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Alumna

Jemelleh Coes

Georgia’s 2014 Teacher of the Year

Our inaugural edition of the COE magazine last year was a huge success. We’re building on that success by officially naming our magazine Eagle Educator in honor of all the great accomplishments of our faculty, staff, students and alumni. We hope you will enjoy reading about 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 of education, not only in our region but around the world.

I am particularly proud of our alumna, Jemelleh Coes, the 2014 Georgia Teacher of the Year who is pictured on the cover of this edition of Eagle Educator. Jemelleh received her undergraduate degree in special education in 2008 and a master’s in instructional improvement in 2010, both from the COE. Of course, we cannot take all the credit for Jemelleh’s success. She came to the College of Education with purpose, drive and dedication. She is truly a dynamic personality! But it was through her programs of study, and relationships and mentoring with College of Education faculty, that helped shape her as an educator and community advocate. Like a true educator, Jemelleh models what she learned, and I am proud to say she now mentors new COE teacher candidates at Langston Chapel Middle School in Bulloch County one of the College’s partner schools. Jemelleh will travel the state as an educational ambassador for Georgia public schools and act as a representative for all Georgia public school teachers and as an advocate for students.

Jemelleh’s story is just one of the many inspiring stories you’ll read about in this and subsequent editions of Eagle Educator.

I invite you to contact me and College of Education faculty and staff to learn more about the exciting work going on here.

Sincerely,

Dr. Thomas R. Koballa, Dean

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Transforming Classrooms

COE’s new DIGI lab offers novel ways of using technology

“It touched my heart to see the students working together and assisting each other as they worked through an online animation about earthquakes,” said Caitlin Lawson, an early childhood education major. “They would help each other with the technology as well as the content,” she added.

Lawson knows about the importance of integrating technology in the classroom. At the COE, she was one of the first students to use the new DIGI lab, a learning environment that provides seamless integration of technology and opportunities to study and socialize in a group. During Lawson’s PreProfessional Block, teachers used SmartBoards and laptops. “We didn’t have as much of the technology as in the DIGI lab,” she said, but what technology was available was used widely, she added. “The teacher I was placed with used her SmartBoard for every lesson whether it was to show a PowerPoint, model math problems or just to display instructions for group assignments,” she said. “I am sure that in my future experiences I will see much more technological integration in the classroom and will incorporate it into the lessons in my future classroom.”

There’s no question that the way in which 21st century students learn is changing and so are the classrooms in which they learn. That’s why COE designed and built the DIGI lab. DIGI is an acronym that represents the primary themes of the classroom design, said one of the creators, Associate Professor Julie Maudlin, Department of Teaching and Learning. “It stands for De-centeredness, Interaction with technology, Group collaboration and Inquiry-oriented instruction,” Maudlin said.

The DIGI lab is a Smart Board on steroids available to everyone at the same time.

“It’s designed to meet the needs of Net Generation students,” she added. The design offers a flexible classroom space to maximize engaging student-centered learning opportunities, and it provides a model of technology integration that COE students can apply in their future classrooms, Maudlin explained.

What that means is that individual desks can be moved easily into different configurations to meet the teacher’s needs. The surface of the desks can be used as a whiteboard allowing students to write directly on the tables solving problems together or brainstorming. Four wall-mounted projectors interact with whiteboards and individual tablet computers so instructors or groups of students can work together or individually. The DIGI lab is a Smart Board on steroids available to everyone at the same time.

Since it became operational in spring 2013, the room is being used by faculty in every discipline. This summer, teachers from Statesboro High School, Camden County High School, Burke County High School and Ware County High School spent a week in the DIGI lab as part of a Race-to-the-Top Innovation Fund Enterprise Grant funded through the Governor’s Office of Student Achievement. The teachers worked with COE faculty in creating and implementing an interdisciplinary STEM (science, technology, engineering and math), problem-based research course that engages students in applied learning through real-world grand challenges of environment and energy that are impacting their local communities.

The DIGI Lab was funded through a student tech fee proposal submitted by Maudlin and former Instructional Services Coordinator Michelle Rivera. The classroom was modeled after the “Classroom Next” at Texas Wesleyan University. The classroom accommodates 24 students. Prominent features of this classroom include:

- Flexible seating for multiple configurations (small-group, group presentation and traditional lecture).
- Google Chromebooks for online collaboration on Google Docs, Popplet, Wikis, Blogs, and other multi-user web applications.
- Short throw projectors (wall mounted) for maximum interaction with interactive whiteboards.
- Standard Level 1 upgrade to provide multimedia access (instructor workstation with PC, document camera, DVD).
- Four wallplate monitors that can be used in conjunction with two whiteboard screens to project and display digital presentations and documents.
For Curriculum, Foundations and Reading Professor Dan Rea, co-director of the College of Education’s new National Youth-At-Risk Center, it takes more than a village to raise a child today. "It takes a well educated village to raise all the children," he said emphatically. "And it takes a village that looks at the whole child, not just drop-out rates or closing the achievement gap," he added. For Rea and Teaching and Learning Assistant Professor Eric Landers, that's what makes the College of Education’s new National Youth-At-Risk Center unique.

