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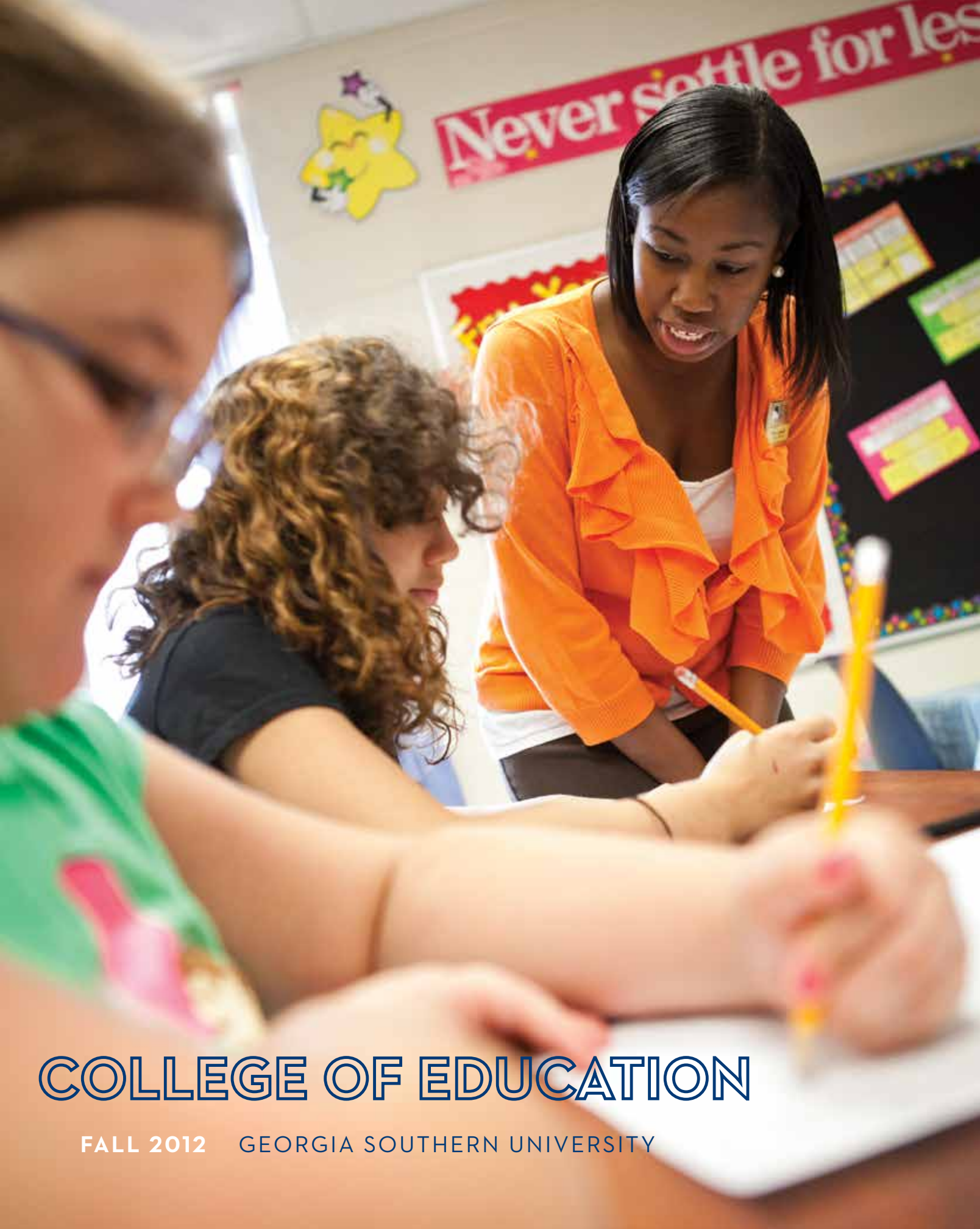
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COLLEGE OF EDUCATION

FALL 2012 GEORGIA SOUTHERN UNIVERSITY



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

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

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

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

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

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

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

Sincerely,

Dr. Thomas R. Koballa, Dean

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Georgia Center for Educational Renewal

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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.

COE offers more than 30 degree programs.

COE Magazine is published annually.

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COE's Graduate Programs

Giving Professionals with Drive the Flexibility to Succeed

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

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

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

That COE's graduate students are committed individuals in whatever educational field they choose is not surprising. The College has worked since its inception (education is the oldest

professional degree at Georgia Southern) to create a center of higher learning where people strive to make a difference in their communities, state, nation and world. COE offered Georgia Southern's first doctoral program, begun in 1992, and is in the forefront of online graduate programs. Indeed, COE's online graduate programs were named among the nation's best in the "2012 Top Online Education" program rankings by U.S. News & World Report. In order to be considered for the rankings, online degree programs needed to have at least 80 percent of their course content available online.

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

- Tracy Linderholm

The appeal of COE's graduate programs is apparent: the College offers programs that span a wide range of content areas delivered in formats that include an on-campus setting, fully online and hybrid classes. "Our faculty does whatever it can to meet the unique needs of their students," says Dr. Tracy Linderholm, associate dean for Graduate Education and Research. COE's M.Ed. in Instructional Technology, a fully online line program, is COE's largest M.Ed. and the largest master's pro-

gram at Georgia Southern.

Online programs are particularly important for two reasons Linderholm says. "We serve a rural area of the state and distance is an issue, and many of those pursuing graduate degrees do so while working," she explains. But availability isn't the only driving force behind COE's success with online graduate programs. What also makes a difference is program content and management.

