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Fall 2014

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# EAGLE EDUCATOR

FALL 2014

GEORGIA SOUTHERN UNIVERSITY  
COLLEGE OF EDUCATION

## *Tutoring Tomorrow*





## Welcome to the 2014-2015 edition of the College of Education magazine.

For College of Education faculty and students, tutoring provides the context for applying their understandings derived from research and instructional practice to real world problems. When I first read the lead article in this year's issue of *Eagle Educator*, I was inspired and genuinely moved by the stories of children raised by farm workers in a rural community who turned hardship into triumph. Weighed down by difficult life experiences, these underserved students still demonstrated marked improvement in their basic academic skills, which proved to be a powerful way for both students and adults to better understand their lives.

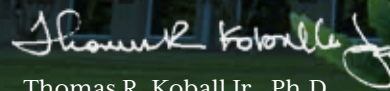
Whether helping migrant children develop self-esteem while becoming successful readers, supporting adult learners as they build competence and confidence or challenging at-risk students to contemplate their educational future, the College of Education strives to impact individuals and communities through research and teaching. As a College, we continue to make a concerted effort to teach and work in special ways, sharing our unique expertise, resources and perspectives to help educators and future educators throughout the region. We're all dedicated to the kind of work that not only has an immediate impact within our community, but also acts as a conduit for research initiatives, and expands our reach and recognition, both regionally and nationally.

This past year, COE has moved strategically in these areas by hiring 12 new faculty members; revitalizing the Center for Educational Leadership and Service, the Center for the Study of International Schooling and the Georgia Center for Educational Renewal; and focusing research and service on areas of important local, regional and national need. Examples include our support of STEM (science, technology, engineering and mathematics), special learners, including those in the Hispanic and Latino communities, and adult learners in underserved areas of southeastern Georgia.

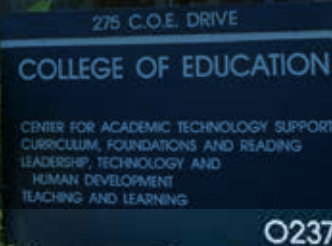
At the same time, we continue to build upon our reputation as a leader in educator preparation. At the College of Education we're passionate about teacher effectiveness and serious about student success. That's why we've been at the forefront in moving toward the new Georgia edTPA student educator assessment that will become consequential in fall 2015.

I hope you enjoy this latest issue of *Eagle Educator*, where you'll find articles on all of these topics and many more. I invite you to contact me, as well as COE faculty and staff, to learn even more about the exciting projects taking shape in the College of Education.

Sincerely,



Thomas R. Koballa Jr., Ph.D.  
Dean



## EAGLE EDUCATOR

Georgia Southern University College of Education  
Box 8013, Statesboro, GA 30460  
[GeorgiaSouthern.edu/coe](http://GeorgiaSouthern.edu/coe)

Georgia Southern's College of Education continues to grow in its national recognition for excellence and innovation in teaching, scholarship and outreach. COE's mission is to prepare students to teach, lead, counsel and model life-long learning; engage in scholarship that provides new pathways to meet the needs of a dynamic, diverse society; and facilitate access to learning opportunities that are authentic, student-centered and technology-rich.

### DEAN

Thomas Koballa, Ph.D.

### ASSOCIATE DEAN FOR GRADUATE EDUCATION AND RESEARCH

Tracy Linderholm, Ph.D.

### ASSOCIATE DEAN FOR UNDERGRADUATE TEACHER EDUCATION AND ACCREDITATION

Deborah Thomas, Ph.D.

### DEPARTMENTS

#### LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Beth Durodoye, Ed.D.

#### TEACHING AND LEARNING

Bruce Field, Ph.D.

#### CURRICULUM, FOUNDATIONS AND READING

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Center for Ed. Leadership and Service  
Coastal Area Teacher Education Service  
National Youth-At-Risk Center  
Center for the Study of International Schooling  
Georgia Center for Educational Renewal

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# Growing up Migrant: Building upon Personal Experiences to Help Students Succeed

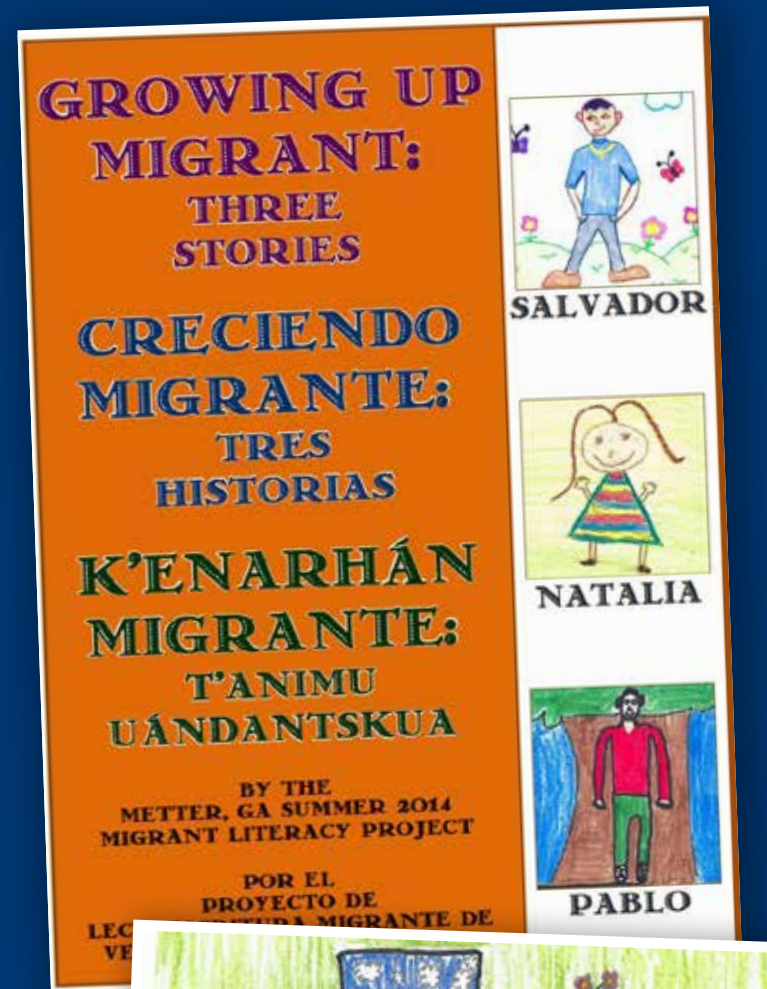
One child has to get up early to pick onions before school starts. Another hastily packs a bag and is sent to the U.S./México border alone. A third child is afraid of being in such a strange place, where everyone speaks an unfamiliar language. These are all stories written by a group of rising fifth, sixth and seventh graders in rural south Georgia, children of migrant workers, who spent part of their summer in an enrichment program designed and taught by Assistant Professor Alma Stevenson, Department of Curriculum, Foundations and Reading, and Associate Professor Scott Beck, Department of Teaching and Learning, in the College of Education.

