

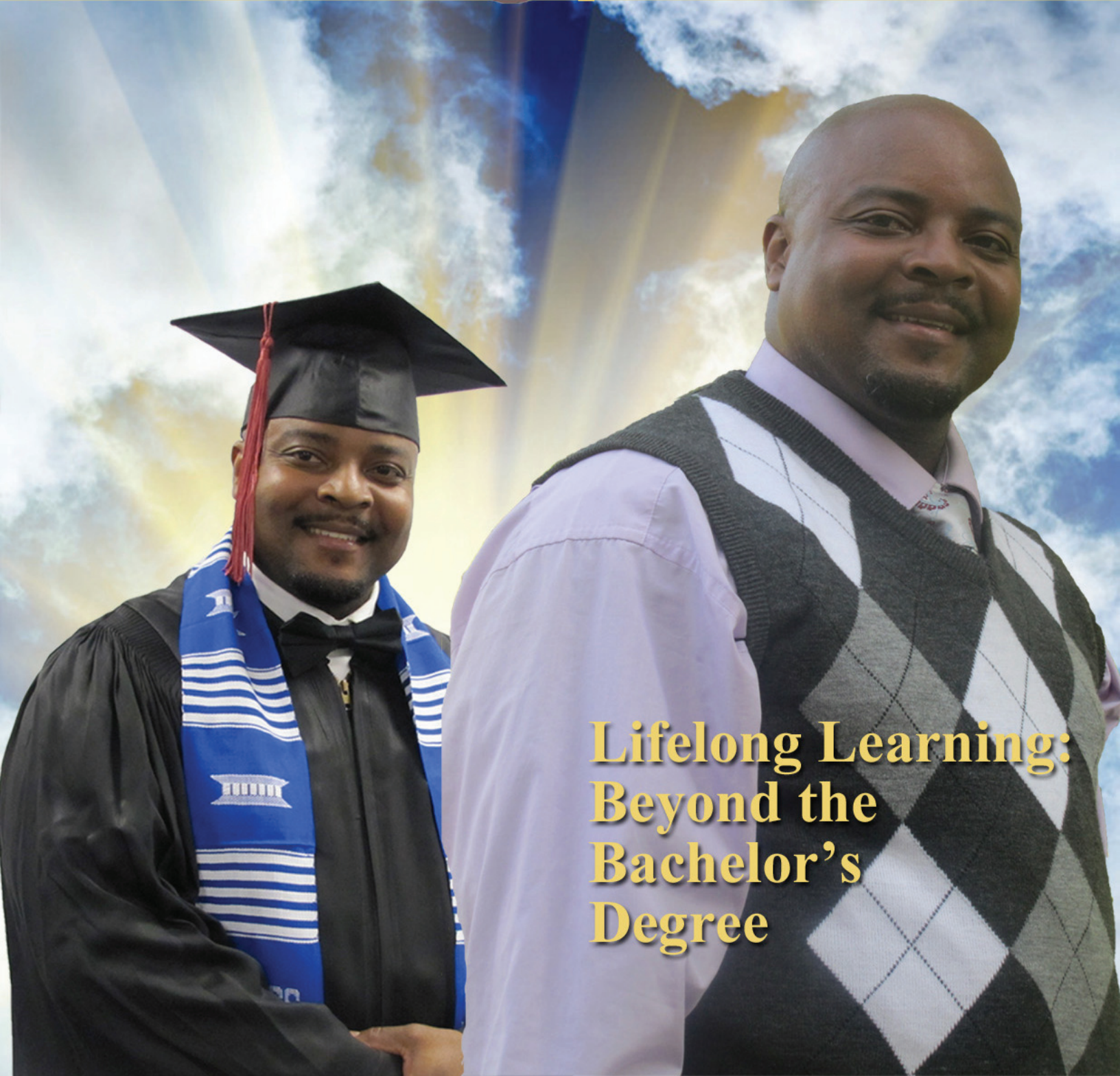


# TRIUMPH

*The College of Lifelong Learning*

Volume 2

Fall 2011



**Lifelong Learning:  
Beyond the  
Bachelor's  
Degree**

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*Triumph* is designed to inform College of Lifelong Learning (CLL) students, alumni, and friends of Jackson State University about our commitment to adult learners and lifelong learning. By sharing the activities, resources, and programs that JSU offers through the College of Lifelong Learning, this magazine strives to increase awareness of the field of adult learning within higher education; it also seeks to demonstrate JSU's sensitivity to the unique needs and goals of nontraditional adult students. *Triumph's* primary goal, therefore, is to promote Jackson State University as Mississippi's premier site for lifelong learning, scholarship, and service.

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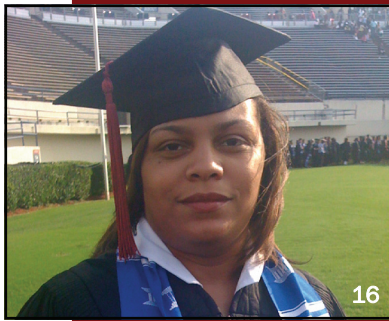
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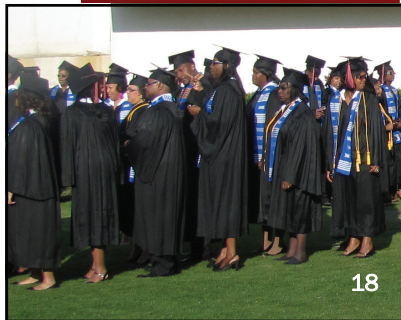
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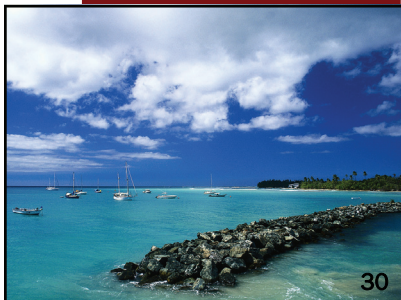




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# *The Dean's Message.*

## Beyond the Bachelor's Degree!

Welcome to the 2011 issue of *Triumph* magazine. Once again it is our pleasure to share with you a few of the exciting things that have been happening in the College of Lifelong Learning during the past year. We have continued to work at going above the call of duty to prepare our students for a lifetime of excellence that extends beyond the bachelor's degree.

In this issue, you will read feature articles which highlight the College of Lifelong Learning's commitment to meeting adult learners' academic needs. Assistant Professor LaToya Hart presents an overview of generational learning styles and gives suggestions on teaching activities that may be used in classrooms with multiple generations. Assistant Professor Haijun Kang offers an article on online learning and provides students with practical strategies for success in an online learning environment. Millard Bingham, Ph.D., Director of Metro Learning Classrooms, updates *Triumph* readers on the most recent student support service, the Academic Support Clinic, which provides individual and small-group tutoring for adult learners. Director of Academic Credit Programs, Gwen Dooley, Ed.D. shares findings regarding adult students' preferred instructional delivery methods.



Dr. Johnnie Mills-Jones

Additionally, the magazine spotlights several outstanding students, who have taken the knowledge they gained in the College of Lifelong Learning and used it to build a bridge that leads beyond the Bachelor's degree. Bernard Grant shares his story of moving on to graduate school, and Audrey Virges tells her story of becoming a poet whose work inspires her readers. *Triumph* would not be complete without us sharing a few examples of PrIS Degree graduates such as Bobby Conner and Sharmelitta James, who have overcome tremendous odds to complete their undergraduate degrees.

This edition of *Triumph* features many activities and accomplishments of the CLL faculty, staff, and students. We hope that the articles printed here will encourage you to continue to be a lifelong learner and a supporter of Jackson State University's nontraditional students.

Sincerely

  
Johnnie Mills-Jones, Dean



# ***NEW DIRECTIONS***

## **in Adult and Continuing Education**



**By Millard Bingham**

The College of Lifelong Learning faculty and staff are committed to engaging in continuous professional development to bring the best practices in adult learning to the classroom. In keeping with this commitment, four CLL faculty members attended The American Association of Adult and Continuing Education's (AAACE) 59<sup>th</sup> National Conference. The theme of the conference was *Leading and Learning: Meeting Today's Challenges*. As the title suggests, this conference provided our faculty with the opportunity to converse with scholars from across the nation about the challenges, trends, best practices, and research in the field of adult education.

What resonated most with the CLL faculty who attended were the numerous sessions that focused on the use of technology and coaching as contemporary approaches to teaching and learning in adulthood. The following paragraphs highlight some of the details on the sessions that were especially applicable to CLL faculty and others who are seeking to incorporate new ideas, theories, and technologies into the practice of adult and continuing education.

### **Utilizing Social Media**

Dr. Kathleen King of the University of South Florida presented a session on unleashing the power of technology for every adult educator. This discussion may be of particular interest to our College's faculty members as we are beginning to explore the use of social media in our

online classes. The types of social media discussed included: communication social media (blogs, microblogging, social networking); collaboration social media (wikis, social bookmarking, social news); multimedia social networking (photography sharing, video sharing, live casting), and reviews and opinions social media (product reviews, business reviews).

Dr. King also discussed the benefits of using social media and placed particular emphasis on using this technology with adult learners. She indicated that instructors could post homework assignments on *Facebook* to provide easy access for students. Twitter is another social media outlet instructors could use to share primary learning objectives with students and to remain in communication with online learners. Additionally, King suggests that instructors may also upload their lectures to YouTube, so that students may listen to the lectures at any time. These uploaded lectures can benefit students as they prepare for exams or review the course content independently. Clearly, these instructional strategies have a place in higher education because working adults often need access to instructional materials outside of normal class hours.

### **The Role of Coaching in Workforce Training and Development**

Laura Kern and Kathy Gregg presented a session that dealt with the importance of coaching in workforce

training and development. They

pointed out that in a training and development setting adult learners need information to be concise and delivered by a coach — not a lecturer. There is a difference between giving instructions and coaching.

Coaching supports learning by facilitation as opposed to lecturing. Facilitation is the act of supporting someone while they experiment and try new things. If the trainee makes a mistake, a good coach/facilitator encourages learning by asking questions to start a dialogue. The trainer poses questions such as the following: What would you do differently next time? Do you see any preventive measures that can be put in place to avoid a reoccurrence of this situation?

The support from a good coach/facilitator, especially when someone is new to the job or role, can have a strong impact on the length and scope of the learning curve. In order to facilitate the learning process, trainers need to acknowledge the wealth of experience and knowledge that adult learners bring to the training environment.

As these two brief sketches of AAACE sessions indicate, there are indeed many new directions developing in Adult and Continuing Education. Using social media as an educational tool and taking adult learning preferences into consideration in learning (trainings) are all necessary tools in the present and future of adult education.

# Succeeding in Online Learning



By Haljun Kang



In response to market demands, the College of Lifelong Learning has increased its online course offerings. Growing numbers of adult learners have embraced online learning, and the faculty and staff in the College are committed to helping students succeed in their online courses. Three major challenges that most students confront in an online learning environment are time, isolation, and technology. Fortunately, there are several strategies that students may use to overcome these challenges and succeed in online learning.

## Challenge One: Time

**Scenario One:** *"Hello, I just haven't grasped the concept of time management. I do apologize for this, and I will do better. May I make up the assignments I have missed?"*

Flexibility and freedom are advantages of taking courses online; however, when the flexibility and freedom are not used wisely, they become a student's worst enemy. Not being accountable to an instructor in a face-to-face context makes it easy for online learners to procrastinate. If these learners do not receive additional assistance from the instructor, they may delay completing their assignments and eventually have to drop or fail the course (Moore & Kearsley, 2011). This is particularly true with part-time adult online learners whose daily schedules are occupied by family, work, community service, social responsibilities, and other activities. Being successful in an online learning environment requires dedication and discipline, because online learners are mainly in control of when they learn and how they learn.

## Strategy: Use the Calendar Tool in WebCT (Now Blackboard 9.0)

Some strategies for managing time wisely include the following: 1) develop weekly study schedules, 2) create a to-do list, 3) mark the calendar, 4) set clear starting and stopping times, and 5) schedule for flexibility (Carter, Bishop, & Kravits, 2011). Online learners can do many of these with the "Calendar" tool in WebCT to help themselves stay on track. This calendar tool serves two purposes. Student learners can use it to create individualized study calendars that only they can see. Instructors can use it to remind the entire class about due dates for major assignments, holidays, and other dates or events pertinent to the course.

## Challenge Two: Isolation

**Scenario Two:** *"Hello, I am feeling an overwhelming sense of being behind in this class. I don't even know where to begin. I feel as if I'm too far behind."*

Instructors often receive this type of message from students who are taking online courses for the first time. These students are often so accustomed to visually seeing how other students are doing in a traditional classroom that not being able to "see" others in an online learning environment may make them feel "isolated" or "lost". They don't know where to begin or how to begin. Though fancy technologies, such as Illuminative Live and Wimba, have been widely used to address this problem, many learners are still not as successful as others at warding off the feeling of isolation and creating a community of learners with the online course.