"We have faculty members who are experienced in online teaching," Dean Koballa remarks. "They're cutting edge," he says. Sixty-seven faculty teach in the College's online graduate programs (COE has 96 fulltime faculty), 61 percent of whom have more than four years of online teaching experience and nearly 30 percent have eight or more years of experience. Faculty take advantage of formal training classes in online teaching through Georgia Southern, and COE faculty teaching online must complete at least 34 hours of training.

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

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

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



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

Fully Online

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

MAT- Special Education

Campus Based Programs

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

Hybrid Programs

- M.Ed. Higher Education
 - Ed.D. Curriculum Studies
 - Ed.S. Educational Leadership
- BEGINNING FALL 2013:
- Ed.D. Educational Leadership



Interdisciplinary STEM Education Institute Established

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

COE was a key player in the initial phases of designing the Institute along with administrators from the College of Science and Math (COSM) and the Allen E. Paulson College of Engineering and Information Technology (CEIT). "It is our belief that any interdisciplinary STEM initiative must be informed by

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

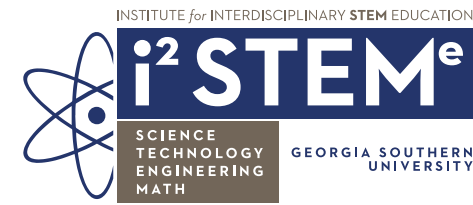
- Robert Mayes

cutting-edge educational practice," said COE Dean Dr. Thomas Koballa. COE's role in the Institute, in addition to the other core partners - COSM, CEIT and the College of Liberal Arts and Social Sciences - creates a unique Institute and the only one in Georgia that brings together an interdisciplinary collaboration to address and integrate all four facets of

STEM curriculum while utilizing front-line research and educational practice.

"Georgia Southern University is not only committed to increasing the numbers of those entering STEM fields, but also to creating an environment where our citizens are more STEM literate and can make informed decisions about complex issues," said University President Brooks Keel, Ph.D. The announcement comes on the heels of a White House initiative to create a new national STEM Master Teacher Corps and a focus on increased funding that allows school districts to identify, develop and leverage highly effective STEM teachers.

Heading up the Institute is Dr. Robert Mayes who joined COE's faculty in 2011 to conduct research on quantitative reasoning in STEM. He spearheaded, through



Georgia Southern's Office of Research, the first International STEM Research Symposium on Quantitative Reasoning in Mathematics and Science Education, held in 2012 in Savannah. Last March, COE and COSM hosted the first Annual Georgia Scholarship of STEM Teaching and Learning Conference. Plans are underway for a second conference to be held March 8, 2013.

As an educator, Mayes believes STEM should be incorporated into every subject. "We need to teach STEM subjects from an interdisciplinary, problem-based perspective," he said, which means incorporating quantitative reasoning as an integral part of the discussion. This approach engages students. "We want to get kids to use their experiences to excite them about science and math," he said.

The Institute will create broadly inclusive partnerships across academia, business, education and research centers in southeast Georgia. It will also support professional development, outreach, curricular development, the creation of innovative courses as well as support research in STEM education through grant funded projects. One of the first of its kind, the Institute will be distinctive in that it will focus on serving rural southeastern Georgia.

"i2STEMe is the only institute within the University System of Georgia to address all four components of STEM disciplines within the framework of educational practice," said Keel. "It is unique, but more importantly it addresses a specific need in our state."

For further information about the Institute, please contact Dr. Robert Mayes, rmayes@georgiasouthern.edu or visit the Institute's website at georgiasouthern.edu/stem.

New Goizueta Distinguished Chair in Education Named

For Alejandro Jose Gallard Martinez, Ph.D., Georgia Southern University has separated itself from other institutions in its commitment to the Hispanic/Latino community. "Georgia Southern has taken a leadership role not just in its attention to the socio-economic problems of this community but in bringing resources to address the problems," said Gallard. And Gallard should know. He is

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

- Alejandro Jose Gallard Martinez



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

"I am so excited to be a part of a University that understands the importance of interdisciplinary and scholarly teams to address the issues of the Hispanic/Latino community," Gallard continued. "Georgia Southern is united to tackle the issues of recruitment, community outreach and scholarship advancement and my goal is to help in this organizing effort," he said.

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

INNOVATE

INTERNATIONAL PROGRAMS OFFER MORE THAN CLASSROOM EXPERIENCE

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

COE's newest exchange program gave four Early Childhood Education majors an opportunity to travel to Tai-



wan to teach students whose first language is not English. These soon-to-be teachers said what they learned will help them enormously in the classroom when they graduate. The students were part of a pilot project guided by COE's Dr. Hsiu-Lien Lu and Dr. Lina Soares that enabled the students to experience a complete cultural immersion as they taught children in public school settings in Taiwan. The exchange was co-

ordinated with National Taipei University of Education and placements were facilitated by the principal at Tainan Municipal Tu-Cheng High School. "Our students were so excited by the experience," said Lu. "They kept saying how much more they now understand about valuing and respecting different cultures, and how much better equipped they are to teach English language learners," she added.

IPADS IN CLASS

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

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

gy-rich society," Repman continued.

