



STATEMENT OF PURPOSE

It is the purpose of the College of Education to effect quality teaching and learning in elementary, secondary, pre-school, and non-school/other human service settings through the preparation of teachers and administrators as educational leaders.

With a commitment to lifelong teaching and learning, the college's task is to create an environment where scholarship is encouraged, supported, realized, and consistent with the university's criteria of excellence, yet reflective of special demands of basic and best practice.

The College of Education, therefore, expands upon the University's motto: "A place where everybody is somebody." through the provision of quality services to students and graduates by faculty with the highest level of expertise in their fields.

The College of Education is comprised of three academic departments:

- Curriculum and Instruction
- Educational Leadership
- Kinesiology, Sport, and Leisure Studies.

Five auxiliary service units add support through research, community service, program development, consultation, technical assistance, and professional service. These units include:

- University Laboratory Magnet Schools
- Educational Research Center (ERC)
- PRAXIS/Statistical Laboratory
- Office of Professional Laboratory Experiences (OPLE)
- Centralized Advisement, Referral, and Evaluation Center (CARE)

The College of Education offers the Bachelor of Science (B.S.) degree in Elementary Education (general), Early Childhood Education, Special Education, and Secondary Education with majors in fourteen areas. Seven graduate degrees are offered, including the nation's only Doctoral Program in Developmental Education.

Grambling State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).



INSIGHT TODAY

Official Newsmagazine for the
COLLEGE OF EDUCATION
at Grambling State University

Producing Knowledgeable, Skilled, and Compassionate Educators and Other Skilled Professionals "Where Everybody is Somebody"

The New and Historic Faces of
AMERICAN BLACK HISTORY



THE HONORABLE BARACK H. OBAMA



REVOLUTIONARIES • BARRIER-BREAKERS • FREEDOM FIGHTERS

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7th graders are excited to share lab projects on osmosis and diffusion with COE Dean, Dr. Wynetta Lee and parents at Open House.



COE professors serve as Advisors for Kappa Delta Pi



Dr. Elaine Foster (fourth) and Dr. A. K. Nur-Hussen (far right) pictured with International Honor Society inductees.

COE Dept. Head's son Inducted in Honors College



Education Majors Turn Assignment Into Philanthropic Action



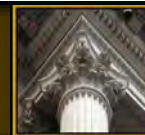
ED 101: Freshman Seminar students donated reading materials to the Pre-K, First and Second graders at Alma J. Brown Elementary Magnet School. Each student gave \$1 towards the purchase of reading materials which included: books, puzzles, journals, and stickers. The students chose to donate reading materials as their service-learning project for the semester.

JANET D. BRYANT

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SPA
(SPECIALIZED PROFESSIONAL
ASSOCIATION)
REJOINDERS

DR. PATRICIA JOHNSON • INTERIM HEAD • CURRICULUM AND INSTRUCTION

**SUBMITTED FOR
OCTOBER 1, 2009
DEADLINE**

ELCC: Educational
Leadership Constituent
Council

NAEYC: National
Association for Education
of Young Children

NCTE: National Council
of Teachers of English

NCTM: National Council
for Teachers of
Mathematics

NCSS: National Council
for Social Studies

NSTA: National Science
Teachers Association

**SUBMITTED FOR
FEBRUARY 1, 2010
DEADLINE**

ACEI: Association for
Childhood Education
International

CEC: Council for
Exceptional Children

NASPE: National
Association for Sport and
Physical Education

Please note: The timeline
for completing the
Institutional Report (IR),
Conceptual Framework,
and the work of the
Standard Co-Chairs
demonstrates the excellent
job in preparation for the
site visit.
As the College of
Education continues to
work on the standards and
the IR, note the timelines.

NCATE UPDATE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

TIMELINE	ACTION
60 days prior to the visit begin date on February 24, 2010	The professional education unit emails a draft version of its Institutional Report (Online IR), created within the institution's workspace in AIMS (Arizona's Instrument to Measure Standards), to the BOE (Board of Examiners) team chair for comments and suggestions.
30 to 60 days prior to visit February 24, 2010 to March 24, 2010	The team chair, state chair, and state consultant visit the campus for the pre-visit.
30 to 60 days prior to visit February 24, 2010 to March 24, 2010	The professional education unit submits, within the institution's workspace in AIMS, the Final version of its Institutional Report (Online IR).
Spring 2010 NCATE Visit April 24, 2010 to April 28, 2010	NCATE BOE and state team visit the campus.

The Latest News

The BOE Team Members, Chairperson, and the State Team members have been identified.

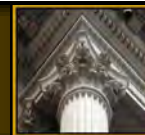
A mock NCATE visit will be conducted by the ULS Team (Bea Baldwin, Loren Blanchard, Wayne Fetter, Vickie Gentry, and Flo Winstead) on January 20-21, 2010.

Please note that the streamlined IR format:

- Requires concise responses to each question under each standard and indicator within the standard
- Identifies the character limit for each response
- Requires responses for different program levels (e.g., undergraduate teacher certification, post baccalaureate teacher certification, educational leadership (principal) certification, and LEC)
- Allows for linking and/or uploading tables and/or charts that support responses
- Provides an opportunity to respond to two optional questions at the end of each standard:

1. What does the unit do especially well regarding this standard?
2. What research is being conducted regarding this standard?

NCATE was founded in
1954 and is the
profession's
mechanism to help
establish high quality
teacher preparation.
Through the process of
professional
accreditation of
schools, colleges and
departments of
education, NCATE
works to make a
difference in the
quality of teaching and
teacher preparation
today, tomorrow, and
for the next century.
NCATE's performance-
based system of
accreditation fosters
competent classroom
teachers and other
educators who work to
improve the education
of all P-12 students.
NCATE believes every
student deserves a
caring, competent, and
highly qualified
teacher.



Her Vision

Dr. Lee articulates and advocates an ambitious vision for the professionals and students of the College of Education to pursue and bring to fruition.

The vision, painted in broad strokes, includes the following:

- To build on, not rest on, our laurels;
- To gain external recognition for quality;
- To foster scholarship and knowledge dissemination;
- To develop internal and external scholarly collaborative relationships by building relationship with our professional peers;
- To become an intellectual hub for creative thought that is not constrained by fiscal, human, or social capital;
- To claim a rightful place in the national spotlight for education;
- To engage in lifelong learning by continuously honing effective use of pedagogy and andragogy;
- To facilitate the instructional development for university-wide faculty; and
- To remain open to reciprocal learning.

Dr. Lee emphasizes the importance of interpersonal relationships and effective communication between faculty, staff, and students as the foundation to build a College that serves its purpose for the University and the COE students.

We Welcome Our New Dean **DR. WYNETTA Y. LEE**

New dean offers a wealth of experience

EDUCATION: B.A. in Afro-American Studies and M.P.A. in Human Services Administration, Indiana University, Bloomington, IN; Ed. D. in Policy Development and Program Evaluation, Vanderbilt University, Nashville, TN

PROFESSIONAL EXPERIENCE:

Visiting Professor—Executive Ph. D. Program, College of Education and Human Development, Jackson State University

Associate Vice President for Academic Planning, Research and Graduate Studies (California State University Monterey Bay CSUMB)

Assistant Provost for Curriculum and Director of Undergraduate Research and Professor of Education (Office of Academic Affairs/College of Education and Psychology, Dillard University)

Member of eight (8) professional organizations: National Postsecondary Education Cooperative (NPEC) Executive Committee, NPEC's College Readiness Working Group, Graduate Deans Council (California State University System), Academic Senate Executive Committee (CSUMB), Deans and Provost group (CSUMB), Senior Research Administrators group (California State University System), Provost Council (academic leadership team, Dillard University)

TEACHING: Content areas—Assessment and Evaluation, Quantitative Research Methods, Educational Policy, Organization and Governance, and Diversity in Education

DEVELOPER/CONTRIBUTOR: Annual Scholarship Exhibition (Dillard University); survey instruments for faculty and students used to inform the institutional decision-making process; curriculum review process and cycle to facilitate strategic planning for academic policies and programs (Dillard University); regional conference on diversity in higher education; statewide conference on science, math, engineering, and technology (North Carolina State University and Wake Technical Community College); dissemination of research findings to academic audiences and other stakeholders (personal publications, guiding doctoral research, conference presentations, technical reports, speeches, workshops); leadership of research teams and grant projects (performance review teams (TN), internal and external funded grant research projects (NC), undergraduate research advisory committee (LA))

SCHOLARSHIP (select):

Lee, W. Y. (anticipated fall 2009 release). *Assessment & Evaluation Third Edition*. ASHE Reader Series. Pearson Custom Publishing: Boston, MA.

Donahoo, S. and Lee, W.Y. (2008). Serving two masters: Quality and conflict in the accreditation of religious institutions. *Christian Higher Education*. V.7, n4. 319-338.

SERVICE (select):

Chair, Graduate Students/Early Career Faculty Mentoring Seminar Program Committee, AERA-Division J, 2006

Member, Editorial Board, National Association of Student Affairs Professionals, 2004—present

Elected Board Member, Association for the Study of Higher Education, 2000-2002

Established annual conference on diversity in higher and adult education 2000, North Carolina State University

Co-chair, Conference Program Committee, ASHE 1999

Member, Statewide Strategic Planning Committee on Cultural Competencies in Mental Health Services,

Department of Mental Health, 1998—2000





DEAN LEE HAS IMMEDIATE IMPACT AS FEATURED SPEAKER FOR EARL LESTER COLE HONORS COLLEGE INDUCTION CEREMONY

In her first function with campus-wide exposure, Dr. Wynetta Lee addressed an attentive and enthusiastic audience of inductees, their families, and members of GSU faculty and staff.

Dean Lee focused her induction speech on three main areas: (1) the necessity of excellence in academic pursuits and personal character; (2) the responsibility of scholars to whom much has been given, and; (3) the necessity to always remember the sacrifices of those persons who came before and by whose sacrifices their success stories are possible.

Dean Lee challenged the inductees to constantly look for ways and avenues to broaden their horizons. "Scholarly pursuits are always enhanced by practical experiences," Dr. Lee said. Further, she encouraged the inductees to work against one dimensional attitudes and patterns that can lead to an obsession with achieving the goal, but ignore the journey and the process that are highly beneficial to professional and individual growth and maturity. "Excellence is not a goal, it is an attitude, a set of ethics, and a lifestyle" was the take-away thought.

Dean Lee used humor, occasion-appropriate African and African-American proverbs, and biblical Scripture to urge the inductees to always remember that they are members of broader communities and, thus should use their access and influence to back. "Because to whom much is given, much is required," she said beckoning her hand for audience participation.

Dean Lee's final charge to the inductees summoned the images of days and heroes/heroines past. She reminded the inductees that their present-day successes are made possible by the yester-day sacrifices of their own ancestors and historical people of American black history. "Don't ever forget," she said.

