COEHP student athletes, faculty, and alumni pursue mastery

pages 6-13

See back cover
In Keeping With the Academic Challenge

Barbara Chesler Buckner, Dean

My mother never really understood what it meant to be a professor. When I was teaching first grade, during our weekly long distance phone calls she would always ask, “And how are your kids?” As I moved into higher education, she would still always ask, “And how are your kids?” I tried many times to explain to her that a faculty member does more than teaching. But I don’t think she ever really understood.

Teaching is only part of the expectations of university faculty. Faculty are also required to engage in scholarship and have a research agenda that will contribute to their academic discipline. Research takes faculty off campus and into local public school classrooms, into health care facilities, or to one of our outreach centers. These environments serve as laboratories for our faculty. Since the creation of the doctorate at Columbus State, the expectation that COEHP faculty will have a research agenda has grown in importance, especially for those teaching at the graduate level.

Having completed their doctoral work, most professors continue to do research in the area in which they wrote their dissertation. For instance, Jennifer Brown wrote her dissertation on retention of students in the College of Engineering at Auburn University. As a CSU faculty member in teacher education, she continues to explore retention issues and has used her research skills to conduct a similar study on the retention of students here. A year ago, she reported the results of her study; we, in turn, now use her findings to alter some of our current retention practices. Dr. Brown’s study made it clear that the most important semester is the first semester of freshmen year. In response, CSU has retooled our freshmen advising efforts and created freshmen learning communities in our undergraduate programs.

Not all faculty members continue down their dissertation path. Cheryl Smith, Director of the School of Nursing, has teamed with exercise science professor Brian Tyo to study the physical activity of nurses at St. Francis Hospital. Their research is tangentially related to

Jennifer Brown’s research on retention has led to improved support for CSU freshmen.

Continued on page 21

About the Stack

This issue’s Stack, on left, is a pictorial reminder that summer is coming soon and that early childhood education faculty and students are planning the 2014 Summer Spectacular, an innovative enrichment program for children ages four through eleven. The 2013 program, which served 130 children, focused on the theme “Adventures in Literature.” The Spectacular, a mainstay since 2007, has been housed at Northside and Gentian Elementary Schools in Muscogee County. For information on the 2014 program, visit http://te.columbusstate.edu/
In our last issue we took a close look at our COEHP innovators—in nursing, in educator preparation, in programs supporting those with unique abilities, and others. We also welcomed and highlighted new faculty, many of whom show great potential as innovators. These men and women will make us better, stronger tomorrow than we are today.

In this issue, faculty, alumni, and others describe their perspective on what it means to be “on the way to good enough.” These contributors, each an accomplished professional, believe that being “accomplished” isn’t enough. They want, they need, they insist on seeking mastery (pages 6-13).

And there’s a good deal more in this issue’s articles, everything from computerized “SimMom” patients (p. 14-15), to health screening in Nigeria (p. 19), and a healthy recipe developed by students (p. 20). So read on!
Elizabeth Dudley (Beth) Holmes (1948-2013)

“Focused, Relentless, Highly Successful” -Thomas Harrison

Elizabeth (Beth) Holmes, former director of the Educational Technology Training Center as well as the Center for Quality Teaching and Learning—both based at Columbus State University—died in late October following a brief illness.

A graduate of Brenau College and later CSU with a master’s degree in early childhood education (1978), Holmes took the lead in promoting the incorporation of reading technology for early education, a field in which she gained national recognition as a consultant and speaker. In time, she advised the administration of Governor Roy Barnes of Georgia on education policy linked to technology integration.

Holmes, inducted into the Columbus State Education Hall of Fame in 2007, was a vital and popular member of the COEHP family. Then Associate Dean Ellen Roberts observed at the time of her passing that Holmes had a brilliant mind. Former dean Thomas Harrison, who worked closely with Holmes, commented that “Beth Holmes had a capacity to visualize the unique contributions that technology knowledge and skills could offer to a better preparation for Georgia teachers. She was focused, relentless, and highly successful in this endeavor. I oftentimes described her as a ‘consummate professional.’”

Holmes is survived by her husband, Charles M. Holmes, of Columbus.

Beth Holmes was among those honoring Steve Halverson when he retired in 2003.
INNOVATION

Master of Science in Nursing Program: “All Standards were met.”

After nearly a year of preparation and a demanding three-day on-site visit, the School of Nursing (SON) received good news in September from a team of evaluators. “All standards were met,” reported SON Interim Director Cheryl Smith to the CSU community. This finding, she noted, is “excellent. We did it!”

The report applies to the online M.S.N. program operated in cooperation with Georgia Southwestern University in Americus. The B.S.N. program will be reviewed in 2015.

Assessors represented the Commission on Collegiate Nursing Education (CCNE), based in Washington, DC.

Smith said that the successful accreditation event was a team effort. Evaluators were favorably impressed by the SON’s master evaluation plan and praised in particular the level of support nursing programs receive from CSU administration. Of the faculty, they said, “They are top-notch, professional, experienced, and knowledgeable.”

Rite of Passage Convocation

In October, SON Interim Director Cheryl Smith spoke at the fall Rite of Passage Convocation, a CSU tradition for faculty earning promotion to the rank of professor. Smith, who earned an associate degree in nursing from Columbus College in 1971, joined its faculty in 2007 and became interim director of nursing programs in 2013. She was promoted to the rank of professor last year.

