

A message from the Dean and Professor

Jerri A. Haynes, Dean



Greetings,

Although we face uncertainty on multiple fronts, the College of Education has ramped up remote teaching skills, implemented technology, addressed social and emotional issues, and examined racial justice, equity, and deeper learning in unprecedented time. We have undergone a comprehensive redesign to reconceptualize teaching, scholarship, and service during the past year. As the only public HBCU with a rich legacy in Higher

Education, the College of Education's transformation is exceptional in higher education, working collaboratively with school districts, the Tennessee Department of Education, and Community colleges. Our purpose is rooted in our pathway to excellence in knowledge, skills, dispositions, and applications. In this fall 2020 newsletter, we will share our pathway to excellence. Each department is reimagining the organizational structure, accountability, culture, assessment, and technology at every level in all our programs to significantly enhance access, affordability, academic excellence, student support, and program impact. We are focusing on recruitment, retention, graduation and employment to ensure that all our students are prepared for the workforce.

During this past year, we looked for flexibility amidst the chaos, solicited input from our constituents, focused on learning opportunities for teacher educators, teachers, and teacher candidates, reviewed policies, revised Memoranda of Agreement (MOA), increased our online program offerings, enhanced communication with reassurance for students and prioritized our focus on anti-racist and equity-minded education. We are focusing on what students need to know and be able to do, as we increase academic rigor while radically diversifying the student body to be inclusive of all students. We continue to prioritize effective leadership across all departments (Teaching and Learning, Educational Leadership, and Psychology).

Fall 2020

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We purposefully target student support and build stronger existing partnerships while increasing new partnerships; indeed, we engage at the state level with new initiatives while meeting the technology and partnerships challenges caused by COVID-19. We have revisited our communication with our residency programs, collaboratively revised the clinical supervision course to meet the changing context of schools amid COVID-19 (e.g., technology-based assessment, diversity, and flexibility).

Through it all, the College of Education continues to explore new territories and seek opportunities to further our success. I invite each of you to share our successes with your colleagues and others about the great things happening in the TSU College of Education. It is only the beginning of the transformation and reconceptualization of the College of Education. As always, I welcome your feedback and look forward to the College of Education’s unlimited possibilities.

Go, Big Blue!

Announcements:

Global/Diversity Opportunities



Dr. Kisha Bryan (TELL) and Dr. Mary Shelton (Psychology) have been selected by the Office of International Affairs to participate this spring in Soliya Connect, an online cross-cultural exchange program. Students in Dr. Bryan’s Multicultural Education class (EDCI-5500), Dr. Shelton’s Developmental Psychology class (PSYC 3510), and nine other TSU classes will join students from Morocco and the United Arab Emirates (UAE) for small group discussion and activities designed to increase cultural competence, civic engagement, and media literacy.



For more information about Global Connect, click here : [Soliya Connect](#)

Office of Assessment and Accreditation

The fall semester is off to a great start! The Office of Assessment and Accreditation would like to welcome Dr. Pamela Burch–Sims to our office. Dr. Burch-Sims has worked at the university for several years and comes to us with a wealth of assessment experience. Please join me in welcoming Dr. Burch-Sims to our college.

The Office of Assessment and Accreditation has been very busy. The office is proud to announce several accomplishments for Fall 2020.

Nuventive Training

The COE Office of Assessment and Accreditation has trained faculty to use the new Nuventive System. This training included the input of general information, program learning outcomes, assessment results, continuous improvement efforts, and curriculum maps. Program coordinators have input their 2019-2020 Annual Assessment plans into the Nuventive System. They have also begun Annual Assessment Plans for the 2020-2021 academic year. Program coordinators should input data for the Fall of 2020 no later than November 20, 2020.

Advanced Program Accreditation Preparation

The Advanced Programs Committee has met several times this semester. The committee is currently preparing for its upcoming CAEP Accreditation visit. Program coordinators have been actively working on Advanced Standard 1- Content and Pedagogical Knowledge. The upcoming accreditation visit is anticipated in the Spring of 2023. For more information, please contact Dr. Trinetia Respress, Committee Chair.

