On a soggy mid-August afternoon, COEHP faculty and entering freshmen came together in the Recreation Center to socialize, get to know one another—and, once the preliminaries were out of the way—eat ice cream.

On left are John Blalock, visiting from California, his brother and special ed professor Greg Blalock, talking to Mary Johnson of the Coca Cola Space Science Center. At lower left, freshman education students “say cheese.” On right, health education professor Paula Walker assists a new pre-nursing student complete her Treasure Hunt questionnaire.

Because of their unexpectedly generous gratuity to Innovation’s editor-in-chief, we have determined not to publish photos of Dee Greer, Rebecca Toland, and Tara Underwood as they danced under the limbo stick.

Be grateful for this.

I scream, you scream—we all scream for ice cream!
In the Throes of It

Barbara Chesler Buckner, Dean

This fall is my 25th year in higher education. I look back at my career with much contentment in the path that I have taken. In some respects, things have not changed, yet—in more ways than is sometimes acknowledged—we are more innovative and technologically savvy and, thus, we better meet the demanding needs of modern day students.

Today’s student is different. More students work or attend school part-time, taking longer to graduate. Our classrooms are comprised of two generations which researchers label as Gen Xers (1961-1981) and Millennials (1981-2000). Both are more racially and ethnically diverse than any other American generation. They have grown up with technology, they prefer active learning, and they are in a constant state of communication. They Google anything at any time when they want to know something. Today’s students are always connected to the internet, and technology is part of their normal existence.

In “The Five Strategies to Engage Today’s Students,” Christy Price (Dalton State College in North Georgia) points out that today’s ideal learning environment prompts a veritable kaleidoscope of challenges for an instructor. Students want less lecture and more peer collaboration, and they demand engagement through multimedia.

Millennials view their instructors differently. Beyond disseminating knowledge, professors must assist with the application of knowledge and make learning both relevant and less formal. All this makes both classrooms and teaching different. Faculty must use new technology to revitalize their teaching strategies.

In turn, technology moves at a blistering pace. A few years ago, recall, faculty used classroom sets of “clickers” so that 20 students in class answering questions via their clickers resembled TV’s “Family Feud.” Today, though, boxes of clickers gather dust, no longer useful. In their place, faculty download an app that does the same thing as the clickers, only on students’ smart phones.

A year ago, counseling professor Michael Baltimore taught an entire graduate class using an app. That’s what I call Innovation with a capitol “I”—engaging today’s students, getting them interested in content—by using today’s technology!

Technology evolves faster than many faculty members have time to learn. Educational leadership professor Gary Shouppe, though, easily learns new software and then offers assistance to his colleagues either in groups or one-on-one.

The newest software being installed on COEHP faculty computers is Camtasia, an array of tools that help faculty better serve students with disabilities in online classes. It has garnered positive reviews from faculty, including Margie Yates, the COEHP’s new Director of Graduate Studies.

Continued on page 21

About the Stack

Beep! The Stack, on left, provides a quick look at the Beep Baseball World Series of 2013, held in Columbus in July-August. Beep Baseball has served blind and visually impaired athletes since 1976. Because players cannot see, they rely on beeps to play. From top to bottom are depicted the Long Island Bombers; Taiwanese players adjusting their game masks; a Taiwanese batter at full tilt heading to a beep base; and a slugger for the Athens Timberwolves taking batting practice. Beep!
Innovation … “What’s New?”

This is the inaugural issue of Innovation—and what better theme to begin with than innovation itself? Innovation, in fact, is a core value of the College of Education & Health Professions. We believe that readers will find that we “walk the innovation walk” as well as talk the talk.

Articles which follow describe what’s new—what is innovative—in our programs, our outreach, and our vision for the future. We report on nursing faculty members Elizabeth Frander’s and Amanda Hawkins’ work on behalf of recruitment. Interim Teacher Education chair Jan Burcham relates how she and others designed the Summer Spectacular, a successful early childhood program that wrapped up its sixth year in July. Staff writer Amy Overton examines Camp Abilities Columbus 2013, and she visits with W.D. Feeney and Matthew Moore as they discuss their student teaching experiences—in wheelchairs.

And there’s more, much more, so read on. We’re proud of what’s new in the COEHP.
Carter, Cason, Edmundson Tapped for Hall of Fame

Three career educators and CSU alumni—Pam Carter, Kim Cason, and Mike Edmundson—were inducted into the Education Hall of Fame in May.

Carter, a learning disabilities teacher with a Columbus State M.Ed. degree (1980), taught in Columbus for more than 25 years. Recognized as a Muscogee County Teacher of the Year and a Page One recipient, she was tapped by ABC television as one of America’s Top Fifty teachers. Today she is Teacher Education Coordinator at Troy University, Phenix City.

Cason earned an M.Ed. from CSU (1991) and taught English in Muscogee County and Harris County schools beginning in 1987. Credentialed as a teacher of the gifted, she taught gifted education at Jordan HS and Harris County HS. In 2007 she became Professional Learning Specialist/System Mentor for Muscogee County and, also in Columbus, now serves as Instructional Curriculum Specialist for English Language Arts.

A Muscogee County science teacher for more than 30 years, Edmundson holds three CSU degrees and a doctorate in science education from Auburn. He has received numerous honors, including the Presidential Award for Excellence in Science and Mathematics Teaching, a distinction which afforded him the opportunity to testify before Congress. Edmundson engages his students in the arts. One student’s artwork about science, in fact, was published in England.