The project culminated with a day of sharing and reflection, called "Speed Dating with Apps," which allowed all faculty and staff to share great apps they'd discovered during the year and talk about ways to implement the iPads into the curriculum of COE as well as facilitate the use of iPads with our students as they complete field experiences in local schools. A long list of terrific apps was shared during the session. Check them out here: <http://itecipads.pbworks.com/page/53269390/Speed%20Dating>

GRADUATE CENTER OPENS

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

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

SCHOLARSHIP OF STEM TEACHING & LEARNING CONFERENCE

COE, along with the College of Science and Mathematics, initiated the first annual Georgia Scholarship of STEM Teaching and Learning conference in spring 2012 and plans are underway for the March 8, 2013, conference. Supported by the University System of Georgia Board of Regents, the conference complements the University System of Geor-

gia's STEM Initiative whose goals include: promoting K-12 student preparation for and interest in majoring in STEM fields in college; increasing the success of STEM majors in college; and producing more and better science and mathematics teachers for K-12 schools, which in turn will lead to increased preparation of students in science and mathematics. The target audience for the conference is STEM faculty and graduate students from all University System of Georgia colleges and universities as well as private higher education institutions within the state. Faculty and graduate students from within arts and sciences schools and departments as well as K-12 educators and business leaders are encouraged to participate. To learn more about the conference and to register, go to stem.georgiasouthern.edu.

SCHOOL PSYCH. EARNS NATIONAL RECOGNITION

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

GRADUATE DEGREE CERT. UPGRADES

Georgia Southern College of Education graduate programs met new graduate degree program requirements mandated by the Georgia Professional Standards Commission (GaPSC). To increase the probability that teachers make a strong



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

impact on student achievement, the new GaPSC requirements ensure that graduate degrees in education are rigorous and directly relevant to student learning. All COE graduate degree programs meet PSC requirements; however, educators need to review the PSC certificate upgrade Rule 505-2-.41 to ensure selection of the appropriate degree program to qualify for an in-field upgrade or to upgrade by adding a new certification field.

ONLINE GRADUATE PROGRAMS IN TOP 20

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

SUPERVISORS ATTEND "CAMP"

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

FACULTY GRANTS

Dr. Nancy Arrington, Teaching and Learning, **Dr. Sabrina Ross**, Curriculum, Foundations and Reading and **Dr. Meca Williams-Johnson**, Curriculum, Foundations and Reading, are part of an evaluation team for a grant awarded to the College of Liberal Arts and Social Sciences, Evaluating the Music Education and Boys and Girls Club Partnership.

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

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

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

Three COE faculty received Teacher Quality (TQ) Grants for 2012-2013 to work collaboratively with other COE and Georgia Southern faculty in deepening content knowledge for K-12 teachers.



Dr. James Green was awarded a grant to work at the University of Limerick, Ireland.

The Teacher Quality grants gave teachers from a dozen Georgia counties concrete ways to engage their students during the new school year. **Dr. Sally Brown and Dr. Sabrina Ross**, Curriculum, Foundations and Reading, used their grant to conduct an institute for Glynn County K-5 teachers to learn about reading theories, strategies for implementing the ELA Common Core State Standards while empowering students, and reducing conflict in the classroom.

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

Dr. Christopher Brkich, Teaching and Learning; **Dr. Robert Lake**, Curricu-

ulum, Foundations and Reading; **Dr. Tracy Linderholm**, associate dean for Graduate Education and Research and the Center for Teaching, Learning and Scholarship received a CLEC grant to partially fund the inaugural Eagle QuaRC meeting and workshop.

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

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

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

FACULTY ACCOLADES

Jack Miller Presents Faculty Awards, Announces Increased Endowment

Dr. Jack Miller, President of Central Connecticut State University and former Georgia Southern College of Education Dean, announced that he will be doubling the endowment for the Jack Miller Faculty Awards, which he helped endow in 1994. Miller was on hand at the 2012 Fall Faculty and Staff meeting to present the annual Jack Miller Faculty Awards for teaching, scholarship and creativity and service.



This year's winner for teaching is Dr. Scott Beck, Teaching and Learning. Beck's interests are in diversity in children's and young adult literature, migrant immigration and ESOL education in the rural South. Beck was noted for his enthusiasm in engaging students.

Dr. Julie Maudlin, Teaching and Learning, received the award for service. Maudlin's research interests include early childhood education, cultural curriculum studies, creativity, and consumption and public pedagogy. Her service work includes, among other things, the creation of the only elementary school math tournament for Bulloch County students.

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

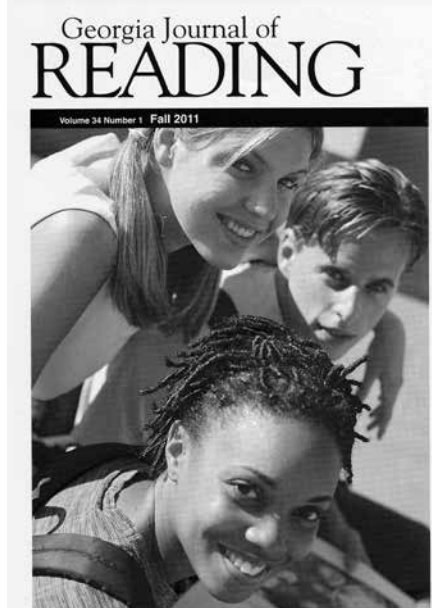
"When I was dean we were just a school then, not a college," Miller said. "There weren't any awards for education faculty. I wanted to make sure that education faculty members are recognized for their important work," he said. During his tenure at Georgia Southern, the institution went from a college to a University, education went from a school to a college, and the education faculty grew substantially. Miller had not returned to Georgia Southern since 1995. "It's very nostalgic for me and I'm proud to be back and still be a part of this community," he said.