Dean Lee ended her induction speech by congratulating the grandparents and parents of the inductees. She recognized their sacrifices and hard work that had resulted in the success of their children. "No doubt, you are all proud of these young people, as you should be," Dean Lee said with her trademark smile. "And I am very proud of them, too." With that, Dean Lee ended, and the assembled crowd gave her rousing standing ovation.

Following the formal induction protocol, Dean Lee remained for the reception; she greeted each College of Education inductee and her family, engaged inductees in personable one-on-one conversation, and posed for pictures.

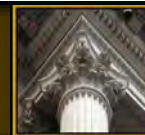
As illustrated in the picture captured below, the inductees found their new dean to be a down-to-earth person with whom they could easily relate and enjoy the occasion.

It was an occasion for great first impressions. Dean Lee represented herself and the professionals and students of the College of Education well.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader"—John Quincy Adams.



Dean Lee (center) in a celebratory moment with the College of Education Honors College Inductees



ETHICS IN SPORT ADMINISTRATION

This class is designed to cognitively enrich students with classroom and hands-on application experiences needed to develop an introductory understanding of ethical issues in sport.

This course provides the basic orientation of ethical issues in sport related jobs. Students enrolled in this course write position papers on selected topics and debate those issues as a partial requirement.



Education in Action



Dr. Chevelle Hall (*top far right*) listens as students in her *Ethics in Sport Administration* class discuss and debate the issues involved in “religion in sports/prayer before games”.

At the beginning of the semester, students were equally divided and placed in two groups: for and against. Students were then required to write papers based upon which side they were placed.

The “for” side argued that a coach should be allowed to pray before a sporting event. The “against” side argued against any and all prayer before a game.

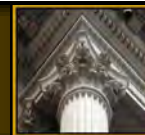
Students arguments were based upon the facts researched, and a winner is chosen by the moderator, who keeps score.

All debates in the course are controversial, and the students sometimes get emotional. This was the case for this debate. All debates are real life issues that students will face once they are in their field. They are designed to educate students so that they are prepared to make legal and ethical decisions.

The “against” side won. The “against” side focused on the First Amendment to the United States Constitution: Separation of Church and State. Although coaches like to have their players pray before a game to show solidarity, it does infringe on the rights of players who do not want to pray or players who worship a different deity. The other key point of the debate was

“isolation”. Players who do not believe in the same religion may feel isolated, which may cause friction within the team. Offering a moment of silence among the players was a plausible solution.

These kinds of participatory-heavy class discussions are an integral part of Dr. Hall’s teaching philosophy. She often serves as the moderator as students from opposing sides in these impromptu verbal football scrimmages go tackle-to-tackle. Like an actual football game, these scrimmages encourage fierce loyalties, comments, strategies, and gestures of excitement/frustration from students on the “side line”. From a teaching perspective, however, there are losers, only winners, in a vigorous reasoned debate.



TEACHERS AND PRINCIPALS GO BACK TO SCHOOL: *Assessing Results and Finding Solutions*



Professor Vicki Brown leads her class in a discussion to explore ways to improve standardized test



COURSE DESCRIPTION:

EDLD 506 focuses on the ability of a school to identify best practices in instruction and assessment and use that information to evaluate a school's strengths and weaknesses in these areas. Emphasis will be on strategies for leading individual teachers, teams of teachers, and the entire school in improving instruction and assessment practices.

COURSE GOALS:

EDLD 506 is designed to provide potential educational leaders with the knowledge and skills necessary to be confident in and comfortable with effective assessment practices. Attention will be directed toward the methods and materials of effective instruction and the role of assessment in the instructional process. Students will examine and discuss research studies about effective assessment, engage in personal reflections, integrate new

learning about assessment into existing structures of knowledge and understanding, and practice applying the concepts and procedures learned in this course. The SREB Leadership Module on *Leading Assessment and Instruction* will be utilized. By course completion, the potential educational leader should be able to articulate a broadly shared understanding of the importance of accurately using, interpreting and communicating assessment results effectively.

Fall 2009—Teacher Assessment and Improvement is a two-year cohort and part of the master's program of the Educational Leadership Department.

Part of its mission is to certify principals in Caddo, Claiborne, Lincoln, Ouachita, and Webster parishes. Leadership candidates enrolled in this course incorporate their field/classroom experiences

into methods and applications that can be used in administrative and leadership settings.

On this day, leadership candidates were examining the results of standardized tests from Ouachita Parish. In a lively discussion, Dr. Brown asked the leadership candidates to interpret the scores by diagnosing what areas students' weaknesses affect their ability to score well on standardized test generally.

For instance, a gifted math student could score very poorly on the math section of standardized tests if he/she struggled in reading and vocabulary.

Leadership candidates are asked to identify ways to address such problems and methods to improve student comprehension and success—from the classroom to the principal's office.

Leadership candidates must

formulate a "school improvement plan". This plan must include:

- Goals to achieve by 2012
- Detailed plan to improve standardized test scores
- Methods for Student Assessment
- Methods for Teacher Assessment
- Methods to improve student comprehension, so that students are not programmed just to score well on a test
- Methods to improve teacher/administrator communication

It is the intent of this course and its instructor to tangibly demonstrate the conceptual framework for the College of Education:

Producing knowledgeable, skilled, and compassionate educators and other school professionals "Where Everybody is Somebody".



LA GEAR UP FACULTY AND STAFF

Dr. Loretta Walton Jagers
Director

Dr. Nanthalia McJamerson
*Co-Director, Leadership
Coordinator*

Dr. Elaine Foster
Tutor/Counselor Coordinator

Dr. Ronnie Davis
Assessment Coordinator

Mr. Sheddric Bradford
Multi-Media Coordinator

Mrs. Shirley Hendon
Administrative Assistant

Dr. Danny Hubbard
Forensic Expert Consultant

Mr. Willie Butler
Forensic Teacher Coordinator

Ms. Jericka Jones
Forensic Teacher

Ms. Jakeithia Prejean
Forensic Teacher

Mrs. Shavonne Garner-Price
Forensic Teacher

Tutors/Counselors:
Martez Stevens, Lead
Kiana Carr
Shakendria Castle
Ebony Harvey
Jovan Johnson
Nicholas Leo
Nazer Malcolm
Shonice Maxey
Joshua Ogunyemi
Courtney Seltzer
Frank Smith
Richard Smith
Solange Thomas

Mrs. Beverly Paige
Dorm Mom

Mr. Adeniyi Abodunde
Dorm Dad

Ms. Candance Westbrook
Mr. Raheem Regis
Administrative Coordinators

Ms. Janet D. Bryant
Desktop Publisher

EXPLORERS CAMP PARTICIPANTS ARRIVE ON GSU CAMPUS



Summer 2009—(June 7) A busload of excited young people arrive on the campus of Grambling State University bright and early Sunday morning to participate in a week-long Explorers Camp.

The Explorers Camp is sponsored by LA GEAR UP—an initiative established by the State of Louisiana Department of Education to expose young people to the forensic sciences.

The unique overarching goals of the GSU Summer Learning camp which is billed CSI: Grambling are: (1) to enrich math and science skills through creative and fun activities; and (2) to enhance test mastery skills and self esteem. The campers were also involved in diverse leadership and recreational activities. The key academic and

enrichment activities included explorations/classes that focused on forensic investigations. The Boreal Laboratory Kits served as a basis for each of the four forensic explorations. The four explorations were: (1) Sherlock Bones: Identification of Skeletal Remains; (2) Theta Technologies Crime Scene II; (3) Terror from Paradise; and (4) Mystery of the Bloody Stain.

Patterned after the famed *CSI* television series, the campers are challenged to find the cause of death by following clues left at the scene and examining the *body*—which is usually played by a fellow camper.

Through direct classroom instruction and classroom exercises and activities, campers are led to draw conclusions based on the disciplines of forensic

science and deductive reasoning.

Campers used university labs (computer and science) in Carver and Adams Halls to investigate and complete their assignments; they assembled daily in the COE conference room for briefings, and; they enjoyed recreation time on GSU and LA Tech campuses.

At camp's end, they traveled to Monroe, LA for a field trip (zoo and shopping centers) and ended their great adventure with a Pizza Party in Adams Hall.

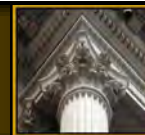
Some of the youngsters who arrived with nervous butterflies in their stomachs left with tears in their eyes, because they wanted to stay on the scene of CSI: Grambling a few days longer.

The camps benefited faculty, staff, and student counselors, who could possibly be the very instructors to teach these campers.



EVENT PROFILE: LA GEAR UP EXPLORERS CAMPS

8 Insight Today
Spring/Fall 2009



“CONSTRUCTING LEADERS” LEADERSHIP LESSONS 2009

Dr. Nanthalia McJamerson

GROUP I

- Worked together to accomplish teamwork
- Made new friends through interactions
- Became more self-confident
- Learned that perseverance is the key to success

GROUP II

- You must stand together
- You must stay balanced
- You must learn to work together
- Keep trying

GROUP III

- Leaders need skills (balance, agility, challenges)
- Never give up
- Practice and stay steady
- A leader must proceed, but look to benefit others

GROUP IV

- Learned how to work with team for success
- You need to trust to get from one point to the next in life
- Learned that you should never give up on teammates
- Learned that even though you want to quit, try again

GROUP V

- Cooperation is key
- Stay balanced
- Be patient and encouraging
- Have positive actions; don't be negative

GROUP VI (Keys to Success)

- Teamwork
- Reliability
- Communication
- Determination

GROUP VII (Keys to Success)

- Teamwork
- Taking the lead
- Communication with teammates
- Never quit

GROUP VIII

- Cooperation takes time
- Keep trying
- Communication is everything
- We are all different but one team

GROUP IX

- Learned how to play fair
- Learned how to connect with each other
- Learned how to be a team and have fun
- Learned a team is always needed to do a project

GROUP X

- Learned how to communicate with each other
- Learned to cooperate
- Learned that you must trust others
- Learned to keep trying until you succeed

GROUP XI

- Some things need teamwork
- You have to trust people
- Teamwork can overcome any obstacle
- Determination is key
- GROUP XII
- Work together in partnership, and try new things.
- Learned how to be flexible and strive hard to attain goals
- Hard work equals success



FOCUSED TUTORING GAMES AND WORDPROBLEMS

Dr. Elaine Foster

LA GEAR UP Tutoring

- Data driven (pre and post tests)
- Comprised of interactive reading, language arts, and math activities
- A nontraditional approach to reinforcing inferential and literal comprehension skills, writing, math, and grammar skills

- Enhances academic and social skills
- Appropriate for diverse middle school students

GRADE LEVEL EXPECTATIONS

- Activities are aligned with the grade level expectations
- Activities are designed to enhance preparation for LEAP and I-LEAP
- Test preparation strategies
- Higher Order Thinking Skills (HOTS)
- Prescriptive plan (based on test data)

I CAN READ YOUR MIND

- Think of a number and do the following
- Add 4
- Multiply by 3
- Subtract 6
- Divide by 3
- Subtract your original number
- What did you get?
- Now substitute another number and see if your equation works

BLOOM'S TAXONOMY

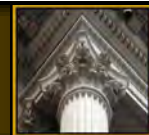
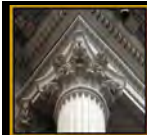
- Creating = students create new product or point of view
- Evaluating = students justify a stand or decision
- Analyzing = students distinguish between the different parts
- Applying = students use the information in a new way
- Understanding = students explain ideas or concepts
- Remembering = students recall or remember information

WORD PROBLEMS

- Read the entire problem once
- Read the problem a second time (circle the question, restate the question in your own words)
- Look at the information or data in the problem. Ask yourself these questions.
- Do I have enough information to answer the question? Are some data missing?
- Are some data assumed? What are some things that might be assumed?
- Are there too much data? If so put an x on the data you don't need.