“Migrant farm workers’ children drop out of school at four times the average rate,” said Beck. “It’s hard to give these students the remediation they need. There’s also the fact that migrants are often ignored in school curricula, which makes it even harder for these children to connect their home and school experiences – and we know those connections are essential to learning.” That’s why Stevenson and Beck created a curriculum for the Metter, Georgia, migrant summer program, built around reading and responding to migrant-themed children’s picture storybooks. “We used the books as scaffolding,” Stevenson said. “They’d read and respond to a book and then we’d ask them to connect the book’s themes to their personal memories.”

The key in making this curriculum work was giving students a wide range of children’s books depicting migrancy to explore. “If they did not think a particular book was an accurate reflec-



Middle graders learn how to think like engineers during the Migrant Education Program’s Middle School Summer Intensive.



It was 5:00 in the morning. I was asleep dreaming of a car. Suddenly, Abuelo shook me and told me, “Wake up, Salvador!” but I was so sleepy. It was the day I had to go to the border and then to Florida. My mama and papa were there waiting for me.

Eran las 5:00 de la mañana. Estaba dormido soñando acerca de un carro. De repente, Abuelo me sacudió y me dijo: “¡Despiértate, Salvador!” pero yo estaba muy adormilado. Fue el día en que tenía que ir a la frontera y a Florida. Mi mamá y mi papá estaban esperándome.

Ima intesty yum atakualú kocuan’. Ji tsanafishapkan iman trokin. Jinkon ka repenkú Pap’keriria mana’tan ka i s’irin a’lhin “Tsina’lia “Salvadori” joperún ji no sees ma cuinaskaparen. Imá juliatest encan ji niperenca jini ahlukutarakuarú ká Florida. Papallé ka mamallé erokashaptitsen.

tion of their lives, they wouldn’t respond positively to it,” Stevenson said. “When you present material that’s culturally and socially relevant they’ll respond. You empower the students with these texts.” Soon, the children were able to use their memories to create composite characters and new plotlines that they turned into three stories, complete with illustrations, which were then compiled into a professionally printed book. “When they found a book that they related to, they took off,” Beck added.

The goal of the summer program was to remediate and enrich the English literacy skills of individual students by valuing their home languages and placing their shared experiences at the center of the curriculum. Interestingly, most of the migrant families had indigenous Tarascan roots from Michoacán, México, so the students came from trilingual families (English, Spanish and Purhépecha). Thus, the final book of stories and illustrations is also trilingual.

“The program yielded both significant quantitative and qualitative results,” Stevenson said. The students were evaluated at the beginning and end of the program with a writing rubric and a reading comprehension test. There was an average 16 percent increase in scores across the participants. “We have already submitted one manuscript to an academic journal describing the process,” Beck said. Just as significant, both Stevenson and Beck agreed, is that students really enjoyed the program. “They said drawing illustrations energized their writing and they wished their regular teachers would do the same kind of writing exercises more often,” Stevenson said.

Today, the book is helping raise awareness among current and future teachers about the issues migrant children face. “We’re already using the book in multiple courses here at Georgia Southern,” Stevenson said. “One undergraduate said her attitude about migrants had been transformed by the fact that the book’s painful descriptions of field labor were based on true stories written by real children,” Beck added.

Stevenson and Beck received research approval, as well as a service grant, from Georgia Southern University to support this project. Rosanne Ferrell of the Candler County Schools helped teach the summer program. In addition, Candler County Schools’ Cadiesha Cooper and Margarita Muñoz of the Georgia Department of Education’s Migrant Education Program facilitated the effort.



# Reaching Out Locally, Regionally and Globally

## Centers enhance COE's mission and create synergy

### NATIONAL YOUTH-AT-RISK CENTER

Riding a zip-line through a remote forested area of Georgia Southern University's campus is not a traditional path to a college education, but for a group of 14-year-old boys it may have been just what they needed.

And that's exactly what Associate Professor Eric Landers was thinking when he helped bring the group to campus.

Landers is co-director of the National Youth-At-Risk (NYAR) Center, one of COE's four centers that work together to enhance the overall mission of the College to teach, lead, counsel and model lifelong learning; engage in scholarship that provides new pathways to meet the needs of a dynamic, diverse society; and facilitate access to learning opportunities that are authentic, student-centered and technology-rich.

But that's not all they do. "The Centers not only inform our teaching through research, they enhance the visibility of our College and University," said Thomas R. Koballa, Ph.D., dean of the College. "The other piece of our Centers' activity is service. They have a presence in the local community, state and region, and some Centers have an even wider reach. It all leads back to helping our faculty do what they do best and that reflects well on us and the University."

For the 9th-grade boys from Richmond Hill High School in Richmond Hill, Georgia, who had been identified by school counselors as 'at-risk,' "providing the experience of being on a college campus might be enough to open their



Assistant Principal Cleave Miller helps a student prepare for the ropes course.

eyes to life's possibilities," Landers said.

Assistant Principal Cleave Bivins Miller, who accompanied the boys, was so impressed he wants to bring more groups to campus. "The ability to combine both the ropes course with the university campus experience was certainly eye opening for all students involved," Miller said.

In addition to hosting three highly successful professional development conferences for adults who serve youth at risk, Landers and center co-director Professor Dan Rea worked with the Gulfstream Aerospace Corporation in Savannah to improve Gulfstream's Student Leadership Program for high school students in Savannah, and are seeking funding for research on the implementation of the program in Savannah and Brunswick schools.

NYAR Center also plays an important role at COE. More than 100 graduate students volunteered to work at the National Youth-At-Risk Conference in Savannah and nearly a dozen graduate student research projects were accepted for presentation. The Center is also poised to offer mini-grants to faculty and doctoral students, and has launched the National Youth-At-Risk Journal [GeorgiaSouthern.edu/nyar](http://GeorgiaSouthern.edu/nyar).

### GEORGIA CENTER FOR EDUCATIONAL RENEWAL

For COE's Goizueta Distinguished Chair in Education, Professor Alejandro Gallard, working in rural areas on pressing global education issues provides the

perfect environment to address such issues as scale and adaptability in the process of education renewal.

Gallard is the director of the Georgia Center for Educational Renewal (GCER), whose mission is to support research and encourage collaborative work directed at schools serving rural areas, especially those with large non-English speaking populations.

Gallard joined Georgia Southern University in fall 2013 as the Goizueta Distinguished Chair of Education. Since then, he has taken the lead in developing collaborative initiatives within the University and worked to develop newly funded projects that support improvement in education settings, particularly for the Hispanic/Latino community in rural Georgia.