Williams-Johnson wins Frederick Douglass Award

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

Faculty Bring Journal to COE

Georgia Southern's College of Education (COE) is the new sponsor of The Georgia Journal of Reading. Drs. Lina Soares and Christine Draper, Teaching and Learning, are the journal's co-editors and worked for over a year to bring the journal to COE. The journal is published by the Georgia Reading Association. According to Soares and Draper, the purpose of the journal is to provide relevant pedagogical practices and current research in the field of reading to



COE is the new sponsor of *The Georgia Journal of Reading*.

promote literacy for all learners. The journal will be published in fall and spring with the fall issue appearing online for the first time.

Ross Named Governor's Teaching Fellow

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



FACULTY BENCHMARKS

human development and family studies and Ph.D. in curriculum and teaching/cultural studies from the University of North Carolina at Greensboro.

Faculty named Educator of the Year

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

Faculty win prestigious awards

Two COE faculty won prestigious University awards for the 2011-2012 academic year. Dr. Christine Draper, Teaching and Learning, won the Award for Excellence in Contributions to Instruction. Dr. Michael Moore, Curriculum, Foundations and Reading, won the Award for Excellence in Service.

FACULTY SERVICE

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

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

That's how dozens of Bulloch County elementary school children were able to participate in their first math competition last spring. Service was also the driving force behind a project that mentored under-represented and disadvantaged young women in the community.

The math competition wouldn't have happened without COE's Dr. Julie Maudlin, Teaching and Learning, who was approached by two elementary school teachers to help structure a math tournament. The teachers had been unable to find an elementary-level math competition in the state. "I thought it was a



COE faculty launched a new math competition for two Statesboro elementary schools.

great idea to get third and fourth graders involved in the kind of competitions offered for older students," Maudlin said. She developed the competition tests and guidelines and created practice packets which were shared with teachers. Maudlin not only brought structure and assessment to the competition, she recruited other COE faculty to serve as judges and brought students in to act as runners, proctors and facilitators.

The event was the first Reggie Dawson Memorial Math Competition at Julia P. Bryant Elementary School. Another elementary school, Sallie Zetterower, participated in the competition. Assistant Superintendent of Bulloch County, Dr. Jody Woodrum, also assisted in getting the event off the ground, and the Bulloch County Foundation awarded grants to help cover expenses. The event was named in memory of Reggie Dawson, a Statesboro High School business teacher.

Competitors were given T-shirts with "Start Loving Math! It gives every reason to hope that all problems have a solution," emblazoned on the back.

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

young girls from Ordered Steps Home for Girls.

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



Residents at Ordered Steps Home for Girls participated in workshops.

FACULTY PUBLICATIONS

"Your private life may not be as private as you think, especially if you're a K-12 teacher," says Dr. Marlynn M. Griffin, Curriculum, Foundations and Reading. Griffin recently published a study that looked at whether school principals are influenced by posts gleaned from social networking sites (such as Facebook and MySpace) of graduates seeking teaching positions.



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

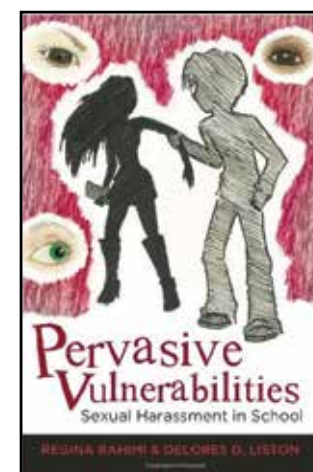
As the following list attests, for COE faculty, research is a vital part of their role as educators.

Books and Chapters

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Brkich, C. (2012). "Music as a weapon: Using popular culture to combat social injustice in the social studies." *Georgia Social Studies Journal*, 2(1), 1-9.

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FACULTY PRESENTATIONS, 2012

National Association for Professional Development Schools

Dr. Missy Bennett and Heather Scott presented with graduate student Era Roberts and graduate student Robert Lindsey, “Crossing Borders: Sharing A Standards Based Curriculum Throughout the Partnership.”

Dr. Missy Bennett, Heather Scott and Pat Parsons presented “School-University Partnerships: Who Benefits?”

Dr. Kymberly Drawdy and her former graduate student Jemelleh Coes presented “Supporting Undergraduate Research in Special Education Placements for Pre-Service Teachers.”

Dr. Deborah Thomas and Pat Parsons presented “Embedded Blue Ribbon Strategies for Effective Clinical Practice.”

Dr. Cordelia Zinskie and Dr. Dorothy Battle presented “Increasing the Odds: Highlighting Successful PDS Research.”

American College Personnel Association

Dr. Dan Calhoun presented “When the Leader is You: Challenges in Supervising Professional Staff,” and “Transitioning from Practitioner to Professor: Creating New Possibilities.”

National Association of School Psychologists

Drs. Terry Diamanduros, Dawn Tysinger and Jeff Tysinger, as well as recent program graduate Daniel McNair, presented “School Psychologists’ Perceptions of Cyberbullying.”

Drs. Terry Diamanduros, Elizabeth Downs and Stephen Jenkins presented “Technology’s Role in Promoting Social-Emotional Learning.”

Drs. Dawn Tysinger, Jeff Tysinger and Kathryn Kennedy presented “Preparing School Psychologists to Work in K-12 Online Learning Environments.”

10th Annual Gulf South Summit on Service-Learning

Dr. Nancy Arrington presented “Third Graders, Music, and Grandfriend: Teacher Action Research with Service-Learning in Elementary School.”