BIO POEM CREATIVE WRITING ACTIVITY

- The campers use a poetry format to write interesting information about themselves.
- Line 1: first name
- Line 2: Who is . . . (four adjectives)
- Line 3: Who is the son/daughter of . . .
- Line 4: Who loves . . .
- Line 5: Who feel . . .
- Line 6: Who needs . . .
- Line 7: Who gives . . .
- Line 8: Who fears
- Line 9: Who finds happiness in . . .



Biographical Poetry

Who is Spoiled, Beautiful, Goofy and Talented
I am the daughter of the best parents, Arthur and Dean McGee
Who loves my family, modeling, and God
Who feels happy, goofy, excited
Who needs a cell phone all day, church on Sundays and food
Who gives hugs to my little sister, attention to myself,
and a lot of time and advice to others
Who fears God, snakes, and penguins
Who finds happiness in church, shopping,
and posing for pictures
Who would like to see God, Michelle Obama,
and Maya Angelou
Who shares advice, my camera with my sister,
and my camera with my sister.
Who is a resident of Baton Rouge, LA,
Broadmoor Plantation Apartments

ARTIYANA MCGEE

Who is energetic, smart, nice, sweet
Daughter of Emma Calhoun
Who loves Krystal, Jordan, Anthony
Who feels lively, expressed, excellent
Who needs love, support, care
Who gives ideas, hugs, and kisses
Who fears snakes, spiders, sharks
Who finds happiness in love,
Family occasion, having fun
Who would love to see Queen Latifah, Beyonce, Ciara
Who shares thoughts, feelings, advice
Who is a resident of LA,
Mansfield, Pine Hill Circle

KELSEY DAVIS

Who is 13 years old;
I love to talk on the phone and text.
Daughter of Lillie and Vernon Jones
Who loves softball, my phone, family, and friends.
Who feels happy but sad when my phone goes dead
Who needs family
Who gives respect, love
Who fears birds and nasty creepy bugs
Who finds happiness in my family, friends
Who would like to see Obama, Lil Wayne, Drake
Who shares love and respect
Who is a resident of White Castle, LA

ALMA JONES

LA Gear Up Explorers Camp participants were exposed to “a slice of university life,” says Dr. Loretta Jaggars. “We hope this experience will not only foster a greater understanding of science and math in these young people, but also a desire to pursue a college education—hopefully right here at GSU.”

For a sixth straight year, the COE Department of Curriculum and Instruction, will host the LA Gear UP Explorers Camp in June 2010. Follow-up research shows a direct relationship between the participants, graduation rates, and college attendance.

Reference LA Gear UP state website for further information.





Fall 2009—The epidemic levels of obesity in childhood and adult populations were the subjects of the Health Awareness Seminar.

Nutrition and Exercise: Helping to Prevent Obesity was the official theme of the seminar held in the COE Lecture Hall. The featured speaker—Dr. Lanie Dornier (pictured left), Professor and Chair, Department of Kinesiology, LA Tech University and LA Gear Up Sports Medicine Director—addressed the causes of and solutions for obesity.

Practicing a healthy lifestyle of nutritious eating and exercise are the primary prohibitory habits a person can develop to prevent obesity. Exercise, particularly for children, is essential. A generation of children are growing up in front of television sets, computers, and video game terminals. Often, these stationary habits are combined with unhealthy eating habits.

American children are heavier than they have ever been and are the heaviest children of any industrialized society. As a result, they are more like to be ill as adults, and the rates of juvenile diabetes and other chronic illnesses are at never-before-seen rates.

Fad dieting is not the answer. While an individual may lose weight temporarily, not many of them maintain the weight loss over three years. It is not uncommon to see fat dieters gain back all the weight they have lost, and in some cases, they gain back more pounds than originally lost.

Dornier urged attendees to adopt healthy lifestyles that incorporate and promote wellness. Rather than focus on weight loss, concentrate on “living well.”

To demonstrate that exercise can be good for you and fun to do, Dornier drafted a group of students and led them in a series of exercises.

Teacher candidates, Yu Feng Huang (international student from China) and Rudolph K. Ellis (international student from Belize) presented, *Promoting Health and Wellness: An International Perspective*.

In China, where obesity rates are among the lowest of all nations, Huang stressed the physical activity that is built into daily Chinese life. The Chinese ride bicycles and walk to and from work. The rate of car ownership is rising, but is not the primary mode of transportation. Much of the same can also be said of Belize, a small, Central American nation bordering the Caribbean, where citizens live a far more active lifestyle than Americans.

Dr. Loretta Jagers, seminar organizer and Coordinator of Program Activities, stated that the seminar met its objectives by drawing a parallel between wellness and overall student success.



GET READY, GET SET, LET'S READ: "STRATEGIES FOR ENHANCING LITERACY LEARNING"

Spring 2009—The Department of Curriculum and Instruction, the Monroe-Grambling Chapter of The Links, Inc., and the North Louisiana Reading Council sponsored the 15th Annual Spring Reading Conference.

This collaborative event brought a diverse group of educators/staffers, student teacher candidates, and members of the business community together. Their purpose was to identify areas of literacy/reading weaknesses and to share ideas and solutions to increase student interest in reading and to improve overall reading skills.

Teacher candidates—Meliyah Smth and Shakeydra Johnson—were two of the featured presenters. Their presentation, *Spotlight on Vocabulary and Comprehension*, focused on the relationship between reading and comprehension and the methods educators and parents can employ to help students better understand what they read.



Literacy exhibitions on display were created by teacher candidates enrolled in courses ED-304, ED-303, and ED325. These exhibitions illustrated creative ways to reach children and interest them in reading.

The conference organizers recognized several individuals for their outstanding contributions to the areas of reading and literacy.

Mrs. Jean Brown was awarded the "Exemplary Literacy Educator Award" by Brandy Carey (Senior,

Elementary Education major). Brown is an educator, mentor, community leader, international literacy advocate, Director for Louisiana Reading Association District II, and 2008-2009 recipient of Louisiana Reading Association Emeritus Award.

Ms. Madeline Huggins, senior Elementary Education major, was awarded the "Pinkie Carolyn Wilkerson Literacy Award" by Dr. Elaine Foster, Associate Professor, COE Department of Curriculum and Instruction. Huggins was given the award in

recognition of her exemplary performance on the Praxis exams.

Ms. Greta Hayes, senior Social Science Education major, was awarded the "Outstanding Leadership, Scholarship, and Departmental Recruitment Efforts" award by Dr. Kathryn Newman, Professor, COE Department and Instruction.

Mrs. Betty Deloach Presley (author) and Ms. Beverly Diane Williams (illustrator) were presented the "Outstanding Literacy Accomplishment" award in recognition of their children's book that promotes the enhance of literacy skills by Dr. Elaine Foster.

Attorneys-at-law John and Alana Belton were awarded the "Consistent Community Leaders for Promotion of Excellence in Achievement Award" by Dr. Nanthalia McJamerson, Professor, COE Dept. of Curriculum & Instruction.

Entertainment provided by *The Ribbon Dancers*, Mrs. Mary Wilks-Kilgore, Director and *Lincoln Belles*, Mrs. Shannon Straughter, Director. Door prize drawing and an informal reception ended the conference.



SPEAKERS AND PRESENTERS





MISS *Jasmine Renee White*

SPRING 2009

HIGHEST-RANKING GRADUATE

College of Education
Curriculum and Instruction

A hundred years from now
it will not matter what my
bank account was,
the sort of house I lived in,
or the kind of car I drove...
but the world may be different
because I was important
in the life of a child.

Kathy Davis

Jasmine Renee White, 21, San Antonio, TX, is the highest-ranking College of Education graduate of the Spring 2009 class. White, who is an Early Childhood Education major, concludes her undergraduate career with a cumulative 3.78 GPA.

"I chose teaching because I want to work with younger students," White says. "The first years of school are crucial for children. Elementary school teachers can help students develop good self-esteem and the kind of self confidence that will serve them well; I want to be the kind of teacher that positively impacts students' lives."

Her short-term goals include graduate school and a possible teaching position for the 2009-2010 school year. White is committed to the principle of "continuing education" for teachers at all levels, from kindergarten teachers to university professors. "Teachers must be passionate in the presentation of information," she states. "Teachers must convince students that learning is what they need, not just a

requirement to move on. There is no better way to do that than to remain in the learning process ourselves."

As she bids her undergraduate days adieu, White credits her soon-to-be alma mater with providing her with a "first-rate" education.

"GSU and the College of Education lived up to my expectations," she says. She is especially thankful for the College of Education instructors, whom she says went far beyond their role as instructors. "The openness from professors played a big part in how well I have done here," she gratefully states. "I knew that I could go to my professors to assist me with anything that I needed—issues in and out the classroom."

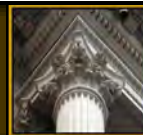
White, the second of three children and a military brat, credits her parents for bringing her this far. She is grateful for parents that encouraged her to get an education and supported her throughout the process.

To COE students who come behind her, she recommends greater communication between

students and /faculty/advisors. "It would be good if the COE would establish an Orientation Session for freshmen and sophomores," White suggests. "That way students would know early exactly what is expected."

To College of Education students, she advises to avoid the last-minute crunch. "I made that mistake early on and paid for it," she says with an embarrassing smile. "Stay on top of assignments; keep goals in mind; have fun, yet stay focused."