At the Convocation, Smith reflected on her career path, in particular her decision to pursue advanced degrees in her field more than 20 years ago and how that decision brought about new opportunities for growth and service. She told INNOVATION in 2012 that she “found my passion” in nursing education. She holds an Ed.D. from Auburn University.

Family members, nursing faculty, and other COEHP colleagues attended the event.

RN to BSN Update

As of spring semester, more than 125 professional nurses are enrolled in the online RN to BSN nursing program. Since its inception in 2010, more than 75 area nurses have completed the program, 29 of them in December 2013.

The program attracts nurses with associate degrees who, for reasons of professional growth, desire a baccalaureate degree.

Ledger-Enquirer Supports Endowment

Columbusites filled their bags to overflowing at the Ledger-Enquirer’s used book sale in September. Out of the proceeds, the L-E made a generous donation to the Pergl-Altrusa endowment awarded to CSU’s outstanding early childhood graduate.
“Mastery,” writes Daniel H. Pink in his best-selling *Drive: The Surprising Truth About What Motivates Us* (Riverhead Books, 2009), is an asymptote.” Borrowing the concept from mathematics, he continues, “You can approach it. You can home in on it. You can get really, really close to it. But…you can never touch it. Mastery is impossible to realize fully.”

Highly skilled men and women—college faculty, performers in the arts, health professionals, kindergarten teachers, athletes, school leaders—are, at their best, simultaneously very good at what they do but are not, in their own mind’s eye, good enough. They are “on the way” to being good enough, to mastering their craft.

In what follows, we take a closer look at mastery from the perspectives of talented Columbus State University faculty members, a classroom teacher and CSU alumnus, and others. We begin with Christine Powell who in 2012, participated in a powerful professional development institute at Harvard University. We hear from School of Nursing professor LaTonya Santo regarding how she improved her own performance by building on her recognized strengths. Then we learn how band director Jason Thorne gave middle school musicians greater ownership of their work and, as a result, improved their performance. Next, we move on to art education professor Bret Lefler who discusses the powerful effect that engaging with fellow professionals had on his students at a recent conference. Finally, we drop in on alumnus Melissa Stugart who has taken on an important new position in the Tennessee Higher Education Commission.

Good enough? Not yet.
Muscogee County Teacher of the Year in 2009, Christine Powell brought British literature to life at Northside High School for high school seniors for more than a decade. With a B.A. degree from Georgia Southern and graduate degrees from Columbus State (M.Ed. and Ed.S.), she became assistant principal at Northside in 2013.

What concepts, ideas, applications, and processes that we learned in school do we use in our everyday lives? When is the last time we used the quadratic formula or quoted Shakespeare to do our jobs? Is what we teach preparing young people for a world that is not only spinning faster with continual increases in technology, but one that is also progressively getting smaller due to the exponential growth of globalization? Entering “The Future of Learning” Institute at Harvard in the summer of 2012, I faced these questions in light of my own students and my teaching practices. Was what I taught Columbus teenagers true “life-worthy learning” as they moved on to college or work?

We had two options: “The Future of Learning” and “The Project Zero Classroom.” I selected “The Future of Learning,” which promised to address questions that had been plaguing me: (1) What impact does technology have on students and what impact will it continue to have as we progress? (2) What does brain-based research suggest that students need to retain and transfer knowledge into the real world? (3) What is the impact of globalization on American students? Has their world become bigger or smaller? How do we encourage an international perspective?

Along with Paul Hampton, Storie Atkins (Columbus High School), and Jennifer Jordan (Clubview Elementary), I headed off to Boston in July, 2012.

On the Harvard campus for the first time, we were struck by its casual, yet highly intellectual atmosphere. We posed with the statue of John Harvard in the Yard, then meandered toward our lecture hall. Beginning our first plenary (i.e., general session), we found ourselves among educators from all over the world who asked the same questions about relevancy in education as we were.

In the opening plenary, Howard Gardner and his team of brain-based researchers challenged many pre-established notions of what content and processes should be taught in schools. David Perkins, a founding member of Project Zero, spoke first on “What’s Worth Learning?” Perkins targeted the “mind/brain connection,” 21st century skills, and globalization, together with learning and thinking across disciplines.

Project Zero founder Howard Gardner, perhaps the most recognized name in American educational theory today, spoke on “Five Minds for the Future: What They Are and How to Nurture Them.” He stressed the importance of addressing processes which move students toward synthesis and creation beneficial not only to themselves but to others.

The two of Gardner’s “five minds” that impacted my thinking most were the Creating Mind and the Respectful/Ethical Mind. I have always understood the role of the creating mind and have emphasized creation as an expression of learning, but I had always seen it as a means to an end rather than an end in itself. Gardner caused me to rethink its importance.

As for the Respectful or Ethical Mind, I had seen this as the domain of elementary and middle school teachers and parents and placed it in the category of “character education,” thus minimizing its role in young adulthood. Gardner transformed my thinking on this issue. I am now convinced of the importance of teaching high school students to understand others well beyond mere tolerance and to become responsible
digital citizens in an increasingly global age.

During the week-long institute, we formed smaller learning communities that met daily. These groups created “Think-Books” that mapped out our learning. We discussed with an international mix of educators the qualities, values, and characteristics of future learners. Our communities encouraged us to put our theories into practice and to be the creators and researchers exercising the exact same principles we learned in the plenaries.