EPP Created Assessments

The Office of Assessment and Accreditation has been working on the validation of the Employer Satisfaction Survey and the Alumni Survey. The validation of these instruments will be completed during the Fall of 2020 semester.

Fall 2020 Data Retreat

The Fall 2020 Data Retreat was held on November 6th. The data retreat was attended by 38 faculty members, staff, and external stakeholders. The data retreat focused on the review of data for professional dispositions. Several continuous improvement recommendations were made regarding the process for assessing dispositions, revisions to the assessment instrument, and the methods for analyzing data.

SACSCOC Annual Assessment Plans

Faculty in the College of Education have been working hard to demonstrate the assessment cycle of setting program learning outcomes, curriculum mapping, developing and implementing assessment methods, establishing criteria for success and performance target, reviewing assessment data, creating an action plan, and demonstrating evidence of improvement--“closing the loop”.

Here is an example of “closing the loop” in completing the annual assessment plans:

Faculty in the Instructional Leadership program analyzed comprehensive examination data and noticed a weakness in the critical thinking skills of some of their students. They are now emphasizing specific scenarios/cases that require students to display entry-level critical thinking skills in these areas.

Reminders to Faculty

Please be reminded of the timeline below for SACS COC Annual Assessment Reports. Utilize the provided checklist and rubric to evaluate your assessment plans.

- Review by Department Chairs-May 3rd - May 7th
- Review by Interim Assistant Dean-May 10th - May 14th
- Review by Associate Dean-May 17th - May 21st
- Review by Dean-May 24th -28th

Department of Educational Leadership

Drs. Trinetia Respress trespress@tnstate.edu & Heraldo Richards hrichards@tnstate.edu Co-Chairs

We would like to first thank Dr. Kirmanj Gundi for his leadership of the Department of Educational Leadership. Dr. Gundi served as department chair for three years and has decided to return to his position as a full-time faculty member in the department. We welcome Dr. Gundi back to the faculty ranks. Drs. Respress and Richards will be leading the department until a new department chair is identified.

The Department of Educational Leadership has had an unusual start to the academic year. The COVID pandemic has had a tremendous impact on each degree program. Faculty have had to quickly adjust their courses and identify innovation strategies for offering courses online that have not been traditionally offered online. Although it has been difficult, the faculty have risen to the challenge and continuously make improvements that have a positive impact on student learning.

Accreditation Update

The department has also been busy preparing for its upcoming CAEP accreditation for advanced programs. Each program is in the process of making several curriculum improvements in preparation for the 2023 accreditation site visit. Also, the program faculty continue to assess programs for SACS COC. The faculty have begun to input their Annual Assessment Plans for the 2020-2021 academic year into the Nuventive System.

Departmental Initiatives

Students in the department participated in a Winter Writing Workshop through the Writing Hub sponsored by Title III Graduate Student Writing Services and the College of Education. The writing workshop focused on assisting master’s and doctoral candidates with motivation, development of a writing timeline/schedule, and alignment of the research study. More writing sessions will be held in the future.

Aspiring Assistant Principals Mentoring Session (AAPP) –AAPP students participated in a monthly mentoring sessions titled, *Involving Parents: Making Parents Active Partners in Their Students’ Educations and Creating a Structure for Parent and Educator Collaboration*. The session was facilitated by Dr. Rodney Ray from Atlanta Public Schools.

Applying for Administrative Certification

All instructional Leadership candidates must apply for licensure in their last semester. Candidates must submit the following documentation to Dr. Diane Bryant (dbryant@tnstate.edu) in the Office of Certification and Transcript Analysis: (a) Official transcripts from all colleges and universities attended, (b) Praxis School Leader Licensure Assessment indicating a passing score for the licensure program, (c) letter or program of study to verify all program requirements are completed, and (d) an application for licensure.

Faculty Connection to the Field



Dr. Terrance McNeil presented two presentations at the TACTE 2020 conference on October 5th and 6th. His presentations were titled, *Pandemic Considerations for Leadership: Testimonies of Aspiring Principals* and *Creating a Systemic Anti-Racist Educator Preparation Program for Substantive Improvement of Practice*.