"Much of the current school renewal and reform research and efforts have been conducted at larger universities that are embedded within large urban centers," Gallard explained. "I think we need to renew our efforts in understanding education in rural areas so that Georgians who live in these areas can develop the full potential to contribute to the economic welfare of Georgia."

GCER will focus its efforts on the challenges of increasingly stringent calls for higher performance by all student populations, the increasing achievement gap between white and minority students, between students from lower and higher socioeconomic status and the special challenges faced by schools serving rural areas.

### CENTER FOR INTERNATIONAL SCHOOLING

When honors student Taylor Roberson, B.S.Ed., traveled to England as a teacher candidate last spring, she came back with more than just fond memories. She was able to continue her research on teacher preferences and



Teacher candidates experience teaching and cultural differences in England.

research on global and international issues," Marina said. In addition, Marina said the Center's website may serve as a clearinghouse of information pertaining to global education research, outreach and policy.

### CENTER FOR EDUCATIONAL LEADERSHIP AND SERVICE

come away with a better understanding of teaching and cultural differences.

Providing a greater understanding of global educational issues is just part

The Center for Educational Leadership and Service looks at educational issues on a more regional level, but that doesn't mean its mission is any less central to COE's goals. Indeed, Center Director Jason LaFrance has been busy. The Center's mission is to support the development of leadership capacity in P-12 partner schools through sponsored research and professional development activities.

Included in this work is the development of an instrument for assessment of leadership dispositions that is grounded in theory and validated through research. Such an instrument has potential for wide dissemination to institutions that prepare leaders of educational organizations, as well as in-service professional development programs.

"The Center for Educational Leadership and Service is a perfect example of how our Centers reach educators and help in tangible ways," said Koballa.

While COE's Centers work in different ways to support the mission of the College, their combined efforts seek to energize everyone. "They're also a vehicle for bringing faculty together to work on common areas of research and service," Koballa said. "The Centers really are a spark of creativity. They create a kind of synergy that helps everyone move toward greater goals."

**"Our Centers reach educators and help in tangible ways."**

-Dean Koballa

of what the Center for International Schooling (CIS) is trying to accomplish. Headed by Associate Professor Brenda Marina, the Center seeks to explore global education and awareness of global education issues from P-12 to higher education. "We're working on collaborations across Georgia Southern University and other entities (local, national and international) to facilitate joint projects in global education, organize forums on global educational issues, and support and engage in





## EAGLES Tutoring Takes Flight

More than 15 percent of Georgia's adult population doesn't finish high school. In addition, the time and effort to earn a General Education Development (GED) credential can be daunting. "The U.S. Department of Education reports that about 1.2 million adults in Georgia are without a high school diploma," said College of Education Assistant Professor Amelia Davis. This alarming statistic is what led Davis to create EAGLES Tutoring, a weekly tutoring session for adults hosted in the College of Education (COE). EAGLES (Enhancing Adult Georgians' Life and Educational Skills) Tutoring is designed to help adults improve basic skills or obtain their GED®. Davis, who works in the Department of Curriculum, Foundations and Reading, specializes in adult learning and adult basic education. She worked in the adult education field for 12 years prior to arriving at Georgia Southern.

"It's a great opportunity for adult

learners to build basic academic skills and for future educators in the College of Education to gain hands-on experience developing strategies for working with parents who may not have a high school diploma or lack the skills to assist their own children with schoolwork," Davis said. Students who volunteer with the tutoring program receive valuable training, and can also receive service-learning credit.

Ogeechee Technical College (OTC), located in Statesboro, provides basic education classes and a strong GED preparation program. For the past two years, Davis has volunteered time each week with Ogeechee Tech's Adult Learning Program. "The EAGLES program is scheduled on Fridays, when GED preparation isn't offered at OTC. I wanted to broaden adult education awareness by bringing it to Georgia Southern but also provide more opportunities for adults in our community," she said.

OTC's lead adult education instructor, Nancy Holt, says that the one-on-one help provided by EAGLES Tutoring is a big boost for the area. "This is a wonderful program," Holt said. "Students in our program who need extra help or want to get caught up now have another option. We're not competing with each other, we're working together to help the community. It's especially helpful because EAGLES Tutoring can provide the one-on-one attention we can't always give." Holt is a COE alumna, with both undergraduate and graduate degrees in education from Georgia Southern.

While the program just started this fall, Davis said she expects it to grow as word gets out. "We've already had a positive response from education majors and COE faculty who are volunteering as tutors, as well as from various community members," Davis added. "I hope with time that EAGLES Tutoring will really take off."

## COE Faculty Help Chatham Teachers Reach ELL Students

"Whatever floats up on their beach is what they get for language acquisition and cultural identity." This is the way James Jupp, an assistant professor in the Department of Teaching and Learning, explains what it's like for most English language learners (ELL) in southeast Georgia.

"There are not many options for educators to gain the knowledge they need to help these students," says Alisa Leckie, also an assistant professor in the Department of Teaching and Learning and one of the College of Education's (COE) experts in English as a Second Language (ESOL). The current situation in many classrooms, these professors say, is that K-12 teachers have native speakers sitting next to ELL students and few resources available to reach all of their diverse learning needs. "They just hope the ELL students can pick something up," Jupp says. It's a cycle that leads to poor performance for the ELL students and the school, and often results in an economic drain on the community.

Soon after arriving at the College of Education, Leckie began to see the need for ESOL training for teachers in surrounding counties. With the help of Jupp, Leckie contacted the Chatham County Public School System (SCCPSS) district administration with the idea of working together to create an ESOL professional development program. The result: a group of dedicated educators in that county are learning how to embed ELL learning techniques into their courses. "We even have a physical education teacher as part of our group. They all realize the need to include structures and strategies that benefit ELLs into their instruction," Leckie said.

The 25-member group is made up of K-12 educators from Chatham County, ranging from elementary to high school teachers and school administrators.



This team meets after school at Garden City Elementary School for the year-long (no summer classes) program, resulting in the COE recommending students for an ESOL endorsement. The 150-hour, 3-course program is a hybrid, with half of the classes taught online and the other half in a traditional classroom setting. "The continuity of working with this group over a year's time has been really important," Leckie said. "We have the ability to make the professional development relevant and meaningful because we get to know the teachers and their specific teaching contexts. There is time for follow up, follow through and growth."

The need for ESOL educator training is growing in south Georgia, where the population of English language learners is expanding. Most of this population is Latino, Jupp says. While the ELL population is growing, preparing teachers for mixed ELL and native speaking classrooms has lagged, and had disheartening results. "Teachers are tasked with an enormous, complex issue and very few have the professional knowledge to help this already underserved population," Jupp said.

Leckie says that in order to reach these kids you have to know the technical side of language acquisition. "You need to know how to put language in the forefront of your lesson," said Leckie. "It's not about 'dumbing down' your lesson but making language an important part of every lesson in every course."