UPDATE: Since graduation, Ms. White has enrolled in the GSU College of Education graduate program. She is employed as an elementary school teacher at an area school. And, lastly, Ms. White reports that she is thoroughly enjoying the experience of teaching. Her life-long desire to be involved in the lives of young children, to impact and influence them for good, and to be an active participant in expanding the intellectual curiosity of generations has been realized. She is assured



MR. RUDOLPH KHENDIS ELLIS

SCHOLARY FEATS

President's List: CGPA 4.0

Participant: *One Voice Summit* in
Washington DC for CAP

Represented Grambling State
University: Clinton's Global
Initiative in New Orleans

Lead Tutor: Fall 2009 Semester,
ULS Service Grant, Department
of Curriculum and Instruction

First Recipient: Summit Scholarship
Award for higher studies

Prime Minister's Award for
Most Outstanding Youth
Leader in Education

SERVICE AND ASSOCIATIONS

Standing member:

Kappa Delta Pi as Counsellor

President: English Education Club

Tutor: Service Learning,
LA Gear UP Test, Dept. of
Curriculum and Instruction

Spanish translator: International
Red Cross Team visiting
affected areas in Belize

Member: Campus Aids
Prevention Club

Volunteer: Red Cross

Tutor: Leap and ACT exams

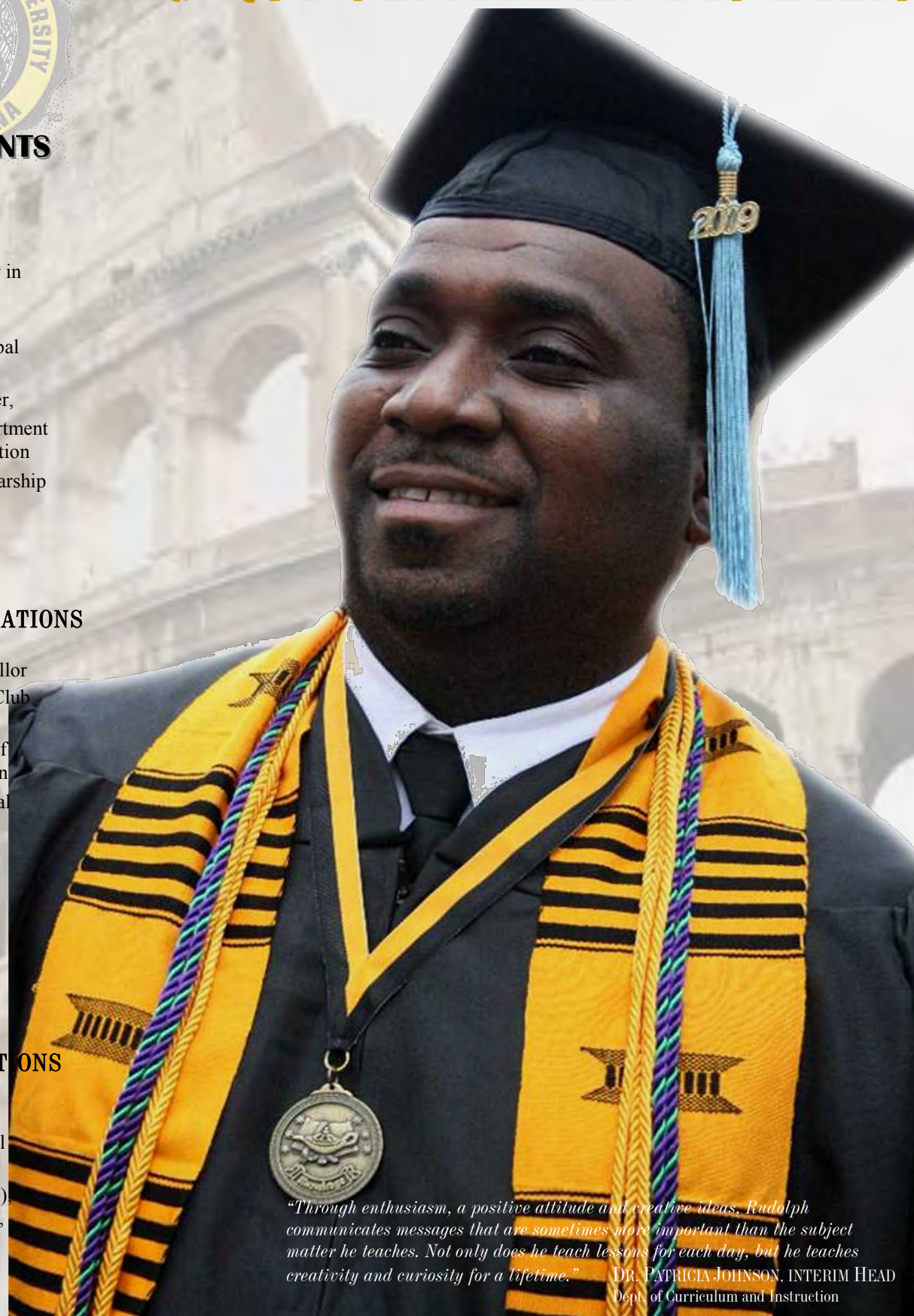
Senior Resident Assistant at
Garner Hall

TEACHER CERTIFICATIONS

PRAXIS: Passed all required
exams for certification

GCE Oxford Exams in General
Paper, Literature

CXC Examinations: English (I),
Spanish (I), Literature (II),
Math (I), and History (I)



"Through enthusiasm, a positive attitude and creative ideas, Rudolph communicates messages that are sometimes more important than the subject matter he teaches. Not only does he teach lessons for each day, but he teaches creativity and curiosity for a lifetime."

DR. PATRICIA JOHNSON, INTERIM HEAD
Dept. of Curriculum and Instruction



The selection of the valedictorian for the fall 2009 graduating class was an historic moment. Three candidates figuratively stood at the academic finish line in the exact same place—tied for first place. Dr. Robert Dixon, Provost and Vice President for Academic Affairs, held the deciding vote and chose to jointly award the honor of Fall 2009 Valedictorian to all three students.

Mr. Rudolph Khendis Ellis, College of Education graduate, was one of the three students selected to serve as Valedictorian. The entire College—dean, faculty, staff, and students—congratulate him for such a significant, well-deserved achievement.

Ellis is a citizen of Belize, a country affectionately known as the “gateway to South America,” and his hometown is Orange Walk Town.

He is the son of an educator and the third born of five children. He cites his parents as the greatest influence in his life. “Having a mother that is a teacher, and a father who enforces the iron fist, there is no other option when it comes to education,” he states in his commencement address. “My mother and father are my heart and soul. They have guided and moulded me to be the person I am today. Attempting the impetuous and believing that you can achieve are some of my parents’ strongest words.”

It was this exposure to teaching in his home that guided his decision to pursue education as a vocation. “I realized she {his mother} touched the lives of many, and I wanted to do the same,” he says. I want to touch the lives of those around me.”

Other influential persons in Ellis’ life include the venerable Nelson Mandela and the Honorable Barack Obama.

In his address, Ellis thanked “the great professors of Grambling State University” for inspiring him to believe in himself and continue to achieve. In particular, he cited the professors from the College of Education’s Department of Curriculum and Instruction. “Your never-ending drive, compassion, and altruistic interest have created a benchmark in my life,” he said.

“To Dr. Smith (professor, Dept. of

Curriculum and Instruction}, my American mom and mentor thank you very much for allowing me to better appreciate teaching for what it is—a calling instead of a job. Your love and interest in students are endless. You are indeed a prudential rock. I greatly admire your enthusiasm, your respect, and drive for the greater good.”

Ellis loves every aspect of the teaching profession, because “teachers make all other professions possible.” And it appears that he also loves everything about his new alma mater. “I believe the professors at Grambling are real mentors that make the changes that everyone needs without conflict and remorse,” he says in a recent interview. “I believe Grambling has the best professors, educational curriculum, and connection between course lessons and application to prepare us for real life. I loved my experiences completely.”

Ellis has the hard-earned respect and out right admiration of College of Education faculty, staff, and students. “He is a young man of impeccable character and has a work ethic that is second to none,” says Dr. Doris Williams-Smith. “It is students like Khendis that make the teaching profession rewarding. To see a young man grasp and pursue the essence of what teaching is all about makes every effort more than worth it.”

As for Ellis himself, he is surprisingly unimpressed with himself and graciously gives others credit for what he has been able to achieve thus far. He is an unassuming and humble scholar. He is polite and cooperative. He is possessed with an attitude of benevolence and goodwill and speaks mainly of what he can give, rather than what he get.

Immediate plans include enrollment in the GSU graduate program to pursue a master’s degree, and to eventually earn a doctorate degree in education—another challenge that braces for him to conquer.

(Excerpts from his commencement address follow.)

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn’t serve the world. There’s nothing enlightened about shrinking so that other people won’t feel insecure around you. We are all meant to shine, as children do. We are born to make manifest the glory of God that is within us. It’s not just in some of us, it’s in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.” —Marianne Williamson from *A Return to Love*. {Recognition of Interim President F. Pogue, Provost/VP, Dr. R. Dixon, ULS Board members, deans, dept. heads, faculty, staff, guests, parents, students, and graduating class of Fall 2009.}

Marianne Williamson’s quote embodies my stance on the mood of the graduating class of fall 2009. We are all brilliant, fabulous, gorgeous, and talented beings sitting in here today. The degrees that will be conferred on us show that we no longer have fears, but we are liberators of educational philosophies, exultant experiences, and bright futures. We are manifesting our accomplishments and cause everyone present today to be moved with a sense of joy and exhilaration.

Many of us have gone through triumphs and tribulations to get to where we are today. WE have surmounted to sleepless nights, unnecessary caffeine intake, extremely difficult exams, tedious projects, and the list goes on . . . However, for every obstacle that we faced, the G gave us several blissful moments to curve the negative: The awesome World Famed Band, the exciting football games, and the infamous 20 questions in the *Gramblinite*-- just to name a few.

As an international student from Belize, I wondered whether my chosen destiny was the right path. I had been given options to choose other universities, but my interest kept coming back to the Grambling State University. MTV and BET had great influence on young minds. “Eye of the Tiger and Campus College Black Tours” proved to be one of Grambling’s best recruitment drives. As President Obama states: “Our destiny is not written for us, but by us.” I had chosen Grambling State University and I believe then, and I still believe now that I have made the right choice. My choice has brought about a plethora of new acquaintances, new experiences, new ideas and new teachings all beneficial to the world that surrounds me. There were days though, when I wanted to shrink into the earth and not be noticed, but those days were always overshadowed by the positive impact that the Grambling State University family bestowed on me since I got here.

My family has allowed me to overcome my deepest fear, being powerful beyond measure. Having a mother that is a teacher, and a father who enforces the iron fist, there is no other option when it comes to education. They have guided and moulded me to be the person I am today. Attempting the impetuous and believing that you can achieve are some of my parents’ strongest words. They have always stressed that if you start something you must persevere and see it through.

To the graduating class: The entire world awaits us with more challenges and opportunities. Take it head on, and shoot for the moon. Even if we miss it, we will land among the stars. Always remember how we felt on November 5, 2008, when Barrack Obama was elected; I felt that there was no stopping us. The President-elect made us believe that dream is possible. Make it a reality and become leaders for our children, our family, our university, and our people. Everyone has the power to make change. Yes we can, Graduates. We can believe, and we will achieve. Complacency is not an option. If we liberate ourselves from our own fears we will become inspirers in this ever changing society. The will to make things happen is in our hands. Ladies and gentlemen, I thank you.