During these sessions, I began to see my future students in light of my current ones, realizing that I already faced the so-called “future” learner. I decided then that it was time to revamp the way I teach and to structure my grading policies according to the principles associated with video gaming. I would award students points for completing “levels” of work, each being contingent on completing a previous level. I would set up challenges for them aligned with their own skill levels so that they could advance at their own pace.

To be candid, I cannot say after a semester or so of teaching this way that my students and their parents embraced the change. Many were not quite ready for this leap. The computerized grading systems we use are not conducive to alternative point systems, were hard to deal with, and many parents resisted the methodology.

I have revamped or tweaked these processes. Looking back, I realize that “The Future of Learning” dared me to challenge the system, to continue focusing on student needs as 21st century learners as a basis for designing units, lessons, and grading policies. As a result, I am more in tune with their desires and can tap into ways to push them forward more than ever before. For example, I have moved to mostly online submissions for their written work, which they find more in synch with their lives. I also have built in more online discussion groups.

When I am asked what I learned at Harvard, I refer to Howard Gardner’s last lecture, when he said, “I used to think that education is about learning ‘stuff,’ but now I realize that it is about making choices, and attaining deep understandings, and about understanding the methods by which disciplines work, and, most important, it is about values—what you cherish and why—and anyone who tells you anything different is deluded, or is trying to delude you.”

Thinking of the students of Northside High School—my beautiful, complex, and occasionally mind-boggling adolescents—the “Future of Learning” taught me that today’s young people evolve constantly as they employ new technology and connect to others through global networks. Like their parents, though, they still must...
Moving from Novice to Expert

LaTonya Santo, RN
Associate Professor of Nursing

LaTonya Santo has been an enthusiastic participant in the School of Nursing’s quiz bowl competition that helps student nurses prepare for Board examinations. She is pictured here (center) with Stephanie Lewis, a nursing professor now living in Switzerland.

LaTonya Santo is Assistant Director of the Bachelor of Science in Nursing program. Employed at CSU since 2004, she holds bachelor’s and master’s degrees from the University of South Alabama and a doctorate from the University of Alabama.

I have been a registered nurse for nearly 17 years and have had many roles and responsibilities. With every new role, I have had to move from novice to expert.

After reviewing the works of Marcus Buckingham, a motivational speaker and bestselling author, I realized that professionals achieve mastery when they embrace and work on their personal strengths. I learned from Buckingham that our strengths are innate and our weaknesses will never be our strengths.

I really embraced this fact after thinking back to my childhood and the activities that I enjoyed. My number one strength is ideation. I excel when I can brainstorm and create new solutions. For me, I have found that experience and curiosity, concurrently, are fundamental to achieving mastery. I am extremely curious, and I can spend hours “researching.” I will pursue information from peer-reviewed journals to informal blogs.

Those close to me know that I am obsessed with YouTube. I enjoy anecdotal videos about anything that sparks my curiosity. Currently, I am obsessed with documentaries related to food manufacturing, global illnesses, veganism, and cosmetics.

I have also emphasized that novice educators need to “learn their craft.” By this I mean formal courses on nursing education. I came to nursing education without a terminal degree and no experience in teaching. Later I decided that I wanted to learn more and enrolled in an Ed.D. program that focused on nursing education. During my doctoral studies, I experienced small and large epiphanies about teaching and learning that had a huge impact on my philosophy of teaching. I began to develop my own beliefs about teaching and learning, and it was visible in my teaching practice and my dialogue with others.

In conclusion, I will achieve mastery of my role as a nursing educator through developing my strengths, practicing, and feeding my curiosity. As a nursing educator, I have learned to seek, value, and apply formal and informal knowledge.

Marcus Buckingham, who ideas have inspired LaTonya Santo and many others, is author of Go Put Your Strengths to Work (Free Press, 2010) and Find Your Strongest Life (Thomas Nelson, 2009).
“Mr. Thorne Cried!”

Jason Thorne, Band Director,
Midland Middle School

A 2007 graduate of the Schwob School of Music, Jason Thorne is District 3 Chair of the Georgia Music Educators Association. He is a founding member of “10th and Broadway,” a quartet comprising four CSU clarinetists that has garnered international attention for its cutting-edge musicianship. The foursome has performed at the Art Institute of Chicago (2012) and the International ClarinetFest in California (2011).

As I sit with my bass clarinet working on materials for the next “10th & Broadway” concert, I find myself frustrated with the music and the lack of agility in my fingers. The concert is weeks away, though, so I have time. My students, however, are within days of an important performance. Large Group Performance Evaluation, the dreaded concert for many music educators in Georgia, is looming and can bring stress to an educator’s life. As an active performer, I feel the pain of my students’ stress in the preparation and execution of their music.

In past years my approach to delivering information was more lecture-oriented with less discussion/small group focus. This year, after evaluating my practice, I decided that our studies had to be driven by the students. They needed to take ownership of their action or inaction, to make musical choices and to listen more to each other with and without guidance.

I found that after I moved toward a small group emphasis my students were more engaged. They wanted to improve for each other. This meant more to them than working for a grade – or for me. They practiced more, cared more, caught their mistakes and got upset when they couldn’t get it “just right.” With this new-found ownership, my middle-school musicians craved even greater enrichment and challenge. The class became more disciplined in their routine. We had little to no loss of instructional time due to behavioral challenges.