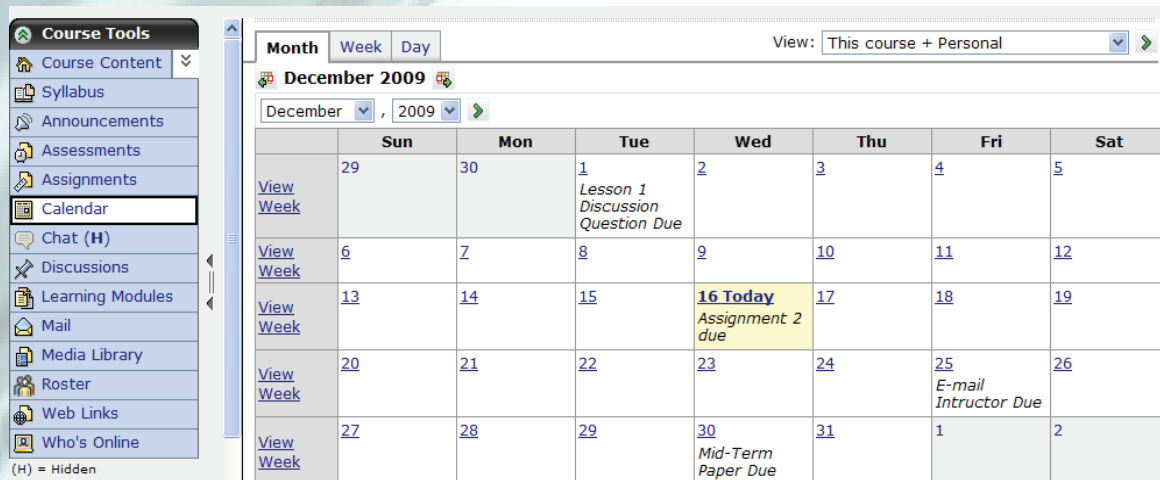


Figure 1: WebCT Calendar Tool

### Strategy: Fairly Assess Yourself and Use the Tools in WebCT to Communicate

To overcome the challenge of isolation, learners should honestly and fairly assess their online learning readiness prior to enrolling in any online class. Online learning may not be for everyone. The JSU Distance Learning Office provides a list of questions for students to assess themselves to see whether or not they are fully prepared to take on the responsibilities associated with online learning <<http://www.jsu.edu/dl/rightforme.html>>. Another good assessment tool is called “SmartMeasure” (Originally READI <http://jsu.readi.info/>). This tool will do a more systematic analysis to see if online learning is a good fit for the student.

Several learning tools available in WebCT can be used to reduce the feeling of isolation. The “Discussion” tool is one example. Pedagogically, the discussion board is the main platform used to foster learner-to-learner interaction with the instructor serving as a facilitator. In practice, this platform is a useful tool for constructing online learning community. Studying in this community, most online learners are able to get a sense of belonging and connectedness. Other communication tools in WebCT include “course announcements,” “chat,” and the “Mail tool”

### Challenge Three: Technology

**Scenario Three:** “Hello, I am having some problems getting my assignments submitted to the assignment drop box. For some reason, I could not add the attachments. I could not submit assignments Friday or today.”

From mail and the radio to televisions and the Internet, the technologies used to deliver education are becoming increasingly sophisticated. Consequently, technical requirements for studying in an online environment are likewise increasing in complexity. This trend may put adult learners seeking online education at a disadvantage because they may not have had the opportunity to take computer classes. Therefore, some older adult students may not be as technologically savvy as the younger digital generation. Unfortunately, it is not unusual to see an adult online learner being intimidated by technology requirements.

### Strategy: Trust Technology Support Services

In an online class, teaching and learning activities are carried out by using different technologies. Therefore, students should check all the technical requirements prior to enrolling in an online course to make sure that their computers meet the minimum technical requirements. The JSU

Distance Learning Office maintains an updated technical requirements list for students taking

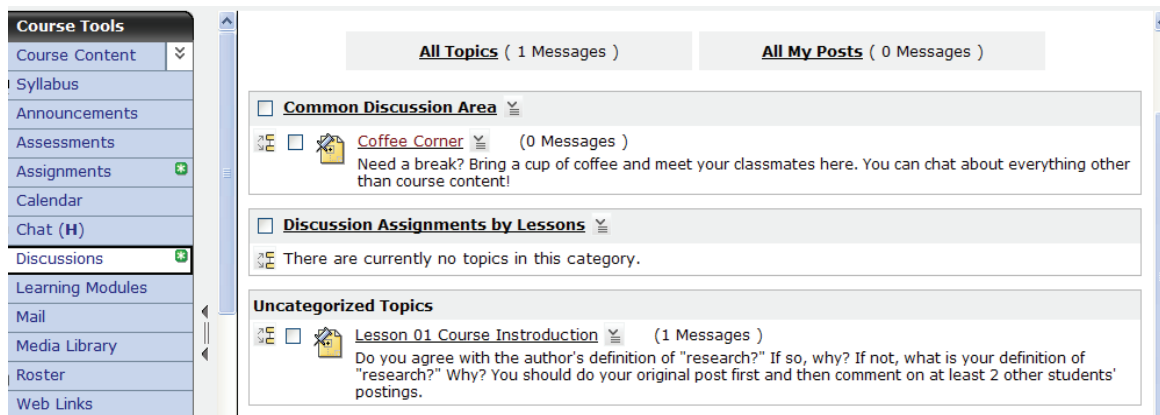


Figure 2: WebCT Discussion Board

online courses via WebCT. The website links to commonly used software in online courses and contact information for technology support services. An online Distance Learning Orientation course is offered each semester to familiarize learners with the various learning tools available in WebCT. This is a mandatory course for all JSU online students.

To help adult learners overcome technology challenges and barriers, the College of Lifelong Learning also provides one-on-one technology support through the Academic Support Clinic.

Successful online learners commit to educating themselves about both the course content and the emerging learning technologies. Technophobia is not an option in online learning which is why the university offers numerous resources to help students succeed in their online courses.

*[The previous article was accepted for publication prior to the 2011 switch from WebCT to Blackboard.]*



Figure 3: JSU Tech Support Contact Information

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# Teaching in Multiple Generational Classrooms: A Look at Learning Styles



By LaToya Hart

While attending the American Association of Adult and Continuing Education's (AAACE) Annual Conference last fall, I attended a presentation by Julie Coates, Vice President of Information Services of the Learning Resource Network (LERN) organization. Coates, an expert on adult learning, discussed the characteristics associated with learners from different generations. She shared with conference participants information on the preferred learning styles, and she offered suggestions on how to incorporate teaching methods that address the learning styles of students from multiple generations. In her presentation, Coates used the change in birth rates to identify three of the generations: Baby Boomers (1946-1964), Generation X (1965-1981), and Millennials (1982-2000). She acknowledged that it may be difficult to categorize individuals who are close to the end of one generation because they may have characteristics similar to the generation that precedes or follows them.

## Generational Characteristics

### • Baby Boomers

Baby boomers can be sensitive, so they need to hear language that provides encouragement. Role-play as a class activity may not be a good idea since most boomers like to be recognized for their individual efforts. On the other hand, boomers like to be involved with group activities because they have life experiences, and they desire to share

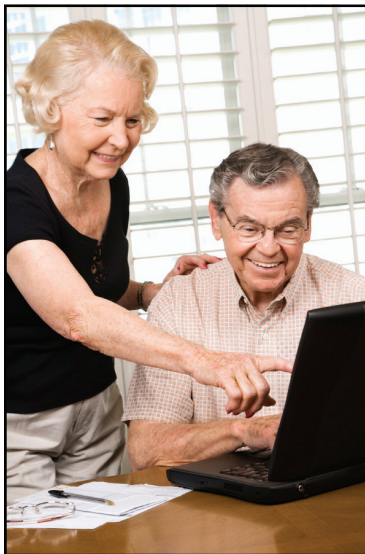
those experiences with others.

### • Generation X

The Gen Xers experienced the shift from an Industrial Society to an Information Society. Generation X was the first generation to experience the explosion of technology. These individuals tend to be visual learners who love the idea of participatory activities. They focus on outcomes rather than processes; therefore, they are more likely to just scan material to pick out those things they feel are most important.

### • Millennials

Millennials, also known as Generation Y, like to use games in the learning process. This is probably because many in this generation have been interacting with technology from an early age. Students in this generation like to have structure and direction, and they require significant feedback. Millennials like to interact with their peers in small learning communities, where they can meet to discuss class assignments.



Coates acknowledged that these characteristics are only generalizations, and she warned faculty not to assume that all learners will fall neatly into these categories. Nevertheless, her observations are useful to instructors facing the task of engaging members of different generations in the teaching and learning process.

## Teaching in Multiple Generational Classrooms continued...

### Classroom Implementation

At the beginning of the semester, it may be wise to form groups where there is an intentional diverseness of generations. This provides an opportunity for those in the class to get to know and understand the differences between one another. This may present an opportunity for the millennials to form learning communities and the boomers to share some of their experiences. In order to keep all generations actively involved in learning, it may be a good idea to allow students to develop classroom norms. These norms establish how the class will operate throughout the semester, and they create a means for open communication and the exchange of ideas in a respectful manner.

Incorporating technology into the classroom will give the younger generations an opportunity to collaborate. Gen Xers and Millennials may have the opportunity to work with Boomers on various projects utilizing technology,



which will be another opportunity for the three generations to learn more about each other.

Finally, at the end of the semester, allow time for students to reflect on their experiences. After implementing some of these ideas, it is important to allow students to engage in an open dialogue about which course activities were most or least useful in helping them learn. This also will allow students to gain an

## Jackson State University College of Lifelong Learning Graduation Requirement

### Service Learning Hours

All students must have a total of 60 to 120 service learning hours in order to be eligible for graduation. For more information please visit Suite 4-9 in the College of Lifelong Learning or call 601-432-6234.





# Center for Adult and Continuing Education Takes Training to A New Level

## What Is the Center for Adult and Continuing Education?

The Center for Adult and Continuing Education (CACE) is the unit within the College of Lifelong Learning which provides personal and professional development activities, mini-workshops, seminars, and conferences. The Center partners and networks with a variety of individuals, agencies, and organizations to deliver contractual training activities. Through the services of several interdisciplinary programs, this unit helps the College accomplish its goals of outreach, collaboration, research, evaluation, program development, mentoring, technical assistance, and sharing with diverse learning communities around the world. The Center's programs are listed below.

### Regional Education Service Center/Southwest Mississippi Education Consortium (SMEC)

- Effective Teacher Institute
- Special Education Training
- Reading Strategies
- Math and Science
- Using Technology in the Classroom
- Classroom Management and more...

### Institute for Educational Renewal (INFER)

- Violence Intervention and Prevention
- ABC's of Excellence
- Human and Cultural Development and more

### Southwest Mississippi World Class Teaching Initiative

- National Board Mentoring Sessions

- National Board Standard Workshops and more...

### National Board Comprehensive Candidate Support Center

- Targeted High Need Initiative for National Board
- Take One!

### Center for the Advancement of Teachers Educating Youngsters

- Child Care Training
- Parental Involvement
- Character Development
- Playground Safety
- CPA/First Aid Training and more...

### Improving and Maximizing Professional Development and Achievement through Child Care Trainings

- Mississippi Early Learning Guidelines
- Infant and Toddler Institute and more...

### Workforce Development and Global Training (WDGT)

#### American Public Works Association

- Hazard Waste Management
- Leadership Skills and more

#### Global Training in Business, Government and Industry

- Leadership and Management Skills
- Customer Service
- Real Estate and Insurance Training
- Stress Management
- Business Communication
- Grant Writing
- Using Microsoft Word and more...
- College of Lifelong Learning/Disney Certification in Commercial Recreation

### Continuing Education Units

- CACE is the only unit at Jackson State University licensed to award Continuing Education Units (CEUs)

**Figure 1: The chart below shows the increases in CACE professional development training for the years 2006 through 2011.**

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Total
PROGRAM	# of Activities	# of Participants	# of Activities	# of Participants	# of Activities	# of Participants	# of Activities	# of Participants	# of Activities	# of Participants	
<b>Regional Educational Service Center/Southwest Mississippi Education Consortium</b>											
Workshops (MDE/PDC)	7	750	16	941	4	908	11	1087	19	1460	5203
Workshops (On-site)	7	129	2	16	22	1110	9	580	7	1012	2894
Institutes	6	50	5	60	0	0	0	0	18	602	741
<b>TOTAL</b>	<b>20</b>	<b>929</b>	<b>23</b>	<b>1017</b>	<b>26</b>	<b>2018</b>	<b>20</b>	<b>1667</b>	<b>44</b>	<b>3074</b>	<b>8838</b>
<b>Institute for Educational Renewal (INFER)</b>											
Workshops (PDC)	113	1212	136	930	164	1794	193	2585	153	3399	10679
Workshops (On-site)	1	41	18	213	15	256	27	437	132	613	1753
Workshops Online	0	0	22	22	18	18	16	16	20	20	152
<b>TOTAL</b>	<b>133</b>	<b>2989</b>	<b>226</b>	<b>2366</b>	<b>226</b>	<b>3993</b>	<b>285</b>	<b>4628</b>	<b>305</b>	<b>4032</b>	<b>19183</b>
<b>Workforce Development and Global Training</b>											
Workshops	0	0	1	5	1	15	3	18	3	24	70
Workshops (On-site)	0	0	1	30	17	229	7	42	9	162	497
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>35</b>	<b>18</b>	<b>244</b>	<b>10</b>	<b>60</b>	<b>12</b>	<b>186</b>	<b>567</b>
<b>TOTAL # of Participants</b>		<b>3918</b>		<b>3418</b>		<b>6255</b>		<b>6355</b>		<b>7292</b>	<b>27238</b>
<b>TOTAL # of Activities</b>	<b>153</b>		<b>251</b>		<b>270</b>		<b>315</b>		<b>361</b>		<b>1350</b>
<b>NUMBER OF NON-ACADEMIC CREDITS AWARDED</b>											
Program/Activity	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Total
<b>Number of CEUs/JSU</b>	987		1707		576		3883		5690		<b>12843</b>
<b>Number of CEUs(Outside Agencies)</b>	1948		5204		4664		3735		2064		<b>17615</b>
<b>Number of Certificates of Attendance</b>	3918		3418		6255		6355		7288		<b>27234</b>
<b>Number of Contact Hours</b>	3246		6825		19296		22064		19690		<b>71121</b>
<b>Number of Certificates of Completions</b>	1786		1261		3035		2170		3677		<b>11929</b>



## COLLEGE OF LIFELONG LEARNING

**Begins**

# Tutorial Program

**By Millard Bingham**

*“People don't care how much you know until they know how much you care. If you want to impress someone, lead from afar, but if you want to impact a life, you have to come up close.” – John C. Maxwell*

One year ago, during the Fall 2011 semester, the College of Lifelong Learning opened the Academic Support Clinic (ASC). The ASC provides free tutorial services in the following areas: Writing, Reading Comprehension, Mathematics, Basic Computer Skills, and other areas upon request. Faculty and staff members reported to the College that some students could benefit from the extra help, which would enable them to be more successful in classes. Many of the College's adult learners have been out of school for a decade or longer, so it is easy to understand that they might need to brush up on some of their subject areas. The College saw a need and moved quickly to address it.

