

NORTH CAROLINA AGRICULTURAL AND
TECHNICAL STATE UNIVERSITY



THE AGGIE EDUCATOR

SPRING 2017

inside: WHAT DO BELIZE,
Ph.D.s, CREED, AND REMBA
HAVE IN COMMON?



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The Deese Clock Tower on the campus of N.C. A&T.



Dean Graham

LETTER FROM THE DEAN

I AM TRULY HONORED AND HUMBLED to serve as the dean of the College of Education at North Carolina Agricultural and Technical State University. Since my arrival in the College of Education in August 2003, I have been committed to the work of the college, positively impacting the lives of our students, public school educators, K-12 students, community leaders and families across the region, the nation and worldwide.

Because of my upbringing in a single parent home in a highly impoverished rural community in southeastern North Carolina, I learned firsthand the impact of disenfranchisement, marginalization, discrimination and exclusion. My personal struggles as a public school student then later as an undergraduate provided me with a unique perspective on social justice, education policy, responsive pedagogical practices and equitable assessment and evaluation. These experiences fueled my desire to transition from an adjunct professor to a tenure-track assistant professor to a tenured associate professor to a full professor. These experiences served as my motivation to seek administrator roles in the College of Education as a department chairperson then as an associate dean and now as the dean.

As the College of Education moves aggressively toward 2020, the faculty has adopted a vision and mission that strategically situates the academic unit for long-term success and significant impact on our global world. The vision of the College of Education is to become a recognized national leader in the advancement of research and practice in equity, access and advocacy through its preparation of scholars, practitioners and innovators. To achieve this goal, faculty will prepare educational and human service leaders who create, use and share knowledge on equity, access and advocacy in local, national and global communities. The college's strategic plan emphasizes and prioritizes creating a stimulating intellectual climate where we intentionally enhance and refine the knowledge and skills of faculty, staff and students. We commit to diversifying our resource generation that yields lucrative scholarship funding packages for high achieving students and competitive employment packages for skilled faculty from across the world. Each of these areas will produce an environment and culture that sustain student success, creative research and innovation.

This magazine marks an intentional shift where we include each of our stakeholders—faculty, students, alumni, donors and partner businesses, school districts and community agencies—in a continued conversation focused on our aspirational goals. I look forward to working with our faculty, staff and students in concert with our stakeholders to move the College of Education into a national spotlight where we significantly contribute to discourse on issues of equity, access and advocacy. I am delighted to serve as the dean of the College of Education at North Carolina Agricultural and Technical State University.

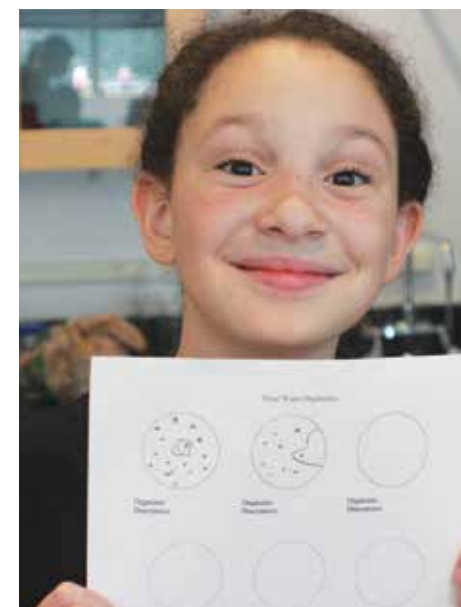
Sincerely,

Anthony Graham, Ph.D.
Professor and Dean

The vision of the College of Education is to become a recognized national leader in the advancement of research and practice in equity, access, and advocacy through its preparation of scholars, practitioners, and innovators.

toc:

Belize: A Study Abroad, A Study of Self	2
Academic Reorganization in the College of Education	5
Challenging Journey to Ph.D. Worth It	6
A Select Group of Students are Learning by the CREED	8
REMBA, A Movement Toward Better Rehabilitation Counseling	10
Faculty News	12



Guilford County Schools elementary student participated in a two-week summer science camp for rising fifth-grade students facilitated by Dr. Barbra Butler, assistant professor.

BELIZE:



Ms. Ryanne Logan graduated in 2016 with a Master of Science in School Counseling degree.