The concert came. The students played. They performed really well. I cried.

I never cry, especially not at a middle school band concert. But my band had played for themselves and for each other. If anyone in the audience experienced or absorbed their music, then so be it. In reality, their most vital audience was themselves and each other—no one else. Their biggest reward came when they returned to school and their teachers saw faces beaming with delight, joy, success, and fulfillment.

When teachers asked them how they performed, their responses varied:

“We did really well.”
“We made a few mistakes.”
“We will get better.”
“Mr. Thorne cried!”

Upon reflection, I’m encouraged to continue to find new and interesting ways to engage and influence my students to find success intrinsically.

Jason Thorne plays bass clarinet with “10th and Broadway.”

Schwob School of Music in April

April 12: Kaleidoscope: 230 student musicians perform in a rousing 70-minute concert. 7:30 p.m., Bill Heard Theater ($20)
April 28: Columbus State Philharmonic Orchestra performs Louis Spatian’s A Summer Day and Gustav Holst’s The Planets. 7:30 p.m., Legacy Hall (free)
Seeing Art Education in a Brand-New Light

Bret Lefler, Assistant Professor of Art Education

Robert (“Bret”) Lefler joined the art department faculty in 2011. With degrees from The School of the Art Institute of Chicago (BFA), Texas Christian University (MFA), and Florida State University (Ph.D.), he came to CSU from Brownsville, Texas, where he was the Chair of the Department of Visual Arts at the University of Texas Brownsville. He was recently honored as the 2013 Georgia Art Education Association’s Higher Education Division teacher of the year.

Recently I made my annual pilgrimage to the Georgia Art Education Association (GAEA) conference in beautiful Savannah, Georgia. The conference serves as a forum for art educators in Georgia while enabling teachers to share research, ideas, professional practices, and current trends with other educators. What made this conference different from others I’ve attended is that this time, I took a small number of CSU undergraduate and graduate art education students.

I was delighted to find that contact with seasoned professionals enabled my students to see both art education and their future professions in a brand-new light. By attending seminars and workshops, and by interacting with other art educators, my students realized that a strong and expansive network of teachers and art education professionals was available to them once they entered the field. These professionals would be eager to share their expertise and guide newcomers as they begin their careers. As a result, there was an immediate and positive shift in my students’ attitudes toward their futures as art educators, not to mention a great sense of relief.

This incident clearly underscores the value of professional organizations like the GAEA and, equally important, reflects the very social nature of the teaching profession. To become better practitioners, it is vital that we seek out and interact with others who share common understandings and aspirations. It is through these interactions that we learn and grow, and, ultimately, become better teachers. We need this type of contact, not only to validate what we do in our classrooms, but to provide us with opportunities to see how our colleagues approach similar problems so that we may reassess our own professional practices.

As Dewey (1934) wrote, our experiences are generated by our interactions with each other and our environment. The Georgia Art Education Association and similar professional organizations provide exactly what Dewey illustrates—a place to interact with each other and to improve ourselves as a result.

Columbus State University will host the GAEA conference in the fall of 2015. Hope to see you there!

Art education professor Bret Lefler took students—including Cammi Batts, Brittany Shepherd, Bridgette Kerns, and Ashley Catchings—to the GAEA fall conference in Savannah.

Bret Lefler, pictured here in an evening methods class, promotes GAEA as a “strong and expansive network.”
Towards Collaborative Mastery

Melissa Stugart, K-12 Alignment Director, Tennessee Higher Education Commission

A graduate of Bryn Mawr College (B.A.) and Columbus State (M.Ed.), Melissa Stugart is a doctoral candidate at Middle Tennessee State University. Her recent studies focus on literacy.

During my ten years in public schools, I moved very quickly up the leadership ladder, from lead teacher to team leader to instructional coach with the ultimate intention of becoming a principal. Then, an amazing opportunity crossed my path, and I felt inclined to apply for a position in state education policy as a K-12 Alignment Director working for the Tennessee Higher Education Commission. I was hired and made an insane overnight transition from the world of screaming high school students to a quiet office in higher education policy.

From the viewpoint of a classroom teacher, we very often get lost in the immediate—my class, my students, my evaluation. It can be very difficult to grasp how decisions are made far above our struggles in the trenches. Likewise, now that I sit in a position far removed from the classroom, I find it easy to get lost in the big picture—our state, our districts, our scores—making it very difficult to grasp how challenging it is to implement reform on multiple fronts while dealing with all the other concerns of the classroom teacher.

Since accepting this position, my concept of “mastery” has changed dramatically. To both teachers and policymakers, mastery is typically reflected these days in test scores—specifically related to individual students, teachers, schools, districts, and states. However, beyond those individual assessments, we need to consider what I call collaborative mastery.

A commitment to collaborative mastery should cause us to weigh these questions: How well do we work together as policymakers and practitioners to ensure student success? How effective are the communication pathways between the classroom instructor and the decision-makers? What is the feedback loop to monitor progress?

The world of education consists of concentric circles, with student growth at the center. Each layer represents a different level of support required to affect change. However, liaisons must also exist between the circles to communicate needs and perspectives. As a policymaker, I am determined to build collaborative mastery by intentionally building a communication network with practitioners. To current practitioners, I encourage you to always reach out to your administrators and district leaders. Ask questions, make suggestions, and contribute to the collaborative mastery in your region and state. Perhaps if we all work together towards improving student outcomes, we can build a better world for ourselves and our students.

