

**College of Education
Office of the Dean**

Jerri A. Haynes, Dean

“Think, Work, Serve.”

It has been an awesome year! We are grateful for the many accomplishments of faculty and students’ in the areas of teaching, scholarship, and service this academic year despite the COVID-19 pandemic. The College of Education continues to advance education and psychology programs while contributing to improved educational opportunities, program outcomes, and assessments. Our graduates stand out for their resilience, compassion, and dedication. We have been preparing educators since 1934, with a reputation for cultivating exceptional educators and transformative leaders. We believe in the power of education and are committed to making our TSU programs accessible, affordable and valuable. TSU education and psychology programs are designed to positively influence the professions, workforce culture, and student outcomes. We have partnered with public and private schools, agencies, organizations, facilities, community colleges, and other institutions to meet the workforce needs.

In this newsletter, you will read about the great accomplishments in teaching, research, and service achieved by the College of Education. First, the College of Education increased enrollment by 15% with a total student enrollment of 855 students enrolled in various programs in all three departments: Educational Leadership, Psychology, and Teaching and Learning. TSU’s programs were recognized among only 21% of the 1,256 by the National Council of Teacher Quality (NCTQ) and evaluated across the country and among only seven programs in Tennessee to be recognized in [a new NCTQ report](#) for enrolling a cohort of future teachers that is both more racially diverse than the current teacher workforce in their state. Our students reflect the racial diversity of our local communities. TSU undergraduate elementary teacher preparation program was also named among the top in the country by NCTQ for Early Reading Instruction.

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The grade of A was based on TSU ‘s programs ensuring future teachers are trained in the science of reading instruction which is also essential to achieving better outcomes for all students. Reading proficiency underpins all learning. Preservice preparation that systematically and explicitly addresses the five essential components of effective reading instruction ensures that teachers will enter the classroom ready to teach children how to read. TSU has been awarded more than 1.2 million dollars to train teachers to become assistant principals in the state of Tennessee. Summer 2021, TSU will award 87 Aspiring Assistant Principal a master’s degree in Instructional Leadership. In the Teaching and Learning department, TSU was awarded 375,000 to provide teachers an opportunity to complete their sped endorsements. We have approximately 55 teachers receiving their sped endorsements. In addition, TSU was awarded 400,000 dollars for four Grow-Your-Own grants. These grants focus on paraprofessionals to receive dual certifications in special education, English as a Second Language, Math, and Science. In the Psychology department, the Psychology faculty continue to offer High Impact Practices where students are encouraged to participate in four or more HIPs while completing learning, and summer research experiences.

The Teacher Education Support Services located in the Office of Teacher Education offers potential teacher candidates’ applications to be admitted to education, field placement/clinical experience. Information, and job opportunities. We are excited about 36 teacher candidates will graduate with teaching degree and certifications in their respected areas.

The Global Student Support Services Lab housed in the College of Education offers programs to keep you on the path to graduation and professional success in academic and student support services such as tutoring, mentoring, coaching, career planning, test preparation, and online academic resources.

I look forward to an exciting and productive fall 2021

Jerri A. Haynes,
 Dean and Professor
 Deans Office: (615) 963-5451

Office of Assessment and Accreditation

The spring semester was very busy! The program worked on validation of instruments, revising the Quality Assurance Graphic, and assessment training.

The Office of Assessment and Accreditation has accomplished several things this semester. Below you will find highlights of Spring 2021 assessment activities.

Assessment 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. The office also coordinated the faculty’s participation in “*Making Meaningful and Measurable Outcomes*” by Dr. Vicky Caruana. Finally, the faculty participated in “*Assessment Outcomes Training*”, “*Program Unit Training*”, and “*Coordinator Training*”, provided by the Office of Assessment.

CAEP Accreditation Preparation

The College of Education is currently preparing for its upcoming CAEP Accreditation visit. All five standards committees have been meeting and working on preparing for accreditation. The upcoming accreditation visit is anticipated in the Spring of 2023.

EPP Created Assessments

The Office of Assessment and Accreditation has validated the employer satisfaction survey. The Office of Assessment is in the process of validating the Alumni Survey. Completion is anticipated Fall 2021.

Spring 2021 Data Retreat

The Spring 2021 Data Retreat was held on March 26th 2021. The data retreat was attended by 36 faculty members, staff, and external stakeholders. The data retreat focused on the review of program impact data such as, teacher observations, TVAAS



Scores, and Level of Effectiveness. Several continuous improvement recommendations were made regarding changes to assessment courses, providing professional development on TEAM evaluations, engagement in writing unit plans, and evaluation of course content.

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SACS COC 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”.

Program coordinators have input their 2020-2021 Annual Assessment plans into the Nuventive System. The faculty are planning for the Annual Assessment Plans for the 2021-2022 academic year.