Let’s congratulate Dr. McNeil for a job well done!



Dr. Carole de Casal has presented at four conferences: U.S. Department of Education, Office of Civil Rights, “Understanding the Federal Civil Rights Laws, Their Implementation, and Compliance in the K-16 Schools”; Tennessee Conference on Volunteerism and Service-Learning: “Service-Learning at Tennessee State

University is a Win-Win-Win-Win Situation. Yours can be too.”, and MidCumberland Head Start Pre-Service Conference, “People Quit Their Supervisors, Not Their Jobs”. Highlighting her work as a civil

rights advocate, she was featured on CUTV News Radio for a one-hour presentation on Civil Rights in the Schools. Additionally, her accolades this year included: the 2020 Executive Spotlight, Marquis Who’s Who Lifetime of Achievement Award; and Business Leaders and Professionals of America 2020 Educator of the Year. Let’s congratulate Dr. de Casal for a job well done!

Alumni Spotlight



Dr. Adrienne Battle is a TSU alumni. She received her master’s, education specialist and doctorate degrees from Tennessee State University. Dr. Battle is a devoted public servant whose career is marked by her commitment to serving Nashville’s public schools. She is the first female director of Metro Nashville Public Schools, and

the first director to graduate from the district. Her 20-year career in education spans all the way back to her elementary school days in Nashville. She has held multiple executive principal positions through the elementary and high school levels, and was named the 2015 Academies of Nashville Executive Principal of the Year. Dr. Battle was recently recognized as one of Nashville’s 10 Most Powerful Blacks by the Nashville Post. She was also inducted into the 2019 Public Schools Hall of Fame. We are so proud of Dr. Battle for her stellar accomplishments.

Department of Psychology

Dr. Kiesa Kelly, Department Chair

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Dear COE friends and family:

During these difficult times, I’m pleased to have the opportunity to share with you some highlights of the Psychology Department’s successful transition to virtual learning. While many colleges and universities across the nation have seen sharp declines in enrollment, our department’s enrollment was stable this Fall. To this, I attribute our agility and preparedness.

While it is impossible to prepare for a global pandemic, the forward-thinking vision of the Psychology Department made us well-positioned in the Spring of 2020 when COVID-19 hit, necessitating an abrupt pivot from on ground instruction to teaching and mentoring in a safer, socially-distanced, virtual environment. Serendipitously, we had declared the 2020-21 academic year to be “The Year of Online Learning.” With that came a plan for an online BS in Psychology program, faculty training in how to teach online courses, and many lively discussions between faculty about how best to adapt our student-centered programs to an online environment without losing our ability to effectively nurture and mentor our diverse student population.

With great skill and care, faculty hard at work from home have learned how to record videos of themselves demonstrating statistical software. They have found the courage to finally take the plunge into “flipping” their classrooms—when students read and watch recorded lecture material outside of class, and class time is used for discussion and higher-level engagement with the material. In our APA-accredited doctoral program, faculty have provided students with virtual safe spaces for processing difficult current events, including anti-Black racism and the Black Lives Matter movement. Our undergraduate peer tutoring program has moved to a virtual environment, and all psychology faculty offer Zoom appointments for virtual office hours using Calendly.com. There have been many technical hiccups and challenges along the way, but faculty and students have persevered, and we are excited to see what flexible, quality online learning experiences we can ultimately offer, even after the pandemic subsides.

The Psychology Department has many other initiatives, as well, in our ongoing effort to innovate and provide the best educational opportunities for our students. We are restructuring our Masters programs for the purposes of pursuing accreditation and offering greater flexibility for students who are working professionals. We are in the process of hiring three new faculty to join our team. We are expanding our high impact practice (HIP) courses,

from study abroad to work-based learning. We are continuing to develop our emphasis on social justice, including preparing an antiracism policy. We are keeping our focus forward so that we will be ready and well-positioned to meet the needs of our students, despite what unknown challenges wait for us ahead.