Rea and Landers are co-directors of the Center, which was approved in spring 2013.

The new Center takes its approach from the highly successful National Youth-At-Risk Conference, held each year in Savannah and now attracting more than 1100 national and international attendees. That the opening of the Center, housed on the second floor of COE, coincides with the 25th anniversary of the conference is purely coincidental. "We’ve been thinking about this for more than a decade," Rea said. "With the help of the dean and the University administration, our dream has come true.”

What makes the conference and Center distinctive among other such endeavors is its “whole child” approach, taking a holistic view of fostering the intellectual, social, emotional and physical well-being of youth placed at risk within schools, family and communities in Georgia and across the nation. "The conference and Center take a complex system's view of five interacting areas of educational concerns represented by the "5H" acronym," Rea explained. "The five "Hs" are: head (intellectual achievement and school leadership), heart (social and emotional skills), hands (safety and protection), health (physical and mental health) and home (family and community). Youth-At-Risk signifies the urgency and seriousness of societal “risks” faced by today’s youth and is distinct from “at-risk youth,” he continued.

The NYAR Conference and new Center focuses on the “risky” conditions that threaten youth's well-being, which include a range of factors. The Center is up and running fall semester and will be staffed by graduate students with Rea and Landers serving as co-directors. With more than 10 years to consider a NYAR Center, both Rea and Landers are eager to get started. First on their list is to coordinate the three conferences COE sponsors dealing with youth-at-risk: the NYAR Conference in Savannah, a smaller West Coast version, and the annual Southeast Conference on Positive Behavior Interventions and Supports (PBIS). They also plan to publish an annual online journal and provide monetary awards to faculty for research and professionals working with youth at risk. They are also expanding the current website “Closing the Achievement Gap for Educators” at coe.georgiasouthern.edu/nyar/gap.

“Conferences are a great way to bring people together to discuss pressing issues, share research and network, but the Center’s work is so much more,” Landers said. "We want people to know our goal is to support practical, research-based strategies dealing with all aspects of youth-at-risk," he added.

The Center is funded through proceeds from the NYAR conferences but Landers said they are also seeking corporate support. "Gulfstream Aerospace Corporation came forward immediately and are very interested in our work. I’m hoping other corporations will follow their lead," Landers said.

"It Takes More Than a Village to Raise a Child"

New National Youth-At-Risk Center helps a broad range of people serving youth

FOCUS

NATIONAL YOUTH-AT-RISK CONFERENCE

Successful Programs for Empowering Youth: Overcoming Poverty, Violence and Failure

March 2-5, 2014 Hyatt Regency Hotel, Savannah, GA

COE is proudly celebrating 25 years of quality programming with Georgia Southern’s most successful and longest running conference!

To register or for more information, visit: GeorgiaSouthern.edu/nyar
call 912-478-5551 or 1-877-478-5551

GEORGIA SOUTHERN UNIVERSITY

"Helping Adults Serve Youth"
Building Bridges: COE partners with the Community to Bring Books to Young Children

Ashleigh Wright was sitting on the floor with her six-month-old baby surrounded by books. She had just read a blog for new mothers about the importance of reading to young children and the lack of proper reading material for low income families in Georgia. “Here I was with all these books for my baby, and I thought about all the little children without books, and I said to myself, ‘this isn’t right. I can do something about this.’”

Wright’s passion for the importance of reading is matched only by her passion for teaching and learning. She received her B.S. Ed., M.Ed. and Ed.S. from Georgia Southern. She now teaches social studies at Southeast Bulloch High School and acts as a clinical supervisor for COE’s teacher candidates. “I know firsthand how early reading can help students later in school,” she said. With that kernel of information, she located the Ferst Foundation for Childhood Literacy, in Madison, Ga. The foundation is a non-profit organization committed to ensuring that all Georgia children from birth to age five have access to developmentally appropriate reading materials that will ensure they start school ready to learn. There is no cost to the child or family, and a book is delivered monthly by mail. If a child is registered with the program at birth, they will receive 60 books by their fifth birthday and the start of kindergarten.

Armed with information about the Ferst Foundation, Wright turned to the College of Education and Associate Professor Michelle Reidel, whom she had worked with on other projects during her time at Georgia Southern. Reidel was happy to get on board. “I LOVE to read,” Wright said. “I tell children that you can read anywhere, anytime.” She added, “I believe that being a strong reader ‘supported my growth and development academically, professionally and personally. Some argue that reading is the core skill,’ she said. “I think it is essential to model a commitment to and passion for reading,” she said.

Reidel said she knew immediately that the Ferst Foundation’s goals were directly aligned with the goals and mission of the COE. Dean Thomas Koballa agreed and happily endorsed their efforts. Soon Associate Professor Christine Draper and Assistant Professors Nancy Arrington and Lina Soares, Clinical Instructor Shelley Woodward and the COE’s Field Placement Director, Patricia Parsons, volunteered for the Community Action Team (CAT), the local organizing group. The first organizational meeting was held at COE and just six months later the group, composed of a cross section of the community, had raised over $6,000.