American Educational Research Association

Dr. Chris Brkich presented “Critical Civics and Citizenship Education.”

Dr. Katie Brkich presented “Advancing Teachers Through Research,” “Communication and Communities,” and “Making Connections Between School Earth Science and Lived Experiences: An Investigation of Urban Fifth Graders.”

Dr. Ming Fang He presented “A Curriculum of Great Learning: An East-West Dialogue,” “Division B Curriculum Studies Business Meeting: Trudging in the Midst of ‘Soul Mountain’ of Curriculum Studies,” “Invigorating Indigenous Identities and Pedagogies,” “Landscapes of Curriculum: Intersections of Place, Sexuality, and Interdisciplinarity in Curriculum Studies,” “East-West Perspective on the Ethos of Confucius, Tsunesaburo Makiguchi, and John Dewey’s Educational Thought” and “East-West Perspectives on a Curriculum of Great Learning.”

Dr. James C. Jupp presented “Crossing Borders: Rethinking Culture, Context, and Choice in Curriculum Studies,” “Text, Context, and Narrating Identities

of Self and Other,” “Toward Cosmopolitan Sensibilities in Curriculum Studies,” and “Who Is Afraid of the Body Snatchers? Conceptualizing a Genre of National Crisis and International Threat.”

Dr. Kathryn M. Kennedy presented “Behind Closed Doors: Student Teaching, Supervision, and Curricular Goals” and “Supervision, Student Teaching, and the Virtual Classroom.”

Dr. Robert L. Lake presented “Holistic Education SIG Business Meeting: Letters to Nel Noddings: A Holistic Inquiry Into Her Life, Scholarship, and Teaching,” “Place, Posterity, and Possibility: Writing the Past, Imagining the Future,” “Supporting Epistemological Diversity and Widening the Struggle for Justice: New Directions in Critical Qualitative Research,” “Teacher Leadership, Social Stratification, and Collaborative Pedagogy,” “Letters as Windows Into Situated Philosophy: Using the Epistolary Genre to Explore the Tensions Between the Public Self and Private Vision,” and “We Saved the Best for You: Letters of Hope, Wisdom, and Imagination to 21st-Century Educators.”

Dr. Ian A. Lubin presented “Instructional Technology SIG: Electronic Portfolios, Interaction, and Teacher Training: Their Impacts on Student Cognitive and Affective Variables.”

Dr. Julie Maudlin presented “Cultural Studies of Children: Critical Perspectives on Childhoods, Popular Culture, and Consumerism,” “Division B Curriculum Studies Business Meeting: Trudging in the Midst of ‘Soul Mountain’ of Curriculum Studies,” “M/othering a Bodied Curriculum: Emplacement, Desire, and Affect,” “Public Pedagogies: Torture, Paranoia, and Popular Culture,” “Pregnant Pedagogy,” and “Your Baby Can Read, But Should She? Early Learning and the Commodification of Literacy.”

Dr. Beth Pollock presented “Popular Culture and Public Curriculum: Critical Questions in Nontraditional Spaces” and “A Pirate’s Dilemma: Popular Culture, Piracy, and Outlaw Pedagogy.”

Dr. Dan Rea presented “Building

Holistic Communities With the Disadvantaged” and “Giving Voice to Mexican-Origin Rural Adolescents’ Stories of Academic Success.”

Dr. William M. Reynolds presented “Place, Posterity, and Possibility: Writing the Past, Imagining the Future,” “Public Pedagogies: Torture, Paranoia, and Popular Culture,” “The Monstrous Other: Exploring the Intersections of Youth Culture and Critical Pedagogy in a Monster-Making World,” “Cinematic Visions and Lost Causes: The Civil War and the South” and “Cranked Up and Pushed: Threatening and Monstrous Children.”

Dr. Sabrina N. Ross presented “Embracing Soul Work: Black Educators Teaching for Justice” and “Care-Sickness: Teaching With a Pedagogy of Soul.”

Association for Counselor Education and Supervision

Dr. Carrie Lynn Bailey presented “School Climate & Service Learning – Exploring Avenues for Connecting School and Community while Promoting Student Achievement.”

American School Counselor Association

Dr. Carrie Lynn Bailey, & K. Lee presented “School Climate & Service Learning – Exploring Avenues for Connecting School and Community while Promoting Student Achievement.”

Eastern Educational Research Association

Dr. Carrie Lynn Bailey presented “Service Learning Projects as an Avenue for Improving School Climate.”

International Congress of Qualitative Inquiry

Dr. Christopher Brkich, T. Barko., & S. Masyada presented “Betrayed by ‘I’: Science Fiction, the Collective, and Notions of Citizenship.”

Association of Teacher Educators

Pat Parsons and Dr. Deborah Thomas presented “Partnering in Rural Schools to Support a Diverse Community of

STAFF BENCHMARKS

COE SOARS DURING SUMMER

Summer is one of the busiest times of the year for COE's Student Success Center (SSC) as eager new students fill Georgia Southern's campus for SOAR - Southern's Orientation, Advisement and Registration. SSC staff helped approximately 225 new COE freshmen and transfer students get ready for their first day of classes August 20.

BETTY-WARE WRAY STAFF AWARD



SHERRY SMITH
Sherry Smith, administrative secretary in Undergraduate Teacher Education and Accreditation and long-time COE staff, received this year's Betty-Ware Wray Staff Award. For over three decades, Smith has shown consistent professionalism and dedication in whatever

job she encounters, whether it is in her normal work day or the many high pressure or last minute assignments landing on her desk. Through her many years supporting COE, Smith is known as cheerful and down-to-earth, and she spreads goodwill and joy to all those she encounters.