A Study Abroad, A Study of Self

By Mary Coyne Wessling



HAVE YOU BEEN TO BELIZE? Really been there? Dr. Shirlene Smith-Augustine takes North Carolina A&T State University students to her homeland to experience the essence of her country, not the tourist side of it.

“I want students to be globally competent,” she said. “I found out that many students do not travel much. Travel is the most effective way to learn about a place and its people. You can only learn so much from a book or video.”

She also wants students, who are studying to be adult educators, counselors and school administrators, to learn how to use their skills and knowledge in a real classroom or agency that stretches them culturally and socially.

In 2012 Smith-Augustine, an associate professor in the Department of Counseling, began coordinating study abroad to Belize with the assistance of N.C. A&T’s Office of International Programs. The first study abroad trip took place in summer 2013, when seven students and two faculty members, Smith-Augustine and Dr. LaCheata Hall, traveled for three weeks across her native country.

The study abroad trips, which immerse students in the cultural, economic, social and educational climate of Belize, are not for inattentive students. There is much preparation prior to going. Required readings are assigned pre-trip as well as meetings to discuss the logistics and delve into some of what they will see and learn. Graduate students can earn up to six credit hours upon completion, which includes journaling during the trip and a presentation post trip.

Smith-Augustine’s preparation includes working with a local Belize study abroad agency that books accommodations and sites showing the real sides of that country. Three distinct areas of Belize, a small but diverse country, are on the travel itinerary: San Ignacio to the west where one can meet mestizos (descendants of Spanish-Mayan people) and Maya natives; Siene Bight, a coastal village located on a narrow peninsula south of Belize City where Maya and Gariganu people work and live; and Belize City, Smith-Augustine’s hometown, and the largest city where a melting pot of Creole, Maya, Mestizo and Gariganu influences can be found.

The extensive orientation includes students learning what local, nongovernment agencies and schools will be like and where they are expected to complete a community service that complements their

study discipline. Once there, they meet many experts in their fields of study. In Belize students have opportunities to engage in numerous cultural activities that include learning how to make local foods, lessons in making drums and playing them, participating in cultural dances and cultural discussions.

Since its inception, Smith-Augustine has been able to add the opportunity for students to stay with local host families. A highlight for many of the students.

“I really enjoyed my time meeting people,” said Kendra Gray, who graduated with a master’s degree in school counseling in May 2016.

“I had never been out of the country before and I decided I wanted the cultural experience. I am a shy, introverted person and I hoped this would help me open up.”

Gray reported she not only opened up, she fell in love with Belize, especially its people.

“One woman I stayed with just wanted to sit on the porch and talk. I loved hanging out with people like her. I learned so much about them and myself that way.”

Jeffery Porter found the experience more than worthwhile.

“My wife and I love to travel. (This trip) was amazing, so different from any of the rest. It was my first academic related trip and I really enjoyed that aspect of it.”

Porter’s community service included visiting a psychiatric hospital and prison in Belize.

“As a counselor in training, we are taught to build a human connection with our clients. In both instances the service was about sharing time with others in the course of our journey. That is powerful stuff because my journey brought me, a graduate student in mental health counseling, to a point in life where I had a chance to connect with others in a meaningful way.”

Smith-Augustine said the students’ stay with families exposes



them to a variety of cultural and social norms among people of Belize. They learn about cultural practices within their host families through participation in daily aspects (food preparation, shopping, visits to cultural sites) of family life.

So what seemed to surprise the students the most?

“I think they didn’t expect to see so many similarities,” said Smith-Augustine. “Similarities in terms of the value of education because people really want similar things, they may just have different ways of getting there. I think the students came back with a greater appreciation of the educational opportunities here. They also came back with a great appreciation for diversity in terms of how to get to a goal. Your way is not always the only way or the best way.”

Smith-Augustine is pleased with the groups that have traveled thus far, sometimes surprised by the ones who sign up. The last trip included undergraduate students in education and psychology for the first time. “That was a great experience as well.” The group was comprised of 17 students and three faculty members (Dr. Cathy Kea, Dr. Hall, and Smith-Augustine)

“I want them to grow. The biggest growth comes out of the challenges they face while in Belize,” she said. Students are expected to use public transportation to get to their assigned community service projects, deal with possible conflicts or concerns, and apply their learned skills to their community service.

Leigh Stewart, graduate student in mental health counseling said, “I was able to engage lots of natives and apply counseling and psychological theory at my sites of service and offer suggestions for these sites.”