Transitions—Departures, New Roles, and Interim Appointments

This fall the College of Education & Health Professions bids farewell to some familiar faces. As well, some faculty and administrators are wearing new hats, several on an interim basis.

New Administrative Roles

Ellen Roberts, Associate Dean of the COEHP, is Interim Assistant Vice President for Academic Affairs. She moved into this role following the untimely death of Gregory Domin.

Cheryl Smith is, for 2013-2014, Interim Director of the School of Nursing (SON). Former director Sheri Noviello has assumed a teaching role.

Deirdre Greer, Teacher Education Department Chair, is now Interim Associate Dean of the COEHP.

Jan Burcham, is, for 2013-2014, Interim Department Chair for Teacher Education.

Departures

In Teacher Education, special education professor Evelyn Blalock now teaches at Fox Elementary School in Muscogee County, and early childhood professor Burhanettin Keskin has taken a position at the University of Mississippi.

In the School of Nursing, Christine Schwarting has relocated to Birmingham, AL, while Therese Lahnstein and Noreen McDonough have joined the faculty at Troy University.
School of Nursing Pins 82

At its May convocation, the School of Nursing pinned 82 candidates for the Bachelor of Science in Nursing degree. This was the SON’s graduating class for 2013. At the same event, 18 nurses who earned the RN-to-BSN program were recognized, as well as Mandy Cranney, CSU’s first recipient of the MS in Nursing degree.

Among nurses, the pinning ceremony is comparable to graduation itself. It is an occasion for socializing, celebration, and, to be sure, dressing to the nines.

Among 2013 recipients of the Bachelor of Science in Nursing degree are Kimberly DeVincentis (Midland, GA), Leard Ray Daughety, Jr. (Columbus), and, on right, Kristal Bryant (Columbus). Leard Ray Daughety, Sr. graduated from CSU in 1994.

Retired nursing professor Dr. Rhonda Hollis attended the 2013 pinning ceremony. Hollis served on the SON faculty from 1988-2010.

A New Day for ColumbusState.TV

Beginning in July, television production at Columbus State isn’t what it used to be. It has evolved. Formerly known as COEHP.TV, the television station of the College of Education & Health Professionals, ColumbusState.TV now extends well beyond Jordan Hall to embrace both main campus and RiverPark.

The prime mover behind the growth and expansion of CSU.TV is Michael Baltimore, whose work on its behalf earned him the Dean’s Award for Innovation in 2009. He is now CSU.TV Director, though he will remain a faculty member in community counseling.

This fall, ColumbusState.TV broadened its content to highlight more CSU events, including sports and activities at the RiverPark Campus, where a second studio has been constructed adjacent to the Department of Communications.

Special education professors Jeff Conklin and Greg Blalock, above, host “Education Forum,” formerly a COEHP.TV program which will continue into 2013-2014 on CSU.TV.

Summer guests on “Conversations,” a new CSU.TV feature, were (far left) Jessica Todd, seated, and Kim Lester. Todd received the Pergl-Altrusa Award as CSU’s top early childhood graduate for 2013; Lester is the 2013 Teacher of Year for Muscogee County. Alumnus Carroll Taylor, on right, visited CSU.TV to discuss her novel Chinaberry Summer (New Plains Press, 2013).

COEHP News continues on pages 20-24
Meet Our New Faculty (see pages 6-11, following)

Nine talented professionals joined the College of Education & Health Professions faculty in August. They include (left to right) Pamela S. Wetherington, Early Childhood Education; Julie Jones Edenfield, Coordinator of Student Teaching; Dr. Michael Richardson, Educational Leadership; Dr. Anna Wan, Mathematics Education; Brittany Grissette, Nursing; Dr. Michael Dentzau, Director of Oxbow Environmental Learning Center; Dona-Lee Ferguson, Nursing; and Dr. Ekaterina (Katya) S. Strekalova-Hughes. Not pictured here is Dr. Anthonia Imudia, Nursing. Read more about her on p. 14.

In its next issue, Innovation highlights the work of the School of Nursing’s clinical faculty, some of whom are full-time CSU employees. Others are new to Columbus State this year. New clinical faculty are Amanda Cooper, Mandy Cranney, Vanessa Hicks, Desiree Huffman, and Gwendolyn Miller (full-time); plus Danielle Williams and Christy Larson (part-time).
Dr. Michael Dentzau  
**Director, Oxbow Meadows Environmental Education Center**

Dr. Michael Dentzau became Director of Oxbow Meadows following a national search. Most recently he headed Sea-to-See at Florida State University. Sea-to-See, an arm of FSU’s Office of Science Teaching Activities Program, emphasizes hands-on, hands-dirty learning about marine animals.

Having received his Ph.D. from FSU in 2013, Dentzau also has degrees from Fairleigh Dickinson and Texas A & M. In the early 1990s, he was an environmental specialist for the state of Florida. In this capacity, he developed a statewide training program for wetland regulation.

Dentzau, his wife Talley, and his children are heavily involved in education. Talley has been a research assistant at FSU, while his son Andrew and daughter Kara are in graduate and undergraduate studies there. An ardent environmentalist, Dentzau quotes Senegalese Baba Dioum, who said, “In the end we will conserve only what we love. We love only what we understand. We will understand only what we are taught.”

