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Dean’s Message

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 and administrators along with 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 our educators,” 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 fulltime faculty), 61 percent of whom have more than four years of online teaching experience and nearly 30 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.’

And whatever happens in the political arena for Williams, she’ll push forward as an advocate for public education. The transformation that began with her dissertation studies shows no sign of abating.

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. Pictured 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.

The Ed.S. in Educational Leadership

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

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
Interdisciplinary STEM Education Institute Established

Georgia Southern University has established a new institute for interdisciplinary STEM (Science, Technology, Engineering and Mathematics) Education, named i2STEMe, that will support thematic grant writing, research and outreach. The Institute is committed to excellence in primary, secondary and higher education STEM teaching and learning with a focus on the rural and diverse populations under-represented in STEM areas – especially in southeast Georgia. It will also support collaborative initiatives across academia, business, education and research centers 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.

i2STEMe, that will support thematic STEM Master Teacher Corps and a focus on increased funding that allows school districts to identify, develop and leverage highly effective STEM teachers.

As an educator, Mayes believes STEM should be incorporated into every subject. “We need to teach STEM subjects from an interdisciplinary, problem-based perspective,” he said, which means incorporating quantitative reasoning as an integral part of the discussion. This approach engages students. “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 interdisciplinary STEM (Science, Technology, Engineering and Mathematics) fields.

“For further information about the Institute, please contact Dr. Robert Mayes, rmayes@georgiasouthern.edu or visit the Institute’s website at georgiasouthern.edu/STEM.”

“New Goizueta Distinguished Chair in Education Named”

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

“My goal is to help in this organizing effort,” he said. Gallardo comes to Georgia Southern from the Science Education program at Florida State University. He received his Ph.D. from Michigan State University in Science Education and has taught science at the primary, secondary and university levels. He also consults, conducts evaluations and teaches at the national level in many Spanish-speaking countries. The Goizueta Distinguished Chair in Education was established in 2001 by a grant from the Goizueta Foundation.

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

- Robert Mayes

“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 Gallardo Martinez

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

“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.” Gallardo continued. “Georgia Southern is united to tackle the issues of recruitment, community outreach and scholarship advancement and my goal is to help in this organizing effort,” he said.
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 to teach students whose first language is not English. These soon-to-be teachers said what they learned will help them enormously in the classroom when they graduate. The students were part of a pilot project guided by COE’s Dr. Hsui-Lien Lu and Dr. Lina Soares that enabled the students to experience a complete cultural immersion as they taught children in public school settings in Taiwan. The exchange was coordinated 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 digital age, the iPad is more than 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.

Staying 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://itrepman.pbworks.com/w/page/32601903/SpeedDating

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 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 mathematic s 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. COE has faculty and graduate students from within arts and sciences schools and departments as well as K-12 educators and business leader are encouraged to participate. To learn more about the conference and to register, go to stem.georgiasouthern.edu.

SC H O O L P S Y C H , EARNS N AT I O N A L R ECOGNITION

COE’s graduate program in school psychology has received National Association of School Psychologists (NASP) approval for its graduate program in school psychology. NASP is one of the new teaching professional associations (SPAs) of the National Council for Accreditation of Teacher Education (NCATE). COE’s approval is conditional at present although NASP treats programs with full or conditional status equally in terms of the rights and benefits of NASP approval. Georgia Southern University is one of only two schools in Georgia to earn this recognition at the Ed.S. level.

ONLINE GRADUATE PROGRAMS IN TOP 20

COE’s graduate programs were listed in the top 20 spots for three 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 Nessmuk 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.

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9

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.
The Teacher Quality grants gave 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 McIntosh. This approach makes instruction more relevant and meaningful to students. A key component of each program is providing teachers with practical, use-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 Linderotholm, 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 QuadRC 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 Scholarship of Teaching and Learning Fellow for 2012-2013 to conduct research on ‘A Multipronged Analysis of Teaching and Learning.’ Beck’s interests are in diversity in children’s and young adult literature, migrant immigration and ESOL education in the rural South. Beck was noted for his enthusiasm in engaging students.

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, ‘Mentoring 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 awarded $10,000 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 was no funding for education 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 workers, 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 be a part of this community,” he said.

Williams-Johnson wins Frederick Douglass Award. Dr. Meca Williams-Johnson, Curriculum, Foundations and Reading, received the Frederick Douglass Award for 2012-2013 to conduct research on ‘A Multipronged Analysis of Teaching and Learning.’ Beck’s interests are in diversity in children’s and young adult literature, migrant immigration and ESOL education in the rural South. Beck was noted for his enthusiasm in engaging students.

Dr. Julie Maudlin, Teaching and Learning, received the award for service. Maudlin’s research interests include early childhood education, cultural curriculum and research on the journal articles that have been published by the Georgia Reading Association. According to Soares and Draper, the purpose of the journal is to provide relevant research 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.