The experiences of this academic journey are transformative for many of the students. Stewart’s time in Belize still resonates. “I have several precious memories and events that seem to come back to mind and teach me new things now.”

The trip includes one loophole: if a student finds an activity too uncomfortable such as eating food they may not wish to eat, they can opt out once but the flipside of that is they have to write about the opportunity and what they found difficult about it and what it says about their development as self and as a professional.

“I call it their get-out-of-jail card,” said Smith-Augustine. “Not one student has used that card, I am proud to say.”

The agenda is full but personal time is also part of the whole experience.

“All of these experiences are intentional. We want them to really learn about who they are as cultural people because the biggest tool you have is yourself. So you have to be able to understand yourself and sometimes you cannot understand yourself until you’ve been placed in a position where you are not in control. We know they are going to be uncomfortable and that’s okay. We are preparing them for growth as an individual and as a professional.

“What was surprising for me was the growth for faculty as well,” said Smith-Augustine. “The experience allowed faculty to not only reflect on their own cultural journey but also enhance their cultural competence. I had not considered was that since I am from Belize, how that impacted the students. They were very conscious of not saying things about Belize they thought would upset me. They were very cognizant of my feelings. But I told them they didn’t have to like Belize. This experience is about their growth not about me selling Belize to them. Additionally, with at least one other faculty member present, students were able to candidly speak with the other faculty as well.”

Although some students show signs of discomfort while there, upon their return they express appreciation in their evaluations for living with host families, doing the community service and seeing how education and counseling are done in a different environment.

Many of the student travelers learned another important lesson, said Smith-Augustine. “One of the greatest pieces about taking these students to Belize and for the people in Belize is that they got to see people who looked like them. When they were going to these schools, the students and teachers were surprised. My students got to see that even though the world is big, it is small, too.”

ACADEMIC REORGANIZATION *in the* COLLEGE of EDUCATION

By Anthony Graham

EFFECTIVE AUGUST 1, 2016, North Carolina Agricultural and Technical State University reorganized its academic programming to take advantage of significant opportunities that support careers of the future, meet the goals of the institution’s *A&T Preeminence 2020: Embracing Our Past, Creating Our Future* strategic plan, and increase its competitiveness in the global marketplace.

The academic reorganization positions the land-grant, doctoral higher research institution to advance teaching, learning, research, and engagement. The rationale for the academic reorganization is to increase:

- * Undergraduate and graduate enrollment
- * Faculty research and scholarly productivity
- * External funding
- * The number of students receiving national fellowships
- * Program and university national and international rankings

As a part of the university-wide reorganization, the College of Education has been restructured to facilitate increased production of higher quality pre-kindergarten through secondary-level educators, create a multi-college governance structure required to support the enhancement of the Master of Arts in Teaching (MAT) entry route for K-12 educators, and produce high-quality secondary education teachers, particularly in STEM.

The college is composed of four academic departments:

- * Administration and Instructional Services
- * Leadership Studies and Adult Education
- * Counseling
- * Educator Preparation

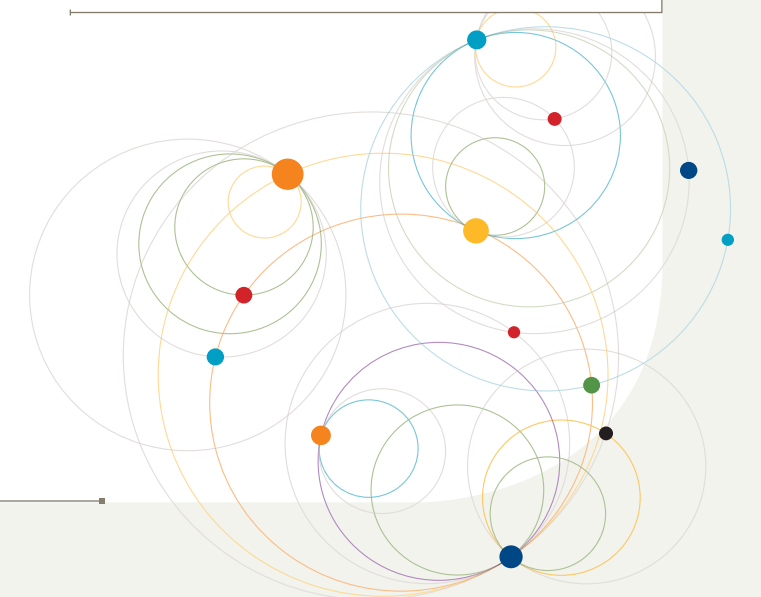
New to the College of Education are two degree programs. The speech/speech pathology program moved from the former College of Arts and Sciences and is housed in the Department of Administration and Instructional Services. The child development (birth to kindergarten) program moved from the former School of Agriculture

and Environmental Sciences and is housed in the Department of Educator Preparation.