STAFF PRESENTS AT CONFERENCE

Lydia Cross, COE's Graduate Academic Services Center (GASC) director, and Theresa Duggar, academic advisor, had their presentation for the annual conference of the National Academic Advising Association (NACADA) selected by the Advising Graduate Professional Students Commission to be one of its sponsored sessions. Each NACADA commission can select a maximum of three proposals for this honor. The program is "Turning Up Our Practices: Professional Staff as Graduate Student Advisors." They also presented at the Region IV 2012 Conference, "Your Passport to Graduate Advising: Starting a Graduate Academic Services Center."



Faculty at the National Youth-at-Risk Conference.

ence, March 8, 2013

Southeast Conference on Positive Behavior Interventions and Supports, June 9-11, 2013

Curriculum Studies Summer Collaborative Conference, TBA 2013

Schools and Family Engaged Together for Youth - SAFETY, July 22-23, 2013

Rural-based HIV Education and Training: HIV Related Mental Health and Substance Abuse Issues: Practice and Ethical Considerations, September 13, 2013

International Conference on Information Literacy, September 20-21, 2013

STUDENT BENCHMARKS

STUDENT ACCOMPLISHMENTS

Graduate Students Earn Research Awards

Two COE graduate students won awards for their research presentations at the annual Graduate Research Symposium sponsored by the College of Graduate Studies. COE winners were Dana McCullough, second place, Ed.D Curriculum Studies, for, "Wear Red on October 4th to Honor Henrietta Lacks" and Jing Sun, third place, Ed.D. Curriculum Studies, for "Media Curriculum of Resistance: Youth in China." Additionally, Rachel Bonilla, a research assistant for Dr. Robert Mayes, Department of Teaching and Learning, won first place for "Quantitative Reasoning Accounts in Pathways of Environmental Literacy." The symposium gives graduate students an opportunity to showcase the broad range of research taking place at Georgia Southern. The symposium includes poster and presentation sessions by students from all academic disciplines.

Honors Students Present Capstone Projects

Two College of Education honors students presented their capstone projects at the fifth annual University Honors Research Symposium at the Nessmith-Lane Conference Center. The Honors Program is designed to "foster the development of a critical sense of inquiry, a spirit of creativity, a global perspective and an ethic of civic responsibility," according to University documents. As part of that process, honors students are encouraged to use experiential learning, service learning and research to bring their ideas to life. As seniors, honors students present an Honors Thesis/Capstone project.

Amanda Arasmith, a middle grades education major, presented on "Caring in the Classroom." Her research looked at how to take the abstract idea of care and apply it practically for teachers. Kathryn Crenshaw, an early childhood education major, looked at "How



Amanda Arasmith, Dr. Meca Williams-Johnson and Kathryn Crenshaw.

Pre-Service Teacher Morale is Affected by Our Test-Driven Educational Culture." Crenshaw used surveys to determine pre-service teacher attitudes about high-stakes testing. COE faculty Dr. Meca Williams-Johnson and Dr. Michelle Reidel were the students' faculty mentors.

STUDENT PRESENTATIONS

Ed.D. Curriculum Studies student Mike Czech presented "Division B Curriculum Studies Business Meeting: Trudging in the Midst of "Soul Mountain" of Curriculum Studies" the American Educational Research Association.

Ed.D. Curriculum Studies student Ben Horner presented "Place, Posterity, and Possibility: Writing the Past, Imagining the Future" and "Give Me That Old-Time Religion: Southern Pastimes in Black and White" at the American Educational Research Association.

Ed.D. Curriculum Studies student Sean Fretwell presented "Place, Posterity, and Possibility: Writing the Past, Imagining the Future" and "Give Me That Old-Time Religion: Southern Pastimes in Black and White" at the American Educational Research Association.

Ed.D. Curriculum Studies student Jing Sun presented "Curriculum and Cultural Identity in Between and Across Con-

texts" and "Western Culture Influence on Youth Culture in China, Good or Bad?" at the American Educational Research Association.

Ed.S. School Psychology student Rhodesia McMillian presented on "Fostering Character While Improving Academic Achievement Among Minority Students" at the National Association of School Psychologists.

MAT Middle Grades graduate Era Roberts and Ed.S. Educational Leadership student Robert Lindsey presented with Dr. Missy Bennett and Heather Scott "Crossing Borders: Sharing A Standards Based Curriculum Throughout the Partnership" at the National Association for Professional Development Schools.

STUDENT PUBLICATIONS

Ed.S. School Psychology student Anna Black published with faculty Dr. Carrie Lynn Bailey and Dr. Jim Bergin, "The Status of Clinical Supervision among School Counselors in Southeast Georgia," Georgia School Counselors Association Journal, 18(1), 12-21.

M.Ed. student S. Forrest Cowan published with faculty Dr. Charles Hodges, "Preservice Teachers' Views of Instructor Presence in Online Courses," Journal of Digital Learning in Teacher Education. The paper was recognized as the "Best Professional Paper" from the 2012 meeting of the Eastern Educational Research Association.

Ed.D. Curriculum Studies student Dana McCullough's research on Henrietta Lacks was published in the Random House i-magazine, *rhimagazine.com*.