Alums Honored by English Teachers


Jarrett, nearing completion of an M.A.T. program, was named a promising “Future English Teacher of Color.” In brief remarks, she credited teacher education professor Erinn Bentley as being her mentor. Jarrett teaches at Carver High School.

Smith received the organization’s prestigious Lifetime Achievement Award for her many years of active service on GCTE’s executive committee. Before her retirement in 2013, she taught for more than thirty years in Muscogee County, including stints at Columbus High and Double Churches Middle School.

Outgoing GCTE president Kathleen McKenzie, also a CSU alumna (M.Ed., 1987), presented the award to Smith.
Book Clubs Promote Faculty Communication, Build Understanding

Book clubs are an increasingly popular form of professional development in the College of Education & Health Professions. This past fall, two book clubs were up and running in the COEHP. One group read David Novak’s *Taking People with You* (Portfolio Hardcover, 2012), while the other read Paul Tough’s *How Children Succeed* (Houghton-Mifflin, 2012).

Faculty get involved in book clubs for different reasons. New clinical nursing instructor Mandy Cranny put it this way, “Joining a book club allowed me to network and get to know other faculty members across campus. Additionally, having the opportunity to share and hear ideas helped in getting acquainted with the dynamics of the academic setting.”

Some COEHP faculty—Barbara Buckner, Margie Yates, and Dee Greer—opted to join both fall book clubs. Greer said that clubs are “a great way to learn and apply new information to the context of our work and to learn from more experienced colleagues. You know others will have a similar interest in the topic, and you get so much more out of reading the book when you participate in discussions with colleagues who have a different point of view.”

The Novak group were all COEHP faculty. Tough’s *How Children Succeed* attracted professors from other fields, including accounting, psychology, and French.

Novak, a major speaker at the October, 2013, Blanchard Forum on campus, is CEO of YUM! YUM! operates KFC, Taco Bell, and other fast-food outlets. He is regarded as one of America’s most effective business leaders, in part because of his focus on motivating employees, which Novak emphasizes in *Taking People with You*.

How Children Succeed has been a New York Times bestseller for several months. Its thesis is captured in its subtitle: *Grit, Curiosity, and the Hidden Power of Character*. Author Tough rejects the idea that school success is about intelligence and insists that other qualities, largely non-cognitive, spell success or failure for many students regardless of their IQ or socio-economic standing.

Members of the club agreed that much of what Tough delineates applies to students at CSU. With the recent emphasis on increasing retention and graduation rates here, *How Children Succeed*, as one member said, “strikes home.”
Technology Advances Nursing Practice

Delivering Community Partnerships, One Birth at a Time

Elizabeth Frander, RN
Associate Professor of Nursing

In this scenario, SimMom is close to delivering a healthy baby. Brittany Grissette, right center, shows CSU student nurses what to do.

Columbus State’s nursing educators are at the forefront of integrating technology into their teaching. As St. Francis Hospital readied its staff for the opening of its new Women’s Hospital in October, it partnered with the School of Nursing for a two-day training exercise in August that prepared its own nursing staff for the opening of its OB/GYN center.

School of Nursing instructor Brittany Grissette was among participants in the event. Senior nursing students also took part. What was new to some in the exercise were life-like, high-fidelity birth simulators known as “SimMom.”

Over forty St. Francis nurses participated. CSU students assisted with setting up simulation scenarios designed to improve a professional nurse’s response time during various emergency situations. These simulations provided a complete birthing experience—that is, before, during, and after delivery. Skills emphasized were an array of nursing maneuvers specific to birthing as well as how to deal with situations that may be life-threatening to a mother, her baby, or both.

Grissette’s specialty is obstetrical care. She observed that “this course was a good refresher for the nurses and really helped reinforce skills that are required in an emergency situation.” By running these scenarios with its nurses, a hospital is able to identify needed improvements in its procedures, thus decreasing the response time among nurses in various birthing emergencies. The bottom line: quality patient care and improved patient outcomes.

CSU nursing students participated in the exercises by running patient scenarios themselves. They also dressed up as actual patients, complete with IV’s, drapes, and the like. These elements make the situation seem more genuine, accurate, and life-like to participants.
Brittany Grissette is known to be passionate about her work as an obstetrical care nurse now guiding future RNs in the specialty. She is also a simulation expert and has recently gained additional training in working with high-fidelity mannequins like “SimMom.” She believes that, as an obstetrical nurse, she may experience the joy of birth with the parents and be a part of a very special time in their lives. This is usually a very happy time for families. Nurses, however, through simulations, must be ready for both the joy and, when necessary, the anguish of birthing complications.

Grissette has been a School of Nursing instructor for two years.
Who should go to college? Why?

Not that long ago, the answers to these questions were, in essence, that middle-class and upwardly mobile young men and women who do well in high school go to college for a well-rounded, liberal arts education and, for some, preparation for a career and/or graduate school.

That view of the college experience changed radically beginning with the GI Bill in the 1940s and continuing into the 1960s, when access to higher education expanded exponentially. At CSU and elsewhere in the University System, what is meant by higher education is still evolving.