While educators already in the classroom are facing enormous challenges as the ELL population grows in south Georgia, COE is attempting to meet the problem head-on. Undergraduate students are now required to take the first course in the ESOL endorsement series, as are students in some of the Master of Education programs. The College of Education's ESOL endorsement program is an add-on to a Georgia Teacher Certificate in another area (e.g., early childhood education).

"The need is being recognized," Leckie added. "In fact, having an ESOL endorsement is a real hiring bonus."

For now, Leckie and Jupp hope to offer the endorsement program again for Chatham County teachers after the first cohort of teachers finishes in March. And Leckie said there's already a waiting list.



DEPARTMENT NEWS:

The College of Education faculty continues to strengthen its scholarship. In 2013-14, the faculty published four books and 111 journal articles and book chapters, and submitted 24 proposals and received 14 grants, with a total of \$1,174,560 in collaborative funding. The collaborative funding total reflects an increase of \$937,157 above the previous year. Faculty also served the College and University, professional organizations and regulatory agencies in many ways. Of equal significance, the faculty, through its service to K-12 schools and the greater educational community, facilitated access to a host of learning opportunities for Georgia youth, teachers, and school leaders.



Embedding college courses in public schools gives students valuable experience.

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning (T&L) faculty continued to advance teacher preparation programs based upon the concept of developmentally appropriate practices and the value of diverse, intensive field experiences in a range of grade levels and school settings.

In particular, faculty members are aligning programs with the new edTPA standards (See separate story on edTPA on page 19.), INTASC Standards, and the PSC Code of Ethics. They are also working with area schools to provide teacher professional development related to teaching English language learners, improving science and mathematics instruction, engaging teachers and students in service learning, and improving the academic success of K-12 students. All T&L programs now include a course in Teaching English Language Learners and have integrated components of the Sheltered Instructional Observation Protocol into the assessments. In addition, faculty advanced strategies for assessing student learning in P-12 schools, including collecting and

interpreting achievement data.

The College of Education (COE) welcomed a new department chair, Bruce Field, after long-time chair Professor Ronnie Sheppard stepped down. Field comes to COE from the University of South Carolina, where he was Clinical Associate Professor and Executive Director, School-University Partnerships & Clinical Experiences in the College of Education.

Other news from T&L:

- Faculty scholarly productivity increased, especially the number of grants and publications in premier, nationally recognized professional journals, including *Journal of Teacher Education*, *American Education Research Journal*, *International Journal of Critical Pedagogy*, and the *International Journal for the Scholarship of Teaching*.
- Additional full-time faculty are supervising candidates in field experiences.
- Plans are in place to admit candidates to the first P-5 Early Childhood/Spe-

cial Education dual certification track in the BSED in Early Childhood program.

- Faculty members were successful in increasing the totals received from grants 18 percent.
- Conference presentations at major national and international conferences increased 8 percent.
- Three faculty members designed and implemented new research studies related to literacy.
- Four faculty members sponsored student chapters of professional organizations.
- Faculty members continued, as in past years, to plan and teach summer workshops for teachers focused on improving science and mathematics instruction in area schools.
- Faculty continued to be involved in assisting schools with planning and implementing innovative teaching

TOP 50 BEST ONLINE GRADUATE EDUCATION PROGRAMS

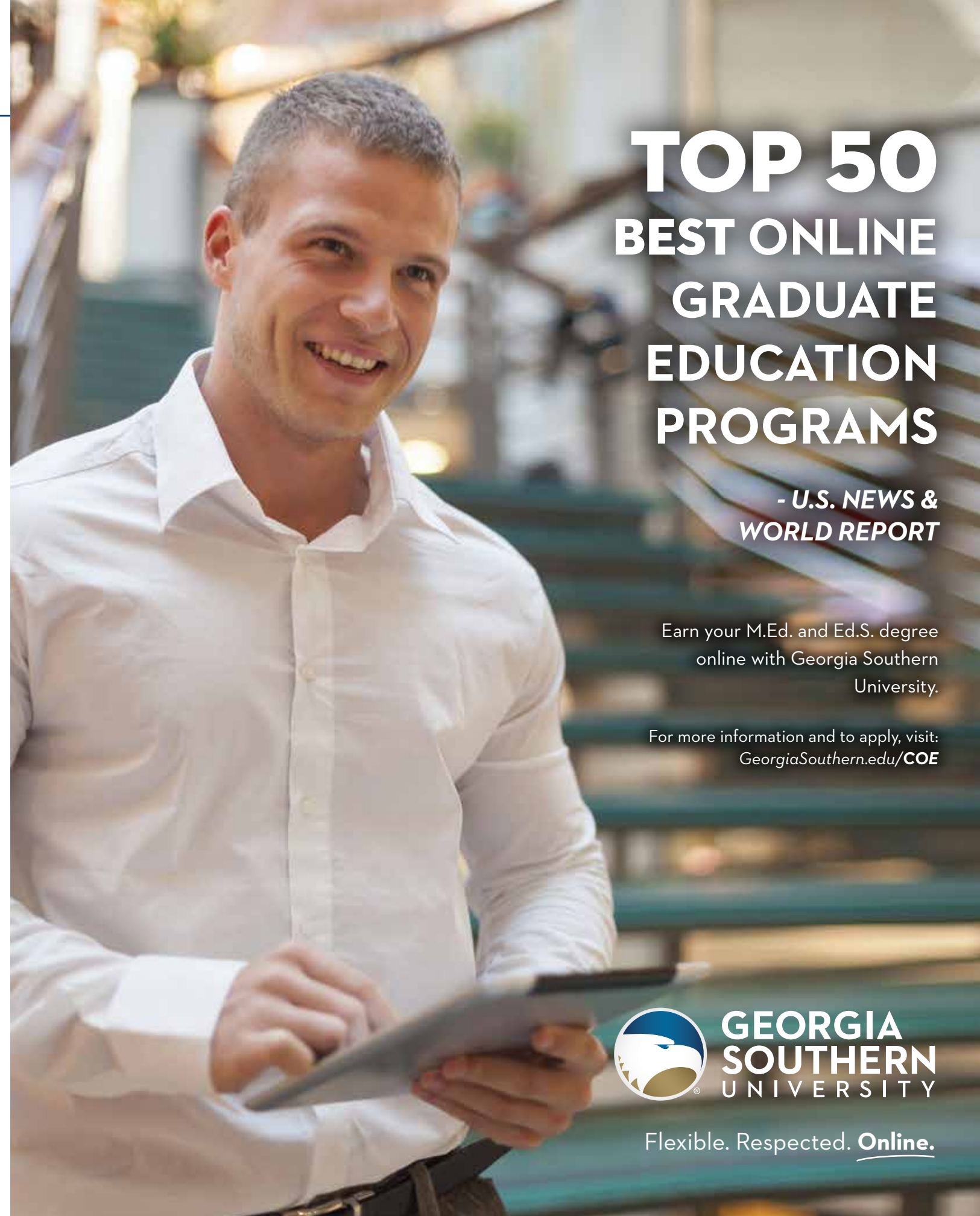
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strategies focused on increasing student learning.