Department of Educational Leadership

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Interim Department Chair
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The Department of Educational Leadership has had a very productive spring semester. Although faced with the COVID pandemic, the faculty has risen to the challenge and provided an innovative, productive learning environment. The department has also admitted 155 new students to the Master of Education and 37 new students to the Doctor of Education program.

Welcome new students! Additionally, the department has made changes to its admissions standards and advisement structure. Finally, coming soon, please look for the Higher Education certificate program and our new Executive Leadership in Higher Education Program.

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 completed input of their Annual Assessment Plans for the 2020-2021 academic year into the Nuventive System.

Departmental Initiatives

Dr. Eric Vogel’s EDAD 7499 Marketing in Higher Education students did a final presentation titled “*Marketing the Hyflex Course Design Model*”. The students proposed a quantitative descriptive survey-design to examine faculty predisposition in three areas that can impact successful implementation of hybrid learning modalities: knowledge-based readiness, willingness to engage in training, and perceived value to stakeholders. The presentation was well attended by presidents, faculty, administrators, and external community members. Congratulations to our students. They did an excellent job!

Aspiring Assistant Principals Mentoring Session (AAPP)—AAPP students participated in a monthly mentoring sessions, such as “*Innovating: Using and Organizing Time and Resources in Innovative Ways to Meet The Goals and Objectives of School Improvement*” and “*Building External Support: Obtaining Support from the Central Office, from Community Leaders, and from Parents for the School Improvement Agenda.*”

The department has developed a new Academic Advisement Plan. Students will now be assigned academic advisors based upon their last names. Please visit our website to review our plan for academic advisement. <https://www.tnstate.edu/eduadmin/AcademicAdvisement.aTspix>

The MUREP program has partnered with NASA and MNPS school system to Inspire, Engage, and Educate elementary and middle school students about STEM. The MUREP program provides



STEM community outreach to families and students in Davidson and surrounding counties.

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) School Leader Licensure Assessment indicating a passing score for the licensure program, letter or program of study to verify all program requirements are completed, and (d) an application for licensure that goes to the TDOE.

Graduates

During the 2020-2021 academic year, the department has had 83 graduates from our doctoral and master’s programs. Congratulations to our graduates and we wish you great success!



Faculty Connection to the Field

Dr. Terrance McNeil has published an article titled *Celebrating HBCU icons of teacher education*. Ed Prep Matters | AACTE

Blog: <https://edprepmatters.net/2021/02/celebrating-hbcu-icons-of-teacher-education/>. Let’s congratulate Dr. McNeil for a job well done!

Alumni Spotlight



Dr. Tamala Autry is a TSU alumni. She received her master’s, education specialist, and doctorate degrees from Tennessee State University. Dr. Autry is a devoted public servant whose career has been marked by her commitment to serving Nashville’s public schools as a teacher, Dean of Students, and Assistant Principal. She has recently relocated to Brooklyn, New York and now serves as the Dean of Academic Student Success at Achieve First Network. Dr. Autry has recently had six new book releases of her personal memoirs.



“I am ecstatic and grateful to have publish 6 personal memoirs this year. Each book was written with 'you' in mind. It is my hope

to give back to the younger generation, encourage and edify those in my generation, and honor those before me. These books were written from a place of authenticity and vulnerability from my walk in God. Each book addresses different layers of life and goes beyond the surface to deal with our truths. Especially in times like these, everyone needs encouragement. It is my hope and desire that every individual realize that regardless of what season you may be in your life that God is with you and that you are not alone in this journey. You have the Victory in Him!

Department of Psychology



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Department Chair**

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Dear COE friends and family:

It has now been over a year since Tennessee State University and the Psychology Department made its abrupt transition to remote teaching, research, and service in response to the COVID-19 pandemic. During this time, the Department has worked hard to turn the challenges of these circumstances into opportunities.

In March, we used a virtual platform to host over 90 attendees from across the nation at the 17th Annual TSU Psychology Research Symposium. A poster session featuring the video presentations of 20 undergraduate and graduate Psychology students was accessible asynchronously during the days preceding the event, and on March 25, we held a live conference with a thought-provoking keynote address: The Neuroscience of Racism, given by University of Delaware professor, Dr. Jennifer Kubota.

Department of Teaching and Learning



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 Department Chair/Professor
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Dr. Millet was appointed to the **Inaugural Editorial Board of the Journal of Trauma Studies in Education**, an online open - access academic peer - reviewed journal dedicated to the generation of knowledge regarding mental health and well-being, with a focus on the impact of traumatic stress within the context of Pre-K-12 and postsecondary education.