Today, with the knowledge that a college education pays striking economic benefits over a lifetime, experts such as CSU special education professor Gregory Blalock promote the idea that many young men and women who, because of intellectual disabilities (ID), may not be "college material" in the traditional sense have much to gain from going to college.

A Columbus State faculty member since 2008, Blalock has advocated this position for years. His experiences prior to joining the faculty here included working with students with an array of exceptionalities, particularly those with intellectual disabilities including Down syndrome.

Blalock was recently awarded a $30,000 grant to help establish a support system at Columbus State for students with such disabilities. The program—called COUGARS (the acronym stands for inClusive Opportunities for University Guidance, Academics and
COEHP Scholarship Recipients (January 2014)

**AFLAC Teacher Education Scholarship:**
Jaime Albritton, Early Childhood Education; Teshiba Brooks, Early Childhood Education; Anthony Gibson, History Education; Tracy Greenfield, Secondary English Education; Kevin Klida; Mathematics Education (UTeach)

**Astrid Hiie Baker Scholarship (Nursing):**
Brynden Ferguson, Zachary Kinney, Kallan Kuhn

**Caroline Lawson and Oliver Ivey Memorial Scholarship**
Shabrika George, Early Childhood Education; Colleen McMaster, Middle Grades Education

**Georgia Lung Association Health Science Scholarship**
Adesikemi Ewederi

**Goizueta Foundation Scholars (Nursing)**
Amy Gamino, Daniela Martinez-Rodriguez, Jessica Smith

**L.B. & F.L. Griffin Scholarship (Nursing)**
Simone Gordon-Alvarez, Alisa Valles

**Norman Illges Memorial Scholarship (Health Science)**
Kyla Barron, Amy Schwartz

**Paul & Miriam Witt Family Scholarship**
Charles Cantrell, Science Education (UTeach); Taylor McCray, Early Childhood Education, Maria Menendez, Music Education; Tiffany Rivers, Foreign Language Education

**William Henry Shaw Undergraduate Fellowship**
Shawn Benton, Special Education; Angelica Long, Special Education

"My personal vision for COUGARS," Blalock observes, "is that it becomes a prime vehicle for talented and extremely motivated individuals who happen to have an intellectual disability to become much more civically engaged, independent, and tax-paying citizens leading the kind of full lives that any other university graduate has the opportunity to lead."

Many at CSU share Blalock’s enthusiasm. COEHP Dean Barbara Buckner believes that “this will have a huge impact on the lives of many individuals.”

Joy Norman, who coordinates Disability Services at CSU, will be a key player in making COUGARS work. “Joy,” explains Blalock, “understands what we are trying to do here.” Norman, in effect, will help the CSU community “understand how this improves what we do as a public university in multiple ways, how it has the potential for raising the level of discourse in the college classroom, and how it increases campus diversity for the better.”
Richardson Named Callaway Professor

Michael D. (Mike) Richardson, newly appointed Fuller E. Callaway Chair in Educational Leadership, sees himself as a builder, not a maintainer. It was this motivation that, early in 2013, sparked his interest in a new position at Columbus State. At the time, Richardson was department head for Educational Leadership and Technology at Southeastern Louisiana University.

“It was clear to me that Columbus State and the College of Education & Health Professions wanted to move its doctoral program forward. That’s what I have done in the past and what I enjoy.”

CSU’s doctoral program in curriculum and leadership—developed under the leadership of President Tim Mescon, former COEHP Dean David Rock, and Tom Hackett, now the institution’s Provost and Vice President for Academic Affairs—was launched in 2010.

Richardson has spent the first months in his new job gathering information and assessing the doctoral program’s assets and growth areas. Essentially, he makes it clear, one must determine where he or she is before taking a new direction.

“That’s how I operate,” he told INNOVATION in December.

Being awarded a Callaway professorship is a feather in the COEHP’s cap. Richardson, a nationally known figure in educational leadership, fills the bill and then some. He has authored or edited 17 books, published more than 125 articles in professional journals, published more than 50 book chapters and made more than 250 presentations to state, regional, national and international professional organizations.

As well, Richardson has chaired more than 90 doctoral dissertations. This prior experience links closely with his role in directing the doctoral program at CSU.

Before joining the CSU faculty, he held appointments at Western Kentucky, Clemson, Georgia Southern, Mercer, and, as noted above, Southeastern Louisiana University. His career has also included experience as an elementary principal, a high school principal, Title I Director, and assistant superintendent.

Despite his impressive credentials, Richardson strikes his colleagues as down-to-earth and accessible. He often ends a conversation with faculty members by offering his help. “I’m here to assist others,” he explained. “That is what endowed professors do.”

CSU President Tim Mescon was delighted that the funding request for Richardson’s position was approved. “Dr. Richardson’s impressive experience and expertise will be a true asset to Columbus State University,” he said. “We are fortunate to have him on our staff, and we thank the Callaway Trust for its support.”

The Fuller E. Callaway Professorial Trust, formed in 1968, provides funds to establish professorial chairs at Georgia’s senior colleges and graduate schools. Its larger purpose is to enrich academic programs at these universities by attracting and retaining superior teacher-scholars.

The Callaway Professorship in the College of Education & Health Professions

Michael D. (Mike) Richardson is the COEHP’s second nationally known academic to fill the Fuller E. Callaway professorship. Between 1984 and 1999, Mary M. Lindquist, who became president of the National Council of Teachers of Mathematics (NCTM) in 1989, served in this prestigious position.