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Faculty named Educator of the Year

Dr. Jim Bergin, Leadership, Technology and Human Development, was named the impetus behind her service project for Girls. She attended workshops on such things as identity, self-image, self-esteem and career interests. They met successful women in the community and were each assigned a mentor who will meet with them throughout the year. Mentor and mentee will read Phil McGraw’s Life Strategies for Teens for ongoing discussion throughout the year. The project was funded in part by the Faculty Service Committee Award from the Office of the Provost.

Faculty Service Brings Math Event for Local Students and Mentors to Disadvantaged Young Girls

With days filled with teaching and research, a call to aid a local school teacher or help disadvantaged young women may seem like a burden. But for COE faculty, service is often the icing on the cake — an opportunity to bring together the philosophical with the practical, often giving education students real-world experience and mentoring and helping the community at the same time.

That’s how dozens of Bulloch County elementary school children were able to participate in their first math competition last spring. Service was also the driving force behind a project that mentored under-represented and disadvantaged young girls from Ordered Steps Home for Girls.

The girls attended workshops on such things as identity, self-image, self-esteem and career interests. They met successful women in the community and were each assigned a mentor who will meet with them throughout the year. Mentor and mentee will read Phil McGraw’s Life Strategies for Teens for ongoing discussion throughout the year. The project was funded in part by the Faculty Service Committee Award from the Office of the Provost.

1st Reggie Dawson Memorial Math Competition 2012

Residents at Ordered Steps Home for Girls participated in workshops.

Faculty Service Brings Math Event to Local Students and Mentors to Disadvantaged Young Girls

For Dr. Brenda Marina, Leadership, Technology and Human Development, the impetus behind her service project was how to provide a catalyst for positive change and growth in the lives of underrepresented and disadvantaged young girls from Ordered Steps Home for Girls.

The girls attended workshops on such things as identity, self-image, self-esteem and career interests. They met successful women in the community and were each assigned a mentor who will meet with them throughout the year. Mentor and mentee will read Phil McGraw’s Life Strategies for Teens for ongoing discussion throughout the year. The project was funded in part by the Faculty Service Committee Award from the Office of the Provost.

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course." Instructional Science, 40(4), 172-192.


National Association for School Psychologists

Dr. Terry Diamandrou, Dawn Tysinger, as well as repre- sent program graduate Daniel McNair, presented "School Psychologists’ Per- ceptions of Cyberbullying." Dr. Diamandrou, Elizabeth Downs and Stephen Jenkins presented "Technology’s Role in Promoting So- cial Emotional Learning." Drs. Tysinger, Jeff Tysinger and Kathryn Kennedy presented "Prepar- ing School Psychologists to Work in K-12 Online Learning Environments.

10th Annual Gulf South Summit on Service-Learning

Dr. Nancy Arrington presented "Third Graders, Music, and Grandfriend: Teacher Action Research with Ser- vice-Learning in Elementary School.

American Educational Research Association

STAFF BENCHMARKS

COE SOARS DURING SUMMER

Summer is one of the busiest times of the year for COE’s Student Success Center (SSC) as eager new students fill Georgia Southern’s campus. SOAR – Southern’s Orientation, Advisement and Registration. SSC staff helped approximately 250 new COE freshmen and transfer students get ready for their first day of classes August 20.

STUDENT PUBLICATIONS

Ed. D. Curriculum Studies student Mike Czezech presented “Division B Curriculum Studies Business Meetings: Trudging in the Midst of ‘Soul Moun
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STUDENT PRESENTATIONS


STUDENT PUBLICATIONS

A QUICK LOOK AT SOME OF COE’S SCHOLARSHIP RECIPIENTS

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

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

Heather Huling / M Ed. Teaching and Learning / Baarenmore-Fetter-Hagan Memorial Scholarship

Erica Bolton / B.S. Mathematics / Billy Lamb/Curry 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 Skavrek / B.Ed. Early Childhood Education / Goizueta Scholarship

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

Elizam Zamorano / M.A. Spanish / Goizueta Scholarship

John Sweat / B.S. Math / Herman and Dorothy B. Bubela Scholarship

GRAD STUDENTS COUNSEL TEENS

Helping high school students understand how to make safe choices when faced with tough, real-life situations gave eight College of Education graduate students a unique opportunity to discuss current middle level education topics and issues and network with teachers, administrators and pre-service teachers from area schools. Sponsors of CMLA are COE advisors Dr. Christine Draper and Dr. Lina Soares, the University of Kentucky and the Student Government Association.

Seven special education majors attended the 2012 Council for Exceptional Children’s Convention and Expo in Denver. Co. The students raised money through various projects including hosting a 5K race. Students attending were Lauren Rubblett from Kenton, Derek von Waldner, Trent Brown, Rachel Lanter and Leah Ryden. The conference provided the students with a unique opportunity to discuss current middle level education topics and issues and network with teachers, administrators and pre-service teachers from area schools.
**PROGRESS**

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.

**PROMOTIONS**

Dr. Daniel Chapman, Curriculum, Foundations and Reading, was approved for tenure and promoted to associate professor.

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. Hsiu 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. Julie Maudlin, Teaching and Learning, 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.