Spotlight on Faculty in Psychology

Marie Hammond

Marie S. Hammond, Ph.D., Professor, Department of Psychology, Tennessee State University, Nashville, TN, was elected Fellow in the American Psychological Association’s (APA) Division 17 (Society for Counseling Psychology). According to the Society for Counseling Psychology, Fellowship is an honor bestowed upon members who have made “unusual and outstanding contributions or performance in the field of psychology.” Her nomination was based, in part on her research related to supporting the career development and decision-making skills of African American and Women STEM students, funded by the National Science Foundation.



Tiffany Williams

Tiffany Williams, Ph.D., joined the faculty of the Department of Psychology in the Fall of 2019, after having worked for several years in the counseling center at The Ohio State University following the completion of her doctorate from Cleveland State University’s APA-accredited program in Urban Education - Counseling Psychology. During her first year at TSU, Dr. Williams did not allow the unprecedented challenges of a global pandemic to slow down her research productivity. Along with many student collaborators, she submitted eight conference presentations to the American Psychological Association (APA) Convention to be held in Washington, DC; the Counseling Psychology Conference (CPC) to be held in New Orleans; and the Southeastern Psychological Association Annual Meeting, also scheduled for New Orleans. While

these conferences were ultimately cancelled due to COVID-19, Dr. Williams productivity is evident.

Examples of Dr. Williams’ work include:

Raney, S. & **Williams, T. R.** (2020, Conference Canceled: COVID-19 Pandemic). The benefits and challenges of racial/ethnic matching of client-therapist dyads. Roundtable was to be presented at the 2020 Counseling Psychology Conference, New Orleans, LA.

Williams, T. R., Austin, C., & Davis, A. (2020, Conference Canceled: COVID-19 Pandemic). Hoop earrings and red lipstick: The socialization of shifting for women of color in the workplace. Roundtable was to be presented at the 2020 Counseling Psychology Conference, New Orleans, LA.

Autin, K. A., **Williams, T. R.,** & Herdt, M.* (2020, Conference Canceled: COVID-19 Pandemic). *Psychology of Working: A liberation – based paradigm for a challenging era.* Symposium was to be presented at the 2020 Counseling Psychology Conference, New Orleans, LA.

Williams, T. R. & Fleming, A.* (2020, Conference Canceled: COVID-19 Pandemic). John Henryism and physical health: Supporting graduate women of color. Roundtable was to be presented at the 66th Southeastern Psychological Association Annual Meeting, New Orleans, LA.

Williams, T. R. & Wyatt, W.* (2020, Conference Canceled: COVID-19 Pandemic). Help wanted: The treatment of Blacks coping with systemic trauma. Roundtable was to be presented at the 66th Southeastern Psychological Association Annual Meeting, New Orleans, LA.

Department of Teaching and Learning

Dr. Marcia Millet, Department Chair

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As an alum of Tennessee State University, I am extremely proud to serve as the new Chair of the Department of Teaching and Learning. It feels really good to come back home to “The Land of Milk and Honey.” The best is yet to come.

Despite the fact that we continue to cope with COVID-19, our department maintains its commitment to strategically recruit, prepare, and graduate qualified educators who have the knowledge, skills and dispositions to effectively work and serve in urban, rural, and suburban settings. Toward that end, a number of exciting departmental initiatives and successes are listed below.

As one of my immediate goals was to increase funded grants, I am pleased to welcome and congratulate three of our new faculty members, Dr. Twianie Roberts, Dr. UrLeaka Newsome, and Dr. Jacqueline Lubin who recently each received \$100,000 in grant funding. These faculty will receive funding in the areas of STEM and Special Education from the Tennessee State Department of Education: Grow Your Own initiative.

Recently, several Teaching and Learning faculty members and I participated in a two- day virtual professional development activity which focused on developing strategies for trauma-informed practices. The training was provided by the Tennessee Department of Education Division of Whole Child Supports.

Dr. Judith Presley and Dr. Jacqueline Lubin, program coordinators for the new TSU- SPED Endorsement (K-8 Interventionist), recruited over 50 students for the first cohort. The coordinators are encouraged by the number of interested teachers. The SPED endorsement is an 18-credit hour, 7-week online program.