There are two more significant internal moves within the college. The Master of School Administration program moved from the former Department of Human Development and Services and is now housed in the Department of Administration and Instructional Services. The adult education program also moved from the former Department of Human Development and Services and is housed in the Department of Leadership Studies and Adult Education.

The faculty in the college have also voted to adopt new vision and mission statements that support the aspirational direction of the university. The vision for the College of Education is to become a recognized national leader in the advancement of research and practice in equity, access, and advocacy through its preparation of scholars, practitioners, and innovators.” To achieve this vision, the college’s mission is to prepare educational and human service leaders who create, use, and share knowledge on equity, access, and advocacy in local, national, and global communities.

**LEARN MORE ABOUT
THE ACADEMIC REORGANIZATION:**
www.ncat.edu/academics/reorganization





Hargett

CHALLENGING JOURNEY TO Ph.D. WORTH IT

By Mary Coyne Wessling

BRENDEN HARGETT'S journey to a Ph.D. in rehabilitation counseling and rehabilitation counseling education had some interesting turns along the way, but none so interesting as one undergraduate summer when he interned at the North Carolina Inmate Grievance Resolution Board.

Hargett's job was to visit prisons across the state to determine which facilities had the most grievances and record the grounds for those complaints. During this time Hargett was seriously considering law school but in the process of interviewing prison officials and inmates, he discovered many of the issues that led to incarceration could have been prevented with counseling.

So when he returned to his senior year at North Carolina A&T

University, Hargett shifted his focus to prevention and knew his graduate studies would include substance abuse and substance abuse prevention. While he pursued his master's degree, he began to work with adolescents who had come from the homes where parents were substance abusers. That led to therapy with adolescents with significant mental health problems. It was hard but satisfying work.

Several years in the mental

health field and counseling led Hargett to understand that evidence-based practices he was coming across were not applicable to an everyday setting. In practice and in talking to people in the community, he realized there was a disconnect. He began to give presentations on how to improve research to practice. He saw the need to train professionals, equipping them with how to put these practices into use.

"It shifts constantly, which presents challenges. We find out that what people are doing in the areas of counseling are not always effective, especially with the difficult populations we work with," Hargett said.

"There's an art to it. The field worker may have a better idea how to implement the practice versus the researcher who is purely doing research, who can talk about it, knows it backwards and forwards but doesn't know how to put it in practice."

His dedication to finding a better way led him back to N.C. A&T and into the first cohort for the new Ph.D. program in rehabilitation counseling and rehabilitation counseling education. Hargett was

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awarded his doctorate in May 2016. His dissertation topic was "The Relationship between Childhood Trauma, Disability, and Dimensions of Emerging Adulthood in African American Male Foster Care Alumni."

Hargett is proud to have achieved this milestone and happy he chose to pursue his doctorate at A&T, the same university where he received his undergraduate and master's degrees.

"The rehabilitation counseling and rehabilitation counseling education program's focus and intention is to increase the workforce for rehabilitation counselors, which it certainly has done. Another strength of the program is the trauma and trauma informed component that is relevant to today's practices. Another was the pushing of the faculty to make sure we were engaged, and teaching scholarship and research in all those different areas and make certain we understand how they cross and how we can make all this come alive," he said.

"Pushing us in that manner and some work experiences made for a very rewarding experience. It also helped to have other cohort members whose life experiences and work experiences were relevant."

The challenge was getting through the program. Hargett completed a four-year program in three years, which included two summers with full caseloads. He continued working full time as the clinical operations coordinator for Guilford County's Department of Health and Human Services and was able to flex his time. Between work, getting to class, constant reading, research and writing, Hargett learned much about time management.

"Looking back at it, I would not want to do it any other way even though after the first semester I thought I didn't want to do this. I got used to a certain lifestyle and thought, I can go and not do this but I hung in there and it paid off."