Julie Jones Edenfield  
**Coordinator of Student Teaching**

Julie Jones Edenfield became Coordinator of Student Teaching in August. A veteran classroom teacher, since 1998 in nearby Harris County, Edenfield holds degrees from Auburn and Troy universities, including an Education Specialist (Ed.S.) from Troy. Her teaching focus has been at the elementary level, where she has served as a reading specialist.

Edenfield, one may sense, is a teacher educator at heart. She has mentored student teachers from CSU, LaGrange College, and Troy on numerous occasions and derives great satisfaction from the role.

Born and raised in Columbus, Edenfield now enjoys the rural life in Cataula, also in Harris County, where she lives on a farm with husband Lee, sons Raines and David, and Lacy, their twelve-year-old chocolate lab.

In all her free time, Edenfield has written three children’s books, but she has yet to initiate what she described recently as the “dreaded publishing process.”
Dona-Lee Ferguson  
**Instructor of Nursing**

Dona-Lee Ferguson has moved from part-time into a full-time position in the School of Nursing (SON). She joined the faculty in 2011 after a stint at the John B. Amos Cancer Center where she was Clinical Research Coordinator. Previously she worked in nursing assignments in New York, Maine, Illinois, and South Dakota, her home state.

Most of her teaching at CSU is to juniors. She provides hands-on instruction in both clinical and simulation settings.

Married and from a large family, Ferguson enjoys travel and the ocean, but not the heat of the South. She is part Wampanoag Indian and was in South Dakota when *Dances with Wolves* was filmed there. Because of her heritage, perhaps, she notes that it was easy to identify with the people, places, customs, and language of the film. Ferguson lives in Cataula where, last summer, she had a run-in with a northern brown snake while gardening. She reports, “I didn’t weed again until December.”

Brittany Grissette  
**Instructor of Nursing**

Like Dona-Lee Ferguson, Brittany Grissette moved from a part-time to a full-time position in the School of Nursing beginning in August. A graduate of Auburn (B.S.N.) and Troy Universities (M.S.N.), Grissette was a charge nurse at East Alabama Medical Center before coming to CSU. Her specialty is obstetrical care and closely related topics, and her instructional focus is senior nursing candidates in both classroom and clinical settings.

Grissette presented “Keeping up with Generation Y” to the Georgia Association for Nursing Education in February.

Married for six years, Grissette has a four-year-old daughter, Abbott. People are surprised, she says, to learn that she and her husband Brandon began dating when she was fourteen.

An avid reader, Grissette recommends Mary Kay Andrews’ *Spring Fever* (St. Martin’s, 2013). She told *Innovation* recently that she dislikes doing the laundry and is frustrated by dieting.
Dr. Anthonia Imudia
Assistant Professor of Nursing

Anthonia Imudia joined the School of Nursing faculty after serving as Medical Auditor for the mayor’s office, New Orleans, LA. An expert in HIV/AIDS care, she spent six years (2005-2011) managing two primary healthcare clinics in Louisiana. There she provided nursing and delegated medical services to individuals that stress health promotion and disease prevention.

Imudia earned bachelor’s and master’s degrees from Columbia University and a doctorate in 2012 from the University of Miami, Coral Gables, FL. Her research examined the integration of HIV management into primary care environments.

Married for 18 years, Imudia has two children, a 13-year-old girl and an 11-year-old boy. She enjoys dancing, cooking, and exercising, especially jazzercise. A book she recommends is *Infidel*, a memoir by Ayaan Hirsi Ali (Atria Books, 2007). She told *Innovation* that she is frustrated by people who resist change without experiencing it first.

Dr. Michael Richardson
Professor of Educational Leadership

Michael D. Richardson joined the Educational Leadership faculty after five years at Southeastern Louisiana University as Department Head for Educational Leadership. His career has included experience as an elementary principal, a high school principal, Title I Director, and assistant superintendent. Since the late 1980s, he has served on faculties in universities in five Southeastern states including Georgia.

Educated at Tennessee Technological University (B.S., M.A.) and the University of Tennessee (Ed.D., 1986), Richardson is a highly productive scholar with several hundred papers, articles, chapters, and books to his credit. In 2012, he received the Jack Greer Lifetime Achievement Award from the Southern Regional Council on Educational Administration.

Married to Leah Richardson, a former high school band director, Richardson enjoys reading and fishing. An influential book he recommends is Malcolm Gladwell’s *Outliers* (Little, Brown, 2008). He regrets the commercialization of education and takes great satisfaction in helping others achieve their goals.
Dr. Ekaterina S. Strekalova-Hughes
Assistant Professor of Early Childhood Education

Ekaterina S. Strekalova-Hughes (Katya) joined the early childhood faculty after six years at the State University of New York (SUNY) at Buffalo, where she received her Ph.D. in 2012. At CSU, she teaches courses in cognitive development and assessment, among others.

A native-born Russian, Strekalova-Hughes has filled numerous leadership positions in her field, including her current role as liaison between Russia and the Association for Childhood Education International (ACEI). Early this year she received a grant from the American Education Research Association to study storytelling among immigrants in western New York.

Academic is in Strekalova-Hughes’ DNA. Her grandfather and parents are or were professors. She recently married David Hughes, an “all-American MBA graduate” she met at SUNY Buffalo. Her international families stay in touch and visit each other across the Atlantic.

Strekalova-Hughes notes that people are surprised to learn that she, a lover of international travel, has a basic fear of flying.