With Pomp and Circumstance

EDUCATION MAJORS INDUCTED IN HONORS COLLEGE



Congratulations

THE OATH Having been selected as a member of the Earl Lester Cole Honors College, I am keenly aware of my personal and academic obligations to be an exemplary scholar and role model in college, regional, state and national settings. Therefore, I solemnly pledge that I will take advantage of and pursue every opportunity to grow, develop and excel. I further pledge to make a conscientious effort to excel academically, personally, socially and enhance the quality of life around me. I will endeavor to be a creative and worthwhile citizen; to always try to be an inspiration to others and to promote those qualities of scholarship, citizenship and leadership upon which the honors college is founded. I take this obligation without any coercion or reservation. I will faithfully and enthusiastically accept the challenge inherent in becoming a member of this capital organization, the Earl Lester Cole Honors College. I will put my trust in God and with his help I will ultimately distinguish myself and Grambling State University with honor.

OPHELIA S. JAMES
SOPHOMORE
MUSIC EDUCATION
SHREVEPORT, LA

TIERRA R. MARTIN
JUNIOR
MUSIC EDUCATION
SHREVEPORT, LA

THEODORA HENRY
SENIOR
KINESIOLOGY
GRAMBLING, LA

KESHAWN ROBERTS
SOPHOMORE
KINESIOLOGY
NEW ORLEANS, LA

KALEISHA T. LEWIS
SOPHOMORE
ELEMENTARY ED
LAKE PROVIDENCE, LA

JANICE D. WILLIAMS
JUNIOR
ELEMENTARY ED
RUSTON, LA



DOCTORAL STUDENT SERVES AS FIRST YEAR EXPERIENE INSTRUCTOR

NARA MARTIROSYAN

Making Her Mark in the Classroom

"The teaching experience was an excellent opportunity for both professional development and academic preparation.

Learning theories, strategies, and knowledge is one thing; applying them in practice is another thing altogether."

Q: Did the classroom experience heighten or lessen your desire to be an educator?

The American classroom experience actually confirmed that I made the right decision to be an educator. Although I had several years of teaching experience back home (Armenia), teaching FYE was a completely different experience. It was an excellent opportunity in advancing my teaching skills and expanding my knowledge of working with undergraduate students.

Q: Were you able to apply the strategies and methods you have learned to date?

I was able to apply strategies and methods I have learned from my doctoral coursework up to date. After teaching FYE, I realized how our doctoral program has sufficiently prepared me for

classroom experience. The knowledge and skills I have gained proved very useful in various teaching situations. I believe that many of the courses offered in the doctoral program could be excellent professional development resources to instructors interested in further professional development.

Q: What do you see as the greatest challenges for freshman and the instructors that teach them?

One of the greatest challenges that freshmen students normally face is related to their transition from high school to college. There are many skills that they need to learn in order to succeed in college. The lack of study habits and time management skills are common challenges among freshmen students. These challenges are addressed within FYE classes.

Instructors who teach freshmen students sometimes might face more challenges than freshmen students themselves. One of the greatest challenges is related to the lack of motivation among freshmen students. We have many freshmen students who enter college with high motivation and also many whose motivation level is too low. Often, it is very hard to work with both types of students in the same classroom. Instructors need to be careful not to demoralize highly motivated students when trying to increase level of motivation among those students who have low motivation. Motivation in college has been recognized as one of the influential factors in students' academic performance. Thus, instructors need to address motivation in order to achieve desirable outcomes.

Q: What did you gain personally from the experience, and how will it help you as an individual and a soon-to-be professor?

While applying my knowledge and skills in practice, I gained invaluable teaching experience in American university classrooms, which I did not have before. I had an opportunity to interact with freshmen students and mentor many. Teaching situations that are in freshmen classes are usually different from those that occur in upper classes. Personally, I enjoy working with freshmen students. It is a nice feeling to know that you are helping others in their transition period. College life is full of challenges and each instructor has his or her contribution in a student's success or failure.

COE STANDOUT SCORES BIG ON PRAXIS EXAM



Madeline Huggins, Elementary Education graduating senior, is the recipient of two Certificates of Excellence from the Educational Testing Service in Princeton, NJ. Huggins, pictured left with her certificates in the background, was recognized for especially high scores on two areas of the PRAXIS Exam: (1) Elementary Education: Content Knowledge (**186/200**); (2) Principles of Learning and Teaching K-6 (**187/200**).

Huggins' commitment to excellence has been consistently demonstrated during her academic career at Grambling State University; she will serve as the College of Education second-highest ranking graduate with an accumulative 3.57 GPA at the Spring 2009 Commencement Services.

Huggins is an active participant in College of Education workshops, seminars, and symposiums and is routinely honored for her contributions to the aforementioned activities. "Ms. Huggins has been a delight to teach and work with," says Dr. Loretta Jagers, Professor, Curriculum and Instruction. "We know she will do her alma mater proud."

Huggins short-term goals include graduate school and a possible teaching position.

Man



FACULTY AND STAFF

MRS. GLORIA ARD

Assistant Professor

MRS. SUZAN BAILEY

Certification Support Specialist
Instructor, Title III Programs

DR. FELICIE BARNES

Assistant Professor

COURTNIE FLEMON

Praxis Lab Coordinator

DR. ELAINE FOSTER

Associate Professor

MS. TARA HEATH

Administrative Assistant

MS. APRIL HILL

Administrative Assistant

DR. LORETTA JAGGERS

Professor

MS. GENEVIA JONES

Director, Care Center and Instructor

DR. NANTHALIA MCJAMERSON

Professor

MS. MELANIE MONROE

LRC Specialist

DR. KATHRYN NEWMAN

Professor

DR. A. KADIR NUR-HUSSEN

Professor

DR. PAMELA PAYNE

Professor

MS. GLORIA RABON

Director OPLE/Lecture I

MR. EUGENE TAYLOR

Instructor

MRS. FLORENCE SIMON

Assistant Professor

DR. DORIS WILLIAMS-SMITH

Professor



*Dr. Patricia Johnson
Interim Department Head*

JAGGERS NAMED NAFEO 2009 NOBLE LAUREATE

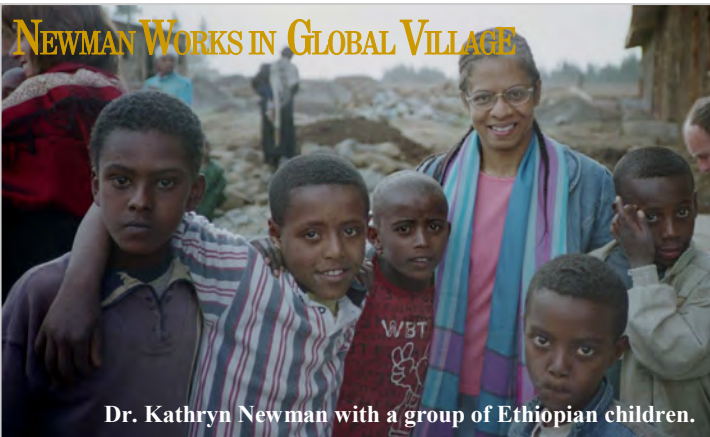


Dr. Loretta Walton Jagers is the recipient of the NAFEO 2009 NOBLE Laureate Award. NAFEO (National Association for Equal Opportunity in Higher Education) is a membership organization representing presidents and chancellors of historically Black colleges and universities. The NOBLE Prize Laureate is awarded to faculty members of historically and predominately black colleges and universities who have been nominated by their institutions for outstanding contributions and achievements in specific fields of study.

Jagers' major area of expertise is Reading/Literacy. Over the past 17 plus years, she has been actively involved in organizing and implementing diverse activities that relate to the goals of the Louisiana Reading Association as well as the goals of the International Reading Association. She has consistently designed programs, activities, and projects that relate to the goals of the Louisiana Reading Association.

Jagers has served as a staff development consultant for various school districts and universities across the country and internationally and has presented various creative resources and strategies to develop and enhance reading/literacy skills across the curriculum.

"As a teacher educator, I am delighted to play a role in the lives of teacher candidates as they progress through the phases of their teacher preparation programs," Jagers stated in her acceptance speech. "I will continuously strive to help them recognize and expand their goals and aspirations as they prepare to effectively reach and teach their own students".



Dr. Kathryn Newman with a group of Ethiopian children.

Dr. Kathryn Newman traveled with Habitat for Humanity Global Village to spend several weeks helping others in Ethiopia on two occasions.

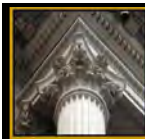
Newman, who has volunteered her helping hands for five consecutive years, describes her work with the international humanitarian

organization as "a tremendous learning experience in terms of home construction in different parts of the world, as well as the culture of the areas". She discovered that the world is rich in experiences and that people are more alike than they are different.

Newman has donated monetarily to Habitat for Humanity since 1989, but after the Indonesian tsunami in 2004, she decided to do more. She applied to be a Global Village volunteer on the Habitat for Humanity website. "People often mistakenly think that they have to be contractors or carpenters to volunteer, but interest and a willingness to be taught how to construct houses is often sufficient, Newman says.

She has mixed cement, dug foundations, helped put up walls, applied chika (a mud-straw mixture similar to the materials used in the houses in the French Quarter in New Orleans), painted, and nailed braces to posts. Houses are constructed to be strong as well as affordable.

Her thought is: "Get a passport and start exploring the world around you." It seems like for every negative person, there are twenty or more that are glad to have met you, and glad that you cared enough to come and help them realize the dream of home ownership.



THE COMPLETE TEACHING PROFESSIONAL: *Dr. Nanthalia McJamerson*

PUBLISHING ▪ PRESENTING ▪ GRANT WRITING ▪ SERVICE ▪ RESEARCH ▪ PROFESSIONAL DEVELOPMENT



PUBLICATIONS

Professional Books

- McJamerson, N. (2009). *Reconstructing Lives: Taking the Mystery Out of Success*. Lewiston, NY: Edwin Mellen Press.
- McJamerson, N., Newman, K., Farmer, V., and Kerney, J. (2009). *Nobody Would Talk: Creating Dialogue on Diversity through Cultural Autobiographies*. (In process)
- McJamerson, N., Newman, K., Walton-Jaggers, L., Foster, E. (2008). *Files of Promise for Conquering Test Anxiety*. Ruston, LA: Wings4U Productions.
- McJamerson, N., Nur-Hussen, A., and Jason, O. (2005). *What Do You Do When You're Close to Fire? From Test Stress to Success*. Grambling, LA: The ACHIEVE Group.