“The first (book) mailing began in July,” Wright said. “It costs about $28.00 per child per year to send the books, which are chosen by a highly selective board,” she said. They have 56 children registered so far, but Wright said the group would like “all our children age 0-5 in Bulloch County to benefit from the program.”

The CAT has held several fundraisers with the help of local businesses and members of Georgia Southern’s Chapter of Gamma Beta Phi, and has received generous donations from the local Rotary and Lions clubs. “Even though I’m busy with teaching and my many duties at school, my family and other community activities, I feel like this program is so important and beneficial for our community. I’m happy to find the extra time,” Wright said. The group is planning their next fundraiser, a registration drive and a community-based literacy event. If you would like to join or support the CAT contact Reidel at mreidel@georgiasouthern.edu.
DEPARTMENT NEWS: LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

The Department of Leadership, Technology and Human Development (LTHD) restructured the Center for Educational Leadership and Service (CELS), housed within the Department.

The Department’s school psychology program received National Association of School Psychologists (NASP) full approval for its graduate program in school psychology. NASP is one of the specialized professional associations (SPAs) of the National Council for Accreditation of Teacher Education (NCATE). The College of Education School Psychology Program is the only program in Georgia to earn this recognition at the specialist level.

Kathryn Kennedy won the International Association for K-12 Online Learning (iNACOL) Online Learning Innovator Award for Outstanding Research in K-12 Online Learning for her co-authored work exploring preservice teacher preparation for K-12 online and blended learning environments. Kennedy is now with the International Association for K-12 Online Learning.

In spring 2013, LTHD co-sponsored the 12th Annual Cross-Cultural Issues in Counseling and Education Conference and initiated the inaugural Rural Based HIV Education and Training Conference now held each year in September.

The first cohort of students in the College of Education’s newly redesigned Educational Leadership Ed.D. program began fall 2013, with a focus on preparing senior-level administrators who use their knowledge of educational theory and research as a basis for taking on the contemporary challenges of education and to leverage change in P-12 and higher education institutions.

The newly redesigned Ed.D. was modeled after the recommendations by the Carnegie Project on the Education Doctorate to create a “stronger and more relevant degree for the advanced preparation of school associates and clinical faculty, academic leaders and professional staff for the nation’s schools and colleges and the learning organizations that support them.”

The Department of Teaching and Learning continues to improve the performance of initial teacher candidates in field and clinical practice experiences and assessments. As part of this effort, faculty, along with colleagues from the CFR, began an initiative to increase the number of undergraduate students involved in research. The University’s Office of Research Services and Sponsored Programs funded one such project, Research to Practice, that partners four Bulloch County schools with COE undergraduate education candidates to give them hands-on research experience and help the partner schools evaluate their school improvement plans as they relate to outcomes for specific learners. Associate Professor Kimberly Drawdy; CFR’s Associate Professor Meca Williams-Johnson and Teaching and Learning instructor Kathleen Toole are the grant administrators.

The department once again hosted, in collaboration with the Office of Undergraduate Teacher Education, a summer “Clinical Camp” (Coaching).

Clinical supervisors discussed best practices at “Clinical Camp.”

Katie Brkich teaches middle schoolers about the science of bubbles during the Migrant Education Program’s first middle school summer intensive.

Assessing, Mentoring and Planning for clinical supervisors to discuss and refine best practices for mentoring teacher candidates.

Faculty served in leadership roles in implementing service learning projects in area schools, worked with schools addressing the needs of English language learners and conducted numerous summer teacher quality workshops designed to improve science and mathematics instruction in area schools.

Teaching and Learning faculty expanded student learning opportunities by revising two degree programs, the M.Ed. in Special Education and M.Ed. in Early Childhood Education. Both programs are online and designed to be completed in one year.

Assistant Professor Katie Brkich led a group of students participating in the Migrant Education Program’s first middle school summer intensive. Brkich used hands-on explorations of human body proportional reasoning and data graphing for her mathematics class and ran a week-long investigation in the science of bubbles with her students for science/engineering.

Associate Professor Christine Drap and Assistant Professor Lina Soares published the spring 2013 issue of the Georgia Journal of Reading. This is the first hard copy of the journal to be published since Draper and Soares brought the journal to the College of Education last year. Their first issue in fall 2012, was published online.

DEPARTMENT OF CURRICULUM, FOUNDATIONS AND READING

Department of Curriculum, Foundations and Reading (CFR) faculty chair Dr. Robert Lake received an InnoVate Award for Outstanding Research and was named the new director. The Center’s mission is to support the development of educational leadership, was named the Center’s new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director. The Center’s mission is to support the development of educational leadership, was named the new director.

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DEPARTMENT OF CURRICULUM, FOUNDATIONS AND READING

Department of Curriculum, Foundations and Reading (CFR) faculty chair, Dr. Robert Lake, was elected to the top 25 for “Best Online Graduate Education Programs” by U.S. News & World Report. The 2013 rankings looked at such factors as faculty credentials and training, student services and technology, student engagement and admissions selectivity. This was the first online programs.

Associate Professor Wendy Chambers authored the newly published, Cognitive and Language Development: The Child’s Journey. The cover photograph is also by Dr. Chambers.