- Twenty percent of faculty are engaged in leadership roles in professional organizations, including manuscript reviewer, planning state and national conferences, reviewing proposals for conference presentations, chairing professional Special Interest Groups, serving as an officer, and facilitating panel discussions.

## LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

The Department of Leadership, Technology and Human Development's (LTHD) doctorate in educational leadership received a tremendous boost when it was accepted into the Carnegie Project on the Educational Doctorate (CPED). This elite consortium of colleges and schools of education is charged with transforming the Ed.D. into "the degree of choice" for the next generation of practitioner leaders at all levels of education, from K-12 to higher education.

With the addition of the College of Education into the consortium, there are now 87 schools or colleges of education working in collaboration to redesign the educational leadership doctorate out of an estimated 1,200 programs across the country. A faculty-led effort, the consortium, headquartered at the School of Education at Duquesne University in Pittsburgh, Pennsylvania, is an action-oriented initiative to develop a clear distinction between the "professional practice doctorate in education (Ed.D.) and the education research doctorate (Ph.D.); and to improve the reliability and efficacy of programs leading to the professional doctorate in education."

COE accepted its first cohort into the



COE accepted its first cohort into the redesigned educational leadership doctorate.

redesigned educational leadership doctorate in fall 2013. It is a professional practice degree with unique characteristics apart from those usually associated with the research doctorate.

"Our degree, and what CPED is charged with developing, is more relevant for the advanced preparation of school practitioners, academic leaders and professional staff for the nation's schools and colleges, even for those in the business world," said Devon Jensen, COE's higher education leadership doctoral program coordinator. "Students seeking advanced degrees in education leadership, really anyone in a leadership position regardless of the sector in which they work, needs the training and the tools to be able to solve the big issues facing their institutions. It's all about the application of research to solve complex problems that school leaders face. CPED membership gives the College the opportunity to enter into dialogue with other education institutions sharing the same goals, to be prepared to change, to experiment and to welcome critical feedback."

### Other news from LTHD:

- Assistant Professor Devon Jensen created a 7-part educational leadership webinar series to connect graduate students with a "community of learners" engaged in a "culture of thought and inquiry."
- The Cross-Cultural Counseling Conference was renamed and redesigned by Counselor Education faculty members to reflect both a new research and national emphasis. The new name for the conference is the Cross-Cultural Counseling and Education Conference for Research, Action and Change.
- The School Psychology Program's "Children's Book Drive" community outreach initiative was held with partnership schools at the Lady Bamford Center and the Wesley Early Childhood Development Center in Savannah. The program collected 253 books.

- Assistant Professor Lucy Green was invited to participate in the American Association of School Librarians (AASL) Causality: School Libraries and Student Success (CLASS) Institute of Museum and Library Services (IMLS) funded research summit.
- Associate Professor Brenda Marina became President-Elect, Georgia College Personnel Association (GCPA). She was also named editor, *Georgia Journal of College Student Affairs*.
- Associate Professor Teri Melton was elected to the Georgia Educational Research Association (GERA) Board as Member-at-Large.
- Associate Professor Charles Hodges was named editor-in-chief, *TechTrends*.

## CURRICULUM, FOUNDATIONS AND READING

The Department of Curriculum, Foundations and Reading (CFR) welcomes a new chair this fall with the appointment of Professor Kent Rittschof who had acted as interim chair after Professor Cordelia Zinskie stepped down. Rittschof's research interests include educational psychology, human learning and cognition, instructional technology and educational/psychological measurement.

CFR faculty continued to provide high quality pre-professional teacher education programs (Pre-Professional Block, or PPB), grew the graduate programs in reading education and curriculum studies and served students in all other undergraduate and graduate programs in the College via departmental coursework, supervision and research mentorship. CFR faculty also contin-

ued to generate nationally recognized, peer-reviewed scholarship, supported the scholarly efforts of current students and alumni, sought and/or secured internal and external funding, and provided a high level of service to individuals, groups, and units within and beyond the Georgia Southern University campus.

- Associate Professor Robert Lake received the Society of Professors of Education book award for "Paulo Freire's Intellectual Roots," published with Tricia Kress, University of Massachusetts, Boston.
- Professor Michael Moore received the Georgia Council of Teachers of English Lifetime Achievement Award.
- Professor Delores Liston received the Best Paper in Social Science Award from the International Organization of Social Science and Behavioral Research.
- Professor Ming Fang He was elected Division Vice President within the American Educational Research Association.
- The 3rd annual Curriculum Studies Summer Collaborative, a national conference hosted by the curriculum studies program faculty, was successful in further increasing attendance and attracting top scholars.

- Twelve CFR faculty members contributed to grant submissions or funded projects as PI, co-PI, evaluator or consultant.
- Faculty participated in 294 service committees or groups across the department, College, University, community or professional levels, including 12 committee chairs.

- Faculty served as members of confer-

ence planning committees and editorial board, as conference proposal reviewers and conference session moderators, and officers/leaders of professional organizations.

## EMBEDDING COLLEGE CLASSES IN K-12 SCHOOLS

There's a great deal of activity in a typical K-12 school, and not all of it happens in the classroom. In fact, many college students on track to become educators have little experience in a public school setting, prior to their pre-professional block courses—courses intended to prepare them to enter the classroom before their semester-long student teaching assignment.

That's one reason why embedding college education courses in K-12 schools makes sense. For Associate Professor Kymberly Drawdy there are many other reasons. Drawdy has taught special education courses in two COE partner schools, bringing her students a level of experience they might not get elsewhere.

"Actually taking a college course in an elementary school is an eye-opening experience for students," Drawdy said. "They see much more. From administrators to actual classroom teachers, they are all on site to observe and drop into their class to answer questions."

Last year, Drawdy taught in Langston Chapel Elementary School and Mattie Lively Elementary School, both in Bull-och County. Fall 2014 she teaches the classroom management class at William James Middle School, and will return to Mattie Lively in the spring to teach the K-5 methods for special education class. "Extending the classroom into public schools allows pre-service teachers to become part of the education community and provides varied opportunities for interaction with more K-12 students, in-service teachers and parents," Drawdy said. "And it's good for school children to see college students in their



## INNOVATE

schools studying to become teachers. Anytime you can reinforce the importance of education and going to school, it's a teachable moment."

### COE STUDENTS CREATE CURRICULUM FOR RENAISSANCE CENTER

Just nine years after the Civil War ended, a group of former slaves started a school to educate African-American children, and for 125 years the school, Willow Hill, continued to educate Bul-

**At its closing, Willow Hill was the oldest secondary Bulloch County school in existence.**

loch County children of all races. Now called the Willow Hill Heritage and Renaissance Center, the school was bought by a group of concerned citizens intent on preserving the school's name and history.