Dr. Anna Wan
Assistant Professor of Mathematics Education

Anna Wan joined the Teacher Education Department as Assistant Professor in her specialty, mathematics education. A Southern Californian born on Friday the 13th, Wan taught high school mathematics in Oxnard, CA, before entering advanced graduate studies at Auburn University in 2009. She received her Ph.D. from Auburn in August. At CSU, Wan teaches mathematics methods for both middle grades and high school teacher candidates and works with both undergraduate and graduate students.

Reflecting her Chinese heritage, perhaps, Wan says that her “all-time favorite place to eat” is in the Night Markets of Taiwan. There are more than 100 such markets in Taipei, where street vendors sell food and much more. She told Innovation that she had never seen an armadillo until she moved to the South.

Pamela S. Wetherington

Instructor of Early Childhood Education

Pam Wetherington, formerly Coordinator of Student Teaching, has moved to the Teacher Education Department. As an early childhood instructor, she teaches courses in her specialty and coordinates edTPA, an influential new assessment system for teacher candidates.

Wetherington, now engaged in doctoral studies, built an enviable record as both student and teacher. In 2008, she received CSU’s Thomas Ford Servant Leadership Award and was named outstanding graduate student in her field. In 2009, she was the Georgia Association for the Education of Young Children (GAEYC) Student of the Year. While a teacher, she won the Disney Planet Challenge for the south region (2010) and Georgia (2011).

Wetherington lives in Hamilton, GA, with her husband Dave and (count ‘em!) five children. She is active in her church and, she said, a rabid Florida Gators fan. People are surprised to learn that she cries when viewing sports movies. She recommends The Hole in Our Gospel (Thomas Nelson, 2009) by Richard Stearns.

**Innovation In the College of Education & Health Professions, 2000-2013**

Thomas Harrison established the Dean’s Award for Innovation. Its recipients have been recognized for a wide array of activities, including curriculum design, the development of COEHP.TV, and the design of instructional podcasts.

_Innovation_ now highlights some who earned the Dean’s Award together with innovators who might well be worthy of that award in the future. First, we describe Amanda Hawkins’ and Elizabeth Frander’s strategies in 2012-2013 that built enrollment in the RN-to-BSN nursing program (pp. 12-13). Then we drop in on the early childhood faculty’s latest rendering of the Summer Spectacular (pp. 14-15), a prior honoree. We wrap this section up with a visit to Camp Abilities Columbus (pp. 16-17) and a conversation with two young men who student taught from wheelchairs (pp. 18-19).

2000 Lori Crutchfield and **Michael Baltimore**
2001 Virginia Causey
2002 **Jeff Conklin**
2003 Lisa Shaw
2004 Larry Beaty, Tom Hackett, Martha Hall, Roger Hatcher, and Donna Pascoe
2005 Tom Hackett, Martha Hall, Pat Duttera, Donna Pascoe, and Bill Hortman
2006 Gary Gibson

2007 **Walter Breaux**
2008 Susan Barlow, Jan Burcham, Betsy Glisson, Dee Greer, and Joseph Mills
2009 **James Brewbaker**
2010 **Michael Baltimore**
2011 Chris Johnson, Michael Johnson, and Stephanie Martin
2012 Sheri Noviello
2013 Amanda Hawkins and Lisa Frander

**Note:** names in boldface are active Columbus State University employees. Others have retired or relocated.
Dynamic Duo (aka Hawkins and Frander) Earn Innovation Award for 2013

Amanda Hawkins and Elizabeth Frander of the School of Nursing are innovators par excellence. This dynamic duo, as Dean Barbara Buckner calls them, are lead faculty members in the innovative online RN-to-BSN program. Their greatest contribution, many agree, is in marketing this program across Georgia and East Alabama.

An RN-to-BSN program attracts fully credentialed nurses with associate degrees who aspire to earning a four-year degree. Columbus State’s program, fully online and based on the completion of a series of nine self-paced modular courses, has an edge because students need not interrupt their employment to complete the program.

Hawkins and Frander extended boundaries and created new and innovative ways to recruit students into the program while establishing partnerships with other institutions such as Columbus Technical College.

The payoff for CSU is increased enrollment. To the community, though, the payoff is a significantly greater number of baccalaureate-prepared nurses. The Institute of Medicine’s recommends that at least 80% of all nurses should hold baccalaureate degrees by 2020.

With the Affordable Care Act just around the corner, professionals such as Hawkins and Frander agree that “it is more important than ever that we educate nurses to provide an increased quality of care that will improve patient safety and improve clinical reasoning and critical thinking skills.”

Building enrollment, to Hawkins and Frander, is all about “Recruit, Orient, Advise, and Retain” or ROAR. With this strategy, they marketed the RN-To-BSN program in Georgia and Alabama. They must be doing something right—a great deal of it, in fact. Since 2010, the RN-BSN program has increased its enrollment by 400%. More than 100 other students have been admitted in order to complete core classes so that they may begin online nursing classes as early as this semester.

Frander explained recently that, "by allowing flexibility on admission, students are now allowed to enter the program each semester, and most
complete the program in a year.”
Partnerships with technical colleges, further, make it possible for more local nurses to advance their nursing education.

Frander pointed out that this arrangement provides not only a seamless transition towards a higher degree, but also greater job flexibility and the opportunity to pursue an even higher degree, if one is desired. “This is very beneficial for our local health care community,” she said. “A good many of these students progress into the new master’s degree program at Columbus State and elevate the level of nursing care delivered in our local hospitals.”

Hawkins and Frander have presented at numerous national and international conferences to share the nuts-and-bolts of the RN-to-BSN program and the strategies they use to promote student engagement and success. Among other outcomes, they have reported improved student retention.

