leadership. Boncana comes to Georgia Southern from the University of Utah Graduate School of Education where he received his Ph.D. in educational leadership and policy. A native of Mali, he received his bachelor’s degree from Ecole Secondaire Rural, in San, Mali. Boncana’s research areas include educational policy and organizational theory and change, education policy and politics and international school-community partnerships. He has extensive experience teaching English as a Second Language.

Dr. Lee Grimes has joined Leadership, Technology and Human Development as an assistant professor in educational research. Davis was awarded a Ph.D. from the University of Tennessee in May, 2012. Her major was educational psychology and research with a concentration in adult education and a cognate in cultural studies in education. Davis also earned a graduate certificate in Qualitative Research Methods in Education. Her areas of work and research interests include adult literacy and basic skills, transitions to adulthood, adult development, and qualitative research methodology. Previous professional experiences include higher education teaching and coordination of adult basic education programs and refugee resettlement programs. Davis also has international experience; she spent eight years living and working abroad as a teacher of English in China, Russia, and Japan.

Dr. Beth A. Durodoye was named the new chair of Leadership, Technology and Human Development. She comes to Georgia Southern from the School of Teacher Education at Florida State University. Durodoye’s scholarship includes the improvement of under-represented people, especially Latina/o, with a focus on equity and social justice in education.
Dr. Jonathan Hilpert recently joined Curriculum, Foundations and Reading as an assistant professor of educational psychology. He comes to Georgia Southern from Indiana University-Purdue University, Fort Wayne where he was employed as an assistant professor in the Department of Educational Studies from 2008-2012. Hilpert received his Ph.D. in learning and motivation from Arizona State University in 2008. His higher education teaching experience includes courses on educational psychology, classroom management, human development and research methods and statistics. He was a high school English teacher for two years in Arizona. Hilpert is an active grant writer, and his research interests include students' strategic learning, achievement motivation and construction of scientific knowledge.

Dr. Christine Draper, Teaching and Learning, was approved for tenure and promoted to associate professor.

Dr. Robert Lake, Curriculum, Foundations and Reading, was approved for tenure and promoted to associate professor.

Dr. Hsui Lien Lu, Teaching and Learning, was approved for tenure and promoted to associate professor.

Dr. Brenda Marina, Leadership, Technology and Human Development, was approved for tenure and promoted to associate professor.

Dr. Terri Melton, Leadership, Technology and Human Development, was approved for tenure and promoted to associate professor.

Dr. Marta Morris, Curriculum, Foundations and Reading, was promoted to professor.

Donna Colson, Undergraduate Teacher Education
Katie Sheppard, Teaching and Learning
Dr. Dorothy Battle, Curriculum, Foundations and Reading

Dr. Joseph C. Barrow, Jr., is the superintendent of Ware County Schools. Before becoming superintendent in Ware, Barrow served as Principal of Glynn Academy in Brunswick, GA. His honors and awards include the State Senate Resolution for Excellence in Education 2003; Governor’s Cup Award Winner for highest SAT scores in the region, 2004-2005; Outstanding Educator Award given by the Georgia Association of Secondary School Principals; and National Association of Secondary School Principals Urban Round Table State Representative.

Dayle Burns is an educator and active Georgia Southern alumna and is currently the K-5 Curriculum and Professional Learning Coordinator for the Effingham County School System. Prior to working in the curriculum office, she was the New Teacher Induction Coordinator for the school system. She has been an art teacher, school counselor and principal at Springfield Elementary School. Burns is active in educational organizations and was past president of the District I Georgia Association of Elementary School Principals.

Eddie Pollard, a COE alumnus, is a life-long educator. Among his many honors, Pollard was named Georgia’s 2011 National Distinguished Principal. He has been principal of Tyrone Elementary School since 1999, and also was principal of Flat Rock Middle School, Brantley Elementary and North Fayette Elementary. Two of these schools were named a Georgia School of Excellence under his leadership. Pollard received his Ed.S. and M.Ed. from West Georgia College and his B.S.Ed. from Georgia Southern.

In 2011, Mike Royal was named to the Georgia State Board of Education from the Seventh Congressional District. A graduate of Georgia Southern’s College of Business Administration with a B.B.A. in finance, Royal is a successful businessman. He helped establish BWT Risk Advisors, LLC, in 2004, and in 2012 he founded and is president of Partners Risk Services in Johns Creek, Ga. He was recently named the chairman of the State Board of Education’s Budget Committee. Royal is currently working on legislative issues at the state and federal level and serves on the Government Affairs Committee of the National Association of State Boards of Education in Washington, D.C. Other Board of Advisors members are Jan Anderson, Sheila Hoynes, James Kelley and Diane Wood.

Dr. Debbie Rodriguez, COE alumna and principal of Taylors Creek Elementary School in Liberty County, Ga., has been named the 2012 National Distinguished Principal for the state by the National Association of Elementary School Principals and the U.S. Department of Education. Rodriguez joins COE alumni Dr. Eddie Pollard who received the honor in 2011, also a member of COE’s Board of Advisors, is principal of Tyrone Elementary School in Fayette County, Ga.