Students who come to the ASC are administered a computer-adaptive college placement pre-test known as COMPASS. After receiving the COMPASS results an educational plan is developed to meet students' individual needs. Students receive one-on-one, small group, or computer-assisted tutoring. Once students complete over twenty hours of instruction, a COMPASS post-test is administered. Our adult students have indicated that the ASC is a great help to them, and they really appreciate that this service has been made available.

Mr. Kimber Camper, Ms. Tamara Herron, Ms. Angelina Howard, Ms. Cleo Porter, and Ms. Stephanie Payne, all of whom are staff members in the College's Continuing Education Learning Center, serve as ASC tutors. When asked to reflect on her work as a clinic instructor, Angelina Howard indicated that those individuals who serve in the Academic Support Clinic are not only tutoring. Howard suggests that the tutors “are changing lives one at a time, by addressing the students' educational needs.” Students in the College of Lifelong Learning come to the clinic trusting that tutors will show “patience and sincerity.” Howard firmly believes that “compassion is what allows us to give of our time, talent, and treasure” to help those students who come seeking academic support.

The ASC is open on Monday – Thursday from 4:00 p.m. until 6:00 p.m. and on Saturdays by appointment. The Academic Support Clinic is located at the Universities Center in Room 1-4. If you are a student in the PrIS degree program who would like to take advantage of the Academic Support Clinic, please call 601-432-6906 to receive additional information.

# Certificate in Interdisciplinary Studies: Commercial Recreation and Resorts



By Carlos Wilson

The College of Lifelong Learning developed and implemented the Certificate in Interdisciplinary Studies Commercial Recreation program in 2009. This program allows international undergraduate students from Minghsin University of Science and Technology and Diwan University to spend up to one year in the United States taking classes at Jackson State University and participating in an internship at Walt Disney World Resorts. Although the certificate program began with only six students, during the past few years, with the assistance of the Office of China Initiatives the number of participants has increased significantly.

When the first group of students returned to China, there was growing excitement about the program. With assistance from Mei-Chi Piletz from the Office of China Initiatives, two additional universities—Fu Jen Catholic University and Chung Yuan Christian University—became partners in the program. In the summer of 2010, the College of Lifelong Learning began its second year with eighteen students. Twelve students participated in the six-month program, and six students are currently participating in the 12-month program. Hank Chang, Tina Chen, and Tony Tsou from Chung Yuan Christian University. Sucey Chang, Vivi Chen, Kelly Liu, Emma Tsai, and Penny Tseng from Diwan University. Alicia Chen, Vico Chen, Ludy Chen, Amy Cheng, Daisy Lin, and

Queenie Lin from Minghsin University of Science and Technology, and Annie Chen, Emily Chen, Cindy Hui, and Tiffany Hung from Fu Jen Catholic University. The College was excited to award eleven Interdisciplinary Studies Certificates with an emphasis in Commercial Recreation and Resorts when the students completed the certification requirements. Six students from Minghsin University continued their internships and studies until July of 2011.



Recruitment efforts for the 2011-2012 academic year were equally successful. In October 2010, Ms. Piletz visited Taiwan to present the program to prospective students. In addition to our four partner universities, students from Yuan Ze University were part of the selection process this year. Students from all five universities completed their preliminary interviews and 26 accepted offers to participate in the program which began July 24, 2011.

It was our pleasure to host our largest group of participants during the summer 2011 session. It is our expectation that with aggressive recruitment efforts, increasing numbers of international students will be inspired to continue their education at Jackson State University.



## THE XI MU CHAPTER OF ALPHA SIGMA LAMBDA:

# *Growing & Giving Back*



By Deldre Wheaton



Since the Mississippi Xi Mu Chapter of Alpha Sigma Lambda Honor Society was established on Jackson State University's campus in spring 2008, approximately sixty nontraditional adult learners have been inducted into this unique student organization. Alpha Sigma Lambda is unique because it seeks to highlight not only the scholastic achievements of nontraditional students but also the determination and perseverance that they must exhibit to complete their undergraduate degrees while balancing work, family, and community service responsibilities.

The spring 2011 induction class represents perhaps one of the most diverse in the Xi Mu Chapter's four year history. The twenty inductees included students from the following units: College of Lifelong Learning, School of Instructional Leadership, School of Social Work, and the School of Communications. These students' interest in ASL signals that nontraditional students are seeking organizations that meet their particular needs.

One way that the Xi Mu Chapter has helped nontraditional students is by providing opportunities for members and non-members to participate in weekend and spring break community service projects. Last year for instance, ASL partnered with

the JSU campus community to participate in the Mississippi Walk for Diabetes, and members of ASL volunteered at Gateway Rescue Mission. The Volunteer Coordinator at Gateway, Mr. Rusty Ryan, indicated that the organizations main goal is to provide not only the physical needs of the homeless but also their spiritual needs. Motivated by this laudable mission, several students chose to volunteer their time during spring break to reach out to the homeless.



Alternative community service projects such as this are crucial for nontraditional students whose days are filled with work requirements and whose evening and nights are consumed by family and school responsibilities. ASL understands this need, and will continue to strive to offer ongoing weekend and school break community service projects for JSU's nontraditional students.

Service, scholarship, and leadership are essential characteristics of ASL members, and we welcome all adult students who meet the admissions requirements. For additional information about ASL contact Dr. Wheaton at [deidre.l.wheaton@jsums.edu](mailto:deidre.l.wheaton@jsums.edu).

### **Alpha Sigma Lambda: Xi Mu Spring 2011 Inductees**

Carla Baskin  
Janice Bracey  
Sonya Brown  
Latonya Bryant  
Candice Bush  
Andrew Campbell  
Syreeta Causey  
Sandra Cooperwood-Springer  
Dimitri Crain  
Pamela Dean  
Meyers Franklin  
Cassandra Griffin  
Roshunda Harris  
Tiara Hodgins  
Tracey Horton  
Jonelle Lockhart  
Billy Manning  
Dianne Morris  
Sarah Nicholson  
Sonji Pace  
Tony Lorenzo Porter  
Cheryl Russell  
Denise Taylor  
Jennifer Washington  
LaToya Washington



# Helping to Improve the Quality of Mississippi's Head Starts



By Will Jones

From 2005 - Fall 2011 the College of Lifelong Learning received funding from the United States Health and Human Service's Office of Head Start to support the Center for the Advancement of Teachers Educating Youngster (CATEY) Project. The Center offers specialized training for early childhood educators to improve the school readiness of young children in economically challenged communities. The project was created to help Mississippi Head Start teachers meet the requirements of the Head Start Reauthorization Act of 2007. This act requires that at least fifty percent of Head Start teachers have a baccalaureate degree in early childhood or a baccalaureate degree +in early childhood or degree in a related field by September 30, 2013.

CATEY is a training, technical assistance, research and resource center. The project mission is to provide academic credit classes and high quality professional development training to Early Head Start, Head Start, and other Early Childhood Educators. CATEY serves educators who work with young children in low-income communities, and low performing school districts. It also seeks to help those with limited English proficiency and special needs. CATEY's goals are to increase the number of qualified Head Start classroom teachers and management personnel by promoting and encouraging them to earn a Bachelor's Degree in Child Care and Family Education or Professional Interdisciplinary Studies with an emphasis in early childhood. An

additional goal is to update instructional skills of Head Start personnel. CATEY's overall aim is to ensure that all children have a coherent educational experience in preschool, primary, and secondary school systems.

To ensure that CATEY achieves its mission, a partnership was formed with six Head Start Agencies and two Jackson State University colleges. The partnership includes the College of Lifelong Learning, which serves as leader and administrator of the project, the College of Education and Human Development, and the following Head Start agencies: Friends of Children of Mississippi, Inc.; Mississippi Action for

Progress, Inc.; Five County Child Development Program, Inc.; Pearl River Valley Opportunities Head Start Program, Inc.; Pinebelt Association for Community Enhancement, Inc.; and Yazoo Action Community Head Start. The primary outcome for CATEY was to significantly improve the quality and long-term effectiveness of Head Start personnel.

## CAREER LADDER PROFESSIONAL DEVELOPMENT MODEL

CATEY offers The Career Ladder Professional Development Model (CLPDM) which is a three-tier training model. Tier One is the Certificate for Adult Paraprofessionals. It is a sixty semester-hour academic credit program for teacher assistants who desired to meet





federal requirements. Participants are able to use these hours to continue their studies for a Bachelor of Science Degree in Child Care and Family Education or Professional Interdisciplinary Studies.

Tier Two was the Bachelor of Science in Child Care and Family Education Degree, and it was an accredited degree program designed to train and enhance the skills of childcare providers of infants, toddlers, pre-schoolers, early childhood and family educators. Also under this umbrella was the Bachelor of Science in Professional Interdisciplinary Studies Degree Program, a cohort-based program for mature adults who seek a non-traditional method of obtaining a bachelor's degree. This flexible degree program meets the career needs of participants and takes into consideration their experiences prior to

enrolling in college.

Tier Three was the Continuing Education Professional Development Training. Early childhood educators had the opportunity to complete professional development courses for Continuing Education Unit (CEU) credits and earn a certificate of completion. This was a high quality, research-based training program for Head Start teachers, teacher assistants, and managers. There was also an Academic Support Services Center that was available to educators who needed customized professional development training, one-on-one mentoring, assessments, and research-based support for Head Start teachers and teacher assistants.



## Improving and Maximizing Professional Development and Achievement Through Child Care Trainings



By Roshunda Harris

The College of Lifelong Learning at Jackson State University initiated the IMPACT Project in 2008 to provide state approved training on the Mississippi Early Learning Guidelines (MELG) for Central Mississippi childcare providers. The purpose of this project was to promote quality early childhood education and care through training and evaluation activities in licensed child care settings. These trainings were designed to help caregivers develop professional skills and assist in improving parents' knowledge of early childhood development through a literacy based curriculum which promotes hands-on activities for young children. Completion of the Mississippi Early Learning Guidelines training by child care personnel enables their learning facilities to meet partial requirements of the Mississippi Child Care Quality Steps System offered by the Office for Children

and Youth of the Mississippi Department of Human Services.



IMPACT provides statewide trainings on brain development, behavior management, effective classroom designs, print awareness, numeracy, and evaluation strategies for childcare providers to improve the quality of care for children in Mississippi. The program extends into many Mississippi areas such as: Adams, Coahoma, Desoto, Itawamba, Newton, Pike, and Hancock counties. IMPACT served numerous child care facilities and trained over 2,500 child care providers. Through hard work and dedication, IMPACT project staff met the goals set forth by the College of Lifelong Learning and the Mississippi Child Care Quality Steps System.





## Jackson State University College of Lifelong Learning

The Southwest Mississippi World Class Teaching Initiative (SMWCTI) is one of six World Class Teaching Programs that supports Mississippi teachers as they seek National Board certification.

The SMWCTI Mentoring Program pairs groups of selected National Board candidates with experienced, devoted, knowledgeable, and caring mentors who are National Board Certified teachers. During the mentoring sessions, the mentors guide and support candidates through the National Board process. The sessions also allow teachers the opportunity to network with other teachers in their teaching areas in order to collaboratively brainstorm and discuss standards, current trends, and effective teaching strategies.