Associate Professor William Reynolds edited the newly published A Curriculum of Place: Understanding Emerging through the Southern Mist. Reynolds and three additional CFR faculty (Robert Lake, Ming Fang He and Sabrina Ross) contributed essays as did Teaching and Learning Associate Professor Julie Mauslin. CFR faculty Wendy Chambers contributed the cover art.

Associate Professor Robert Lake, co-edited with Tricia Kress, University of Massachusetts, We Saved the Best for You: Letters of Hope, Imagination and Wisdom for 21st Century Educators. In addition to well-known writers such as Mike Rose, Nel Noddings, Bill Schubert and Sonia Nieto, other CFR faculty contributing to the book include James Jupp, Julie Mauslin, William Reynolds and Associate Professor Wendy Chambers who created the cover photograph.

GRAD PROGRAM RANKINGS

For the second year, the COE ranked in the top 25 for “Best Online Graduate Education Programs” by U.S. News & World Report. The 2013 rankings looked at such factors as faculty credentials and training, student services and technology, student engagement and admissions selectivity. This was the first online programs.

Associate Professor Wendy Chambers authored the newly published, Cognitive and Language Development: The Child’s Jour-
time programs were given an overall ranking. At number 21, COE was the only Georgia school to earn a spot in the top 25 online graduate education programs.

“The ranking is just one indication of our commitment to COE’s online graduate programs and our work to continuously improve and expand the options available to best serve our students,” said COE Dean Thomas Koballa. In 2012, rankings were separate for each category. COE ranked in the top 15 for student services and technology, in the top 35 for faculty credentials and training, in the top 20 for teaching practices and student engagement, and in the top 20 nationally for admissions selectivity.

For the 2013 survey, 208 regionally accredited institutions met the definition used by U.S. News & World Report and the U.S. Department of Education for online education. More information on the rankings and methodology is available at the following website: www.usnews.com/education/online-education/education.

THINKING GLOBALLY

The arrival of 11 teacher candidates in Sheffield, Hallam, England, this spring marked a special anniversary for the COE. For a decade, the College has been a part of a student exchange program. Talks are under way for a special anniversary for the COE. For a decade, the College has been a part of a student exchange program. Talks are under way for a special anniversary for the COE. For a decade, the College has been a part of a student exchange program. Talks are under way for a special anniversary for the COE. For a decade, the College has been a part of a student exchange program. Talks are under way for a special anniversary for the COE. For a degree, the College has been a part of a student exchange program that has given nearly 100 teacher candidates the opportunity to gain valuable teaching and life experiences. In spring 2003, the first group of COE students went to Derby, England, for three years thereafter, the students were placed in schools in East London. Since then, the students have been in Sheffield and Doncaster at Rainbows Forge Primary, Hallfield School (Doncaster). In the fall, Sheffield-Hallam students (l-r) Ashleigh Coombes, Fran McKay, Megan Leese, Adelaide Okrah.

Students teach an English language reading lesson in a Taiwan classroom.

Shffield-Hallam students (l-r) Rashleigh Coombes, Fran McKay, Megan Leese, Adelaide Okrah.

Students teach an English language reading lesson in a Taiwan classroom.

Shffield-Hallam students (l-r) Ashleigh Coombes, Fran McKay, Megan Leese, Adelaide Okrah.

INNOVATE

Our College of Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges. Education students engaged in international exchanges.

Join Dr. Golden...

A leading educator in the state of Georgia, Dr. Barbara Christmas Golden has paved the way for many in her profession, working in various roles as a high school English teacher, a principal and the president of three interstate educational organizations. Throughout her career, she has also built a steady network of support for the University around the state.

“I believe in Georgia Southern. The University prepared me well, and the real-world experience coupled with what I learned from my professors has played a strong role in my educational career,” she said. The recipient of the Alumni of the Year for the College of Education as well as the University’s Alumni of the Year, Golden earned the first of her three degrees from the University at the age of 20. “My heart is with the College of Education,” she added.

Golden encourages others to join her in supporting the talented students and innovative faculty in COE by making a gift today. “We’re on the brink of a new day at Georgia Southern. This is a critical time to support the University as we become more ambitious in our mission and serve a diverse student population.”

Your gifts strengthen education now and for the future

At the COE we deeply appreciate the support received from alumni and friends like you. Whether through endowed giving, annual giving or planned giving, every gift makes a difference and helps us continue our leadership role in preparing those who will teach, lead and serve future generations.

If you’re thinking about making a gift, you can designate your dollars to support a program or department that is meaningful to you, or you can give to the college’s general fund, which allows us to put the money where it’s needed most.

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To give via check, fill out this form and mail it to Georgia Southern University Foundation, Inc., PO Box 8053, Statesboro, GA 30460. Make checks payable to Georgia Southern University Foundation, Inc. with the College of Education #0274 account on the memo line.

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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.

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It’s an honor for faculty to receive Georgia Southern’s FOCUS on Excellence awards. The annual awards are given to two faculty in each of three categories: (1) contributions to research/creative scholarly activity; (2) instruction; and (3) service. While it might not be unusual for a college to have more than one award winner in a year, few can claim more than two winners, and even fewer can claim multiple winners from the same academic department.