That's how a group of Methods I middle grade, pre-service teacher candidates came to create special curricula as a community outreach project for the Center. "The Willow Hill Heritage Center is really trying to create a space where students can learn about the history of this area," said College of Education Associate Professor Michelle Reidel, who, along with Associate Professor Christine Draper, led the curriculum development course. Both are in the Department of Teaching and Learning.

Students in the course were tasked with designing lesson plans aligned with the historical exhibits featured at



Students and faculty pose with Willow Hill Board Members.

the Willow Hill Heritage and Renaissance Center. Each small group of students focused on a different historical time period, gathered resources about African-American history and created learning activities that middle school teachers who visit the Heritage Center can use with their students.

The Willow Hill Board also sought out other expertise within Georgia Southern to help them build a community resource and meeting place, including the College of Health and Human Sciences and the Jiann-Ping Hsu College of Public Health.

At its closing in 1999, Willow Hill was the oldest secondary Bulloch County school in existence. In 2005, the Bulloch County School Board put the school up for auction. As a result, a group of descendants of the original school's founders and community leaders bought the school in order to create the Willow Hill Heritage and Renaissance Center. The current building was constructed in 1954.

Board members attended a presentation of the Methods I middle grades student curricula and were presented with a bound copy of the work.

## 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 statewide 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 Alumna of the Year for the College of Education as well as the University's Alumna 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.

**[GeorgiaSouthern.edu/give](http://GeorgiaSouthern.edu/give)**

To give via check, fill out this form and mail it to **Georgia Southern University Foundation, Inc., P.O. 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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Email: \_\_\_\_\_

## Your support helps

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.



## COE Welcomes Twelve New Faculty

The College of Education (COE) welcomed 12 new faculty members this academic year including Bruce Field, the new chair of the Department of Teaching and Learning. "I'm excited about interacting with all these new additions to our faculty," said COE Dean Thomas Koballa. "Our new hires enhance the strengths of the current faculty and bring fresh perspectives to the College."

### DEPARTMENT OF TEACHING AND LEARNING



**Bruce Field** is the new chair of the Department of Teaching and Learning. He comes to the College of Education from the University of South Carolina where he was a clinical

associate professor and executive director of school-university partnerships and clinical experiences in the College of Education. He received his doctorate from the College of William and Mary. His research interests include professional development schools and school-university partnerships, teacher candidate preparations, secondary social studies, history of U.S. foreign relations in the 20th century and the Vietnam War.



**Melony Allen** comes to the College of Education from the University of North Carolina at Greensboro, where she was a lecturer and project coordinator for the Herpetology Education in Rural Places Project.

She has been a classroom teacher and assistant principal, and received her doctorate from the University of North Carolina at Greensboro.

**Lisa Davis** is a former K-12 classroom



teacher and coordinator of an elementary school's pyramid of intervention program. Davis was an instructor at COE before joining the faculty full-time this year. She received

her educational specialist degree in early childhood education from Georgia Southern.



**Laura Ridings** received her doctorate from the University of Northern Colorado where she studied special education with an emphasis on teacher preparation and distance education. She was a faculty member in the teacher education program at Colorado State University, Pueblo, where she also coordinated the alternative licensure program.



**Neri Romero** comes to the College of Education from Jacksonville, Florida, where she was a senior behavior therapist in private practice and an adjunct instructor in early childhood education

at Florida State College of Jacksonville. She received her doctorate from the University of North Carolina at Chapel Hill in early childhood education, special education and literacy.

**Chelda Smith** received her doctorate in curriculum and instruction from the University of Minnesota, Twin Cities. She was a predoctoral dissertation fellow in the division of education at the University of Minnesota. She is a former K-12 classroom teacher.

### DEPARTMENT OF CURRICULUM, FOUNDATIONS AND READING



**Antonio Gutierrez** received his doctorate in educational psychology from the University of Nevada, Las Vegas (UNLV), and was coordinator of the UNLV Center for Mathematics, Science and Engineering Education before joining the College of Education faculty. Among his many research interests are self-regulated learning, metacognition, comprehensive monitoring, and calibration accuracy and bias.

### DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT



**Mete Akcaoglu** comes to the College of Education from West Virginia University where he was an assistant professor of instructional design and technology. He received

his doctorate in educational psychology and educational technology from Michigan State University. His research interests include cognitive and motivational outcomes of game-design for young children, theories and best practices in online learning and teaching, and technology integration policies, among others.

**Richard Cleveland** received his doctorate in counselor education from Seattle Pacific University where he worked on assessment and accreditation for the



School of Education. His research interests include school counseling outcome research, student/client spirituality and mindfulness.

**Brandon Hunt** received her doctorate from the University of Virginia in community agency counseling. Prior to coming to the College of Education, she taught in the Department of Educational Psychology, Counseling and Special Education at Penn State University. Her research interests include counselor professional development and training, client experiences with disability, and qualitative research in counseling.



**Eunbae Lee** received her doctorate from the University of Georgia (UGA) in learning, design and technology. She taught classes in instructional design at UGA as well as introduction to computers for teachers. Her research interests include student-centered learning, technology-enhanced learning environments, scaffolding, problem-solving, youth at-risk engagement and learner autonomy.



**Pamela Wells** comes to the College of Education from Idaho State University where she received her doctorate in counselor education and counseling. Her research interests include mindfulness and the small group experience, counselor education and student advising, and best practices in counseling supervision.



More than 100 Clinical Supervisors and 20 College of Education faculty discussed best practices for mentoring teacher candidates at a day-long "camp" 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. Clinical CAMP is an annual event bringing together teachers from COE's 36 partner schools. These schools provide a wide range of field experiences and clinical practice sites for teacher candidates who spend nearly 1,000 hours practicing and refining their skills as teachers before graduating from Georgia Southern University and the College of Education.



COE's Partnership Council is comprised of COE faculty and administration, as well as P-12 educators and school leaders. Among its goals, the Council is committed to the simultaneous renewal of schools and educator preparation programs, and works to enhance partnerships to ensure they are mutually beneficial for all participants.



## Reaching Out Through Research

### STEM INSTITUTE WORKS WITH REGIONAL SCHOOL DISTRICTS

Georgia Southern University's Institute for Interdisciplinary STEM (science, technology, engineering and math) Education (i2STEMe), continues to make a strong impact on the lives of students in the region. STEM education at the University includes all eight Colleges at Georgia Southern. Six of these have provided a half-time release to a faculty member to serve as an Institute fellow, who provide a direct conduit between the Institute and the Colleges. "The fellows are working on grants, research teams, outreach projects and courses that are interdisciplinary, involving faculty from all areas of the University," said Director Robert Mayes, describing the growing interdisciplinary focus of the Institute and its influence in the education of students for generations to come.