During her years at CSU, Lindquist was influential in establishing the Columbus Regional Mathematics Collaborative (CRMC), now in its twenty-third year.

Retired Callaway Professor Mary M. Lindquist, on right, caught up with CSU’s math education professor Debbie Gober on a visit to the CRMC in 2013. Gober is co-director of UTeach Columbus.
Over Thanksgiving, 2013, nursing professor Anthonia (Tony) Imudia took part in a ten-day medical mission to rural Nigeria, an area often underserved by health practitioners. The geographic focus of the mission was villages in the Ika South region, located in south central Nigeria. The area is approximately 250 miles east of Lagos, Nigeria’s capitol. In these villages, visiting health professionals took on the task of screening residents for diabetes and hypertension.

Imudia, who joined the Columbus State faculty in August, 2013, said, “While the exact prevalence of these diseases in developed (western) countries is known, people suffering from these diseases in developing (emerging) countries often are unaware of the disease and the resulting complications.”

She went on to explain that “early recognition and diagnozes are paramount in preventing the associated long-term debilitating complications” of both diseases. Diabetes, she noted, affects more than 285 million people worldwide. Nearly four times that many people—perhaps one billion—are hypertensive.

The team saw more than 1000 patients in three days. Those diagnosed with either diabetes or hypertension received immediate medication and a referral to a clinic for ongoing care.

Numerous medical practitioners—physicians and nurses from Nigeria, the United State, and Panama—participated. “It was a collaborative effort,” Imudia told INNOVATION. Local governments provided support nurses and doctors. Two local clinics, although ill-equipped, were used along with a nearby church.

Numerous organizations sponsored the mission, most of them based in the Southeast. Among them was the Clifford O. Imudia Memorial Foundation (COIMF) in Tampa (FL).

Clifford Imudia was Tony Imudia’s father-in-law. “He was a traditional leader in the Agbor Kingdom of Delta State. He served the community like no other one ever did in his time. When he died, his friends and family members set-up the Foundation to continue his good work.”

A corollary goal of the mission was educational, Imudia explained. The team created awareness in Ika South about diabetes and hypertension, their causes and their treatment.
Applied Nutrition. HESC 2125  The catalog notes that this sophomore-level course examines “… the elements of nutrition as well as current issues in food protection, consumption, and dieting.” Required of health science majors, HESC 2125 wraps up each fall with a feast, but the menu, with each dish being prepared by students, is long on healthy foods such as nuts, soy products, and vegetables, while it shortchanges fried meats, butter, and heavy desserts.

Instructor Rebecca Toland, who was awarded a doctorate in health education last year from A. T. Still University, comments, “With the creation of the cookbook, students can share what they have learned with their families.” She points out that the US obesity epidemic is particularly serious in the Southeast.

“Try It, You’ll Like It”

**Peach-Berry Crumble**

**Ingredients:**
- 2 pounds peaches, peeled;
- 1 cup berries,
- 2 T sugar,
- 1 T lemon juice,
- 2/3 cup whole wheat flour,
- ½ cup rolled oats,
- ½ cup light brown sugar,
- 1 t cinnamon, pinch of salt,
- 1 T butter,
- 1 T canola oil,
- 3 T frozen orange juice concentrate,
- 1 Tablespoon chopped almonds

**Directions:**
Preheat oven to 375 degrees. Spray 8x8 baking dish with cooking spray; combine fruit, sugar, and lemon juice in large bowl; place in baking dish and bake, covered, for 20 minutes. As fruit bakes, mix topping (flour, oats, brown sugar, cinnamon, and salt, butter); add oil and stir till mixture is shiny; add orange juice concentrate; blend until moist; remove baked fruit and stir, then sprinkle evenly with topping and almonds; return to oven and bake uncovered until filling is bubbly and topping is brown, about 20 minutes; cool 10 minutes before serving.

**Nutrition Facts:**
- total fat 4.4 grams,
- carbohydrates 42.9 grams,
- sugar 29.2 grams

Recipe created by Ansley Wingard, Haley Hodnett, Destini Cofield, and Anjelica Smith.
Dr Tyo’s dissertation but is a completely new area for Dr. Smith. Along with completing two questionnaires, nurses in the study wear four devices which quantify both their physical activity and sedentary behavior.

By partnering with St. Francis, Drs. Smith and Tyo have expanded their research agenda while providing important information to St. Francis. The hospital, in turn, is able to meet research requirements linked to gaining recognition as an American Nurses Credentialing Center (ANCC) Magnet. This credential assures quality patient care, nursing excellence, and innovation in nursing practice.

As reported in our last issue, Oxbow Meadows Environmental Center has a new director, Michael Dentzau. For the first time, Oxbow’s director holds faculty rank, which is, in effect, a radical redefinition of that position. Because he teaches classes each semester. Dr. Dentzau will see Oxbow from the point of view of a science educator, not just as an environmentalist.

As a faculty member, Dr. Dentzau continues to engage in research, in his case investigations known as place-based science education, which emphasizes bridging formal school science with student life experiences in various environments. Oxbow Meadows is a perfect place for Dr. Dentzau to conduct such studies. In his short time at CSU, Dr. Dentzau has already had one article, “The Value of Place,” published in Cultural Studies of Science Education.