But that’s exactly what the College of Education has done. Its faculty has distinguished itself among an already highly distinguished field of nominees to claim the two awards in Excellence in Contributions in Service and one in Excellence in Contributions to Instruction. All three of COE’s award winners are from the Department of Teaching and Learning.

Excellence in Instruction: Scott Beck

Associate Professor Scott Beck isn’t worried about the impression he makes on his students if they should find him in class under a table meowing like a cat locked inside one of Edward Thorndike’s puzzle boxes. In fact, it’s the students’ reaction he’s after. “I spend most of my reaction he’s after. “I spend most of my professional life in and planning for the success of the team. Some of the responsibilities at the College, University and professional area. He was cited for his scholarship, grant writing and his many leadership roles within his department, college, University and professional area. Chamblee’s expertise is in technology, integrating technology in F-12 mathematics and using differing strategies to teach mathematics.

The award for Scholarship and Creative Activity was given to Assistant Professor Sally Brown, Department of Curriculum, Foundations and Reading. Brown’s interests are in English language learners, Latino immigrants, K-3rd language and literacy development, classroom discourse analysis and sociocultural and critical perspectives on education.

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Top Teacher
Alumna named Georgia's 2014 Teacher of the Year

When Jemelleh Coes (’08, 10) began her first year as an undergraduate at Georgia Southern University, she originally planned to pursue a career in nursing. “My maiden name was Nurse, and I always wanted to help others,” she said. “I really thought I would be a Nurse.”

Until she thought about the occupational hurdles. “After I realized that nurses had to deal with a lot of blood, I changed my major,” she laughed.

Coes instead opted for another career: teaching. “Today, her focus remains on helping others as a special education English language arts and reading teacher at Langston Chapel Middle School in Statesboro, Ga. Although Coes is a relative newcomer to the teaching profession, having entered the field just five years ago, she was named Bulloch County Teacher of the Year last year, and was recently named the state of Georgia’s 2014 Teacher of the Year.

Coes’ expertise in co-teaching techniques led to her selection as Georgia’s top teacher, and its’ positive impact on students has become a model for learning at Langston Chapel. “Co-teaching is an amazing way to include students with disabilities in the classroom,” said Coes. “Once I got into the field of special education, I discovered that every student could learn. I just needed to find out what their unique gifts were and tap into them the science behind making those items,” she added.

“Jemelleh is so good at what she does because she has taken her passion for life and helped other people succeed. She represents what it takes to teach students who are struggling and to help them become successful,” said Charles Wilson, Bulloch County school superintendent.

Coes is also the site coordinator for the 21st Century Community Learning Center at Langston Chapel, an after-school program that serves 100 of the school’s most-at-risk students. “This enrichment program provides students with hands-on activities such as experiments in math and language arts,” she added.

Coes has found that teaching has been an especially rewarding career. “The most important thing is your students, and as educators, we need to adapt to them. Educators need to reflect on what we can improve upon every day. I always tell my students: you have a choice. Your choices have consequences and rewards. And, I always tell them that failure is not an option.”

“During the next year, Coes will leave the classroom and travel around the state and nation, serving as an ambassador for education. “It means a lot to me to be named Teacher of the Year, and I feel that I can be the voice for south Georgia,” she said. Coes will represent Georgia teachers by coaching and physical education teacher in Columbia, S.C. Although Hall was a man of few words, his quiet determination impacted the lives of thousands of students. “He had a great sensitivity for kids who were struggling, and he shared a common bond with them on the athletic field,” Gertrude added.

The Hall family is continuing his educational legacy by making a difference in the lives of elementary education students at Georgia Southern University with the endowment of the John Suddath Hall Memorial Scholarship. Georgia Southern was an important part of Hall’s life. He earned a master’s degree in education from the University in 1966, while simultaneously working as an elementary school principal.

“John enjoyed his work at Georgia Southern and it was very satisfying and challenging to him. He earned a small scholarship while he was studying there, and it meant so much to him and our family,” said Gertrude. “Our family wanted to help students and give back to the University,” she said about the scholarship.

The Halls’ daughter, Dr. Jane Crawford, says that her father always encouraged her to achieve the most from her education. “The general practitioner graduated from the Medical University of South Carolina and now practices in the Scottish village of Fochabers. “My father viewed education as a stepping stone,” said Crawford. “He really valued an education, because a lot of the people he grew up with didn’t have that opportunity,” she said.

Dr. Martha Cain graduated in 1950 from what was then Georgia Teachers College as one of 115 students in the graduating class with a B.S. Ed. in Science Education. She earned her master’s degree from the University of Colorado in 1955 and a Ph.D. in biochemistry from the University of Connecticut in 1963. Cain then returned to Georgia Southern where she taught chemistry until 1988. Cain and her late husband, Lee, established the Lee C. and Martha Tootle Cain Science Education Scholarship given to incoming freshmen who plan to major in science education. In addition, she established a scholarship in honor of her parents at Troy State University and an education scholarship at the Methodist Seminary in Slovakia. She was recognized as the Biology Alumna of the Year in 1981 and received the Arthur J. Moore Award.