### 2011 MENTORING SESSIONS

*These sessions are held at the Universities Center from 9:00 a.m. to 11:00 a.m.*

September 10, 2011 *Mentoring Kick-Off*

September 24, 2011

October 8, 2011

October 22, 2011

November 5, 2011

November 19, 2011

December 3, 2011

December 17, 2011

January 7, 2012

January 21, 2012

February 4, 2012

February 18, 2012

March 3, 2012

March 24, 2012 *Portfolio Packing Party*

April 7, 2012

April 21, 2012

May 5, 2012

May 19, 2012 *Optional: Independent  
Assessment Center Study Session*

### 2012 PRE-CANDIDACY SEMINARS

*The pre-candidacy seminars are held from 4:30 p.m. to 5:45 p.m. on the last Thursday of each month with the exception of May.*

January 26, 2012 *Pre-Candidacy Kick-Off*

February 23, 2012

March 29, 2012

April 26, 2012

May 24, 2012

### NATIONAL BOARD STANDARDS WORKSHOP

The workshop is held for four days at the Universities Center from 8:30 a.m. to 3:30 p.m. July 18–21, 2012.

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# Mississippi Association of Educators and the Southwest Mississippi World-Class Teaching Initiative: Vision for Elevating the Teaching Profession

As most educators are aware, research indicates that one of the single most important determinates of students' academic success is their teacher. For this reason, education policy makers, researchers, and schools of education have attempted to define and cultivate the characteristics of an effective teacher. These attempts to improve academic instruction gave rise to the process of National Board Certification for teachers. Because research has shown that students tend to excel when their teachers are National Board Certified, there has been widespread support for programs which help teachers reach this professional milestone.

One such program is the Southwest Mississippi World-Class Teaching Initiative (SMWCTI) at Jackson State University. In the late 1990's the first cohort of teachers matriculated through the SMWCTI and were certified by the National Board for Professional Teaching Standards (NBPTS). Since then, the SMWCTI, which is under the leadership of Ms. Vanetta Kenerson, has assisted a total of 250 teachers in becoming National Board Certified.

The Southwest Mississippi World-Class Teaching Initiative at JSU offers several different programs to meet the needs of teachers seeking National Board Certification (NBC). It guides and supports groups of selected candidates through the certification process. Ultimately, this program prepares leading teachers to take and pass the National Board Educator Exam. Elementary and secondary teachers who pass this rigorous exam are recognized throughout the United States of America as leaders in their field, and their certification is considered a pinnacle of achievement within the teaching profession. Mississippi Association of Educators (MAE) President Kevin F. Gilbert says, "Mississippi educators already understand the

importance of NBC as a major component in forming education in America. In fact, Mississippi consistently ranks in the top 15 states in the number of NBCTs in the country for the past 2 years. Presently, Mississippi ranks number 8 in the nation."

The SMWCTI at Jackson State University plays a vital role in Mississippi's national ranking. As a result of the work occurring at JSU, Beverly Brahan, MAE's Associate Executive Director,

anticipates partnering with the SMWCTI to encourage Mississippi educators to go through the certification process. Educators will be encouraged to either pursue the entire National Board Certification process or utilize *Take One*. *Take One* is a project that allows educators to complete one of the four required portfolio entries during a school year instead of all four entries.

The vision of MAE and SMWCTI is to provide support for teachers

interested in becoming nationally certified and for participants of *Take One* to become nationally certified. This support may include workshops/trainings, video development, mentoring, and celebration of successes. MAE and SMWCTI will provide these opportunities using NBCTs who have successfully completed the process and who have been certified by the NBPTS. Since 1978 the Mississippi Association of Educators has been promoting excellence in education for all students. MAE knows that teachers who go through the board certification process have renewed enthusiasm for teaching, improved classroom performance, and greater student achievement. What an awesome opportunity for Mississippi educators to enhance their instruction and for two premier educational entities to collaborate for improved teaching and learning.



**Beverly Brahan**  
Associate Executive Director of MAE



**Vanetta Kenerson**  
Facilitator of Southwest World-Class Teaching Initiative



**Carolyn Mack**  
Director of Non-Credit Programs  
College of Lifelong Learning



**Gloria Stamps-Smith**  
Director of Student Support Services  
College of Lifelong Learning



# *A Family That Learns Together, Thrives Together*



In 1992, when Shamelitta Harris James graduated from Jim Hill High School and began her undergraduate studies at Jackson State University (JSU), she never imagined that she would be the catalyst for her entire family's decision to earn a Bachelor's degree. The idea that Shamelitta would one day inspire her mother (Doris Magee Harris), her husband (Ralph James), as well as her children to achieve their educational goals seemed unlikely because after only a short time at JSU, Shamelitta got frustrated with college and "stopped-out."

## **Life Goes On**

Her decision to take some time away from school led her to serve in the United States Air National Guard. Upon completion of her military training, Shamelitta returned to JSU to continue her studies; however, the arrival of her first child forced Shamelitta to put her educational goals on hold for a season. During this time away from school, Shamelitta balanced being a wife, a mother, and an employee. Although she did not have the Bachelor's degree that she desired, her military training allowed her to embark upon a rewarding career as a Budget Analyst and Quality Assurance Manager in the Air National Guard.

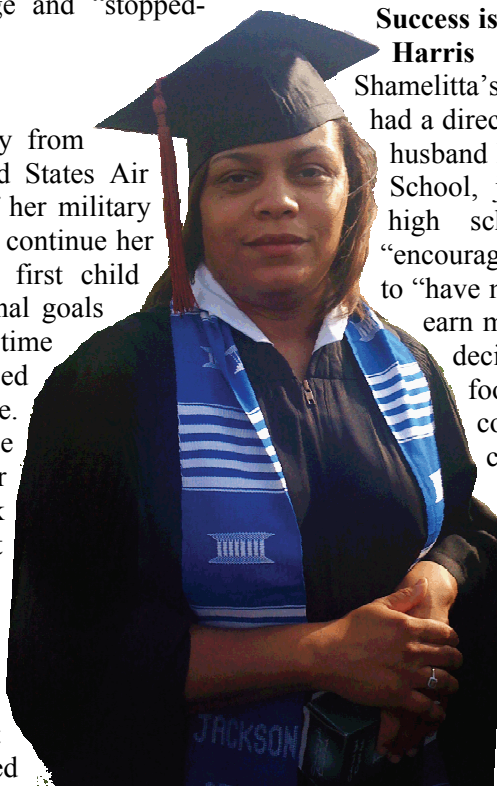
## **An Educational Dream Fulfilled**

Life was going well for Shamelitta, but as her children got older she realized

that in order to continue to encourage them she would have to complete her undergraduate degree. Almost by divine intervention, Shamelitta's decision to return to college was confirmed when Dean Johnnie R. Mills-Jones informed the Greater Fairview M. B. Church that there was a new program designed specifically for nontraditional students at JSU in the College of Lifelong Learning. In Shamelitta's opinion there was "no better way to go back to school than in this program." She enrolled, worked diligently and graduated in May 2009.

## **Success is Contagious: Ralph James and Doris Harris**

Shamelitta's completion of her college education had a direct impact on the rest of her family. Her husband Ralph James, a graduate of Terry High School, joined the military immediately after high school. Ralph indicated that the "encouragement of [his] wife," the opportunity to "have more options in life," and the desire "to earn more money" were driving forces in his decision to follow in Shamelitta's footsteps. Both Shamelitta and Ralph are confident that the choice to return to college has had a direct impact on their children. Shamelitta said that completing her degree has demonstrated to her children "that no matter what, they can still achieve their goals." Likewise, Ralph responded that when his children watch him do homework and study for tests it "inspires them to complete school".





Shamelitta graduated from high school, her sister graduated from JSU, and her mother graduated from Hinds Community College in 1992. These achievements and her reflections on how determined her mother was to earn her Associate's degree, inspired Shamelitta to encourage her mother to continue on to pursue the Bachelor of Science degree in Professional Interdisciplinary Studies. Shamelitta's dedication to higher education spread like wildfire throughout her family. When asked what led her to return to college, Doris stated without hesitation that it was her daughter. "I had a desire for years to complete my education" Doris said. "When I was laid off [from work] and my daughter, Sharmelitta, enrolled me [in school] and handed me a class schedule, I didn't have any other excuses."

### **Setting New Goals**

Since her tenure in the College of Lifelong Learning, Sharmelitta has already begun to set new goals. "I would like to complete my childhood dream of becoming a veterinarian...." Knowing that she was able to complete

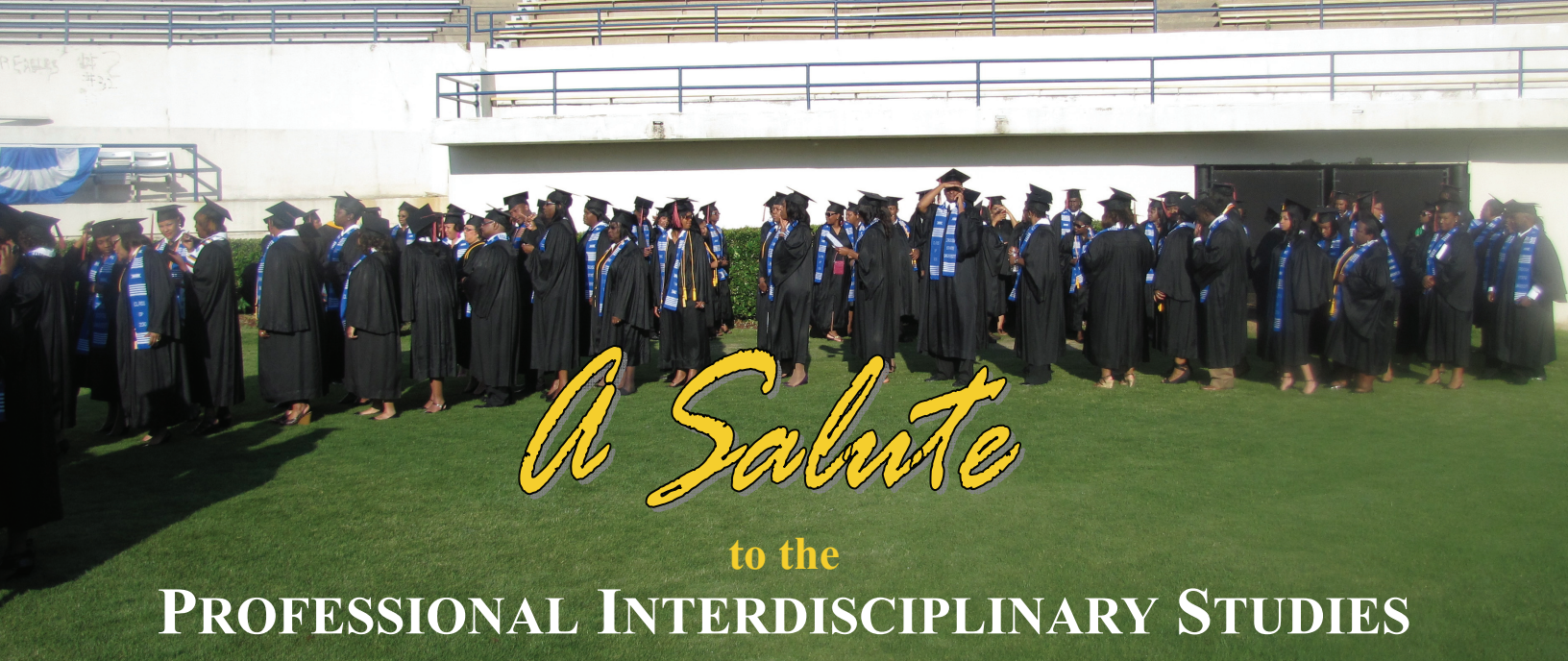
the Bachelor's degree has given Sharmelitta the confidence to believe that she can achieve this new goal as well. Sharmelitta, Ralph, and Doris all share a commitment to learning. They also share an appreciation for the College of Lifelong Learning and its programs which make higher education accessible for nontraditional students. When asked what advice they would give other adults who are considering beginning or completing an undergraduate degree, Doris simply said, "Go for it! Your mind will soar with delight." Ralph offered equally important advice to those considering returning to school: "Be prepared to adjust your life to the rigors of working and also completing assignments and attending classes." Sharmelitta eloquently and wisely responded by saying, "Regardless of how long it has been, don't let anything keep you from reaching your goal. Remember: You can do ALL things through Christ who strengthens you."

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# A Salute

to the

## PROFESSIONAL INTERDISCIPLINARY STUDIES

# SPRING 2011 GRADUATES

On May 7, 2011, a very proud group of faculty, staff, friends, and family members witnessed 109 students receive undergraduate degrees in Professional Interdisciplinary Studies. Pride beamed from the onlookers as well as from the graduates because everyone present recognized that these students had to face significant challenges to reach their educational goals. Many of them had to balance full-time work responsibilities, parenting, and volunteerism along with their course work. Some even had to overcome fear of returning to school after being away from an academic environment for many years. Still others struggled financially to pay for their education, but despite these obstacles, they made it. These students completed their undergraduate studies and earned their Bachelor of Science degrees. They demonstrated for the entire Jackson State University family what is produced when dedicated adult students are given opportunities and encouragement to continue their education.

*Students, for all of your diligence and fortitude, we salute you!*

We also remind you that you are now graduates of Jackson State University and the College of Lifelong Learning. Represent us well as you take your Professional Interdisciplinary Studies degree into the world. Remember that learning really is a lifelong endeavor. Continue to learn, grow, and give to your institution. (Note: The students pictured below signed releases to have their images included.)