College professors are busy men and women responsible not only for teaching but also for enhancing knowledge in their disciplines. In addition to the four COEHP faculty members I have described above, others with research in progress come to mind: Deniz Peker (science education) is studying pre- and in-service science teachers’ professional identity development; research professors Camille Lawrence Bryant and Andrea Dawn Frazier—together with Becky Becker (theater) and Amanda Rees (geography)—are investigating the organic spatial thinking of fourth graders at Downtown Elementary School in Columbus; Dee Greer (early childhood), Tom McCormack (leadership), and Mike Richardson (also leadership) are investigating school safety; and Erinn Bently (English education) is studying how various technology-embedded projects affect teacher abilities or attitudes toward using technology.

These efforts underscore the fact that COEHP faculty members are on the cutting edge of their respective fields and remain in step with the academic challenges of higher education today.
On MLK Day 2014—“Oh Freedom!”

James Brewbaker

“Oh freedom, oh freedom, oh freedom over me
And before I’d be a slave I’ll be buried in my grave
And go home to my Lord and be free”

(see box, below)

Thinking and writing about the Civil Rights Movement of the 1960s on January 20, 2014, gives one pause. So much has happened—a lot of it good, a lot of it not so good. Yes, much has been accomplished, yet so much work lies ahead. Most American cities—Columbus, Georgia, among them—have a street named for Martin Luther King, Jr., but here as elsewhere it is in a highly segregated, economically depressed part of town. Although many of us now live in desegregated neighborhoods, American schools, from one city to the next, are more segregated than they were in 1980.

Roughly thirty years after the bombing of the 16th Street Baptist Church in Birmingham in 1963, Ellen Levine published Freedom’s Children (Avon, 1993), an oral history detailing the experiences of children and teenagers in and around that horrific event as well as the Children’s Crusade in Birmingham, the 1950s Montgomery bus boycott, and others.

Having reviewed Freedom’s Children for a national publication in 1992, I knew that it would be a good read for Columbus College’s Challenge program, a two-week summer enrichment experience for gifted 5th and 6th graders that I co-directed in the 1980s and 1990s. In vivid detail, the “Freedom’s Children of the 1960s”—middle-aged when Levine, tape recorder in hand, interviewed them—recalled memories of lunch counter sit-ins at Birmingham’s Newberry’s five-and-ten-cent store, marches, arrests, and songs such as “Oh Freedom” that demonstrators sang to keep their spirits up.

Those of us planning the Challenge curriculum agreed that it was important for Challenge youngsters to deal with the Civil Rights Movement. We had observed that school history in Columbus and elsewhere seemed needlessly sanitized. Black History Month didn’t go much further than Rosa Parks and MLK. Going beneath the surface made people uncomfortable, perhaps.

So in July, 1993, Challenge’s middle-schoolers studied “Freedom’s Children Then and Now.” They learned about separate water fountains and waiting rooms, police dogs, and non-violence as a vital strategy promoted by both Gandhi in India and King in the Southeast. They read the accounts of then-teenaged Birmingham African Americans who risked their lives in 1960s marches and sit-ins and, later the same day,
found themselves in crowded jail cells. The children role-played these scenes and learned “Oh Freedom” and “We Shall Overcome” themselves.

At the end of the first week, we boarded buses and headed for Birmingham’s Civil Rights Institute and, across the street, the 16th Street Baptist Church itself, the site of the 1963 firebombing. At the Institute we saw white and colored water fountains and the burnt shell of a Greyhound bus that, until it was stopped by mobs, had carried Freedom Riders.

At the church, we met with three now forty-something “freedom’s children”—Judy Bostick, Myrna Jackson, and Francis White. These three women were among Ellen Levine’s sources for her book.

I can’t speak for the 5th and 6th graders. I can say, though, that I was blown away by our 45 minutes together. Each woman told her story in turn, speaking calmly yet with the passion of having been part of something important, something worth risking her life for.

I returned to Columbus, Georgia, different somehow, maybe stronger.

I don’t know for sure, of course, but I choose to believe that, on this MLK Day for 2014, some of the Challenge kids from 1993—today’s teachers, bankers, homemakers, and soldiers, many of them parents—remembered the day they met Judy Bostick, Myrna Jackson, and Francis White as vividly as I do. Maybe they hummed a strain or two from “Oh Freedom.” I sure did.
In its first year, CSU’s volleyball team made its mark with a 20-11 season record, including a 12-6 record against Peach Belt Conference opponents. Head coach Casey Cornett and returning players are at work already “getting better—on the way to mastery.”

The young team—not one senior is on the official roster—is comprised of 15 women, seven of whom major in a program based in the College of Education & Health Professions. COEHP players include (#2, on left) Emily Veihman, Augusta, Georgia, and Cheyenne Swenson, Draper, Utah (#13). Veihman majors in middle-grades education, and Swenson majors in exercise science.

Other volleyball players with a COEHP major include Taylor Ray, Columbus (early childhood education); McKenzie Bragg (Columbus, exercise science); Kierston Smith (Port Charlotte, Florida, exercise science); and Mary McCarty (Columbus, pre-nursing). Photos on INNOVATION’s cover show Kierston Smith (#12), Megan Scharnott (center left), exercise science major Katie Poole (#3) of Rowlett, Texas, and Erika Celzinyte, recruited from Lithuania to play for CSU.

Katie Poole was an All-Conference first team pick for the 2013 season.