STUDENT CONFERENCES

Eight Georgia Southern College of Education students attended the Association of Middle Level Education's 38th annual conference in Louisville, Kentucky, in early 2012. The students are members of the Collegiate Middle Level Association (CMLA), a student chapter of the

STUDENT BENCHMARKS



Students at the Association of Middle Level Education conference in Kentucky.

Association for Middle Level Education. The student organization promotes and supports the professional development of future middle level educators, and supports the development and nurturing of middle level education programs. Attending the conference were middle grade education majors Matthew Kimbrell, Laura Biebel, Abby Johnson, Matt Kempton, Derek von Waldner, Trent Brown, Rachel Lanter and Leah Ryden. The conference provided the students with a unique opportunity to discuss current middle level education topics and issues and network with teachers, administrators and pre-service teachers from across the country. Sponsors of CMLA are COE advisors Dr. Christine Draper and Dr. Lina Soares, the University Store and the Student Government Association.

Seven special education majors attended the 2012 Council for Exceptional Children's Convention and Expo in Denver, Co. The students raised money through various projects including hosting a 5K race. Students attending were Callie Boatright, Melanie Blocker, Becky Craft, Corinne Findley, Kaitlin Ball, Jennafer Busbie and William Basby. Dr. Kathleen Tootle and Dr. Eric Landers are co-advisors to the group.

STUDENTS HELP WITH "TEEN MAZE"

Helping high school students understand how to make safe choices when

faced with tough, real-life situations gave eight College of Education graduate students real-life experience. COE students participated in part of a program, Project SUCCESS, at the Bradwell Institute in Hinesville, Ga. As part of Project SUCCESS, Bradwell students participated in "Teen Maze," which included a dramatization of a party scenario where students were faced with such real-life issues as peer pressure, bullying, underage drinking, pregnancy, STDs and even possible death. The scenarios were created to make the students think about the repercussions of their actions. COE students were on hand to counsel students and promote safe choices. The counseling activity was a social service requirement for Dr. Breyan Haizlip's cross cultural counseling course. The graduate students said the experience was educational and rewarding.

GRAD STUDENTS COUNSEL TEENS

Helping high school students understand how to make safe choices when faced with tough, real-life situations gave eight College of Education graduate students real-life experience. COE students participated in part of a program, Project SUCCESS, at the Bradwell Institute in Hinesville, Ga. As part of Project SUCCESS, Bradwell students participated in "Teen Maze," which included a dramatization of a party scenario where students were faced with such real-life issues as peer pressure, bullying, underage drinking, pregnancy, STDs and even possible death. The scenarios were created to make the students think about the repercussions of their actions. COE students were on hand to counsel students and promote safe choices. The counseling activity was a social service requirement for Dr. Breyan Haizlip's cross cultural counseling course. The graduate students said the experience was educational and rewarding.

A QUICK LOOK AT SOME OF COE'S SCHOLARSHIP RECIPIENTS

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

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

Heather Huling / M.Ed. Teaching and Learning / Bazemore-Fetzer-Hagan Memorial Scholarship

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

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

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

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

Jose Jimenez / B.A. Biology / Goizueta Scholarship

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

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

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

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

Elisabeth Zamorano / M.A. Spanish / Goizueta Scholarship

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

Continues on page 20

PROGRESS

NEW FACULTY

Dr. Olufunke Adefope joined Teaching and Learning as an assistant professor in mathematics education. Dr. Adefope earned a BA in economics from the State University of New York, Stony Brook. After working in the private sector for four years, she



returned to graduate school to pursue a degree in education at Teachers College, Columbia University. She taught mathematics to elementary and middle school students in low-income communities in New York City and has worked extensively with disadvantaged students. In 2012, she was awarded a Ph.D. in curriculum and instruction with a specialization in mathematics education from Indiana University. A goal of Adefope's research is to better understand how classroom practices impact student learning. She specifically explores how pedagogy and curricula impact geometric understandings of African-American males in elementary school. She plans to build on this body of work by examining mathematical learning experiences in different content strands of mathematics.

Dr. Mohomodou Boncana recently joined Leadership, Technology and Human Development as an assistant professor in educational leadership. Boncana comes to Georgia Southern from the University of Utah College of Education where he received his Ph.D. in educational



leadership and policy. A native of Mali,

he received his bachelor's degree from Ecole Secondaire Rural, in San, Mali. Boncana's research areas include educational leadership and parental involvement, educational leadership and organizational theory and change, education policy and politics and university-school-community partnerships. He has extensive experience teaching English as a Second Language.

Dr. Amelia Davis recently joined Curriculum, Foundations and Reading as an



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

Dr. Beth A. Durodoye was named the new chair of Leadership, Technology and Human Development. She comes to Georgia Southern from the Department of



Counseling in the College of Education and Human Development at the University of Texas at San Antonio, where she served as professor of counseling. Durodoye earned her Ed.D. in Counselor Education from the University of Virginia, and brings experiences as an educator, scholar and administrator to the chair's position.

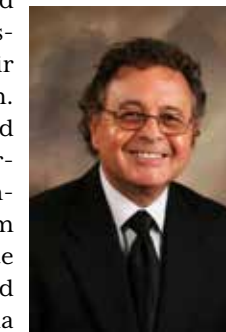
Dr. Lee Grimes has joined Leadership, Technology and Human Development as an assistant professor in counselor education.



Grimes received her Ph.D. from the University of Georgia where she studied school counselor social justice advocates in rural schools. Grimes comes to COE with extensive experience in school counseling, most recently as a counselor at North Forsyth High School in Forsyth County, Georgia. She received her M.Ed. in Guidance and Counseling from the University of Georgia and her undergraduate degree from Valdosta State College.