"THERE'S AN ART TO IT. *The field worker may have a better idea how to implement the practice versus the researcher who is purely doing research, who can talk about it, knows it backwards and forwards but doesn't know how to put it in practice.*" — **DR. BRENDEN HARGETT**

Hargett found plenty of inspiration among the Ph.D. program's faculty. Drs. Tyra Whittaker and Quintin Boston were instrumental in learning about rehabilitation counseling. Dr. Michael Brooks was integral in the transition into counselor education.

"Dr. Whittaker had the most experience in rehabilitation counseling, which is really about counseling persons with disabilities," said Hargett. "She is well known in this field so having this kind of exposure to her knowledge and insight into the work was very helpful. Basically I learned something new, a different twist on what they have been doing over the years."

"Dr. Brooks served as my graduate assistantship advisor under whom I learned how to teach counselors. Dr. Robin Liles guided me through the dissertation process and assured I successfully completed the task."

In addition to learning, Hargett and his classmates contributed much to the program.

"Since this was a new program, we had a lot of input. They initially asked us when was the best time to hold classes and allowed us to have input."

But logistics were not the only contributions they made.

"We had opportunities to engage in research, work with the professors. They really got us into the academic side of the program, which was excellent. They allowed us to present at the annual REMBA (Rehabilitation of Racial and Ethnic Minorities with Behavioral Addictions) Conference and encouraged us to join national programs. Many of us also presented at local, state and national

conferences during the program. That type of support was significant. We almost became faculty members as graduate students."

The support of this A&T faculty, Hargett said, came as no surprise.

"Historically black colleges and universities (HBCUs) try harder to cultivate the student. You can feel that in the classroom and outside of it. In this program, they held our feet to the fire but were always supportive. That's the whole foundation of an HBCU — you make an investment in education and they work hard to make certain you are successful."

That Ph.D. program experience has inspired Hargett.

"I am at a point in my career where I am leaning toward the education side of it because I want to teach young professionals how to do this. I appreciate that the practice informs my teaching. That was one of the important things we learned. The teaching theories class taught us about various strategies and principles of teaching counseling skills, which is very different from teaching a math course for example."

"The rehabilitation counseling work we do now includes a holistic approach. The rehabilitation counselor looks at the psychiatric and, the physical disabilities – that must be taken into consideration as you develop a treatment plan. I like that integrated approach."

"It's a broad field. The counseling piece is a part of it, as people go through the processes of rehabilitation, we help build a plan with that person to work, live and be successful in their lives.

Wherever the road leads now, Dr. Brenden Hargett is ready for the challenge.

A SELECT GROUP OF STUDENTS ARE LEARNING BY THE CREED

E

Education has been a centerpiece in Dr. Cathy Kea's life since she was a young girl growing up in Durham, North Carolina. Her parents worked two, sometimes three jobs each to make certain she and her siblings had advantages in life, especially when it came to education.

By Mary Coyne Wessling

Kea, a special education professor who teaches curriculum and instruction at North Carolina A&T State University, was exposed at an early age to schools and learning centers outside her neighborhood and in some ways, her comfort zone. Those experiences, she said, made her "culturally responsive" to the people who lived, worked and attended those schools.

Her success as an educator has led her to train and inspire others to follow this path. Kea believes that when educators are responsive to the culture, the traditions,

the norms of a student's world, they are mastering the art of educating beyond books and blackboards; they are responding to the whole person.

"No matter where you are, you have to learn and utilize the lived experiences of your families, of the students you teach; you have to integrate it into the teaching and learning process to ignite and motivate them to learn."

It's more of a challenge today since many teachers don't live in the same communities as the students, but innovative programs can help prepare future educators for the modern day classroom.

One such project, which Kea developed at N.C. A&T, is CREED (Culturally Responsive Exceptional Educators for Diversity). Project CREED is designed to recruit, train, mentor and support individuals from traditionally underrepresented groups including individuals with disabilities who are interested in pursuing a degree in elementary education and acquiring licensure in the area, special education general curriculum, and special education adapted curriculum.

Kea recruits 20 top scholars annually for the project with support of a \$1.2 million grant from the U.S. Department of Education. The goal is to get them ready to tackle intensive intervention in the classroom



Kea



while using culturally responsive practices in low performing schools, which are often found in diverse communities with high poverty.