Most RN-to-BSN students have families and jobs. The online format makes pursuit of the bachelor’s degree feasible even for those with such busy lives. Frander and Hawkins believe that the School of Nursing can and should be student-friendly while maintaining high academic standards.

As of mid-June, 2013, more than 100 students were enrolled in the RN-to-BSN program.

Today’s Nurse: “Collaborator and Creator”

What do nurses do, really? A traditional view is that nurses care for patients following a carefully formulated series of treatments ordered by a physician. The reality, though, seems to be more complicated than that.

“Nurses are collaborators and creators,” said Mandy Cranney in a recent conversation with Innovation. Cranney, the first to earn CSU’s Master of Science in Nursing degree, firmed up this point of view when she provided care for her husband’s stepmother following a major stroke. The registered nurse, Cranney believes, must be a key member of a team focusing on patient recovery, not just a skilled deliverer of services.

It is apparent that Cranney wants to convey this understanding to others—that is, to those studying to become nurses. In her master’s degree studies, she might have chosen either a leadership emphasis or nursing education emphasis. She picked the latter. Cranney enjoys teaching, she explained, though her teaching experience to date has been as, of all things, a sky diving instructor.

Cranney was encouraged to apply to CSU’s online program by Cheryl Smith, now Interim Director of the School of Nursing. Smith taught her at Auburn before joining the CSU faculty. As things turned out, Cranney’s favorite class in her graduate program was Smith’s courses in effective teaching and learning strategies. She said that the program is “rich” in its emphasis on teaching and learning.

Cranney hit the ground running in the 21-credit program, which is one hundred percent online. She carried a full load whenever possible, which is why she was CSU’s first to graduate. At first, some of her classmates were enrolled at Clayton State University which at the time was partnered with CSU. More recently, CSU contracted with Georgia Southwestern University, thus making a pact which opens up graduate studies for Georgia nurses from Columbus south to the Florida line. Clayton State and CSU are no longer collaborating on the program.

As of mid-June, 2013, eleven students were enrolled in the School of Nursing’s master’s degree program.

As of mid-June, 2013, June, Mandy Cranney was studying the Certified Nurse Education (CNE) Review Book. Passing this examination is a basic expectation for prospective nurse educators. In August, having passed the exam, Cranney was hired as a member of the 2013-2014 clinical faculty.
INNOVATORS II: ... Revisiting Award-Winning Early Childhood Program

Summer Spectacular

Children in the 2013 Summer Spectacular built a cardboard canoe as they explored the theme, “Adventures in Literature.”

Jan Burcham, Moselle Worsley Fletcher
Distinguished Chair of Teacher Education

Summer Spectacular, an innovative enrichment program for four- through eleven-year-olds, began in 2007. For designing and implementing the program, early childhood faculty—Jan Burcham, Dee Greer, Betsy Glisson, Susan Barlow, and Joseph Mills—received the Dean’s Award for Innovation in 2008.

Daily journaling is a regular feature of the Summer Spectacular. These 2012 participants wrote about what they were learning about the Olympics.
Summer Spectacular provides a four-week summer laboratory experience for undergraduates majoring in early childhood education. These students serve as teachers in multi-aged classrooms. Each year undergraduate teacher education majors plan an integrated, project-based curriculum linked to a selected theme. Themes change each year. Past themes have included Adventures in Literature (2013), The Olympics (2012), Natural History Museum, Transportation, and others.

Children may attend one week, two weeks, or as many as four. They may begin at any point during the four weeks of the program. Each week costs $40.

This year, Summer Spectacular served 130 children while accommodating 55 CSU students, 25 of them M.Ed. or Ed.S. candidates. More than 1,000 children and their families have taken part in Summer Spectacular since its inception.

The incorporation of Common Core Georgia Performance Standards as well as a strong focus on problem solving and critical thinking in the theme allows children to learn in an engaging and meaningful way. Participants are active learners with the teacher candidates who, under the direction of early childhood professors, guide their hands-on learning.

Summer Spectacular is housed each year at a partner school from Muscogee County. Since 2007, the program has been hosted by North Columbus Elementary, River Road Elementary, and, since 2012, Gentian Elementary, whose principal is Betsy Tomblin.

Principals and teachers at each school have been generous in allowing the program to use space in their buildings for the Summer Spectacular. In return, the program reserves a number of places for children from the host school.

Summer Spectacular provides scholarships for many students attending from the host schools. Scholarships come from anonymous donors as well as occasional end-of-program budget surpluses.

Research on the impact of the program shows that undergraduates receive statistically significant higher scores on their student teaching performance than do their peers who did not have the Summer Spectacular experience. Additionally, 98% of parents rate the program as “Excellent” while citing their child’s learning as its best feature. Children report that they learn while having fun. Many say they wish that “real school” was more like Summer Spectacular.

Summer Spectacular has evolved over time. It now also provides a clinical experience for students enrolled in a graduate course in creativity. These students—practicing, graduate-level teachers—observe and take part in the program and, as a result, enhance their own teaching skills.

Summer Spectacular also offers a reading tutorial where some children may focus on building literacy skills.

Looking to the future, the early childhood faculty anticipates further expansion in order to reach more children and teachers, plus connecting with other programs in the College of Education & Health Professions.

Summer Spectacular benefits all participants. It provides an opportunity for undergraduates to assume full responsibility for a classroom. Many of them graduate a semester early since they can complete these requirements during the summer term.