John Suddath Hall: Continuing an educational legacy

John Suddath Hall always valued the opportunity of earning an education. As a young boy growing up in Port Wentworth, Ga., he was the first member of his family to graduate from high school, and the only one to graduate from college.

“John was mentored as a student by coaches when he played baseball, football and basketball,” said his wife Gertrude, a retired middle school teacher.

In later years his love for education led him to become a positive role model for student-athletes in his work as a coach and physical education teacher in Columbia, S.C. Although Hall was a man of few words, his quiet determination impacted the lives of thousands of students. “He had a great sensitivity for kids who were struggling, and he shared a common bond with them on the athletic field,” Gertrude added.

“He had a great sensitivity for kids who were struggling.”

– Gertrude Hall
A Special Need

Scholarship Supports Future Teachers

NEEDED: Special education teachers. The unimaginative, timid or easily discouraged need not apply. Or, in the words of Kathy Sandiford Harrell, “These are the kids who need powerful teachers.”

Harrell (’71), a longtime special education teacher and administrator and her husband, Dave (’71), have made a perpetual commitment to serving special education by endowing the Harold M. and Catherine D. Sandiford Memorial Scholarship. The award assists aspiring special education teachers within Georgia Southern’s College of Education.

She didn’t realize it at the time, but Harrell’s career path was underway by the time she arrived on the Georgia Southern campus. It began as a part-time job with, at the time, one of the rare institutions in Georgia serving children who were mentally challenged or who had serious behavioral problems.

“Outside of Augusta was Gracewood State School and Hospital,” she said. “My middle sister was in college and worked summer internships there. My older sister is a nurse and ended up working full-time. I began working there the summer before my senior year in high school, and I did that for four summers.

“I got very attached to several of them,” Harrell said, about working in the cottages with the kids. “Because of my work there, it drew me to special education.” Special education is a challenging field and chief among the challenges is getting and keeping qualified good teachers. Too often, she said, there are not enough efforts to recruit and retain special education teachers, with school systems hiring teachers who have no training or experience in dealing with the field’s unique issues.

Meanwhile, the need to train, hire and retain good teachers is growing, and Georgia Southern is helping to meet that need. “I spent 20-something years in special ed and then six as a special ed director in Wayne County, and I knew the challenges that the field is facing,” said Harrell.

“I also knew that I would like to do something for Georgia Southern because I had a good experience there.”

“I said to Dave that at some point I’d really like to look at somehow impacting this field. Honestly, these are the kids who need the powerful teachers and it’s not an easy field for longevity,” she said.

“We need to encourage folks to stay the course. We were in a position where we could do something, and he supported me in that.”

Neither of Harrell’s parents finished high school. Her mother was a home-maker who would occasionally take on part-time jobs to help meet bills. Her father, who worked in sales for a railroad, wanted their daughters to be able to do what they loved and would often tell them to “find your passion and do what you love,” said Harrell.

When it came time for her to attend college, she took out an education loan. When she was done, her father took it upon himself to repay the loan — an expression of parental love she has never forgotten. “When it came time to pay that back, my dad told me he wanted to take care of it because it was important for him to do that for his baby,” Harrell said.

The choice to name the scholarship after her parents was Dave’s idea. “My mom and dad were a team and missed hitting their 50th anniversary just by a few months. They were so adamant that my sisters and I fulfill our dreams and my parents made sure we had the opportunity, so to continue that in their names is something I felt like I wanted to do.”

Shaping the Future

Alumna Provides Opportunity for Aspiring Students

Sheila Garvin Hoynes (’71) realizes that attending college is a wonderful opportunity that many students do not have. The Statesboro, Ga., native was the first person in her family to graduate from college, and she spent her 30-year career in the classroom as a first grade teacher. She feels a debt of gratitude not only to her parents, but to the University.

“Georgia Southern gave me the opportunity to fulfill my lifelong dream of becoming a teacher, and I want to be able to help other students who are pursuing the same dream,” said the 2011 College of Education Alumna of the Year.

Sheila and her husband Spence shared a vision of providing an opportunity for aspiring students to afford a college education, but were unsure how they could make this a reality.

“We knew we wanted to establish scholarships, but we also knew we lacked the financial means to adequately fund the scholarships up front without creating economic hardship for ourselves,” said Spence. “It was when we learned about deferred giving that we found a way to accomplish our goal,” he added, about the establishment of the Spence and Sheila Garvin Hoynes endowed scholarships.

“With Sheila’s dedication to education and our devotion to Georgia Southern athletics, it was obvious that we needed to establish two scholarships, one in education and one in athletics,” said Spence, about their deferred gift for future students.

After raising their son, the Hoynes became reacquainted with the University and have been actively involved with Georgia Southern for more than two decades. Sheila launched an Eagle Club in their hometown of Conyers, Ga., organized several additional Atlanta area clubs and served as president of the Alumni Association Board of Directors. She also served as a member of the Athletic Foundation Board of Directors and as a charter member of the College of Education’s Alumni Board of Advisors.