In the spring of 2016, Project CREED scholars worked weekly in public schools that serve severe cognitive and physically disabled students with general education and special education teachers. Some also made an academic trip to Belize for several days (see page 2).

"It was an eye-opening experience for them to live with a Belizean family," she said. The students faced challenges like going without transportation and hot water in the host home.

At the end of the journey one student told Kea, "When the father came home from work, he took time with each child to ask about their day and gave them a hug."

For Kea, that was among the most important lessons the young scholar could learn.

"There's a rich tapestry of learning opportunities in every home," said Kea. "In my own teaching experience I learned to use everyday items in the families' homes to teach not only the children but the parents, too." She identified grocery fliers, quilt patterns, recipes as educational tools of the home. "Even the church bulletin could be used to teach children to find words," said Kea.

Finding those gems of teaching tools requires the teacher to enter the home "with a strengths-based approach and lens." I tell students to this day, "Bring me a grocery flier and find five activities to teach from it."

Kea believes in every community there are wise elders, dedicated teachers and parents who desire the best for their children and hold them to high standards in and outside the classroom. These are the primary ingredients for a successful teaching environment.

Project CREED instills in the scholars an "ethos of care" as Kea describes it. "You simply treat or teach every child in the classroom like you

would want someone to treat or teach your biological child. With that one act, we would solve a lot of problems."

With today's transient population of students, especially in underserved communities, the challenge to be culturally responsive is great but not impossible to achieve. "I encourage my students to reach out and get to know the social worker, visit the homes."

Sharon Jacobs, an A&T graduate and principal at Washington Montessori School in Greensboro, does just that. Jacobs and her teachers go to the communities where the students live prior to the start of the school year, knock on doors and distribute popsicles to the children and hand parents the school's schedule for the coming year.

"It can't just be that one time of year," said Kea. Washington Montessori parents attend meetings at the local community center as well as the school throughout the year. Kea said this practice breaks down the "us" and "them" mentality.

Kea teaches a parent course whereby her students make teaching materials and work with parents on how to use them with their children. Each year the parents are enthused with the workshop, even requesting the A&T students observe them as they use the materials with their children to make certain they are doing it correctly.

"Our students were just in awe," Kea said. "They thought parents were going to be resistant to the workshop. I told them, 'I don't know any parent who doesn't want the best for their child. They may not always know the best way to teach their children but that's why we're here to guide them.'"

"WE ARE NO LONGER HOLDING PARENT-TEACHER CONFERENCES, WE ARE CALLING THEM HOPES AND DREAMS CONFERENCES."

- DR. CATHY KEA

The Project CREED experience has been an eye-opener for Kea's students. "They see so much negativity on the news. They believe all parents are like that one parent they see on the news. So we're breaking down those walls, those misperceptions, those barriers."

After seeing a sign outside a school, Kea decided the key to Project CREED students' success lies in that message: "I told them we are no longer holding Parent-Teacher Conferences, we are calling them Hopes and Dreams Conferences."

Kea isn't dreaming when she says her student educators will be ready to take on the challenges the modern day public classroom and diverse communities present. She is confident because many young educators before them, including Kea, have proven it can be done.

CREED = CULTURALLY RESPONSIVE EXCEPTIONAL EDUCATORS for DIVERSITY

REMBA

A Movement Toward Better Rehabilitation Counseling

MAY 2016 WAS AN IMPORTANT MILESTONE for the Ph.D. program in rehabilitation counseling and rehabilitation counseling education. Four of 10 candidates of the first cohort walked across the commencement stage to be hooded as doctors in their field.

Among the proud faculty at the commencement was Dr. Tyra Turner Whittaker, who, along with others, worked six years to establish the doctoral program. It is the first rehabilitation counseling Ph.D. program of its kind offered at a historically black college or university. It is also the first Ph.D. program of its kind to focus on trauma and trauma informed care.

The program is part of a movement begun over a decade

ago to address the rehabilitation needs of people of color who live with disabilities. Only a month prior to graduation, Whittaker was among the faculty who hosted the 10th annual conference for the Rehabilitation of Racial and Ethnic Minorities with Behavioral Addictions (REMBA). The conference is a product of a grant written by Dr. Miriam Wagner, now retired, and Whittaker, who desired to seek a way to develop a certificate program

in rehabilitation counseling and behavioral addiction.