Educational Articles

"The Creative Use of Autobiography to Enhance Knowledge and Dispositions of Teacher Candidates," *Journal of Urban Education: Focus on Enrichment*, Vol. 4(2), 2008.

McJamerson, N. (2000). "Reconstructing Lives: A Critical Teaching Approach to Demystifying Success." *Journal of the Research Association of Minority Professors*, 4, 95-97.

Electronic Articles

McJamerson, N. (2008, March 30). *Top Ten Test Anxiety Strategies*. Retrieved June 29, 2008, from <http://ezinearticles.com/?Top-Ten-Test-Anxiety-Strategies&id=1078744>

McJamerson, N. (2008, July 22). *Poetic Self Defense Against Test Stress*. Retrieved August 11, 2008, from <http://ezinearticles.com/?Poetic-Self-Defense-Against-Test-Stress&id=1349405>

Select Poetry Works

Payne, P., McJamerson, N., McCarty, H. (2008). *Here I Am: A Collection of Poetry*. Ruston, LA: Lincoln Parish Project Achieve.

McJamerson, N. W. (2008). *Contrary to Rumor, I'm Wonderfully Made*. Ruston, LA: Wings 4U Productions.

McJamerson, J., McJamerson, N., Duhon, G. (2006). *For the Journey Back: A Poetic Tribute to Overcomers*. Ruston, LA: Wings4U Productions.

Select Presentations:

- 2009 "Many Hands Make Light Work": Developing and Maintaining Collaborative Modeling between General and special Education Faculty Teacher Education Conference of Council for Exceptional Children - Charlotte, NC (November, 2009)
- 2009 Presentation 1: "Culturally Responsive College Readiness for All Students: CSI Grambling"
- Presentation 2: LA GEAR UP Summer Learning Camps: The Impact of the Preparation/Training Model on Positive Camper Outcomes
COE 3rd Annual Research Symposium, Grambling State University

Grant Writing

Grant Funded: 2005-2009 LA GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Summer Learning Camps Louisiana Board of Regents – LaSIP (Funding Levels: \$37,000; \$84,000; \$104,000; \$104,000+; \$104,343, respectively)

University Service

Select Committees

NCATE Standard 4 Diversity: Co-Chairperson – attended meetings and began collecting documentation of faculty and teacher candidate activity related to diversity. Coordinated with Dr. Loretta Jaggers the Annual "Helen Richards Smith Symposium on Education". Emphasis is placed on diversity and Dr. Oi Yee Monica Ratcliff was invited to make a presentation at the 2009 symposium.

Member, Louisiana Education Consortium Governing Board - Participated in monthly meetings at GSU, LA Tech and ULM

Coordinate with Dr. Kathryn Newman the Annual Diversity Conferences

Teaching Load (2007-2009)

ED 202 Child Psychology; ED 204 Adolescent Development (developed a "Success-Builders Exhibit" for presentation to classes at Lincoln Center School in Ruston); ED 210 Professional Accountability (PLT); ED 300 Educational Psychology (took the lead in reviving the Louisiana Association of Educators – Student Program, renamed the David and Eula Wright Chapter); LECF 704 Socio cultural and Diversity Issues in Education

Research Projects

Student Achievement Motivation and Culturally Responsive Teaching

Research Committee Work

LEC dissertation research committees in areas of research interests (active):

Monica Ratcliff, ULM – "Reading First" - completed her dissertation/graduated

Katherine Adcock, ULM – "Effects of Freshmen Academies" - completed dissertation

Glenn Beer, LaTech – "Impact of Summer Learning Camps on Academic Achievement" - completed dissertation/graduated

Ruby Scroggins, LaTech – completed comprehensive exam

Sheila Stepp, LaTech – "High-Poverty, High-Performing Schools" – completed comprehensive exam

Celya Taylor, ULM – "Classroom Management" defended prospectus

Barry Morales, LaTech – "Teacher Stress Factors" - defended prospectus

Professional Development/Conferences/Meetings

American Educational Research Association; San Diego, CA 2009

Poetry Writing Seminar; Instructor: Douglas Kearney, California Arts Institute; Grambling State University 2009



FACULTY AND STAFF EDUCATIONAL LEADERSHIP

DR. WILTON A. BARHAM
Professor

DR. VICKI R. BROWN
Professor

MS. BRENDA COOPER
Administrative Assistant

MRS. SHARON EDWARDS
Administrative Assistant

DR. VERNON L. FARMER
Professor

DR. ANDOLYN B. HARRISON
Professor

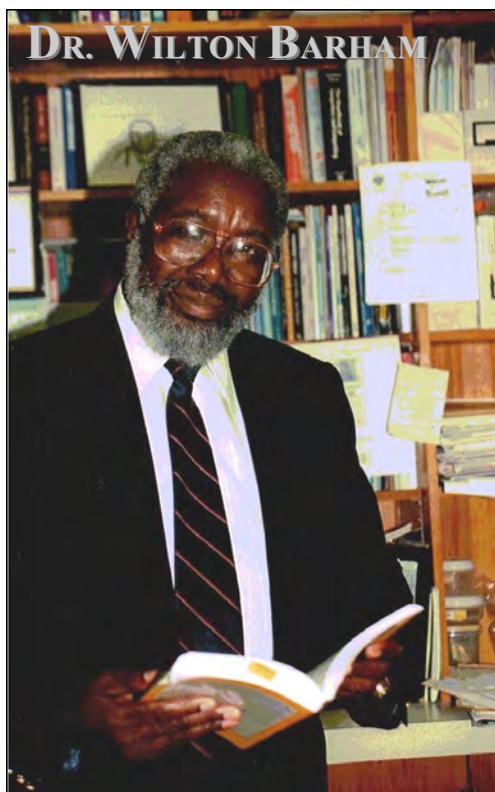
DR. PRENTISS LOVE
Professor

DR. BENNIE LOWERY
Professor

DR. REUBENSON WANJOHI
Professor
Coordinator, Statistical Lab



Dr. Olatunde Ogunyemi
Department Head



Rose, S., Linsenbiger, S., Karimova, N., & Waintrub, M. (2007) with contribution by **Wilton A. Barham**. *USMLE (CS). Rocky Mountain Rapid Review*. Aurora, CO: Maval Publishing Inc.

SELECTED PRESENTATIONS

Barham, W. A. (2009). The development of a professional field and organization. Paper presented at the 27th Annual Conference of the Louisiana Association for Developmental Education (LADE) in Lafayette, October 28-30.

Barham, W. A. (2009). Moderator for session presented by Wanjohi, R., & Martirosyan, N., *Developing underprepared Students with help of technology usage* at the 27th Annual Conference of the Louisiana Association for Developmental Education (LADE) in Lafayette, October 28-30.

Barham, W. A., & Wanjohi, R. (2008). A meta-analysis of the effectiveness of the supplemental instruction program and model. Paper presented at the 4th International Conference on Research in Access and Developmental Education, September 23-27, San Juan, Puerto Rico.

Barham, W. A., & Kamlongera, L. S. (2008). *An investigation of the effects of age, family characteristics and college experience on the teaching plans for Jamaican teachers*. Paper presented at the 26th Annual Conference of the Louisiana Association for Developmental Education (LADE) in Alexandria, October 15-17.

Barham, W. A. (2008). *The case for developmental education: Survival and success of a scholarly field under constant criticism*. **Keynote Speaker** for the 25th Conference of the Learning Assistance Association of New England (LAANE), Portsmouth, NH, November 7.

Barham, W. A. (2008). *Survival strategies to overcome criticisms: The development of professional field and organization*. **Breakout Session** for the 25th Conference of the Learning Assistance Association of New England (LAANE), Portsmouth, NH, Nov. 7.

Barham, W. A., Simmons, D., & Ifeanyi, P. (2008). Paper selected for presentation at the 2nd Annual African Council for Distance Education Conference and General Assembly, July 8-11, Lagos, Nigeria.

Barham, W. A., Mc Jamerson, & Horton, W. (2008). *Dubois, Garvey and Washington: Crying in the wilderness*. Paper presented at SCAASI 2008 Convention, Atlanta, Georgia, Feb. 7

Barham, W. A. (2008). Poster Presentation: *Update: Teacher Delegation Visit to the Peoples Republic of China*. China. Second Annual College of Education Research Symposium, April 17-18.

Barham, W. A., & Wanjohi, R. (2007). *Knowledge development: Dissertation research at Grambling State University*. Paper selected for presentation at the 31st Annual Conference of the National Association for Developmental Education, March 21-24, Nashville, TN.

SELECTED PUBLICATIONS

Barham, W. A., Simmons, D., & Ifeanyi, P. (2009). The use of an online learning system for a college teaching course. In Christine I. Ofulue (Ed.). *Open and Distance Learning for Sustainable Development: Conference Proceedings of 2nd ACDE Conference and General Assembly Hosted by The National Open University of Nigeria*, pp. 171-183. Lagos, Nigeria: National Open University of Nigeria.

Barham, W. A. (Spring, 2007). Teacher attrition: A study of pre-service teachers' job satisfaction and career decisions in Jamaica. *Journal of Urban Education: Focus on Enrichment*, Volume 4, Number 1, pp. 27-33.

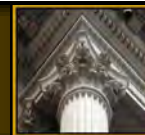
Barham, W. A. (2009). Teacher education experiences of a Jamaican-born professional. In Festus Obiakor and Patrick Grant (Eds.). *Voices of Foreign-Born African American Teacher Educators in the United States*. Nova Science Publishers. [Accepted for publication].