**RETIRING**

Donna Colson, Undergraduate Teacher Education

Katie Sheppard, Teaching and Learning

Dr. Dorothy Battle, Curriculum, Foundations and Reading

**BOARD OF ADVISORS**

COE is proud to announce the addition of four members to our Board of Advisors. Dr. Joseph C. Barrow, Jr., Dayle Burns, Joseph Edward (Eddie) Pollard, Jr. and Mike Royal. “We’re honored to have such outstanding members of the education and business community on our board,” said COE Dean Dr. Thomas Koballa. “The depth of experience these individuals bring to the college is critical as the Board helps guide us into the future.”

Dr. Koballa continued.

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 alumni 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 alumna, 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, Bratton 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 frequently 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 Kelly and Diane Wood.

**SCHOLARSHIP RECIPIENTS**

Continued from page 18

Michelle Gram / B.S.Ed. Early Childhood Education / IC Hunter Memorial Scholarship

Samantha Anderson / B.S.Ed. Middle Grades Education / Jim and Ruth Miller Scholarship

Brandilyn Cook / B.S.Ed. Early Childhood Education / Jim and Ruth Miller Scholarship

Kristen Tillman / Pre-Education Early Childhood Education / Jim and Ruth Miller Scholarship

Rebecca Hildenbrand / B.S.Ed. Early Childhood Education / Rose Mae Bogan Scholarship

Ashley Phillips / Pre-Education Early Childhood Education / Susie A. Fulford Scholarship

Brittany Mikell / B.S.Ed. Early Childhood Education / Victoria Zwald Memorial Scholarship

Kelly Melson / B.S.Ed. Early Childhood Education / Weatherford Education Scholarship

Courtney Smith / B.S.Ed. Early Childhood Education / Weatherford Education Scholarship

Megan Reid / B.S.Ed. Early Childhood Education / Zach S. Henderson Scholarship

**ALUMNA EARNS TOP PRINCIPAL IN STATE**

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 alumna Dr. Eddie Pollard who received the honor in 2011. Pollard, 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 University.

Since its inception, Sen. Jack Hill, whom graduated from Georgia Southern University in 1971, 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.”

Four critical components of the job of a clinical supervisor are listed online at: http://coe.georgiasouthern.edu/plucourses.html.

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:


BY THE NUMBERS

$34,753

Total amount of scholarship dollars awarded to COE students in 2011-2012.

11,123

Number of undergraduates enrolled in COE, fall, 2012.

19,925

Number of COE alumni.

3,002

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

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.

365

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

$1,448.00

Average COE scholarship.

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.

323

Number of Georgia Southern alumni living in Georgia.

1,448.00

Number of undergraduates receiving COE scholarships.

1

Percent of total undergraduates receiving COE scholarships.

24

The number of students receiving COE scholarships.

80

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

125

Number of students receiving COE degrees.

ART EXTRAVAGANZA

By the Numbers

A R O U N D COE

J O SEPH B A R R O W P R E S E N T S AT R E S A

Members of First District RESA held the first monthly meeting at COE. The meeting featured a presentation by Ware County Superintendent Joseph Barrow on the county’s Direct to Discovery (D2D) program and TeleHealth. The presentation was part of a discussion on overcoming the bandwidth barrier. More than 50 full and part time COE and other University faculty attended an all-day session for teacher-candidate supervisors. Field placement procedures, the supervisory triad, policies and cognitive coaching were on the agenda. Dr. Ronnie Sheppard, Learning and Teaching Chair, said the most important aspects of the supervisor’s job is communicating effectively with teacher-candidates, adhering to consistent program standards, providing helpful corrective criticism, modeling positive attitudes and the ability to learn from criticism, and working with other supervisors to share experiences. “Field work has to be effective or we’re not doing our work well,” he concluded.

COE held 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, Marty Schriver, Fethy Parks, Deborah Thomas, Tracy Linderholm, Randy Carlson, Cordelia Zinskie and Kent Rittschof.

Joe Sheppard, Learning and Teaching Chair, said the most important aspects of the supervisor’s job is communicating effectively with teacher-candidates, adhering to consistent program standards, providing helpful corrective criticism, modeling positive attitudes and the ability to learn from criticism, and working with other supervisors to share experiences. “Field work has to be effective or we’re not doing our work well,” he concluded.

COE Dean Dr. Thomas Koballa talks with students at “Donuts with the Dean,” one of a series of events held throughout the year to bring together the dean, students, faculty and staff in an informal setting.
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

Your Gifts Strengthen Education Now and for the Future

PROMOTE ACADEMIC EXCELLENCE through Department Endowments, Online Learning, Supporting Partnerships, Simulation Technology, Endowed Professorships and Chairs, and Endowed Deanship

ENHANCE STUDENT SUCCESS by providing Student Scholarships, Graduate Teaching Assistantships, Travel Scholarships for Student Research Presentations at Conferences, and Travel Scholarships for College of Education Students Engaged in International Exchanges

INCREASE RESEARCH AND CREATIVITY through Graduate Research Assistantships, Undergraduate Research Support, Endowed Research Faculty, College Faculty Research Grants and Centers and Institutes