Janelle Allen



Carla Baskin

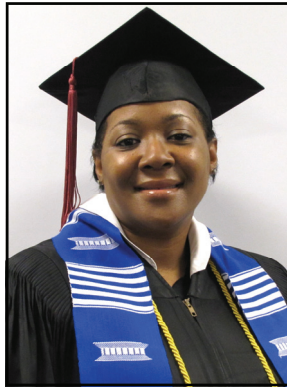


Frances Bowie





Janice Bracey



Sonya Brown



LaTonya Bryant



LaTasha Burroughs



Linda Caldwell



Lisa Caston-Moore



Bobby Conner



Dimitri Crain



Delphine Jenkins-Davis



Pamela Deans



Janice Foster



Janice Grant





Darrell Gray



Angela Groves



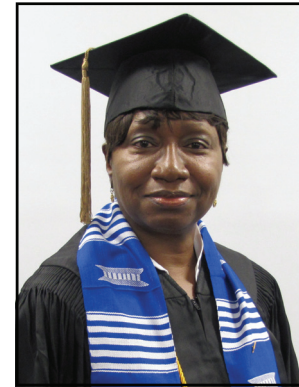
Anissa Hampton



Tiara Hodgens



Tracey Horton



Elisa Johnson



Linda Jones



Sharon Jones



Hilliard Lackey, IV



Tina Martin-Wells



Kizzy McClenty



Nikita Mitchell



Mary Morris



DyAnn Nettles



Coretta Phillips



Tony Porter



Vickie Priest



Sharon Robinson



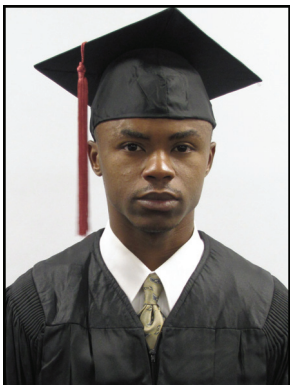
Elaine Sheard



Hulah Shearry



Frances Stringer



Cedrick Swartz



Whitney Thomas



Sheila Wallace Johnson





Lee Winn



Zanquita Yarber





# *A Dream Fulfilled:*

## **Bobby Conner's Inspirational Story**

By Deidre L. Wheaton

### **A Dream Deferred**

Mr. Conner began his studies at Jackson State University in 1987. His educational dream of earning a Bachelor's degree was deferred when he and his wife Phillisa had their first child, Bobby Jr., who just completed his first year at JSU. Two years later, the Lord blessed them with Clarence, who is now a 17-year old rising senior at Jim Hill High School. Soon thereafter came the birth of Joshua, the couple's now fifteen year old son. The demands of fatherhood and the need to support a growing family led Mr. Conner to stop his studies in 1990.

### **A Dream Fulfilled**

Although his pursuit of higher education stopped, he encouraged his wife to continue her studies. Mrs. Conner earned an undergraduate degree, a Master's degree, and an accounting certification. Her accomplishments were certainly due to the support of her husband and family. In appreciation for that support, Mrs. Conner, told her husband that before she pursue a Ph.D., she wanted him to complete the undergraduate degree that he had put on hold nearly twenty-five years prior. With her encouragement, Mr. Conner began looking at options to complete his undergraduate degree. Some inquiries among friends led Mr. Conner to the College of Lifelong Learning. The College offered exactly what Mr. Conner needed—courses offered during the evenings and advisors who could work with him to plan his re-entry to the University. In 2008, Mr. Conner returned to college, graduated in May 2011 fulfilling a lifelong dream.

### **A Life of Service**

Now that his undergraduate degree is complete, Mr. Conner has already begun planning how to move beyond the Bachelor's degree to use his education to serve others. He has been accepted into the Master's program in Music Education at Jackson State University and plans to begin taking courses in August 2011. His goal is to eventually teach music at the college level. Mr. Conner's interest in Music Education stems from his roots in a very musically inclined family. His primary instrument, is the saxophone, but he also plays the piano, the trumpet, the bass guitar, the flute, and the trombone. His love for music is something that he desires to share with his future students.

Mr. Conner knows that people are never too old to make their dreams become a reality. That smile on Mr. Conner's face comes from a personal belief in what God said to the Old Testament prophet Jeremiah: "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you a hope and a future" (Jeremiah 29:11).





# SUMMER GRADUATES 2011

**T**his past August, the College of Lifelong Learning bid farewell to over forty students during the Summer 2011 Commencement Ceremony. Although it has only been a few months since they completed their undergraduate studies, these graduates have been busy putting their Professional Interdisciplinary Studies Degrees to use.

Ms. Lyinka Boston chose to continue her education by pursuing a Master's of Science in Social Work at Jackson State University. She began taking class during the Fall 2011 semester, and she hopes to one day earn a Ph.D. in Public Policy and Administration. Her long term goal is to work for the Federal Government.

Ms. Syreeta Causey works with AT&T. Her plans for the future include using her PrIS Degree along with graduate level training in Educational Technology to help teachers deliver instruction more effectively.

Mr. Timothy Cornelius is employed as a Technical Operator in the Engineering Department at Comcast Cable. After experiencing the exhilaration of completing his undergraduate studies, Mr. Cornelius also plans to begin working to earn a degree in Business Administration next year. In the meantime, he and his wife are eagerly awaiting the birth of his first baby girl.

Ms. Jocelyn Dedmond has taken a slightly different approach. She is volunteering her time and talents to a local labor organization—The A. Philip Randolph Institute. Her responsibilities include assisting in organizing an upcoming labor conference in Shreveport, LA.

Ms. Rose Love is spending this semester planning her next educational move. Her strong passion for caring for others, has motivated her to begin the process of applying to nursing school. She hopes to begin this next phase of her life during the fall 2011 semester.

Mr. Morris McGee (pictured above on the right) is currently taking graduate courses at Jackson State University and working in the Office of Computing and Communications. He has decided to apply for admission to the English Department and pursue a Master's degree in Linguistics.

Ms. Jerrica Stimage is employed as a customer service representative at Logisticare Medicaid Transportations. She also shares her knowledge with young people in her position as an after school teacher/tutor at Christian Mission Learning Center in Jackson, MS.

These College of Lifelong Learning graduates are making the most of the things they learning at Jackson State University. We are so very proud of them, and wish them the best as them move forward to accomplish even greater goals in life.





Lyinka Boston



LaTonya Bullie



Syreeta Causey



Leon Collier



Timothy Cornelius



Joycelyn Dedmond



Rose Love



Jerrica Stimage

## Professional Interdisciplinary Studies Summer 2011 Graduates

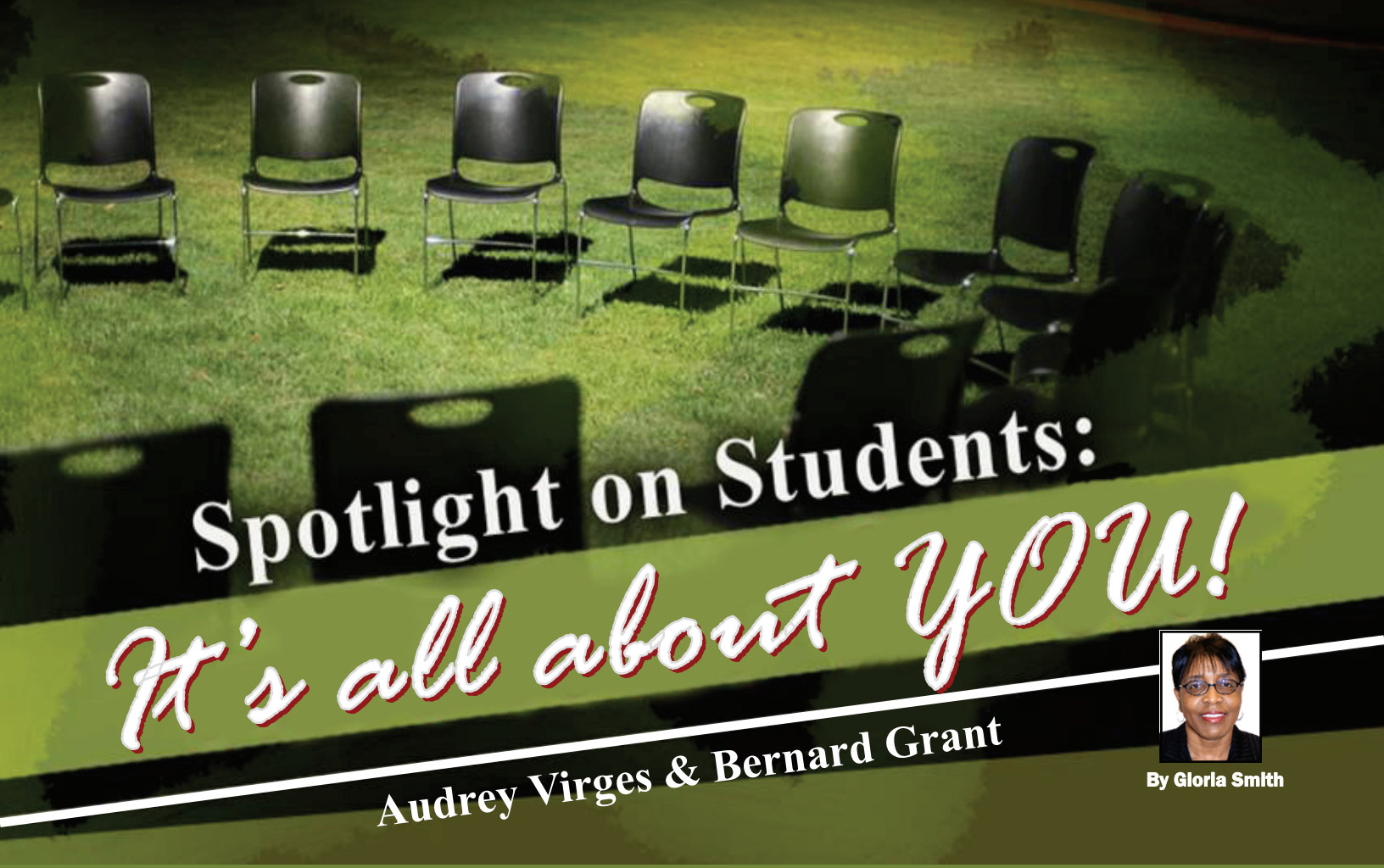
Lashay Arnold  
Alice Bell  
Lyinka Boston  
Tia Brannon  
LaTonya Bullie  
Syreeta Causey  
Donna Christmas  
Leon Collier  
Allen Cooks  
Timothy Cornelius  
Kevin Daniels

Jocelyn Dedmond  
Tanya Devine  
Katrina Dooley  
April Fleming  
Meyers Franklin  
Debra Green  
Timothy Green  
Leslie Hampton  
Tryluntra Howard  
Sequica James  
Sherryllisa Jones

Barbara King  
Ashley Kinnard  
Rose Love  
Morris McGee  
Twyla Mitchell  
Alyce Nash  
Latonya Owens  
Daniel Ratliff  
Tawana Robinson  
Diane Sanford

Jeffery Scott  
Courtney Smith  
Sheneka Stamps  
Jerrica Stimage  
Deborah Taylor  
Phenicia Taylor  
Kathy Thompson  
LaToya Warner  
Natassje White





By Gloria Smith

In the College of Lifelong Learning the spotlight is always shining on our students. From the very first day of class we knew our students would be successful, and we believed that they would accomplish their professional and personal goals. Audrey Virges and Bernard Grant are two students who have done well in the classroom and in other areas of life.

### **Audrey Virges: CLL Student and Mississippi Poet**

Audrey Virges began her undergraduate studies at Jackson State University in 1978. After only one year, she “stopped out” of college, got married, started a family. The thought of going back to school was not an option. Years went by, and Ms. Virges still had returning to school on her mind. According to Audrey, “It had always



been my desire to return to college to complete my education that I began at Jackson State University thirty years ago.”

During the fall of 2006, the College of Lifelong Learning began offering academic credit classes at the Houlka Attendance Center, in Houlka, Mississippi. Ms. Virges saw this as an opportunity to return to college and complete her degree. As a result of returning to college after three-decades, Ms. Virges wrote a poem titled “Never Give Up On Your Dream”. The poem begins as follows:

*Never give up on your dream  
It may not be as hard to achieve as you make it seem.  
You do know there's work to be done,  
So start striving and try to make it fun.  
In the midst of your toiling say I can, I can, I can,  
Because achieving your dream is a great demand.  
Work hard, be steadfast, not a moment to delay,  
Never give up on your dream,*

## It's All About You continued...

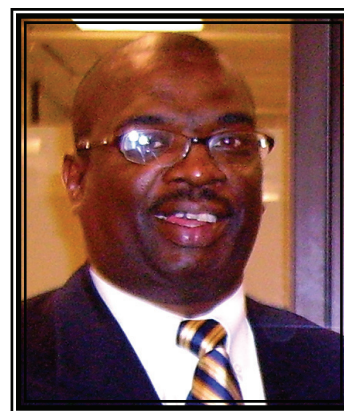
When asked about her poetry, Ms. Virges said, "God gave me the gift of writing poetry and it is my passion." She is the author of *Living Reality*, which was published in September 2009. It is a collection of inspirational poems. A copy of Ms. Virges' *Living Reality* was sent to the White House as a gift to President and Mrs. Obama in 2010. To her surprise, six months later, she received a card from them thanking her for the book and encouraging her to continue writing.