PhD Psychology students have continued to excel. Henry L. Benton III, published a children’s book (“Yes, Dad”) and launched a brand that aims to promote positivity among African American children. Dana Jennings received an Interdisciplinary Minority Fellowship (IMF) from the American Psychological Association (APA), and several Counseling Psychology faculty and students, including Linda Ly and Adriene Erby, were awarded a \$3500 grant from the APA to develop a system for addressing microaggressions within the program. All 10 PhD Psychology students who applied for pre-doctoral internships this year matched, continuing the program’s impressive 100% placement rate.

Many of our students completing their Bachelor of Science in Psychology will be continuing their education in graduate programs across the country. Daisha Oruru (mentored by Dr. Lisa de la Mothe) has been accepted into multiple PhD programs in Neuroscience and anticipates selecting the University of Miami, and Valecia Colvin (mentored by Dr. Thurman Webb) intends to pursue her Master of Science in Professional School Counseling within the TSU Psychology Department.

In order to maximize our competitiveness and ability to serve students, the Psychology Department continues to develop creative strategies for incorporating national trends in higher education (e.g., HyFlex classrooms), as well as empirically supported approaches to college-level learning and achievement, such as High Impact Practices (HIPs; e.g., study abroad, undergraduate research). Collectively, we strive to provide the best possible learning experiences and opportunities for our students, and we are honored to serve TSU students, particularly during these challenging times.

Warmest regards,

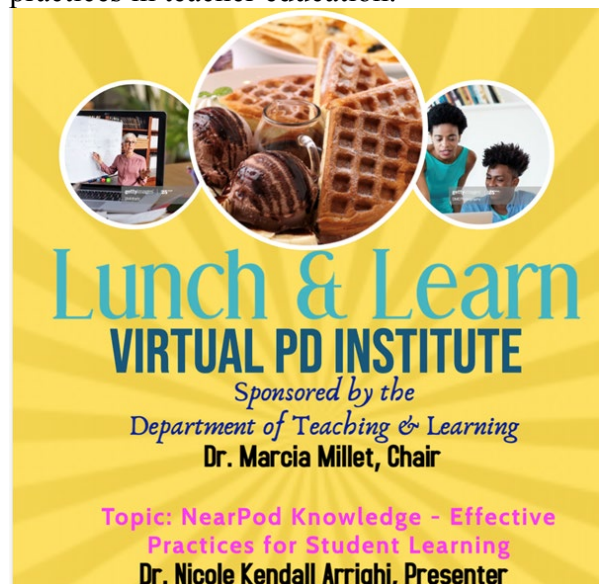
Kiesa Kelly, Ph.D.
 Chair & Professor
 Department of Psychology



Dr. UrLeaka Newsome/
Assistant Professor

Dr. Newsome will participate in the **2021 National Science Foundation Quantitative, Computational, and Mixed Methods Scholars Program** which seeks to catalyze research about STEM education and research. The program is made available by the Institute in Critical Quantitative, Computational, and Mixed-Methodologies (ICQCM).

The Department of Teaching and Learning launched the inaugural Lunch and Learn Virtual Professional Development Institute spring 2021. The institute will share the latest research and best practices in teacher education.



Lunch & Learn
VIRTUAL PD INSTITUTE
Sponsored by the
 Department of Teaching & Learning
 Dr. Marcia Millet, Chair

Topic: NearPod Knowledge - Effective Practices for Student Learning
Dr. Nicole Kendall Arrighi, Presenter

Teacher Education and Student Services

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Over the course of the spring semester, the Office of Teacher Education and Student Services worked diligently to address the needs of students despite challenges of COVID-19. The office team ensured that all stakeholders remained informed, admission applications processed, field and clinical experiences arranged, and licensure recommendations completed. Thirty-three students completed the Teacher Education Program this year and will be recommended for licensure. Although most students completed their Residency/Student Teaching virtually, they were still able to demonstrate their competency in knowledge, skills, and dispositions based on end-of-year evaluations. The master clinicians and mentor teachers rose to the occasion as well, finding creative ways to assist students, mentoring by telephone, email, or by Zoom—not missing a beat. All in all, working as a team, the office managed to forge out a successful school year.

Field and Clinical experiences during the pandemic reminded all of us what can be accomplished when there is a “*genuine*” team effort. The Fall semester of 2020 demanded that we circumvent a major roadblock: How do we keep everyone safe while ensuring the quality and depth of the Field and Clinical experience.

We had to develop a plan for the safety of all stakeholders. Thus, the fall semester propelled us toward a successful transition into the Spring semester of 2021:

1. Teacher Candidates were given the option of observing and participating with their mentor teacher virtually or participating in-person at their assigned school.