“We knew we wanted to establish scholarships, but we also knew we lacked the financial means to adequately fund the scholarships up front.”

—Spence Hoynes

“When Georgia Southern is our passion,” Sheila explained about the couple’s will bequest. “The University was important to me as a student, and it is so nice to continue our involvement many years later.”
The Goizueta Foundation Scholars assists Hispanic/Latino students.

BRYAN DEEVER MEMORIAL SCHOLARSHIP Est. 2002 Scholarship is available to graduate students pursuing an Ed. D. in Curriculum Studies.

COLLEGE OF EDUCATION SCHOLARSHIP Est. 1986 Awarded to any full-time student majoring in a teacher education program with an overall 3.5 GPA and has been at Georgia Southern at least one year.

DR. MALCOLM KATZ MEMORIAL SCHOLARSHIP Est. 2002 Scholarship is available to undergraduate students pursuing a degree in Public School Administration.

EARL KINGDOM & NORA SNIDER MILLION SCHOLARSHIP Est. 1987 Scholarship is available to full-time undergraduate students majoring in education.

GOIZUETA FOUNDATION SCHOLARS Grant from Foundation received 2001 Scholarship is available to provide need-based scholarship assistance to Hispanic/Latino students whose families reside in the United States. Preference is given to students entering the COE.

HERMA LEE & WORDNA ISABELLA BOGAN SCHOLARSHIP FOR SCIENCE OR MATH EDUCATION MAJORS Est. 1996 Available to Science or Math education majors who are rising juniors or seniors with a minimum GPA of 3.0. Preference will be given to non-traditional students.

JIM AND RUTH MILLER SCHOLARSHIP Est. 1986 Scholarship is available to education students majoring in early childhood, middle grades or secondary education. Must have and maintain a minimum 3.0 GPA.

JOHN SUDDAUTH HALL MEMORIAL SCHOLARSHIP Est. 2002 Scholarship is available to a graduate level education student seeking a degree in Educational Administration.

LEE & MARTHA TOOTLE CAIN SCIENCE EDUCATION SCHOLARSHIP Est. 2005 Scholarship is available to full-time freshman enrolled as an Education major to earn certification to teach science at any grade level, K-12.

MARY JUDY COLEMAN MEMORIAL SCHOLARSHIP Est. 2006 Scholarship is available to a full-time teacher majoring in early childhood education. Preference is given to those majoring in the field of Early Childhood Education.

ROSE MAE BOGAN SCHOLARSHIP FOR SCIENCE OR MATH EDUCATION MAJORS Est. 2000 Available to Science or Math education majors who are rising juniors or seniors with a minimum GPA of 3.0. Preference will be given to non-traditional students.

SUDIE A. FULFORD SCHOLARSHIP Est. 1991 Scholarship is available to Elementary Education students.

VICTORIA ZWALD MEMORIAL SCHOLARSHIP Est. 2007 Scholarship is available to a full-time elementary education major in Early Childhood or Special Education. Preference shall be given to students who have at least a 3.5 cumulative GPA. First preference shall be given to students who participate in extracurricular activities associated with children.

ZACH S. HENDERSON SCHOLARSHIP Est. 1985 Scholarship is available to full-time education majors entering the junior year.

BAZEMORE-FETZER-HAGAN MEMORIAL SCHOLARSHIP Est. 2000 Applicants must be Georgia residents, holding a current teacher certificate and pursuing a graduate degree in education. Preference is given to applicants teaching in the public schools of Screven, Effingham, Bulloch, Jenkins, Evans, Candler, Tattnall, Liberty, Bryan or Long counties.

HAROLD M. AND CATHERINE D. SANDIFORD MEMORIAL SCHOLARSHIP Est. 2000 Scholarship is available to traditional students.

J.C. HUNTER MEMORIAL SCHOLARSHIP Est. 2001 Scholarship is available to a master’s degree education major with a cumulative GPA of 3.0. 

JOSEPH EUGENE (GENE) SR. & PEGGY MARSH WEATHERFORD EDUCATION SCHOLARSHIP Est. 2007 Applicants should be rising juniors who have declared a major within the College of Education.

VIRGINIA WILSON RUSSELL ELEMENTARY EDUCATION SCHOLARSHIP Est. 2001 Applicants should be elementary education majors with a cumulative GPA of 3.0 and non-traditional students at the junior or senior level.

ANGELYN B. AND CHARLES W. SIMS SCHOLARSHIP Est. 2008 Applicants must be teachers seeking a graduate degree and certification and admitted to the teacher education program and to graduate school. They may be part-time or full-time students and maintain a “B” average.

THE BILL CARMICHAEL FAMILY SCHOLARSHIP Est. 2007 Applicants must be a resident and a graduate of a public high school in Emanuel County. Must be a major in Education, Civil Engineering, Criminal Justice or Public Relations. Student must be enrolled full time and maintain a 2.5 GPA.

BRITTANY S. MIKELL EARL KINGDOM & NORA SNIDER MILLION SCHOLARSHIP

Goizueta Foundation Scholars

B. Strickland.

GPA. Consideration may be given to students pursuing an Ed.D. in Curriculum Studies as a degree seeking education students.