Ms. Virges has appeared in her local newspaper, *Chickasaw Journal*, and articles about her success have appeared in newspapers such as the *Jackson Advocate*, and the *Mississippi Link*. Her book is in circulation at several public libraries, and she recently had a book signing at the Chickasaw Library. Ms. Virges is writing a second book of poetry titled *Living Reality II, All Occasions*. She is a success and an example for all because she never gave up and her dreams came true. When she reflects on her experience, Ms. Virges said, "I am thankful for my gift of poetry as well as the opportunity to be a student in the College of Lifelong Learning at Jackson State University."

## **Bernard Grant: CLL Student Attends Graduate School**

In the spring of 2006, Mr. Bernard Grant relocated to Jackson, Mississippi where his job with the Veterans Affairs Department was transferred as a result of Hurricane Katrina. He decided to enroll in the College of Lifelong Learning to pursue an undergraduate degree after learning that opportunities for career advancement were limited.

In 2008, he completed his undergraduate degree in Professional Interdisciplinary Studies, and immediately began his studies in the Public Health Program at Jackson State University. In an



interview in *Federal Times*, Mr. Grant indicated that in order to balance work and school he "had to make sure that [he] spent [his] weekends wisely." As a result of his hard work, Mr. Grant received a Master's degree in Public Health in 2010.

Mr. Grant's success has been recognized in various platforms. He was featured by Cheryl Lasseter in a segment on WLBT News. In July 2009, Bernard received a scholarship from the Association of Black Cardiologist's Community Health Advocate Training Program in Washington, D.C. He was inducted into the Mu Chapter of Alpha Epsilon Lambda Graduate Student Honor Society, and he was selected to be the speaker for the College of Lifelong Learning's August 2010 graduation celebration. Mr. Grant will be attending the Medical University of South Carolina, where he plans to earn a Doctorate in health administration (DHA).

The dean, faculty and staff are dedicated and determined to ensure that all of our students are successful. **It's All About You!!!**



# Celebrating College of Lifelong Learning Program Achievements

## 2010-2011

### High Enrollment in Professional Interdisciplinary Studies

The 2010 Enrollment Fact Book, which was published by the Mississippi Board of Trustees of State Institutions of Higher Learning, ranked Jackson State University first among all of the state funded institutions in the number of students majoring in an interdisciplinary studies degree program. The College of Lifelong Learning boasts a total of 275 Professional Interdisciplinary Studies majors. This number exceeded the 212 majors at The University of Southern Mississippi, the 118 at Mississippi State University, 102 majors at Delta State University, 3 majors at the Mississippi University for Women and 0 at Alcorn State University, University of Mississippi, and Mississippi Valley State University.

### Impressive Number of Professional Interdisciplinary Graduates

One hundred and nine students were awarded the Bachelor of Science Degree in Professional Interdisciplinary Studies during the Spring 2011 Commencement. Thirty-four graduated with honors.

### The Continuing Education Learning Center Awarded a New Grant

Dr. Juetta Bingham, Director of Metro Learning Classrooms and Adult and Continuing Education, received a \$15,000 grant from the State Board of Community and Junior Colleges. The grant will be used to provide instructional supplies and testing materials needed for ongoing adult basic education training. Those funds will be put to good use at the Continuing Education Learning Center. The CELC served 246 students during the months of March and April (2011). Of those students, 195 moved up at least one grade level and eight students received their GED.

### Workforce Investment Network (WIN) Awards the College of Lifelong Learning a Special Designation

The Mississippi Department of Employment Security's *Workforce Investment Network* (WIN) has designated The College of Lifelong Learning (CLL) as an Eligible Training Provider. This designation means that CLL is now partnering with WIN to put Mississippians back to work. Displaced workers, individuals currently receiving unemployment benefits, or those receiving temporary assistance for needy family are eligible to receive funds to pay for workforce development trainings offered at the College of Lifelong Learning.

### College of Lifelong Learning Faculty Participates in the Global Faculty Teaching Seminar

Dr. LaToya Hart and Dr. Juetta Bingham, College of Lifelong Learning faculty members, successfully completed participation in the 2011 Global Inquiry Faculty Teaching Seminar (GIFTS). Dr. Shakira Cain, who was the first GIFTS scholar from the College of Lifelong Learning (2010), also participated in the seminar again.

### **CLL Faculty Members Serve on National Conference Committee**

Dr. Gwendolyn Dooley and Dr. Juetta Bingham volunteered to serve on the planning committee for the *American Association of Adult and Continuing Education* annual conference. The conference is scheduled for October 30-November 4, 2011 in Indianapolis, IN.

### **The CLL Alumni Association**

During the 2011 Homecoming Weekend, the faculty, staff, current students, and alumni of the College of Lifelong Learning began the official CLL Alumni Association! Graduates are invited to contact the College at [cll@jsums.edu](mailto:cll@jsums.edu) to receive more information about how you can become a member.

### **CLL Among Jackson State University's Top Ten Degree Granting Units**

According to the Mississippi Board of Trustees of State Institutions of Higher Learning's Degree Book, the College of Lifelong Learning was first on the list of Top Ten Baccalaureate Degree granting units at Jackson State University. The College awarded 135 Professional Interdisciplinary Studies Degrees during the 2010 academic year.

### **Faculty Member Serves on Lillian Village Advisory Board**

Dr. Deidre L. Wheaton accepted an invitation to serve on the advisory board of Lillian Village—a newly formed non-profit organization designed to provide academic support and exposure to the arts to young people in Hinds County.

### **Faculty Member to Chair Malcolm Knowles Award Committee**

Dr. Juetta Bingham is serving as Chair of the 2011 Malcolm Knowles Award Committee. This award is given by the American Association of Adult and Continuing Education. It recognizes teams or individuals for outstanding leadership of programs in accordance with andragogical processes that demonstrate particular effectiveness, relevancy, creativity, immediacy, institutional cooperation or collaboration and legislative impact.

### **The Center for Adult and Continuing Education, a Celebrated Training Provider**

CACE conducted a total of 361 workshops, institutes and conferences through the centers program offerings and contracts from partners. These events provided training for 7,292 workforce personnel. These personnel included in-service teachers, childcare providers, municipal and business personnel, government workers, and international and domestic students.

### **The Southwest Mississippi Educational Consortium: A State of Mississippi Regional Education Service Center (RESC)**

The RESC collaborated with Mississippi Department of Education, Mississippi State Workforce Development, and other Regional Education Service Centers to provide training to 3074 teachers, principals, curriculum specialists, and superintendents through 44 training sessions. Some of the topics included: Common Core State Standards, Mississippi Alternative Assessment for Extended Curriculum Framework, Leadership for Literacy, Language Essentials for Teachers of Reading and Spelling, Instructional Coaching, Leadership for Students with Disabilities, and others. The Regional Education Service Center at Jackson State University was codified into law through the Senate Bill 3010 in 2004 as one of the seven regional education service centers in the state of Mississippi.



# Celebration Corner: Lifelong Learning

## Graduates Working Together



By: Tonja Murphy, Jerome Bronson, and Gwen Dooley



**Gwendolyn Dooley**

A partnership between Lutheran Episcopal Services in Mississippi (LESM) and Big Brothers, Big Sisters (BBBS) brought together two College of Lifelong Learning graduates who are passionate about helping Mississippi's youth. Tonja Murphy, Program Director, and Jerome Bronson Program Specialist, work together on a project funded by the U.S. Department of Human Services Bureau. The program finds mentors for children with at least one incarcerated parent. According to Murphy and Bronson, roughly twenty thousand children in Mississippi have one or both parents in the criminal justice system. To make matters worse, there is a seventy percent chance that those children will also enter the criminal justice system at some point in their lives unless positive mentors are found who can provide them with more constructive options. Murphy ('08) and Bronson ('09) are working together to ensure that these children have great mentors.

Murphy and Bronson first met four years ago while pursuing the Bachelor of Science in the Professional Interdisciplinary Studies Degree Program at JSU. During school, Murphy and Bronson were employed in different fields, but taking classes together allowed them to get to know each other. After graduation, a chance meeting gave these former classmates an opportunity to bring their talents together.



**Tonja Murphy**

Murphy explained that "One afternoon, my sons and I decided to see a movie. While waiting in line, I saw Jerome. When we saw each other, it was like we were back in class. We talked for a little bit to catch up." Murphy explained to Bronson the work that she was

doing with LESM and BBBS. During their conversation, Murphy decided that it would be a great idea to bring a group of mentors and mentees to the movies. Reflecting on the afternoon, Murphy said, "The date for the next outing was set. I arrived at the movies early to greet the group and Jerome. During the waiting period, we had a chance to talk with one another about the mentoring program. During this conversation, I shared with Jerome that the partnership with Lutheran Episcopal Services of Mississippi (LESM) and Big Brothers Big Sisters of MS (BBBS) had a position for a Program Specialist available. I encouraged him to apply and now we are working together to serve at-risk children."



**Jerome Bronson**

When asked about his thoughts on this working relationship, Bronson said: "I did not foresee crossing paths with Tonja again, but sometimes there can be an intervention from a higher power of sorts. We both share a passion for families, children, and the community which provides an enjoyable and fulfilling working environment."

This very important work is to be applauded! Murphy and Bronson encourage potential mentors to participate in the program. Mentors must be twenty-one years of age or older and undergo an extensive background check. Mentors are required to spend between six to eight hours per month with their mentee. According to Bronson, "It is so rewarding to place a child with a positive role model because we know that this can inspire a child to strive for excellence in his/her life. Mentoring serves as a platform for introducing children to attainable possibilities that can be achieved with hard work and dedication to any goal or dream that they may choose to pursue."





## The College of Lifelong Learning *Student Advisory Board*

By LaToya Hart

It is imperative that students play an active role and have a voice in their academic institution. The College of Lifelong Learning recognized this need and sent out a call for student volunteers to serve on the student advisory board. The board members for the 2010-2011 academic year were: (pictured l to r) Sharon Robinson, Mark Roth, Sonji Pace, Leslie Flowers, Stephanie Girdle, Matisha Luckett, and Tevin Stubbs.

The student advisory board will function as advisors to the dean, faculty, and staff about issues related to student learning and grievances. The student advisory board will also have the opportunity to share in the governance process of the College of Lifelong Learning. Members will

provide feedback on a wide-range of topics such as: support services, curriculum, programs, etc. Advisory board members will also have the opportunity to participate in activities such as: new student orientation, College conferences, and awards and recognition ceremonies. In addition to college service, members of the advisory board will participate in community service projects. The Board will meet every 1<sup>st</sup> Wednesday at 5:00pm at the Universities Center.

If you are a PrIS major and you are interested in serving on the 2011-12 advisory board, please contact the College of Lifelong Learning: [cll@jsums.edu](mailto:cll@jsums.edu) for more information.





Fulbright Seminar for Scholars Studying the

# CARIBBEAN

College of Lifelong Learning  
Jackson State University  
Jackson, Mississippi

## **CLL Plans Another Fulbright-Hays Project: A Seminar on the Arts and Culture of the Caribbean**



By Carlos Wilson

An examination of cultural and global diversity in the Mississippi public school and university curricula indicates that information about the Caribbean is often excluded from the arts curriculum. In an effort to facilitate increased cross-cultural understanding, a team of CLL faculty and staff submitted a proposal to receive funding for an international research and curriculum development project. In February 2011, the College of Lifelong Learning was awarded a \$94,250 grant from the U.S. Department of Education to conduct a one-month seminar on the arts and culture of the Caribbean with emphasis on the islands of Jamaica, Trinidad and Tobago, and Guadalupe. There are three themes that stand out in the collective expression of arts in the Caribbean: celebrations, rhythms, and the movement from oppression to expression.

This research project will give participants the opportunity to study the many cultural art forms in the Caribbean islands through field trips, observations, and when possible, through active participation in various art forms. Participants will study the historical and contemporary social realities that inspire and sustain these art forms. They will also interact with artists, art historians, writers, scholars and connoisseurs of art. The group will work with specialists at the University of West Indies – Mona and St. Augustine and the University of the Antilles in Guadalupe. The one-month research project will include lectures, seminars, and curriculum development sessions.

The research team will consist of seven college/university faculty members and seven public school teachers who will work in pairs on a common theme under the guidance of a curriculum specialist. The teams will develop lesson plans for public schools and curriculum units for higher education focusing on the art and culture of the Caribbean. This exciting project is scheduled to begin summer 2012.





## **Understanding Adult Learners' Preferred Instructional Delivery Methods: Face-to-Face, Interactive Video Network (Community Based), or Online**



**By Gwendolyn Dooley**

As preparations are being made to enter the sixth year of offering academic credit courses, the College of Lifelong Learning has begun gathering data to help determine how we can ensure student learning and enhance student satisfaction. Determining students' learning preferences, particularly the types of courses they tend to enjoy most, is one important part of the process of planning for the future of the Professional Interdisciplinary Studies (PrIS) degree program. Currently PrIS students have three options for how they will receive instruction: face-to-face (campus-based courses), interactive video network (community-based courses), or online. With several options to choose from, it has become essential for College of Lifelong Learning administrators to have a better understanding of how the majority of students prefer to learn so that appropriate types of courses may be offered, relevant marketing materials and strategies may be developed, and effective recruiting activities may be planned.