2. Zoom meetings became the norm, enhancing communication efforts with all stakeholders.
3. All essential *activities* for the Teacher Education program were conducted virtually:
 - o Fall and Spring Student orientations with special guest speakers.
 - o Organizational and monthly meetings for Master Clinicians and University Supervisors.
 - o One -on-one Pre-Residency and Residency student remediation conferences.
 - o Interviews for admission to the Teacher Education program.

As we move into the Fall Semester of 2021, we are ready for a positive and productive year which can only be accomplished with a team effort. We have learned from our experiences last year and we are ready to meet future challenges.



Contacts

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Global Student Support Services Lab

Dr. Rhonda Stewart,

Interim Director GSSSL

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The Global Student Support Services Lab is located on the second floor in Robert Clay Hall; the College of Education Building in room 212. The Lab provides a holistic approach to guide our multi-generational students (X, Y, Z and adult learners) through educational programs by providing: resources for career services and/or internships, resources to help attain certification and/or licensure for our education majors in the areas of Elementary Education, Early Childhood, and Psychology. We also cater to secondary majors who are seeking licensure in areas such as: Biology, Chemistry, Mathematics, Human Performance Sports Science (Physical Education and/or Health), and Music. We have Program Coordinators in place to provide academic coaching in person and

virtually! Coaching is provided for the following: Praxis Core, Praxis II, low achieving, and academically successful students who are looking for guidance with next step actions. Due to the Covid-19 Pandemic, the Lab provided this service only through the virtual tool Zoom; However, because there are various virtual portals we are more than happy to service our students through the following: Facebook (Messenger), Instagram (DM), and In-person. We are asking students, faculty and staff to please visit the GSSSL website at www.tnstate.edu/gsssl/ to schedule an appointment with our Program Coordinators.

You will find it easy to schedule appointments by using Calendly located under the pictures of the Program Coordinators. You can either go the left navigate to contacts or simple click on the schedule an appointment link located in Announcements. The Lab is open Monday-Thursday 8:00 a.m.-4:30 p.m. and virtually on Friday 8:00 a.m.-4:30 p.m. The Lab also provides services to the College as it relates to recruitment, retention, and enrollment. We ask Department Chairs and Faculty members to schedule a 5-minute presentation for more details, so we may schedule presentations for your class or classes this summer and going forward! The goal is to make sure that students are provided a safe space to hold meeting, retreats, study sessions or simply catch a breather from the stresses that could cause burn out, mental fatigue and loss of interest in completing their academic program. We are available weekly Monday-Friday from 8:00 a.m. to 4:30 p.m.

Career and Technical Education (CTE)

Dr. Soala Dede, Director

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Tennessee State University has two Flagship CTE Programs: **The CTE Occupational Licensure Program** and **The Masters in Educational Leadership, CTE Leadership Program.**

The Career and Technical Education (CTE) Occupational Licensure Program (fully online):

The students in our CTE occupational licensure program have diverse backgrounds in career and technical spaces (i.e. automotive technicians, welders, electricians, IT specialists, health sciences, computer programmers, HVAC, former TCAT Instructors, etc.) *and desire to transition their career and technical expertise to teaching in K-12 classrooms. This new generation of highly skilled, highly sought-after K-12 teachers is vital to developing the next generation of CTE talent.*

The CTE Occupational Licensure Program is a ***fully online***, 6-course, 18-credit hour program that **prepares students to become fully certified and licensed teachers, anywhere in the state of Tennessee, in as little as 1 calendar year, or 4 college semesters (candidates can begin teaching immediately upon being accepted to the program).** Most candidates have either a high school diploma or a 2-year technical degree; and relevant work experience.

We believe that our CTE Occupational Licensure Program provides students a ***highly lucrative, and viable pathway in their career journeys.***

The Masters in Educational Leadership, Career and Technical Education (CTE) Leadership Program (fully online):

The M.ED. CTE Leadership Program is a distinctive program designed to address the critical need for innovative CTE educators and leaders. The M.ED. CTE Leadership Program offers a candidate the opportunity to excel in teacher leadership roles or CTE leadership positions.

The CTE Leadership Program is a fully online, 11-course, 33 credit hour accelerated program designed to be completed in 1 year. The program accommodates those who conduct or plan training programs in their current position and strive to become more effective leaders. (Candidates have three years to complete the program if needed).

Our graduates are CTE administrators and leaders, technical school instructors and leaders, and training and development personnel in secondary, post-secondary, and business and industry settings.

We believe that our M.ED. CTE Leadership Program provides students ***the training and education necessary to become better CTE educators and leaders in the CTE space.***

We are excited about the potential of developing ***pathways, pipelines, and partnerships*** to ensure the future of ***high quality CTE teachers and CTE Leaders*** in the state of Tennessee and beyond.

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