Additionally, Summer Spectacular is a model program where practicing teachers can observe, participate, and learn innovative teaching methods to take back to their own classrooms. Finally, it is a wonderful service to the community where children can learn in an exciting and engaging environment. The benefits of the program extend outward from Columbus State to the partner schools and the surrounding community.
INNOVATORS III:

Cynaya Howgan-McCoy held onto the “fun stick” like it was her most prized possession. She was so excited to have gotten it but she was equally as thrilled to give it away.

“You pass the fun stick to someone who looks like they are having fun,” said Cynaya, matter-of-facty. “I’ve had it a couple of times.”

The fun stick was a big part of Cynaya’s Memorial Day weekend.

The 8-year-old from Atlanta spent the holiday weekend at Camp Abilities at Columbus State University. This was her second year participating in the camp but her first spending the entire weekend.

Cynaya has attended Camp Abilities since Health/PE professor Jeanine Fittipaldi-Wert organized the first camp at CSU in 2012. But this year the camp’s format changed from a day camp to a residential camp, where participants stayed in dormitories on campus.

“I liked spending the night,” Cynaya said. “It is refreshing. I have a dorm and a roommate. It’s kind of like a vacation but not too far from home.”

Camp Abilities is a national program that was established in Brockport, New York in 1998. It is a sports program for children and teens with physical disabilities.

Camp Abilities Has Can-Do Spirit and Results

Amy Overton

“You’re pumped when you get here,” said Kendall Newsome. Good friends Kendall and Cynaya Howgan-McCoy demonstrate the offensive position used in goalball, a blind sports favorite.

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that are blind or visually impaired. Fittipaldi-Wert served as the assistant director for several years in Arizona before she joined the Health/PE faculty at CSU. She was anxious to establish the program here as soon as possible as well as recruit volunteers from her Arizona days.

To Fittipaldi-Wert, Camp Abilities is all about developing one’s unique abilities, not simply adjusting to one’s limitations. The program’s upbeat motto is “A Loss of Sight—Never a Loss of Vision.”

Cynaya liked spending the night at the camp, but she loved playing the sports. Her favorites were kickball, beep baseball and goalball.

“There are a lot of blind sports,” said the spunky 8-year-old. “They are fun. Even if you are not blind you can enjoy them.”

Cynaya had no trouble making friends at the camp. Her closest pal is 13-year-old Kendall Newsome, an 8th grader at Double Churches Middle School.

“People think Kendall is my brother because we look alike,” said Cynaya.

“We are close friends.” The fondness and camaraderie the two youngsters share is evident.

This year is Kendall’s second year at Camp Abilities. He too said he likes staying overnight.

“It’s fun waking up here and being ready to do stuff,” Kendall said. “You’re pumped when you get here.”

Kendall’s favorite sport is goalball, which he said is a combination of bowling and dodge ball. He and Cynaya gave a quick demonstration of the game, lying down to block the ball and getting in the squatting position used in offense.

Naomi Ross, 9, a student at Vineville Academy in Macon, was a first-year camper. She was very excited about being at the camp and loved going swimming.

“I like to do new things,” she said. “It was a little scary when my mom wasn’t staying, but I made four new friends so now I’m good.

Naomi was full of energy and positivity. During her interview, she looked over at her counselor Megan and said, “Look! I’m famous already.”

Camp Abilities Columbus State University was able to accommodate up to 12 campers. It charges participants a nominal fee for the experience. It relies on donations and volunteers to make it both possible and successful.
Disabled? It’s a Matter of Perspective
Student Teaching from a Wheelchair
Amy Overton

In 2011, W.D. Feeney (red hair) was an enthusiastic participant in wheelchair football, part of CSU’s disability awareness week observance.

Matthew Moore and W.D. Feeney’s perspective on student teaching differs from that of others. Instead of standing in front of the class leading instruction, both of them—Feeney at Arnold Middle School and Moore at Creekside Intermediate School in Harris County—taught from a wheelchair.

The thought of student teaching unnerves many, but neither young man seemed intimidated by teaching from a wheelchair. In a classroom of early adolescents struggling to develop social skills, Moore said the sixth-grade students he taught reacted positively.

Matthew Moore found ways to confer with small groups of sixth-grade students at Creekside Intermediate School in Cataula, GA.
“The first thing I did was talk openly about my disability explaining what it is,” Moore said. “I explained the things they might see and the why and how of it.”

Although both young men had overall positive experiences, there were times when they felt like they weren’t taken seriously, though not because of their disability. Rather, this was because they weren’t viewed as “real teachers.”

“Students don’t always take you as seriously, but they don’t take any student teacher seriously,” said Feeney. Moore agreed.

Both Moore and Feeney dealt with challenges on a daily basis, and they know there will be others once they are in their own classrooms. To Moore, accessing students from his wheelchair was a problem. Sometimes, he said, he had to have students come to him. “My classes were large, and I couldn’t reach every student. Some don’t want to leave their desks.”

Other issues the two dealt with as student teachers were routine school activities such as field trips and fire drills. “On field trips, when students ride on the bus, we might have to find other forms of transportation and not ride with our students,” Moore said. “And in the case of fire drills, we will sometimes have to find an alternate route.”

Both Moore and Feeney are positive about their student teaching experience. Principals and cooperating teachers, they agreed, helped both of them in any way possible. “My cooperating teacher [Stephanie Torres] would bring her husband in to help rearrange the room to make the students more accessible to me,” Moore said.