### **Description of the Data Collection Process (Description of the Study)**

To help determine which instructional delivery

systems PrIS students prefer, a pilot study was conducted that included a small cohort of participants. Sixty-seven students, who have taken (or who are currently taking) courses through multiple delivery systems, were invited to respond to a twenty-eight question survey. A link to the Qualtrics survey was forwarded to Lifelong Learning faculty who were asked to share the link with their students. Survey questions gathered demographic information as well as information regarding student learning preferences. Specifically, students were asked to respond to quantitative and qualitative questions. The qualitative questions were designed for students to share personal opinions and offer reasons for the choices they made regarding the instruction delivery system(s) they preferred.

### **Survey Findings**

**Who Are PrIS Students?** The survey findings revealed valuable information regarding student preferences that can be used within the College of Lifelong Learning and in other units who offer courses to adult learners. Of the 67 survey respondents, forty percent (40%) were married and twenty-nine percent were single (29%).

Thirty percent (30%) of those surveyed lived in rural communities, while twenty-seven percent (27 %) identified that their community was suburban. Only 21% identified their community as urban. Sixty-one percent (61%) of respondents indicated that they were 36-60 years old. Thirty-eight percent (38%) were 25-35. One of the most telling findings from the demographic questions revealed that seventy-eight percent (78%) of respondents worked full-time and another five percent (5%) working at least part-time. These findings confirmed previous demographic data which identifies CLL's student body as middle-aged, working adults. Additionally, this survey suggests that the respondents reside in rural, suburban, and urban areas, which means that broad marketing and recruiting strategies will be necessary reach the diverse population of students.

### **How Do PrIS Students Prefer to Learn?**

Overwhelmingly, the students represented in this survey preferred learning in a face-to-face class environment rather than with technology. Seventy-four percent preferred face-to-face courses while only twenty-six percent preferred learning with technology. When asked why they preferred face-to-face instruction, students responded that it was "more interactive," "more hands-on," and "more personal." One respondent explained that she "was an auditory and a visual learner;" therefore, face-to-face instruction was more beneficial for your particular learning style. Other respondents stated that they prefer face-to-face courses because they "enjoy interacting with instructors" and because they like having "the opportunity to ask questions and receive timely feedback."

Students who expressed a preference for online learning stated that they chose this instructional delivery method "because [it is] convenient" and "flexible." Other respondents indicated that taking online courses "allows [them to spend] more time at home" and makes it possible for them to "work at a slower pace." Additionally, respondents stated that online courses "align[ed]

with [their] personal and professional schedules" and "fit with their life style."

Although many students did indicate a preference for online courses, there was a rather substantial cohort of respondents who did not enjoy online courses. One person indicated that in online courses, there is "no real time feedback." "It's not that I don't like online classes" one student wrote, but "I just think that face-to-face classes will allow the student to become one with their instructor instead of waiting for a response through email that may take a while to receive." Another student said that online courses were "not personal enough." One very honest student acknowledged that she was "not too savvy with computers," so she avoided taking online courses.

When asked about their opinions of Interactive Video Network (community-based) courses, forty-four percent (44%) of students who responded stated that they did not prefer to take course offered through IVN technology; nevertheless, they chose to enroll in these courses for various reasons. Fifty-three percent responded that they would select an IVN course because they like being able to learn in their own community—in a familiar location. Nearly forty percent of participants indicated that they would take an IVN (community-based) course because doing so meant not having to drive too far from home and not having to leave their jobs too early to arrive to class on time. In this case, although students did not necessarily prefer IVN (community-based) courses, they opted to take them anyway because they were more convenient.

### **Discussion and Conclusion: Where Do We Go From Here?**

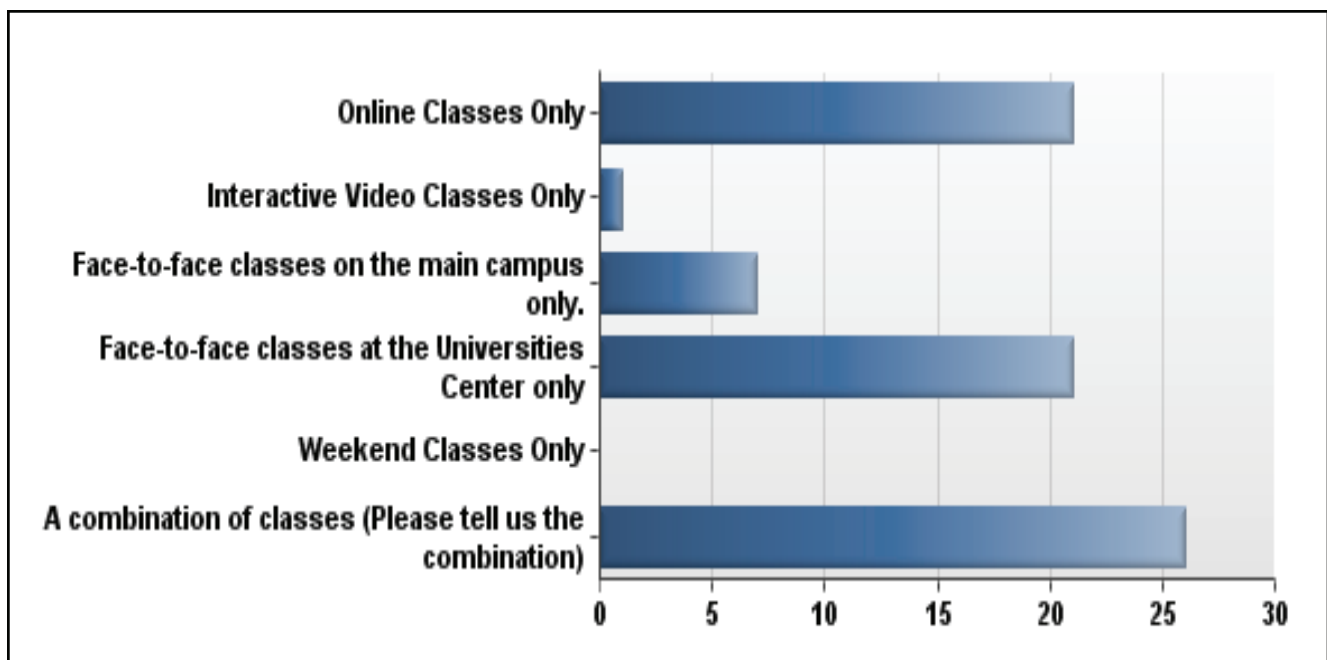
The data collected suggests that although online learning is convenient and flexible, in order to attract more students to our online course offerings, it will be necessary to design and



deliver online instruction in such a way that it meets the needs of learners who currently prefer face-to-face instruction. The Office of Distance Learning offers a number of valuable faculty development and course design workshops that assist in the creation of learner centered online courses. As competition from proprietary institutions increases, it will be imperative that brick-and-mortar institutions of higher learning not only continue to offer engaging face-to-face instruction but also provide online courses that address students' desire for more communication with instructors and peers and that meet the needs of diverse learning styles. As it relates to IVN, it will be necessary to enhance the technology so that students, particularly those in rural areas, who perhaps use IVN the most, have a more satisfactory learning experience in these courses. As plans are made for how to market our programs for adult learners and how to recruit future students, the data collected in this survey will prove quite beneficial.

Understanding how adults prefer to learn, is the key to ensuring that we provide students with the types of courses that most effectively meet their learning needs. Because the questions posed in the survey were limited to learning preferences, it is recommended that this study be expanded and replicated to include an assessment of students' technologically-based training needs and ascertain other factors that would enable them to be successful in an online degree program.

**Figure 1: Instructional Delivery Option most Preferred by Students**





# Adult Learners Appreciate the Convenience of Metro Learning Classroom Sites

By Millard Bingham

The College of Lifelong Learning operates twenty-four Metro Learning Classrooms (MLCs) throughout the state. The goal is to have an MLC within a thirty minute drive of students' homes. Presently, the College has classrooms in twenty-one counties extending as far south as Wiggins, MS and as far north as Booneville, MS. The MLCs significantly expand the ability of the College of Lifelong Learning and Jackson State University to offer courses at a distance.

Adult students take non-credit courses, workshops, undergraduate, and graduate courses at their respective classroom sites. Academic credit courses are transmitted via interactive video network. This technology allows the students to interact with the instructor at the Universities Center while they are at their respective sites. Over two hundred students are taking advantage of the metro classrooms. The 2010 research data indicated that ninety-three percent of our nontraditional students indicated that they have recommended to their friends and family that they too should attend classes at one of the College of Lifelong Learning metro classrooms. More than eighty-five percent of students surveyed said that they plan to take classes at one of the sites.

The majority of students who attend our metro classroom sites are Professional Interdisciplinary Studies majors. These students enjoy the convenience of being able to register for their classes, receive advisement, and actually

receive instruction at metro classrooms. When asked to describe the advantages of MLCs, students said: "Convenient," "Not having to make the long drive to Jackson," "The metro classroom sites are better than having to go all the way to the main campus," "Do not have to drive a long distance for classes," "Being able to attend after work," "Allows me to work and attend school," "Easy access to class," "One-on-one advisement and help." Clearly, lifelong learners appreciate the convenience of being able to further their education close to home. It is easy to see why Metro Learning Classrooms have proven to be so popular with students. The MLCs provide students convenience, excellent customer service, and save them time and money.

The College has added two new Metro Learning Classrooms. During the 2010-2011 academic year, sites were opened at Newton High School in Newton, MS and at S.V. Marshall High School in Tchula, MS. Also a Memorandum of Understanding has been signed with the Holmes County School District, which allows academic credit courses to be offered within the school district. As a result of a new Memorandum of Understanding that was signed on November 16, 2010, the Northeast Mississippi Community College (N.E.M.C.C.) metro classroom was upgraded to a virtual site. This means that N.E.M.C.C. graduates can now take courses completely online and complete a degree in PrIS at Jackson State University. We know that this is going to be a very attractive option for nontraditional students in this region of the state.

If you are interested in the College of Lifelong Learning opening a metro classroom in your area or if you would like more information about the program, please contact Dr. Millard Bingham at 601-432-6906.





# Universities Center Library Research Report

By LaToya Hart

As Jackson State University expands course offerings at the Universities Center, the need for upgrades to the library may be necessary. A recent research study revealed that users of the Universities Center Library would like to see additional hours, quiet rooms for studying and doing research, and space that has a welcoming atmosphere.

There were 204 respondents who participated in the Universities Center Library survey. The participants included 107 undergraduate students, 76 graduate students, 14 faculty members, and four staff members. Individuals from the College of Lifelong Learning, Communicative Disorders, Public Policy Administration, and Urban and Regional Planning were represented in this survey.

## Library Hours of Operation

When asked to share their thoughts on the Universities Center Library's hours of operation, one participant indicated a need for extended hours at the Universities Center Library. The respondent stated that he/she lived closer to the Ridgewood campus, but have to use the public library because it offers extended hours. Another respondent suggested that the library extend the closing hours to 11:00pm. An additional comment was made that the library should have hours that cater to the working student because a number of the students require more access after five o'clock and on the weekends. The request for

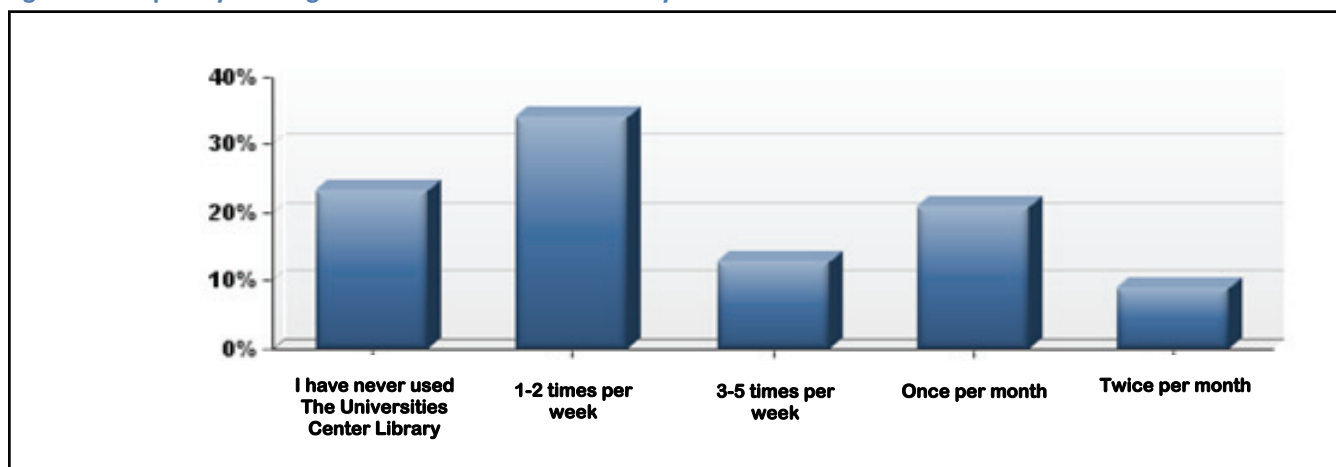
additional evening hours of operation likely stems from the fact that many students who take classes in the evening work during the day, which means that they would also need to have access to the library during the evenings and on weekends.