Barham, W. A. (2009). Opportunity and freedom: The success story of an educator, research methods and statistics professor. In Vernon L. Farmer and Evelyn Shepherd-Wynn (Eds.). *The Black professional's guide to career success*. Westport, CT: Greenwood Publishing Group. [Accepted for publication]



FACULTY AND STAFF ACCOMPLISHMENTS: KINESIOLOGY

21 Insight Today
Spring/Fall 2009



FACULTY AND STAFF KINESIOLOGY, SPORT, AND LEISURE STUDIES

DR. MARTIN AYIM
Professor

MS. YVONNE CALVIN
Assistant Professor

MS. SHEILA GRIFFIN
Administrative Assistant

MRS. THERESA JACOBS
Instructor

MR. AARON JAMES
Assistant Professor

MS. BARBARA LEWIS
Assistant Professor

DR. AARON LIVINGSTON
Assistant Professor

DR. PHYLLIS LOVE
Professor

MRS. ANNA REED
Instructor

DR. OBADIAH SIMMONS, JR.
Associate Professor

MR. CHRISTOPHER WILEY
Instructor

MR. HOWARD WILLIS
Assistant Professor

National Award: National Association for Girls and Women in Sport Pathfinder Award for 2009

State: Love, P., Kluka, D. LAHPERD State Convention, Baton Rouge, 2009
"Fibromyalgia and Physical Activity" (accepted)

Professional Service:

- International: Peer Review Panel of the "Shield-Research Journal of Physical ED and Sport"
- Delegate to the National Alliance Assembly, AAHPERD Convention, Tampa, FL, 2009
- National: Advisory Board of the Women's Sports Foundation, 2009 (National)
- Southern District Association for Health, Physical Education, Recreation and Dance Necrology Committee, 2009 (Regional)
- Louisiana Association for Health, Physical Education, Recreation and Dance *Honor Award* Committee, 2009 (State)

Accomplishments of Theresa Gray-Jacobs

- Voted VP of Louisiana Division of Delta Society of Public Health Education
- Appointed by governor to the LA State Parks and Recreation Commission
- Assisted coordination of Level Tests for the Department of KSLS, completed the Web Seminar sponsored by Scantron Corporation
- Nominated for 2009 Ethnic Minority Chair, LAHPERD
- Chaperoned majors to the 2009 Spring Health Fair sponsored by LSU-HSC
- Assist with coordinating 2009 Spring Fling GSU and LA Tech

Accomplishments of Yvonne Calvin

- Co- Chair of (LRPA) Louisiana Recreation Park Association 2010 Annual State Conference. Grambling State University will co host with Ruston Parks and Recreation.
- Governor appointed to the Louisiana State Parks and Recreation Commission
- President Elect, Magnolia Chapter of the Louisiana Chapter of (ATRA) American Therapeutic Recreation Association
- Board Member and Chair of the Awards committee of LAHPERD
- Nominated chair of the Ethnic Minority Committee of APHERD
- Chaperoned 15 Leisure Studies majors to the 2009 Spring Health Fair sponsored by LSU Medical Center Spring Career Day
- Attended the Mississippi State Hospital Annual Spring Therapeutic Recreation Conference. (10 Leisure Studies students attended)
- Participated in the Shreveport Public Assembly and Recreation Therapeutic Recreation Activity entitled "Adapted Fit for Life" Field Day.
- Received LRPA's Highest award the "Fellow Award" for outstanding contribution and dedication to the profession of Parks and Recreation
- Organized the Annual "Spring Fling" a field day event where KSLS Students from GSU and LTU come together for activities. More than 100 students from both schools were in attendance. Grambling was the host school.

Scholarship Activities of Dr. Martin Ayim

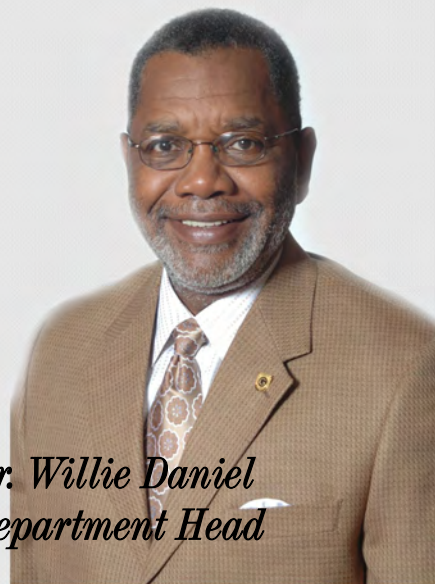
- President Delta SOPHE 2009 (A Regional Chapter of SOPHE) LA, MS, and AL
- Book Publication: Principles of Infectious Disease Epidemiology
- Presentation at College of ED Symposium: Status of Infectious Diseases in LA (April 2009)
- Submitted Grant proposal to DHH-NIH -Nutrition and Obesity Prevention (Pending)
- Submitted Grant Proposal to Robert Wood Johnson Foundation on Obesity and Healthy Eating Among Youths (not funded): Academic Advisor-Health Promotion and Sports Management Concentrations

Achievements of Christopher Wiley

- Assisted with the KSLS spring fling. Received first aid certification
- Worked with Dr. Livingston on minor league baseball student internship for the spring 2010

Achievements of Dr. Willie Daniel

- Managed the \$336,501 Faculty Professional Development Component: 1) University Faculty Travel; 2) Maintenance of a State-of-the-Art Faculty Laboratory, with faculty workshops planned; 3) Short-Term Equipment Loaner Initiative; 4) Support of University Faculty to Pursue/Obtain the Doctorate Degree and 5) Consultancy.
- Coordinated Self-Study Reports for reaffirmation of Physical Education (NASPE/NCATE) and Leisure Studies (COA/NRPA). They are the first two academic programs in the subject-field to be accredited at an HBCU with the following conditions: Rejoinder for NASPE/NCATE is due September 15th. COA/NRPA mandates a meeting with the Council at the national convention on October 12th. (Absent a coordinator for Leisure Studies in the COA/NRPA issue, Daniel fills the Coordinator role and the Coordinator role for the master's program in Sports Administration).
- Facilitated with Yvonne Calvin to have the LA Recreation and Park Association state convention held at GSU in the Assembly Center, January 23-26, 2010.
- Last year to serve as National Chairman of the Roundtable Associates, Inc, Washington, D.C.
- National consultant for the University of Illinois, Chicago; grant writer/trainer in the areas of adapted physical education, therapeutic recreation, and related services.
- Served as a member of the University Promotion and Tenure Committee.
- Facilitating a \$10,000 Endowed Scholarship for Kinesiology and Leisure Studies Majors.
- Submitted an LAHPERD presentation on "Stress: Asset or Liability." (accepted).
- LRPA presentation entitled "The Whys of Accreditation in Higher ED" (accepted).



Dr. Willie Daniel
Department Head

LOOKING TO IMPROVE: *In-House Retreat Focuses on Analyses and Solutions*

December 3, 2009--College of Education held an Assessment Retreat focusing on NCATE Standard 2 – Assessment System and Unit Evaluation, as a part of its preparation for NCATE re-accreditation visit that is scheduled in Spring, 2010. The main purpose of a retreat was to share unit-wide and program-based assessment data with various stakeholders, to review data, to discuss the implications of the available data, and to make recommendations for program improvement.

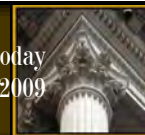
Program specific data reviewed in working sessions during the retreat included state licensure exam (PRAXIS) results, candidate performance data in content courses in various teacher preparation programs and data from key assessments used in different courses. Unit-wide data consisted of data coming from follow-up surveys and employer questionnaires. Follow up surveys were completed by graduates of the college of education while the employer questionnaires were completed by the employers of the college of education's graduates.

Attendees were divided into various Specialty Professional Associations (SPA) groups, led by a specialist in the particular SPA. A number of suggestions/recommendations for program improvement were made by the retreat's working groups after reviewing almost three years' worth of data. These suggestions/recommendations are being reviewed and necessary steps will be taken.

In an age of accountability, it is very important to ensure that a college of education regularly and systematically analyzes and uses data to evaluate the efficacy of its programs and unit operations. A college should initiate data-driven improvements and changes when necessary. Assessment retreats are an excellent way of doing this. Such events allow different stakeholders to come together and review data centrally, discuss data implications and make suggestions that later become the bases for program improvements and changes.

This retreat of December 3rd 2009 was appreciated by all participants. They, not only appreciated what they learned, but were also happy to give suggestions that are not only beneficial to students, but also to faculty. The college plans to regularly implement such retreats in the future as a way of sharing data and obtaining feedback and suggestions from different stakeholders.





COE PROFESSORS PARTICIPATE IN CREATIVE WRITING MAGNET



COE Faculty Members Dr. Pamela Payne (front, far left) and Dr. Nanthalia McJamerson (back, far right) with LPS participating students.

The Lincoln Parish Schools Creative Writing Magnet is offered through the district's Twilight School initiative. Twilight School allows courses to be scheduled outside the traditional school calendar while opening its doors to students across the parish.

Because of the nontraditional approach, these Creative Writing courses are able to mirror a university schedule, meeting fewer times per week over an extended period of time. Enrollment is open to high school students throughout the parish. Classes meet in the Peach Suite of the Ruston Civic Center, rather than a school-based location, to provide a central location for all students.

While specific test scores are not stipulated, those seeking admission are required to

supplement their application with letters of recommendation from two current teachers and a school counselor. Students must also have parental approval and both students and parents/guardians are required to sign a Code of Conduct form that remains on file for the duration of the course.

This Creative Writing Magnet is the brainchild produced by the vision of Lincoln Parish Schools superintendent Danny Bell. The Creative Writing Magnet is the first piece in a vision to offer a rich and diverse fine arts magnet in the public schools of Lincoln Parish. Developed in partnership with Lincoln Parish Schools, Project ACHIEVE, and Grambling State University, the Creative Writing Magnet provides students throughout the district an opportunity to study with university professors and

published authors while developing their own creative skills in writing and communication.

As a project-based learning application, an anthology entitled "Voices From Within" is produced as a summative course project for each Creative Writing Magnet class. The anthology is focused around student work developed throughout the class and represents each of the high schools with students in the class. The experience provides each of the students an opportunity to edit, organize, print, illustrate, and publish a collection of creative poetry and essays developed throughout the semester.

Each student and their respective schools will receive a copy of the anthology that also includes contributions from

Lincoln Parish Superintendent Danny Bell, Project ACHIEVE Coordinator Cathi Cox, and each of the Grambling State University instructors.

Collaboration on this project benefits College of Education professors and the university. Professors are able to assess the writing skills of area students and provide assignments for improvement. This collaborative initiative is intended to result in students being college-ready in high school settings. Also, one-on-one interaction with GSU professors is intended to foster a connection with the University by building a rapport with the students that will hopefully lead to them choosing GSU as their institution of higher learning.

Dr. Nanthalia McJamerson and Dr. Pamela Payne were the GSU representative professors.



The Department of Curriculum and Instruction commemorated Black History Month 2009 with a special program in Adams Hall, Room 200.

Mr. Douglas Kearney (pictured above) was the featured presenter and also served as one of the keynote speakers for GSU's Black History Committee. Kearney performed history through poetry. Attendees were treated to music by Education majors and a poem by Dr. Doris Williams-Smith, Curriculum and Instruction.

The program was co-sponsored by the Louisiana Association of Education—Student Program (The David and Eula Wright Chapter), advised by Drs. E. Foster and N. McJamerson, and GSU's Carter G. Woodson Chapter History Club, advised by Dr. J. McJamerson.

About the Presenter: Mr. Kearney's first full-length collection of poems, "Fear, Some" was published in 2006 by Red Hen Press. His second book, "The Black Automaton" was chosen by Catherine Wagner for the National Poetry Series and will be published by Fence Books. A Cave and an Idyllwild fell, Mr. Kearney has performed his poetry at the Public Theatre, Orpheum, and The World Stage. His poems have appeared in journals such as "Callaloo, Jubilat, Ninth Letter, Washington Square, and Gulf Coast".

Born in Brooklyn, now living in California's San Fernando Valley, he earned a B.A. from Howard University and an MFA in Writing from the California Institute of the Arts, where he now teaches courses in African-American poetry, myth, hip hop, and opera.