Mayes is on faculty at the College of Education and director of i2STEMe. "The STEM Institute has three missions: research and scholarly activity, teaching and outreach," said Mayes. "We are actively developing projects in each of these areas." Examples include: funded STEM grants in collaboration with the chemistry department, engineering departments and COE; four interdisciplinary STEM education research working groups, originating from the Institute's Interdisciplinary STEM Education Research Summit last summer; the first Institute FYE course "Solutions to Epidemic Meltdown: Zombie STEM" taught by Diana Sturges, Kania Greer, and other STEM faculty across campus; the STEMfest, a celebration of STEM, which has become a regional event attracting thousands of kids and adults to interact with STEM faculty; and Real STEM, a collaboration managed by our office of 13 schools, research institutes, busi-



nesses and Georgia Southern University to provide authentic learning experiences for 6th to 12th grade students.

During the past year, the i2STEMe has successfully received funding for several grants, including a Department of Education grant focused on innovative teaching in engineering, awarded to COE Assistant Professor Jonathan Hilpert.

The Race to the Top Real STEM Grant began with four school districts engaged in creating and implementing an interdisciplinary STEM academic pathway. "Students in learning communities are exploring problems in their region and interacting with Georgia Southern faculty," said Mayes. For example, one study involved the blueberry industry. A great deal of money is spent treating fungus on blueberry bushes. As students looked for an economical solution to this problem, they began asking industrial farmers to see how this widespread

crop issue could be dealt with efficiently. Currently, the students involved are developing a drone that will scan the plants to detect where the actual fungus is located. "This way, farmers only have to spray blueberries that are actually infected," said Mayes. He noted that in other Georgia counties, students are also focusing on environmental issues. At Statesboro High School, students are studying water quality in the Ogeechee River. In Camden County, they are studying water quality and pollution in the St. Marys River and its impact on wildlife. Meanwhile, the collaboration has expanded to include 13 schools.

Mayes added that the Institute's outreach efforts are expanding, most recently with the second annual STEM Fest held at Georgia Southern, featuring hands-on experiments to introduce STEM learning to students in the community. The event draws thousands of visitors from across the Coastal Plain

of Georgia and provides an exceptional opportunity for STEM faculty at Georgia Southern University to introduce the public to their research.

### MAKING RESEARCH AN INTEGRAL PART OF UNDERGRADUATE WORK

Undergraduate students are also getting a chance to delve into research and make an impact on local schools.


Last year, six special education students conducted a curriculum match between the School Improvement Plan

at four partner schools and the student outcomes for their focus learners for EdTPA. "We conducted intensive research on our schools and learned interesting information that we would not have known otherwise," said student Sarah Holt.

"Being able to conduct and use research is so important for teacher development and for preservice teachers' impact on P-12 learning," said COE Associate Professor Kymberly Drawdy who, alongside Associate Professor Meca Williams-Johnson and Clinical Instructor Kathleen Tootle, developed an action research project as part of coursework

in the teacher education program. "The outcomes for the students in the classroom and the preservice teachers were better than we anticipated," she said. In fact, the students' research was accepted for presentation at a national conference, which Drawdy said is another indication of the value and importance of undergraduate research.

"Our goal is to use student conducted research to help our undergraduates see how they can directly affect teacher effectiveness and student success," COE Dean Thomas Koballa said.

 **GEORGIA SOUTHERN UNIVERSITY**  
COLLEGE OF EDUCATION

The administration, faculty and staff of the College of Education proudly announce **CONTINUING ACCREDITATION** by the National Council for Accreditation of Teacher Education (NCATE) for all of our initial and advanced teacher preparation programs.

*A special thanks to our public school partners and colleagues, alumni, students and friends for supporting our state-of-the-art professional education programs.*



## COE Announces New Board Members

The College of Education (COE) is excited to announce the addition of four new members to its Board of Advisors. In addition to the new members profiled here, COE's Board of Advisors includes Jan B. Anderson, Joseph Barrow, Dayle Burns, Sheila Hoynes, Eddie Polard and Mike Royal.

**Tom Bigwood** is Superintendent of Candler County Schools, a position he has held for nine years. Before becoming Superintendent in Candler County, Bigwood was principal of Southeast Bulloch High School in Brooklet, Georgia, from 1983 until 2003. During his service at Southeast Bulloch High, they were named a 'school of excellence' twice and a 'national school' in 2000.



After retiring, Bigwood became an educational consultant with six counties in the First District RESA, before serving as Candler County Schools Superintendent. Bigwood's accomplishments at Candler County include the institution of vision, mission and accountability measures, which increased the graduation rate from 56 to 83 percent over a five-year period. With the help of the School Board of Distinction, and the support of the community, Bigwood also built a state-of-the-art K-8 Educational Complex.

**Eugenia (Genie) Fulcher** is a retired educator in the field of adult education. Fulcher has taught in nursing schools that grant a diploma in nursing, and in technical and adult education in the fields of nursing and medical assisting. She has served for the past 20 years as

an accreditation surveyor in the field of medical assisting and has served as national chairman of the Medical Assisting Educational Review Board—the board responsible for providing initial and continuing accreditation to those schools who meet the Committee on Accreditation of Allied Health Programs—and was responsible for writing the current medical assisting standards. During her teaching career at Swainsboro Technical College she was twice selected for the President's Award of Excellence for her performance in instructional duties, and was selected to represent southeast Georgia for the Rick Perkins Award, given to the most outstanding instructor in the Georgia Department of Technical and Adult Education.



Currently, Fulcher is serving as president of the Burke County Woman's Club. As an avid Eagle alum, she has served as the county director of the Georgia Southern Athletic Foundation in Burke County, and is presently on the Georgia Southern Alumni Board of Directors.

Genie holds an associate degree from Emory-at-Oxford and a bachelor's in nursing from Emory University School of Nursing. She received a master's in adult and technical education and her doctorate of education in curriculum studies from Georgia Southern University. She was the second graduate of the doctoral program and the oldest graduate in the spring of 1999. She is a Master Flower Show judge emeritus, past president of the Town and Country Woman's Club, and past president of the Burkeland Garden Club and the Burke

County Council of Garden Clubs.

Along with her husband, Fulcher is a published author in the field of pharmacology, with multiple books in print. She is proud that both of her sons were with the Eagles Athletics program in the 1980s and both are also Georgia Southern alumni. Fulcher lives in Waynesboro, Georgia.

**Georj Lewis** was named the vice president for student affairs at Armstrong State University in Savannah, in 2013. Among his responsibilities, Lewis provides leadership and advances strategic goals at Armstrong. An alumnus of COE, he received his Ed.D. in Leadership/Higher Education Administration in 2007.



Prior to joining Armstrong, Lewis served as the vice chancellor for student affairs at Indiana University Northwest in Gary, Indiana. He also served as dean of students at Georgia Southern University for nine years and, prior to being named to that position, was the director of the Multicultural Student Center at Georgia Southern.