“We wanted to make it unique. We decided our focus should be on racial and ethnic minorities who run the gamut of addictions, including alcohol and drug abuse, sexual addictions, eating disorders, gambling addictions, and criminal offense. These issues are not typically addressed in the literature especially in regard to racial and ethnic minorities,” said Whittaker.

“Our desire was to build a solid curriculum around this topic and explore culturally sensitive and socially competent

methods to address addictive behaviors within this context. Part of that grant was to host a conference focusing on addictive behaviors within communities of color,” Whittaker added.

The 11th annual REMBA Conference is expected to draw over 300 participants from around the country.

“Each year we attract national speakers,” said Whittaker. She described them as phenomenal.

“Not only do we invite rehabilitation, clinical mental health, school counselors, social workers, psychologists, and other addictions experts to serve as presenters, but we also seek individuals who have personally encountered addictions. The goal of every conference is for real people to be compelled to discuss real issues and seek real change. There is a genuine sharing of knowledge among practitioners, counselors and other participants all desiring to promote best practices in the field.”

Whittaker describes REMBA as a “powerful conference that gives participants a firsthand account of evidence-based and culturally competent practices.”

The key to the REMBA Conference’s success has been the speakers, some of whom are nationally known figures like Clifton Davis and Victoria Rowell, both actors and writers, who have faced their own addictions, share their stories as an ongoing effort to promote rehabilitation support for people with addictions.

Attendees include rehabilitation counselors, community counselors, school counselors, counselor educators and supervisors, human service personnel, human resource professionals, administrators, students, and anyone interested in learning more about the growing

needs of persons of color with addictions and those who have experienced trauma.

“People refer to REMBA as a movement,” said Whittaker. The history of this gathering has compelled the participants to consider it more of family reunion than an academic conference. “There are great relationships and a great camaraderie present here.”

The dissemination of knowledge about addictions in racial and ethnic minority communities is the core of the conference. Promoting and sharing the best practices is its heart.

As a result of this conference, a lot of students gain certification, which helps in becoming licensed to be substance abuse counselors. The certification shows that these people are operating on a best practices level.

There are few conferences that are similar to the REMBA Conference. East Carolina University has a conference with a focus on substance abuse but not geared specifically to treating minorities with behavioral addictions.

The REMBA Conference highlights what people in general need to know about rehabilitation, said Whittaker.

“We work with challenges such as people facing unemployment, emotional upheavals ... we explore what are the unique challenges that this population encounters on a daily basis.”

How does this good work influence policy? “Influencing policy can take a few years however, as a result of this conference, we can influence best practice the same day,” said Whittaker.

The progress of treating racial and minority groups with behavioral addictions is this: practitioners are learning ways to respond to minorities. “We had to

change their mindset. We had to share which questions to ask.”

REMBA is able to promote the trauma and trauma informed environment. Participants learn how NOT to recreate the trauma for the client/consumer. They learn how to assist a client to seek safety to deal with their problems.

The personal witness is a powerful piece to the conference agenda. Participants share what works and what doesn’t work.

“Our speakers have covered just about every type of addiction – alcohol, substance abuse, sexual, criminal offenses. We cover the gamut. These are powerful stories.”

The U.S. Department of Education awarded grants for 10 consecutive years that partially funded the conference. Other sources of funding include Cone Health Foundation, and Substance Abuse and Mental Health Services Administration (SAMHSA), the federal agency. Over the past two or three years, a grant from SAMHSA has enabled conference organizers to include addresses on HIV/AIDS among minorities.

The HIV component has become an important piece of the conference, which now spans two days to address addictive behaviors, and trauma brought on by AIDS.

REMBA really is a movement. “We vet our speakers and make sure they are people who can inspire others. But we also want people who are humble, who don’t mind sharing their story. You have to have passion and compassion in this area of work. You have to see it as a movement that can change people’s lives. All of these people have unique stories to tell.”

By Mary Coyne Wessling



Whittaker



THE DISSEMINATION OF KNOWLEDGE ABOUT ADDICTIONS IN RACIAL AND ETHNIC MINORITY COMMUNITIES IS THE CORE OF THE CONFERENCE. PROMOTING AND SHARING THE BEST PRACTICES IS ITS HEART.

faculty & staff NEWS

ALUMNI, WE WANT TO HEAR FROM YOU!