A Trailblazer Remembered



known as the "Black Edison, both great inventors of their time. Woods invented more than a dozen devices to improve electric railway cars and many more for controlling the flow of electricity. His most noted invention was a system for letting the engineer of a train know how close his train was to others. This device helped cut down accidents and collisions between trains.

Woods learned his skills on the job. Attending school in Columbus until age 10, he served an apprenticeship in a machine shop and learned the trades of machinist and blacksmith. During his youth he also went to night school and took private lessons. Although he had to leave formal school at age ten, Woods realized that learning and education were essential to developing critical skills that would allow him to express his creativity with machinery.

In 1872, Woods obtained a job as a fireman on the Danville and Southern railroad in Missouri, eventually becoming an engineer. He invested his spare time in studying electronics. In 1874, Woods moved to Springfield, Illinois, and worked in a rolling mill. In 1878, he took a job aboard the Ironsides, a British steamer, and, within two years, became Chief Engineer of the steamer. His travels and experiences led him to settle in Cincinnati, Ohio, where he became the person most responsible for modernizing the railroad.

In 1888, Woods developed a system for overhead electric conducting lines for

B o r n i n Columbus, Ohio, April 23, 1856, Granville Woods dedicated his life to developing a variety of inventions relating to the railroad industry.

To some he was

GRANVILLE WOODS

railroads, which aided in the development of the overhead railroad system found in cities such as Chicago, St. Louis, and New York City. In his early thirties, he became interested in thermal power and steam-driven engines. And, in 1889, he filed his first patent for an improved steam-boiler furnace. In 1892, a complete Electric Railway System was operated at Coney Island, NY. In 1887, he patented the Synchronous Multiplex Railway Telegraph, which allowed communications between train stations from moving trains. Granville T. Woods' invention made it possible for trains to communicate with the station and with other trains so they knew exactly where they were at all times. Alexander Graham Bell's company purchased the rights to Granville T. Woods' "telegraphy," enabling him to become a full-time inventor. Among his other top inventions were a steam boiler furnace and an automatic air brake used to slow or stop trains. Wood's electric car was powered by overhead wires. It was the third rail system to keep cars running on the right track.

Success led to law suits filed by Thomas Edison who sued Woods claiming that he was the first inventor of the multiplex telegraph. Woods eventually won, but Edison didn't give up easily. Trying to win Woods over and his inventions, Edison offered Woods a prominent position in the engineering department of Edison Electric Light Company (NY). Woods, preferring his independence, declined.

Noted inventions (select):

- Steam boiler furnace
- Electric railway
- Automatic air brake
- Telephone transmitter
- Electromechanical brake
- Railway telegraphy
- Induction telegraph system
- Overhead conducting system for electrified railway
- Tunnel construction for electric railway
- Galvanic battery.

(Reference: Encyclopedia of Black America)



ISLAND NATION OF JAMAICA TAKES CENTERSTAGE AT 2009 INTERNATIONAL CULTURAL SYMPOSIUM



Dr. Wilton Barham, professor, Educational Leadership, explains the cultural traditions of his native country.

The 6th Annual International Cultural Symposium explored the enchanting island nation of Jamaica and was themed “Experiencing the Beauty of Jamaica”.

Jamaican and other international students decorated the Lecture Hall with the national colors of Jamaica, its flowers, and works of art.

Before a nearly packed Lecture Hall of students, faculty, and staff, the beauty and benefits of Jamaica were on display. Then-Head, Curriculum and Instruction, Dr. Doris Williams-Smith opened with words of appreciation for the diversity represented by the international presence on campus.

Attendees were treated to a variety of presentations including:

- Cultural song by Julietta Conzague,
- Dance production by the “Ribbon Dancers”,
- Video presentation—*Jamaica: The Beautiful Island Nation*—by Bruce Morgan (GSU Web Administrator),
- Research-based presentations by Danielle Jones, Dominique Reynolds, and Shakeydra Johnson.
- Dr. Wilton Barham, Jamaican native and Professor (ED Leadership), presented the cultural exhibition and explained the different

aspects of Jamaican culture, its people, and its many impressive institutions.

Dr. Loretta Walton-Jaggers, Professor, Curriculum and Instruction, served as symposium coordinator.

SOME JAMAICA FACTS

Capital City: Kingston

Population: 2.6 million

Est. Land Mass: State of Connecticut

Official Language: English

Head of Government: Prime Minister

National Bird: Doctor Bird (indigenous to Jamaica)

Favorite Sports: Cricket, basketball, baseball, boxing, bobsledding, field hockey, soccer, track and field, and pushcart.

Independence Day: August 6th (On that day in 1962, the people of Jamaica won their independence from the United Kingdoms of England whose government and Royal Family had colonized the island nation.)

The College of Education International Cultural Symposium was instituted to serve as a vehicle for international students to share their language, music, cuisine, and traditions with their American counterparts, other international students, faculty, and staff members.



PowerPoint Presentations



Student



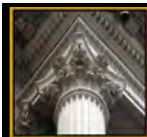
Faculty Involvement



Dance Routines



Faculty Support



2ND ANNUAL RICHARDS-SMITH SYMPOSIUM DRAWS FULL HOUSE

Department of Curriculum and Instruction, COE, sponsored the 2nd Annual Dr. Helen Richards Smith Teaching and Learning Symposium—the culminating event of American Education Week.

“This event was designed to pay tribute to Dr. Helen Richards Smith for her consistent dedication, commitment, exemplary contributions to promoting and enhancing education at the local, state, national, and international levels,” says Dr. Loretta Jagers, Conference Coordinator. “This occasion also provided an opportunity for some of the Grambling State University teacher candidates to showcase the results of their outstanding research projects by sharing key point through multimedia presentations.”

Teacher candidates served as the featured presenters which included: Ms. Kiana Carr (Elementary Education major), Mr. Kevin Taylor (Music Education major), and Mr. Shem Beroo (Elementary Education major). The advanced candidate that shared her research was Dr. Oi Yee. Ms. Madeline Huggins provided an in depth biographical sketch that highlighted the life and accomplishments of Dr. Helen Richards-Smith. Dr. Sean Warner, Dean of the College of Education set the tone for the event as he welcomed everyone to the grand celebration which served to culminate the American Education Week activities. Mr. Bruce Morgan, GSU Webmaster, designed a multimedia presentation for the occasion entitled, “Dr. Helen Richards Smith: Reflections on the Life”.

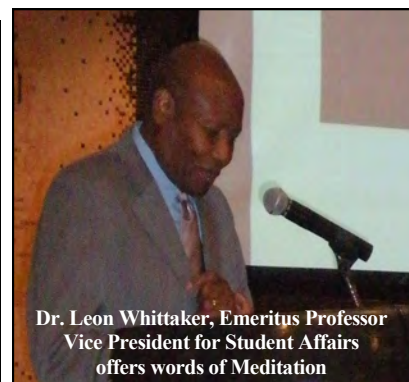
This was a fitting occasion to conclude the week’s activities by honoring a GSU living legend who has dedicated her life to the cause of education and its benefits for individuals and society.



Dr. Helen Richards-Smith receives Certificate of Appreciation and gifts from symposium organizers.

RICHARDS-SMITH BIO

- ⇒ Daughter of Mr. Modest Rice Richards and Mrs. Allison Madison Richards, and reared by stepmother, Mrs. Faustina Simmons Richards. Her father encouraged her to pursue teaching as a career, because he believed it was a noble profession
- ⇒ High School Valedictorian—Sabine High School
- ⇒ Summa Cum Laude Education Graduate from then-named Grambling College (1944)—its first graduating class
- ⇒ Grambling College student activities included: debating and basketball; and is the presumed first Miss Grambling.
- ⇒ M.A. Degree from University of Michigan (1949); Doctor of Philosophy degree in developmental psychology and education from the University of Iowa (1955)
- ⇒ Teaching posts: Caddo Parish, LA; Grambling Lab High School. University level courses taught: psychology, language arts, and elementary science.
- ⇒ GSU positions held: Head, Elementary ED Dept. (1964-1971); Head, Teacher ED Department (1976-1981; Associate Dean, COE, and; Inaugural Dean, Earl Lester Cole Honors College (1990)
- ⇒ Director, GSU National Student Exchange Program, resulting in 32 student placements from 19 states, Puerto Rico, and Virgin Islands
- ⇒ Cooperative work: Reading Specialist, Ohio University Overseas Projects (Ibadan, Nigeria); Member, In-Service ED Project (western Nigeria); Coordinator, Workshop on Open Education in British Infant Schools; Member, Committee for Revision of NCATE standards; Member, State Commission on Reading; Coordinator, Development of Graduate Programs in Competency-Based
- ⇒ Teacher Education: Coordinator, first graduate programs approved for GSU; Member, Executive Committee, LA Association of Teachers (LATE); President, LATE (1976-77), and; Representative, 23rd World Assembly of the International Council on Education for Teachers (ICET)
- ⇒ Honors: “Educator of the Year” (Delta Sigma Theta Sorority, Inc.), Distinguished Alumni Award (GSU National Alumni Association). Citations: Distinguished Service Award as Educator and Citizen in the *Dictionary of International Biography*; *International Who’s Who in Education*, myriad of plaques and certificates of achievement. Published author of numerous articles in the *Education Journal* and chapters in educational books.



Dr. Leon Whittaker, Emeritus Professor Vice President for Student Affairs offers words of Meditation



Miss Madeline Huggins—Senior Elementary ED Major—presents the Richards-Smith biographical sketch.



Dr. Monica Wong Ratcliff, guest professor, ULM



Miss Kiana Carr and Mr. Kevin Taylor present research results from their joint project: “The Special Needs



Ms. Na'Toya Stone sings “Deep River”

WALL OF DISTINCTION

Congratulations



DR. PATRICIA JOHNSON

Congratulations from the faculty, staff, and students of the College of Education for your recent appointments:

INTERIM HEAD

DEPARTMENT OF CURRICULUM AND INSTRUCTION

COORDINATOR

National Council for Accreditation of Teacher Education



DR. PAMELA PAYNE

Congratulations from the faculty, staff, and students of the College of Education for achieving tenure.

Payne received a B.S. degree in Secondary Education at **Columbus State University, Columbus, GA**, and a master's degree in secondary English from Louisiana Tech University. She completed a certification program in administration and supervision at McNeese State University in Lake Charles, LA, and earned a doctorate in Developmental Education from GSU. Dr. Payne serves as co-advisor for *Scribia*, the English Department's literary journal, and has co-edited literature: *An introduction to Fiction, Poetry, Drama, and Non-fiction*.



DR. A. K. NUR-HASSEN

Congratulations from the faculty, staff, and students of the College of Education for twenty years (20) of service in preparing education students to meet the challenges of the teaching profession.