Although the argument could be made that students may use the library on main campus after-hours and on weekends, several survey participants addressed this issue in their comments. For instance, one respondent stated that it is more convenient to use the Universities Center Library because a parking decal is not required. "The lack of street parking and the need for a parking decal is a major issue if I want to use the H. T. Sampson Library during the day." Many respondents also indicated that they would like to see Saturday hours. Forty-one percent indicated they would like see the Universities Center Library open from 12pm-8pm on Saturdays while thirty percent indicated a preference of 8am -6pm.

## Library Usage

It was important to know how frequently survey participants use the Universities Center Library. Thirty-four percent of the respondents indicated that they use the library located at the Universities Center at least 1-2 times per week. One participant noted that they would use the library even more at the Universities Center if current resources were available. Another individual stated that people need

**Figure 1: Frequency of Usage of Universities Center Library**



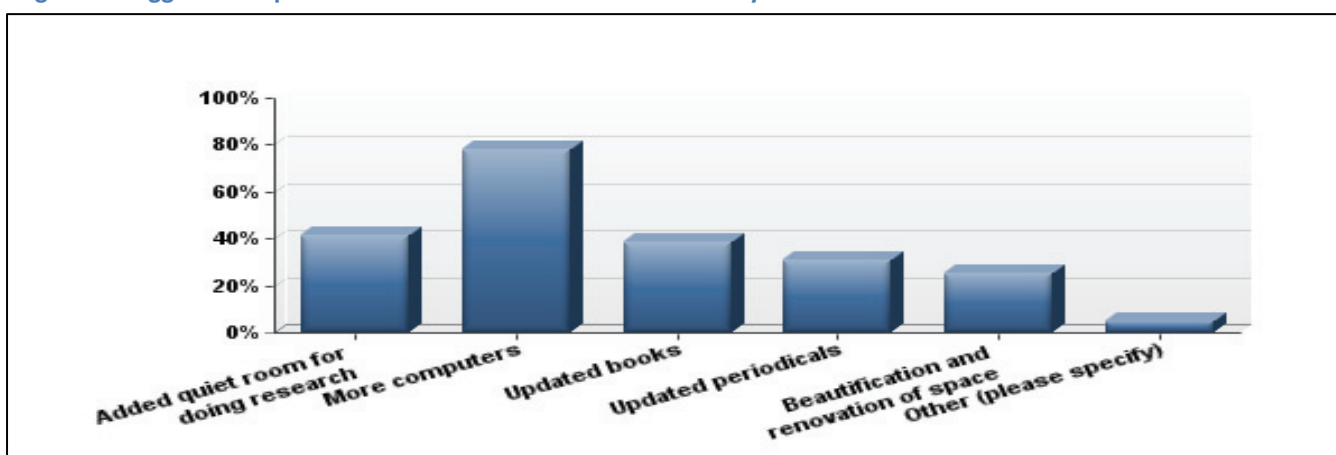
## Library Upgrades

In addition to comments regarding hours of operation, respondents also offered recommendations about various improvements that could make the Universities Center Library a more learner friendly space. Seventy-eight percent of the respondents stated that the Universities Center Library could use more computers, and all of the computers should be connected to working printers. According to one respondent, there are 4-5 computers in the Universities Center Library, but some others do not work, or they are not connected to a printer. Participants also indicated a need for faster, updated computers and other machines such as copiers.

their research needs. One respondent indicated a need for additional staff members who can troubleshoot issues with the computers and printers. Additional observations made by respondents included the need to modernize the library and make the space more user-friendly. One person suggested changing the color of the library and making it bigger.

There is always room for improvement, and although the Universities Center Library does offer some of the resources that survey participants need, there are some areas where more could be done. The respondents to this survey have provided some useful things to consider. As we move into the future it is our hope that these suggestions will be taken into consideration so that the Universities

**Figure 2: Suggested Improvements for Universities Center Library**



Forty-two percent of the respondents stated that they would like to see quiet rooms. Respondents indicated a need for the quiet rooms so that they can have a dedicated place for studying and doing research. Other comments included a need for more staff at the Universities Center Library to assist students with

Center Library will become the place where individuals can go for research assistance, study space and access to much needed computers and online resources.



# The College of Lifelong Learning

## Faculty and Staff Updates



**Shakira Cain-Bell, Ed.D.** During the 2010-2011 academic year Dr. Shakira Cain was selected as a Global Initiative Faculty Teaching Seminar (GIFTS) Scholar. She completed one month of intensive training and was selected to teach a special session of University Success. As part of the seminar, she also co-authored a textbook entitled *Foundations in Global Inquiry*. Dr. Cain serves as a member of the Jackson State University 2010-2011 Quality Enhancement Plan (QEP) Committee. The role of this committee is to expand the educational capacity of JSU students through reading, critical thinking, and global inquiry. Dr. Cain presented in a campus wide QEP forum with students on December 2, 2010. One of her students from University Success was featured in the campus wide QEP presentation in January. Dr. Cain is also a member of the JSU Arts Festival Committee.



**Millard Bingham, Ph.D.** is the Director of Metro Learning Classrooms and Adult and Continuing Education. He is quite active in pursuing grants to support these various units. In January 2011, Dr. Bingham and Ms. Porter, received a \$16,000 grant from the City of Jackson and in March 2011 he received a \$10,000 grant from the Dollar General Literacy Foundation. Both of the grants are intended to assist in providing adult basic education to adults who are 17-years old and older. Our goal is to increase the education level of our program participants thereby improving the metro area's workforce.



**LaToya Hart, Ph.D.** Since her arrival at JSU, Dr. Hart has been actively researching, serving, and teaching. She attended the Mid-South Educational Research Association Conference. There she presented research on Faculty Concerns with Online Delivery at Traditional Institutions. She is in the process of expanding this conference presentation for publication. Dr. Hart served as a peer reviewer for the Louisiana Experimental Program to Stimulate Competitive Research (EPSCoR). She has also played an instrumental role within the department serving as the leader of the assessment and SACS teams and faculty advisor for the College of Lifelong Learning Student Advisory Board. Dr. Hart's ongoing research includes administrative recommendations for engaging faculty with online delivery, faculty intellectual property rights in an online format, and a study of the characteristics of effective teaching in different classroom settings.



**Deidre L. Wheaton, Ph.D.** During the past year, Dr. Wheaton contributed a chapter to an edited collection titled *Men in Color: Racialized Masculinities in US Literature and Culture*, which was published by Cambridge Scholars in January 2011. Dr. Wheaton's chapter and the book as a whole explore how race informs the construction of masculinity in contemporary US literature and culture. In addition to this publication, her paper on Randall Kenan's novel *A Visitation of Spirits* was also accepted for presentation at the College Language Association (CLA) Convention in April 2011. Service has also been an area where Dr. Wheaton has been quite active. She serves as Co-Chair of the S.O.S. Bullying Super Conference, faculty advisor of the Alpha Sigma Lambda National Honor Society, editor of Triumph Magazine, and member of the Writing Across the Curriculum Leadership Team.



**Keith O. Riley** is the Coordinator for Adult Training and Support Services in the College of Lifelong Learning. He has received certificates in the following areas: Franklin Covey's 7 Habits of Highly Effective People, Federal and Foundation Grant Writing, and Academic Advising Today. Mr. Riley is also a member of the following professional organizations: Association for Non-Traditional Students in Higher Education (ANTSHE), Association of Continuing and Higher Education (ACHE) and National Academic Advising Association (NACADA).



**Macy Russell** Although her roots are in Georgia, she has been here in Jackson, MS long enough to call it Home. Macy Russell received her Bachelor of Science in Fitness Management from Mississippi State University in Starkville, MS. Prior to Joining the College of lifelong learning I.M.P.A.C.T. project as the New Professional Development Specialist/Recruiter, she worked as a Senior Admissions Representative for Antonelli College, Flowood Campus and as a Senior Media Account Representative for FOX 40 News in Jackson, MS. Macy's goal is to continue to promote the I.M.P.A.C.T. project Statewide and to help reach every individual who will benefit the most from the overall mission of the project.



**Sheron White** is the Secretary and Admissions Clerk in the College of Lifelong Learning. She is a 2009 graduate of the Professional Interdisciplinary Studies Program and a member of the Alpha Sigma Lambda National Honor Society for non-traditional students. She is pursuing a Master's degree at Jackson State University, where she has maintained a 4.0 grade point average. She was recently nominated to become a member of the Mu Chapter of *Alpha Epsilon Lambda National Honor Society for graduate and professional students*. To qualify for AEL membership, an individual must be in the academic top 35% of graduate students on campus and demonstrate leadership through involvement in on-campus and off-campus activities.



**Carlos Wilson** is the College of Lifelong Learning's Specialist for Global Training in Business, Government, and Industry. In this position, he serves as the program manager for the Certificate in Interdisciplinary Studies: Commercial Recreation—a partnership with Walt Disney World Resorts and five Taiwanese Universities. Mr. Wilson is a mathematics instructor in the Evening and Weekend College, and in August 2010, he entered the Ph.D. Program in Urban Higher Education at Jackson State University. He recently participated in the "Cradle to Grave: Pre and Post Award" Grant Writing Workshop, and he was instrumental in writing a grant which was funded by the J. William Fulbright Foreign Scholarship Board and the US Department of Education.



# Announcing: The 2011 National SUPER Conference

## Breaking the Silence on



## *Violence Prevention in Schools, Colleges, and Universities*

Jackson State University's College of Lifelong Learning is once again leading the way in organizing the Breaking the Silence on Bullying Conference. As the conference title suggests, our desire is to create a dialogue on bullying that will lead to greater understanding of this complex and too painful (if not deadly) activity. The Spirit of Safety Conferences always have a broad purpose of creating safe and violence free learning environments for students in schools, colleges, and universities. That tradition will continue with the SUPER Conference. However we will focus our attention specifically on exploring the types of bullying, the causes of bullying and aggressive behavior, the signs and symptoms of bullying, the legal ramifications of bullying, strategies for helping the bully and the bullied heal, and strategies for creating bully free learning environments.

### **New Addition: The Advisory Board**

In an effort the plan the most comprehensive conference in S.O.S. history, we have organized a group of local experts to serve as an Advisory Board. This board includes representatives from the City of Jackson, the Attorney General's Office, the MS Department of Mental Health, Safe Schools Healthy Students at Jackson Public Schools, Parents for Public Schools, and United Way of the Capital Area just to name a few. Thus far the Advisory Board has assisted in selecting keynote speakers. The board members have crafted an operational definition of bullying, and they have used their expertise to identify the major objectives that will be addressed during the November 2011 conference.

### **What are the objectives of the conference?**

The Breaking the Silence on Bullying SUPER Conference has the following objectives:

- To inform conference attendees about the developing definition(s) and types of bullying;
- To help teachers, parents, social workers, and others who work with students in their efforts to identify the signs and symptoms of bullying in both the bully and the bullied student;
- To provide school and university administrators and parents with current data on the legal ramifications of bullying, especially cyber-bullying;
- To expose the ways in which bullying appears in parenting and teaching;
- To help trusted adults know what to do when a child is being bullied; and
- To provide conference attendees with practical strategies that will help make their campuses and communities safe spaces.

### **Join Us As We Break the Silence on Bullying**

We encourage you to save the date and make plans to join us at the Jackson Convention Complex Thursday and Friday, November 17-18, 2011 for what promises to be an informative and engaging conference. If you are currently conducting research on bullying or if you have expertise that would be beneficial to the conference, we welcome you to submit a proposal for a panel presentation, workshop, special lecture, demonstration, poster presentation, or exhibit. To request additional information please email [cll@jsums.edu](mailto:cll@jsums.edu) or visit the Breaking the Silence on Bullying Conference website at [www.jsums.edu/SOS](http://www.jsums.edu/SOS).



**REGISTER TODAY!**  
Check our website for updates at [www.jsums.edu/SOS](http://www.jsums.edu/SOS)



*"A Spirit of Safety"*

## **NATIONAL SUPER CONFERENCE**

**November 17-18, 2011**

Jackson Convention Complex  
Jackson, MS

Registration

**\$169**

Early Bird Registration \$129  
Pre-Registration \$149

## Breaking the Silence on



## *Violence Prevention in Schools, Colleges, and Universities*

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School Administrators • Principals • Teachers • Assistant Teachers • Childcare Providers • Higher Education Personnel and Students • Mental Health Professionals • Counselors • Social Workers • Bus Drivers • Campus Resource Officers • Law Enforcement Personnel • Emergency Management Personnel • Parents

- Learn new Bully Prevention and Intervention Strategies
- Earn CEUs, SWUs, SEMI Credits, and Contact Hours

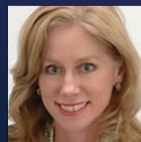
## Train with Local and National Experts



**Mark Brown**  
Youth speaker and Emmy-nominated Presenter of an anti-bullying instructional program



**Barbara Coloroso**  
Re-nowned Speaker and Author on Positive School Climate and Bullying



**Patti Agatston, Ph.D.**  
Licensed Professional Counselor and Co-Author with expertise in Cyberbullying



**Maggie Wade-Dixon**  
Child Advocate and Emmy nominated News Anchor for WLBT News Channel 3



**James Fox, Ph.D.**  
Professor of Criminology and Author with expertise in Violence and Security on Campus

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