Dr. Alejandro Jose Gallard Martinez

has been named the Goizueta Distinguished Chair in Education. Gallard received his Ph.D. in curriculum and instruction from Michigan State University and comes to Georgia Southern from the School of Teacher Education at Florida State University. Gallard's scholarship includes the improvement of under-represented people, especially Latino/as, with a focus on equity and social justice in education.





Dr. Jonathan Hilpert recently joined Curriculum, Foundations and Reading as an assistant professor of educational psychology. He comes to Georgia Southern from Indiana University-Purdue

University, Fort Wayne where he was employed as an assistant professor in the Department of Educational Studies from 2008-2012. Hilpert received his Ph.D. in learning and motivation from Arizona State University in 2008. His higher education teaching experience includes courses on educational psychology, classroom management, human development and research methods and statistics. He was a high school English teacher for two years in Arizona. Hilpert is an active grant writer, and his research interests include students' strategic learning, achievement motivation and construction of scientific knowledge.

PROMOTIONS

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

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

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

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

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

Dr. Julie Maudlin, Teaching and Learning, was approved for tenure and promoted to associate professor.

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

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

RETIRING

Donna Colson,
Undergraduate Teacher Education

Katie Sheppard,
Teaching and Learning

Dr. Dorothy Battle,
Curriculum, Foundations and Reading

BOARD OF ADVISORS

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

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

SCHOLARSHIP RECIPIENTS

Continued from page 18

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

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

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

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

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

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

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

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

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

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

Dayle Burns is an educator and active Georgia Southern alumna and is currently the K-5 Curriculum and Professional Learning Coordinator for the Effingham County School System. Prior to working in the curriculum office, she was the New Teacher Induction Coordinator for the school system. She has been an art teacher, school counselor and principal at Springfield Elementary School. Burns is active in educational organizations and was past president of the District 1 Georgia



Association of Elementary School Principals.

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

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

Other Board of Advisors members are Jan Anderson, Sheila Hoynes, James Kelley and Diane Wood.



ALUMNA EARNS TOP PRINCIPAL IN STATE

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

Rodriguez has served as principal of Taylors Creek for 15 years. Under her leadership, the school was selected as a "model" school by the Georgia Partnership of Excellence in Education. Taylors Creek has also been named as a Distinguished Title 1 School for the past nine years. Rodriguez earned her undergraduate and graduate degrees at Georgia Southern and her doctorate from the University of Sarasota.



COE's Dr. Debbie Rodriguez, (top), has been named the 2012 National Distinguished Principal for the state. COE's Dr. Eddie Pollard (above) received the honor in 2011.

ART EXTRAVAGANZA

Each year, artists from kindergarteners through high school seniors have an opportunity to showcase their art at COE's annual "Art Extravaganza." Featured artists in the show are selected by a certified art teacher from schools partnering with



COE. COE's Alumni Advisory Committee created the annual exhibit in 2003 as a way to highlight student art and the work of certified art teachers, many of whom graduated from Georgia Southern. Since its inception, Sen. Jack Hill (R-Reidsville) has been on hand to congratulate each artist. "The kids are the stars of this event," he said. "I just want

to congratulate each of these artists and encourage them to continue with their art training," he continued. "I believe art and music have such a positive effect on students," he said, "and not just in developing talent but in the rest of their lives." This year's Art Extravaganza will be held November 11, 2012, from 2-4 p.m.

CLINICAL CAMP

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

COE AWARDED 409 PLU CREDITS

COE awarded 409 Professional Learning Units (PLU credit) to teachers and

other educators across the state, during the 2011-2012 academic year. PLU credits are offered for approved courses, workshops, and conferences sponsored by the COE. Current PLU opportunities are listed online at: <http://coe.georgiasouthern.edu/plucourses.html>.

SUMMER GRADUATE RESEARCH WORKSHOP

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



JOSEPH BARROW PRESENTS AT RESA

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



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

BY THE NUMBERS \$34,753

80 Percentage of graduate degrees conferred at Georgia Southern University's Spring 2012 graduation from COE. **400** graduate degrees were conferred, **323** of which were COE Doctoral, Master's and Specialists degrees.

24

The number of students receiving COE scholarships.

1,123

Number of undergraduates enrolled in COE, Fall, 2012.

3002

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

365

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

\$1,448⁰⁰

Average COE scholarship.

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

19,925

Number of COE alumni.

20

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

1 Percent of total undergraduates receiving COE scholarships.

165

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

33

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

56,215

Number of Georgia Southern alumni living in Georgia.



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

DEAR ALUMNI AND FRIENDS,



As I complete my first year with the College of Education as your partner from the division of University Advancement, I want to let you know how proud I am to be able to support this College, its programs, students and faculty. The division of University Advancement is vested with the responsibility of raising philanthropic support, promoting visibility and credibility and cultivating friends in order to ensure the fiscal sustainability of our wonderful institution. Since I have been working to help ensure that vision and build the

resources that will help train tomorrow's leading educators, I have learned many things about the field of education. Educators are present in every walk of life—from the kindergarten teacher to the community literacy advocate to the career counselor to the athletic coach to the military training specialist—and each one of them is in the position to effect positive change in our communities that strengthen all of our prospects for the future. The ways you can support our College are numerous. Donations, networking, volunteering, mentoring and more help ensure that the rich heritage you have built continues to prosper for years to come.

Go Eagles!

- Dawn Oliver '87

Your Gifts Strengthen Education Now and for the Future

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

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

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