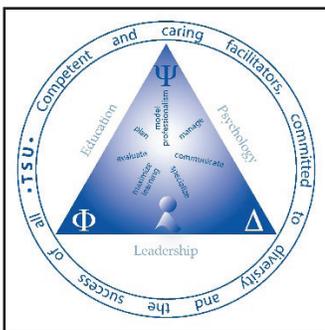
The Department of Teaching and Learning’s inaugural virtual “Lunch and Learn” Professional Development series will begin spring 2020. The purpose of the initiative is to share, discuss and empower individuals with best practices. Some of the topics will include: Social Justice, Self-Care, Curriculum Mapping,

Trauma-Informed Practices, CAEP Accreditation, Critical Literacy, edTPA, and How to Effectively Teach and Work with Gen Z students.

The Department of Teaching and Learning is committed to the mission of the college, to produce competent and caring facilitators of learning: committed to diversity and success for all.

Go Big Blue!

Teacher Education and Student Services



Teacher Education and Student Services (TESS), consisting of the offices of Field Placement and Clinical Experience, and Licensure/Certification, opened the fall semester ready to face the unprecedented challenges of COVID-19. At the outset,

TESS developed a plan to ensure the safety of TSU teacher candidates, field supervisors, K-12 students and others in the field with whom candidates interacted. In accordance with directives from the TSU administration, TESS made every effort to minimize the negative impact on candidates and alleviate their fears. Recognizing that test centers were closed, TESS temporarily waived the Praxis test requirement for admission to the Educator Preparation Program. Application deadlines were extended, and admission interviews occurred remotely. Interestingly, all of this resulted in an increase of 10 percent in applicants to the program. Further, TESS conducted a virtual orientation for teacher candidates that provided them with pertinent information to navigate the semester successfully and safely. Working with the relevant departments, TESS assisted in facilitating educator preparation courses online. At the state level, the Tennessee Department of Education (TDOE) issued a waiver of the *edTPA*, a performance assessment required for licensure whereby candidates videotape themselves teaching in the k-12 classroom. In lieu of

the *edTPA*, the TDOE accepted passing scores from the Praxis *Principles of Learning and Teaching*.

Whether it be waivers or extensions, TESS continues to make accommodations to facilitate candidates' success during these trying times. Moreover, the challenges presented by the pandemic have revealed the adaptability and perseverance of TSU faculty, staff, and students as well as stakeholders, when confronted with extraordinary circumstances.

Spring Orientation for Residency II teacher candidates will occur on January 21, 2020, and Residency II Clinical Residency will begin on January 25, 2020.

Career and Technical Education

This semester is a fresh start for the Career and Technical Education (CTE) program. A new director, Dr. Soala Dede, was hired to replace Dr. John (Chip) Harris who retired last year. Dr. Dede will work on rebuilding and expanding the CTE program. A full description of his background can be found in this issue of the COE Newsletter under the Department of Educational Leadership. A debt of gratitude is extended to Mrs. JoNatalyn S. Mercer, whose assistance was invaluable in continuing the CTE program during the interim.

Contacts

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Dr. Soala Dede, Director of Career and Technical Education (CTE)

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Ms. Linda Fair, Field Placement and Clinical Experience Coordinator
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Ms. JoNatalyn Mercer, Administrative Assistant
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Global Student Support Services Lab

The facility formerly known as the Dr. Ruby W. Martin Curriculum Lab has been transformed into a 21st Century environment with a new name. The College of Education is now home to the Global Student Support Services Lab (GSSSL).

The lab is a student-centered hub, offering a holistic approach to academic services. Dedicated

to promoting student success, the lab provides academic counseling, mentoring, and career advisement. Students will also have the opportunity to study, create projects, relax, and connect with peers and the GSSSL support staff.

On October 7, 2020, the GSSSL team hosted a Meet and Greet that was well received by the students who attended. They feasted on pizza and chips, and were given College of Education T-shirts as well as door prizes. The students were excited to discover all the support services offered by the lab.

Contact:

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Global Student Support Services Lab