Feeney had positive experiences working with Shane Larkin, his cooperating teacher, as well as with other teachers. “They brought cake and gifts on my last day,” he said. “It was unexpected.”

Moore, a Phenix City resident with two degrees already from Troy University, graduated in May with a Master of Arts in Teaching (M.A.T.) degree. Feeney, a middle-grades major with concentrations in language arts and social studies, graduated with a B.S.Ed. degree.

As Innovation went to press in early September, Feeney had been hired to teach at Richards Middle School, and Moore was still looking.

### The Richard L. Duncan Scholarship

W.D. Feeney is a recipient of the Richard L. Duncan Scholarship for the Physically Disabled. Recipients must major in teacher education.

Richard Duncan (1955-2001) was severely injured in an automobile accident. Following rehabilitation, he was adopted by Dr. Frances Duncan, Columbus College’s first special education professor. Richard became a teacher and taught at Fort Benning Schools for a decade. Later, he established a bookkeeping and tax service. Before his death, he was in charge of the Columbus Cotton Mouths website.

Inquiries regarding contributions to the Duncan Scholarship should be directed to Cardin_Laura@columbusstate.edu

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**Call for Submissions**

*Innovation* invites your submission of letters, feature articles, book reviews, op-ed pieces, and news items of interest to our readers. Our readers are health professionals, educators, alumni, faculty, students, and supporters of our multi-faceted College of Education & Health Professions at Columbus State University. We seek readable, generally short items (500-750 words), and we remind all that the right photo is worth a thousand words.

Submissions and inquiries should be addressed to the editor: brewbaker_james@columbusstate.edu

**Upcoming Themed Issues**

- **Volume 8, #1**: (Spring/Summer 2014) “Good Enough? Getting Better? Mastery!” How do you, as a professional, move toward improving your practice? Inspired by Rebecca Mieliwocki, the 2012 National Teacher of the Year, we seek short, anecdotal pieces on specific ways professionals move from being “good enough” to “getting better” and (someday) achieving “mastery.” We are especially interested in student and alumni contributions.
  - Length: 300-400 words.
  - Deadline: December 15, 2013

- **Volume 8, #2**: (Summer/Fall 2014) “Partners” Collaboration is a core value of the College of Education & Health Professions. This issue will examine how the partnerships we form in the greater Columbus community (and beyond) enhance what we do. We seek informative articles about partnership between the COEHP and others.
  - Length: 500-750 words.
  - Deadline: April 1, 2014
Ivey Center Revives Cultural Approach to History

Rather than focus on what happened, a cultural approach helps teenagers understand how and why certain events occur. The result is a richer grasp of history coupled with an understanding of both one’s own culture and that of others.

As conceived by Professor Ivey, the approach would help ease the potential trauma of school desegregation. This feature was noticed by many educators, including two in Columbus, who offered “American Ideas,” a combined history and English class, at Carver High School (1971-1974). Before long Kendrick High School offered the same class.

At the Ivey Center on the CSU campus, teachers of social studies and other subjects enhance their professional skills, network, and help shape the cultural approach for today’s history classrooms. Center Director Victor Salazar, a Columbus State doctoral candidate, told Innovation that its activities are both high-tech and high-touch.

“Relevance and responsiveness are the two most compelling features of any educational paradigm and program,” he said. “Therefore, we want to provide teachers with innovative teaching strategies and resources commensurate with the digital age.”

Though the Cultural Approach was developed decades ago, the Ivey Center offers video and audio podcasts, digital presentations, and other interactive resources. Its materials are in step with state and national performance standards.

The Center has updated and republished Oliver Ivey’s text, History: A Cultural Approach. Though Ivey died in 1988, he is listed as its 2013 author. Ivey wrote the first three of the book’s chapters. Editors of the new edition are CSU history education professor Richard Gardiner and Earl Gordon Barnett, who earned a Master of Arts in Teaching degree from CSU in 2012.
In the Throes of It

Continued from page 2

At May’s graduation, President Tim Mescon asked students to stand if they worked during their time at CSU. Almost all stood. To meet their needs, many faculty—among them nursing professors Elizabeth Frander and Amanda Hawkins (2013 recipients of the Dean’s Award for Innovation) have created learning environments that fit this population extremely well.

The School of Nursing’s “dynamic duo,” Elizabeth (Lisa) and Amanda pioneered the RN-to-BSN program, CSU’s first fully undergraduate online degree. Beyond this, they pounded the pavement to promote the program, and it has become extremely popular among working nurses (see p. 12).

So, yes, the environment of academe is altering, and there is no turning back.

But it isn’t all about technology. It is also about commitment and passion. Health-PE professor Jeanine Fittipaldi-Wert, one of the most dedicated and sincere educators I have ever worked with, brings nominally disabled learners, both P-12 young people and adults, to campus on a regular basis. Why? So that her students, both graduate and undergraduate, may work with learners who, though held back by what many regard as a handicap, have unique and special abilities. It amazes me to think of the impact Jeanine has made on behalf of this population of children in the greater Columbus area.