Originally from Connellsville, Pennsylvania, Lewis received his undergraduate and master's degrees from Edinboro University of Pennsylvania.

**Jane Altman Page**, COE alumna and COE Professor and Department Chair Emerita, currently serves as minister of the Unitarian Universalist Fellowship of Statesboro.

In 1970, she received her undergraduate degree from Georgia Southern,

followed by a master's and educational specialist degrees. She completed her doctorate in education in curriculum and instruction at Mississippi State University. At that time she left the elementary classroom and began her teacher education career with COE.

In addition to other awards, she received the Georgia Southern University's Excellence in Contributions to Instruction Award in its second year of existence. Her proudest accomplishment at the College of Education, however, was chairing the Department of Curriculum, Foundations and Research for 12 years, hiring outstanding faculty members and providing leadership as they developed a Curriculum Studies doctoral program that is held in high regard nationally. Page has more than 50 publications and a multitude of research presentation to her credit. In 1999, she was recognized as the College of Education Alumna of the Year. She retired from Georgia Southern in 2005 and established an endowment for a Distinguished Lecture Series in the Curriculum Studies program. Page completed a Master of Divinity degree from Meadville Lombard Theological School in 2006, where she received an award for highest academic achievement.

Page also remains active in community affairs, particularly in organizations that are concerned with social justice issues. She currently serves as the co-chair of the Religious Affairs and Social Justice Committee for the Georgia NAACP and as vice president of the Southeast Chapter of Unitarian Universalist Ministers.



## COLLEGE OF EDUCATION SCHOLARSHIPS AND RECIPIENTS

*A sample of COE Scholarships awarded in 2014-15*

**1950's Letterman Scholarship:** Bethany K. Durrence

**Anne Waters Ramsey Scholarship:** Nicole Hunter Copelan

**COE Scholarship:** Rebekah D. Smith, Emily K. Smoak

**Earl & Norma Million Scholarship:** Michaela D. Kennedy

**Goizueta Scholarship – Education:** Sergio Garcia Arreguin, Carlos Bautista, Yaschira Irazema Camacho, Anali Fabiola Carr, Marisela Hernandez, Dianna M. Jimenez, Sandy Pineda, Rosa Iveth San Juan

**Herman and Wordna Bogan Scholarship:** Laura Paige Cardell

**J.C. Hunter Memorial Scholarship:** Christian Tyler Williams

**Jim and Ruth Miller Scholarship:** Kellya Dionne Guajardo, Courtney Morgan Hartman, Dianna M. Jimenez, Margaret Ellen Jones, Jasmyn Alainna Mikel

**Mary and Duncan James Ed. Scholarship:** Julia Nicole Mobley

**Rose Mae Bogan Scholarship:** Megan Nichole Byrd

**Sudie A. Fulford Scholarship:** Brooke Bressler

**Weatherford Education Scholarship:** Fredonia Brock Bailey, Brook Mackenzie Heard, Lauren M. Holland, Lauren Elisabeth Pehrson

**Z.S. Henderson Scholarship:** Kelsey G. Ondriezek



Scholarship recipients Dianna Jimenez (left) and Rosa San Juan, both Goizueta Foundation Scholars, dine with COE Board Member Dr. Jody Barrow (center) and COE Goizueta Distinguished Chair Alejandro Gallard during COE's annual scholarship luncheon. COE Board Members also were on hand to honor both donors and recipients.



## 2014 Jack Miller Award Winners Announced

The 2014 Jack Miller Awards were announced at the College of Education's annual Fall Faculty and Staff Meeting on August 13, kicking off the 2014-15 Academic Year.

The Jack Miller Faculty Awards are given annually to recognize and reward faculty for demonstrated excellence in the areas of teaching, service and scholarship/creative activity. The awards are determined by a faculty member's performance based on specific criteria. This year, awards were made in all areas as well as the Jack Miller Educator of the Year Award.

Jack Miller was a former dean of education at Georgia Southern and in 1994 endowed the award. He is now president of Central Connecticut State University.

This year's winners were: Kymberly Drawdy, Award for Service; Julie Maudlin, Award for Teaching; Charles Hodges, Award for Scholarship and Creative Activity; and Lina Soares, Educator of the Year.

Kymberly Drawdy is an associate professor in the Department of Teaching and Learning. She received her doctorate from the University of Alabama. Her research interests include appropriate delivery of services for students with disabilities in alternative placement and residential treatment facilities, transition goals and services for incarcerated youth with disabilities, self-determination as a motivational approach and professional development in schools.

Julie Maudlin is an associate professor in the Department of Teaching and Learning. She received her doctorate from Georgia Southern University. Her research interests include early childhood education, cultural curriculum



Pictured from left to right: Kymberly Drawdy, Lina Soares, Charles Hodges and Julie Maudlin.

studies, creativity, consumption and public pedagogy.

Charles Hodges is an associate professor in the Department of Leadership, Technology and Human Development. He received his doctorate from Virginia Polytechnic Institute and State University. His research interests include learner motivation, self-efficacy, self-regulation, online or technology enhanced teaching and learning, instructional

design, emerging technologies and peer review as an instructional strategy.

Lina Soares is an associate professor in the Department of Teaching and Learning. She received her doctorate from the University of North Carolina-Charlotte. Her research interests include critical pedagogy and critical literacy, content-area literacy, adolescent literacy, teacher education and gifted education.

# Conference Calendar 14/15

**NATIONAL YOUTH-AT-RISK CONFERENCE**  
November 6-8, 2014 • Las Vegas, Nevada

**14TH ANNUAL CROSS CULTURAL COUNSELING AND EDUCATION CONFERENCE FOR RESEARCH, ACTION AND CHANGE**  
February 20-21, 2015 • Savannah, Georgia

**26TH ANNUAL NATIONAL YOUTH-AT-RISK CONFERENCE**  
*Georgia Southern University's oldest and largest conference*  
March 1-2, 2015 • Savannah, Georgia

**GEORGIA SCHOLARSHIP OF STEM TEACHING AND LEARNING CONFERENCE**  
March 5-6, 2015

**SOUTHEAST CONFERENCE ON POSITIVE BEHAVIOR INTERVENTIONS**  
June 7-9, 2015

**CURRICULUM STUDIES SUMMER COLLABORATIVE CONFERENCE**  
June 10-14, 2015

**RURAL HIV RESEARCH AND TRAINING CONFERENCE**  
September 11-12, 2015 • Savannah, Georgia

Mark your calendars!



### **B.S. Ed.**

*Early Childhood Education*  
*Health and Physical Education*  
*Middle Grades Education*  
*Special Education*

### **Online Endorsement Programs**

*Reading*  
*ESOL Education*  
*Online Teaching and Learning*

### **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*



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