William B. San Juan, Claudia Torres-Rodriguez

Meredith A. Kratofil, Laura V. Jose I. Jiminez, Dianna M. Jimenez,

Shnita R. Camps, Vanessa C. Chapple,

San Juan, Claudia Torres-Rodriguez

Herma Lee & Wordna Isabella Bogan Scholarship for Science or Math Education Majors

Sharol L. Miller

The Goizueta Foundation Scholars assists Hispanic/Latino students.

BILLY LAMB & CURRY COLVIN MEMORIAL MATH EDUCATION SCHOLARSHIP Est. 2005 Scholarship is available to a full-time student entering the junior year and is enrolled to earn teaching certification to teach math at the high school level.

SCHOLARSHIPS

Anne Waters Ramsey Scholarship

Bethany G. Carman

Billy Lamb/Curry Colvin Scholarship

Rachel Anne Walker

John Suddath Hall Memorial Scholarship

Jennifer N. Dunbar, Audrey M. Walters

Lee & Martha Tootle Cain Science Education Scholarship

Christopher E. Rodriguez

Mary & Duncan James Education Scholarship

Bradley H. Davis

Rose Mae Bogan Scholarship for Science or Math Education Majors

Desherra E. Gilchrist

Sudie A. Fulford Scholarship

Victoria Zwald Memorial Scholarship

Courtney R. Smith

Zach S. Henderson Scholarship

Christina J. Phucas

Jim and Ruth Miller Scholarship

Kirsten E. Brodman, Whitney B. Grantham, Hannah L. Pressey, Taylor M. Roberson

College of Education Scholarship

Amanda K. Arasmith

Dr. Malcolm Katz Memorial Scholarship

Laurie B. Muscolo

Earl Kingdom & Nora Snider Million Scholarship

Brittany S. Mikell

Goizueta Foundation Scholars

Shnita R. Camps, Vanessa C. Chapple, Jose I. Jiminez, Dianna M. Jimenez,

Meredith A. Krol, Laura V. Pedraza, Krystal M. Ramo, Rosa I.

San Juan, Claudia Torres-Rodriguez

Herma Lee & Wordna Isabella Bogan Scholarship for Science or Math Education Majors

Sharol L. Miller

College of Education Scholarships and Recipients

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ART EXTRAVAGANZA

State Sen. Jack Hill was on hand to congratulate young artists at COE’s annual “Art Extravaganza: A Georgia Southern and P-12 Partnership” sponsored by COE’s Alumni Advisory Committee.

TEACHER QUALITY GRANTS

COE’s Teacher Quality grants gave teachers hands-on experience to help improve student learning by incorporating real life examples of scientific methodology, inquiry and technology into their curriculum.

STUDENT TEACHER ORIENTATION

The beginning of the semester is a busy time for COE’s student teachers. This fall, more than 100 students were placed in partner schools. Before meeting with their University supervisors during orientation, 2014 Georgia Teacher of the Year Jemelleh Coes offered words of encouragement.

POVERTY SIMULATION

About 70 students and faculty from COE’s Department of Teaching and Learning experienced the virtual realities of poverty in a unique poverty simulation conducted by the First District RESA. The Community Action: Poverty Simulation (CAPS) was designed to help people better understand the realities of families living at or below the poverty line.

CLINICAL CAMP

More than 100 clinical supervisors and 20 College of Education faculty discussed best practices for mentoring teacher candidates at a day-long “CAMP” (Coaching, Assessing, Mentoring and Planning) coordinated by COE’s Office of Undergraduate Teacher Education. In addition to discussions on development of the teacher candidate and how to be a successful clinical supervisor, educators received updates from faculty and staff on edTPA, the recent NCATE accreditation review and advances in technology in the P-12 classroom.

CHALLENGE COURSE

Associate Professor Christine Draper, Teaching and Learning, took modeling effective teaching practices to another level when she and Associate Professor Michelle Resiel completed a challenge course at Southern Adventures with middle grades education program students. The idea was both to get to know the students and build community by “disrupting the traditional classroom hierarchy on the first day of class,” Draper said. The result: “We began the semester from a very different perspective,” she said. “All participants worked together, laughed together and learned together,” she added.

Students in the middle grades education program completed a challenge course.
B.S. Ed.
Early Childhood Education
Health and Physical Education
Middle Grades Education
Special Education

Ed.S.
Counselor Education
Early Childhood Education / ONLINE
Educational Leadership
Instructional Technology / ONLINE
Middle Grades Education / ONLINE
Reading Education / ONLINE
School Psychology
Secondary Education / ONLINE
Special Education / ONLINE

M.Ed.
Curriculum & Instruction – Accomplished Teaching / ONLINE
Counselor Education
Early Childhood Education / ONLINE
Educational Leadership / ONLINE
Higher Ed. Administration / ONLINE
Instructional Technology / ONLINE
Middle Grades Education / ONLINE
Reading Education / ONLINE
Secondary Education / ONLINE
Special Education / ONLINE

M.A.T.
Secondary Education
Middle Grades Education
Special Education / ONLINE
Spanish

Ed.D.
Curriculum Studies
Educational Leadership