Rodriguez has served as principal of Taylors Creek for 15 years. Under her leadership, the school was selected as a “model” school by the Georgia Partnership for Excellence in Education. Taylors Creek has also been named as a Distinguished Title I School for the past nine years. Rodriguez earned her undergraduate and graduate degrees at Georgia Southern and her doctorate from the University of Sarasota.

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ART EXTRAVAGANZA
Each year, artists from kindergarteners through high school seniors have an opportunity to showcase their art at COE’s annual “Art Extravaganza.” Featured artists in the show are selected by a certified art teacher from schools partnering with COE. COE’s Alumni Advisory Committee created the annual exhibit in 2003 as a way to highlight student art and the work of certified art teachers, many of whom graduated from Georgia Southern. Since its inception, Sen. Jack Hill, whom graduated from Georgia Southern, has been on hand to congratulate each artist. “The kids are the stars of this event,” he said. “I just want to congratulate each of these artists and encourage them to continue with their art training,” he continued. “I believe art and music have such a positive effect on students,” he said, “and not just in developing talent but in the rest of their lives.” This year’s Art Extravaganza will be held November 11, 2012, from 2-4 p.m.

CLINICAL CAMP
More than 125 classroom teachers from COE partner schools representing six school systems sharpened their skills and shared experiences as clinical supervisors for COE teacher candidates in a day-long “camp” at Nessmith Lane Continuing Education Conference Center. CAMP is an acronym for “coaching, assessing, mentoring and preparing.”

COE AWARDED 409 PLU CREDITS
COE awarded 409 Professional Learning Units (PLU credit) to teachers and other educators across the state, during the 2011-2012 academic year. PLU credits are offered for approved courses, workshops, and conferences sponsored by the COE. Current PLU opportunities are listed online at: http://coe.georgiasouthern.edu/plucourses.html.

SUMMER GRADUATE RESEARCH WORKSHOP
More than 30 COE graduate students spent a day honing their research and writing skills at 15 workshops facilitated by COE faculty. The research workshop is an annual event at COE.

BY THE NUMBERS

$34,753
Total amount of scholarship dollars awarded to COE students in 2011-2012.

1,123
Number of undergraduates enrolled in COE, Fall 2012.

3002
Number of Georgia Southern alumni living in Gwinnett County, Georgia.

1,448
Average COE scholarship.

2012
COE’s online graduate programs are listed in the top 20 spot for three out of four indicators in the first U.S. News & World Report’s Top Online Graduate Education Program Rankings.

1
Percent of total undergraduates receiving COE scholarships.

165
Number of undergraduate COE degrees conferred during Georgia Southern’s Spring 2012 graduation.

33
Percent of Georgia Southern’s budget that comes from state appropriations.

56,215
Number of Georgia Southern alumni living in Georgia.

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COE holds its first Retired Faculty Luncheon May 8, at the Eugene M. Bishop Alumni Center. Attending were Lella Bonds, Charles Bonds, Dale Grant, Bill Cheshire, Cherry Brewton and Paul Dixon. Current faculty attending included Ronnie Sheppard, Marti Schriver, Fayah Parks, Deborah Thomas, Tracy Linderholm, Randy Carlson, Cordelia Zinskie and Kent Rittschof.

BY THE NUMBERS

80
Percentage of graduate degrees conferred at Georgia Southern University’s Spring 2012 graduation from COE.

24
Number of undergraduates enrolled in COE, Fall 2012.

3002
Number of Georgia Southern alumni living in Gwinnett County, Georgia.

365
Number of days we have FUN in the College of Education.

$1,448
Average COE scholarship.

19,925
Number of COE alumni.

20
COE’s online graduate programs are listed in the top 20 spot for three out of four indicators in the first U.S. News & World Report’s Top Online Graduate Education Program Rankings.

1
Percent of total undergraduates receiving COE scholarships.

165
Number of undergraduate COE degrees conferred during Georgia Southern’s Spring 2012 graduation.

33
Percent of Georgia Southern’s budget that comes from state appropriations.

56,215
Number of Georgia Southern alumni living in Georgia.
DEAR ALUMNI AND FRIENDS,

As I complete my first year with the College of Education as your partner from the division of University Advancement, I want to let you know how proud I am to be able to support this College, its programs, students and faculty. The division of University Advancement is vested with the responsibility of raising philanthropic support, promoting visibility and credibility and cultivating friends in order to ensure the fiscal sustainability of our wonderful institution. Since I have been working to help ensure that vision and build the resources that will help train tomorrow’s leading educators, I have learned many things about the field of education. Educators are present in every walk of life—from the kindergarten teacher to the community literacy advocate to the career counselor to the athletic coach to the military training specialist—and each one of them is in the position to effect positive change in our communities that strengthen all of our prospects for the future. The ways you can support our College are numerous. Donations, networking, volunteering, mentoring and more help ensure that the rich heritage you have built continues to prosper for years to come.

Go Eagles!

- Dawn Oliver ‘87