The bottom line is this: The higher education classroom is in the throes of a tsunami of change. I am proud to tell our readers that the faculty of COEHP is successfully navigating the storm. Where will we be in three years? I am confident we will be right in the middle of it, paddling ahead, keeping up and ahead of the tide.
The Semi-Sciences and the Schools: Seeking Comfort in Uncertainty

James Brewbaker

How comfortable are our readers with uncertainty? That is, with not knowing when highly respected scholars and other professionals around you—biologists and astronomers, for example—are emphatic and clear in what they understand about their disciplines? How comfortable are faculty members with the idea that, to some extent in the applied sciences and more often than not in education, a behavioral science, what we don’t know is as important as what we do? Can you and your colleagues handle the likelihood that no one knows for sure which therapy works best with patient X, Y, or Z, or which teaching strategy promotes independent thinking among early adolescents?

New York Times columnist David Brooks addressed this idea in a recent op-ed piece ("Heroes of Uncertainty," May 27, 2013). In commentary directed for the most part at mental health fields, Brooks wrote, "...the behavioral sciences like psychiatry are not really sciences; they are semi-sciences. The underlying reality they describe is just not as regularized as the underlying reality of, say, a solar system."

The rub, though, is that many professionals in a behavioral science such as psychology and education long for the precision of physics or biology. Brooks put it this way: "You want to be coolly scientific. You want to possess an arcane body of technical expertise. You want your mind to be a neutral instrument capable of processing complex quantifiable data."

I submit that a fair amount of what is wrong with the America educational enterprise is a byproduct of trying to fit the square peg of teaching and learning theory, a semi-science, into the round hole of precise science. Policy makers want to grab hold of all that complex data and find the answer, and they keep doing it over and over.

For decades, decision makers have wrung their hands at the deplorable state of American schools and attempted to fix those schools with one rational (read scientifically sound) program after another (see No Child Left Behind, 2001; Race to the Top, 2009; and the Common Core Curriculum, 2010-present). It’s time, they insist, to get organized, to be scientific, and to assure the public that those who teach our children know what to teach, how to teach it, and how to measure the outcomes of instruction reliably and validly.

The Common Core adds this twist: establishing the same curriculum norms in Walla Walla and Waycross, in Phoenix and in Phenix City. One should be able to throw a dart at a US map, to visit communities in 45 of the 50 states that signed on to the Common Core, and, in fly-on-the-wall fashion, to observe third-grade classrooms where the same
reading, writing, and mathematics are being taught and learned—and with equal effectiveness.

Georgia and Alabama were among the 45 states that agreed to adopt the Common Core. Doing so was among criteria for Race-to-the-Top funding, a federal carrot intended to get state mules moving.

Now, though, the mules are balking. Their rumblings come from groups as philosophically diverse as the Republican Party and teacher unions. As of early August, in fact, both Georgia and Alabama are among a growing number of states that have determined not to participate in the Common Core’s testing program (PARCC).

Many critics sense that the Common Core, intended to replace a so-called hodgepodge of state-by-state standards, might create more problems than it would solve.

I suggest that too many policymakers have what David Brooks termed physics envy, “the desire to be more like the hard sciences,” a desire that has distorted numerous fields, among them education. “It’s led practitioners to claim more knowledge than they can possibly have.”

My best guess is that most school practitioners—that is, classroom teachers—neck deep in the uncertainties of teaching and learning, already get it. As David Brooks observed, they possess a “hybrid mentality” that, while they understand how science shapes enlightened practice, they also see its limitations.

These practitioners, the front-line teachers of our children and grandchildren, rank high on my list of “Heroes of Uncertainty.”

Math Masters on the Go

Rachel Winkles

The Columbus Regional Mathematics Collaborative (CRMC) hosted its first annual Math Masters Tournament in April. Five schools participated. At its conclusion, CRMC Director Denise Peppers presented a trophy to the winning team from Blackmon Road Middle School, coached by CSU alumnus John Dobbins.

Peppers, aware that Muscogee County had discontinued its middle-school math competitions, decided to establish one on campus. She wanted to give the event a “twist,” however.

Most math tournaments are about procedural fluency—that is, skillful completion of mathematical processes. With the CSU event, however, groups of middle-schooilers worked on multi-step problems which, for full credit, they had to discuss with “solid mathematical reasoning,” Peppers explained. She credits Dr. Chris Rodger of Auburn University for modeling this approach in tournaments there.

Peppers decided that, in 2013, middle schools in the Partner School Network would be invited to take part. “We felt that we could enrich existing collaboration with them and garner their support for reaching out to more schools next year.”

At first, team coaches—teachers from the participating schools—knew little about what to expect. They did learn that students would work on four “group-worthy” problems and would collaborate to solve them.

Participants, according to CSU faculty, enjoyed themselves. Interim associate dean Dee Greer said that she heard one youngster exclaim, “Wow! This is really going to be fun. We’re not just doing math; we actually have to think!”

Math education professor Debbie Gober, co-director of UTeach Columbus, said that Math Masters was “a nice blend of collaboration and competition” and differed from typical competitions.

Peppers is planning a second year of Math Masters, which will involve more schools. She is also looking into a competition for homeschooled children.
On a soggy mid-August afternoon, COEHP faculty and entering freshmen came together in the Recreation Center to socialize, get to know one another—and, once the preliminaries were out of the way—eat ice cream.

On left are John Blalock, visiting from California, his brother and special ed professor Greg Blalock, talking to Mary Johnson of the Coca Cola Space Science Center. At lower left, freshman education students “say cheese.” On right, health education professor Paula Walker assists a new pre-nursing student complete her Treasure Hunt questionnaire.

Because of their unexpectedly generous gratuity to Innovation’s editor-in-chief, we have determined not to publish photos of Dee Greer, Rebecca Toland, and Tara Underwood as they danced under the limbo stick.

Be grateful for this.