Submit your news to collegeofed@ncat.edu for inclusion in the next edition of *The Aggie Educator*.

NEW FACULTY HIRES

Dr. Anthony Graham announced the hiring of three new tenure-track faculty members in the College of Education for the 2016-17 academic year.

- **Dr. Nakeshia Williams**, assistant professor of educator preparation, earned her B.A. in English Education and her M.A. in Counseling from South Carolina State University, and she earned her Ph.D. in urban education from the University of North Carolina at Charlotte. She specializes in urban education, multicultural education, critical media pedagogy, and teacher education preparation. She is active in a number of professional organizations including the American Education Research Association, Urban Educators for Change, and American Counseling Association.
- **Dr. Christos Anagiotos**, assistant professor of adult education, earned his B.S. in Education Sciences from the University of Cyprus and his M.S. in Adult Learning from the University of Connecticut. He completed his dual Ph.D. in Adult Education and Lifelong Learning and Comparative and International Education at Pennsylvania State University. He is a member of several professional organizations including the American Association of Adult and Continuing Education, Commission for International Adult Education, and Comparative and International Education Society.
- **Dr. Byron Craig**, assistant professor of speech/speech pathology, earned his B.A. in English Literature from Wright State University and his M.A. degree in African American Studies from the Indiana University Bloomington. He earned his Ph.D. in Communication Rhetoric and Public Culture from Indian University Bloomington. He is a member of the National Communication Association, Association of Business Communication, and Rhetorical Society Association.

FUNDED GRANT AWARDS

- **Dr. Nicole Dobbins**, associate professor, and **Dr. Dawn Waegerle**, clinical faculty, were awarded a grant for \$1.1 million from the United States Department of Education Office of Special Education Programs. The goals of the initiative entitled "Preparing Exceptional Teachers through Accountability and Collaboration" are twofold: to increase the number of fully credentialed teachers who effectively address the specialized needs of high-need children with disabilities, including persistent and severe learning and behavior disabilities; and to improve the quality and capacity of the preparation of diverse highly-qualified teachers, immersing candidates in authentic engagement opportunities. Designed to address the chronic special education teacher leadership shortages in North Carolina, the initiative strengthens the college's Master of Arts in Teaching in Special Education degree program by enhancing emphasis on school-age children with persistent and severe learning and behavioral challenges.
- **Dr. Cathy Kea**, professor, was awarded a grant for \$1.2 million from the U.S. Department of Education Office of Special Education Programs. Kea will use the funds to produce and support well qualified, culturally competent pre-service general and special educators who can effectively deliver data-based intensive intervention instruction in high need school districts, high poverty and low performing schools in diverse communities for Project CREED (Culturally Responsive Exceptional Educators for Diversity).
- Several faculty in the College of Education were awarded a \$3.6 million grant from the U.S. Department of Education Teacher Quality Partnership (TQP). The goal of the "North Carolina A&T Rural Teacher Residency Program" is to increase the number of fully credentialed teachers who effectively address the needs of children in high-need rural public school districts in North Carolina. Focusing on the teacher shortages in North Carolina, the project strengthens Master of Arts in Teaching in special education, elementary education, biology, chemistry, and mathematics degree programs by establishing a teacher residency model. This approach uses an elongated classroom-based authentic immersion experience that emphasizes research-verified pedagogical strategies that will improve learning outcomes for students in rural communities. Principal investigators for this grant award are: **Dr. Kim Erwin**, assistant professor; **Dr. Nichole Smith**, assistant professor; **Dr. Alisa Taliaferro**, associate professor, and **Dr. Anthony Graham**, dean, as well as Dr. Cailisha Petty in the College of Science and Technology.
- Blue Cross Blue Shield committed to a 4-year, \$1 million contribution to support the College of Agriculture and Environmental Sciences, the **College of Education** and the Student Health Center where funds will benefit established programs, professorships and scholarships mutually agreed upon by Blue Cross and N.C. A&T.

- **Dr. Loury Floyd**, associate dean of teacher education and undergraduate programs, will serve as the co-principal investigator on \$7.5 million contract from the United States Department of Labor. The five-year contract will increase the numbers of underrepresented minorities and women in science, technology, engineering and mathematics (STEM) related fields. The contract will focus specifically on information technology as it relates to talent development for mainframe computers on which the global economy depends. Dr. Cameron Seay, assistant professor in the College of Science and Technology, is the lead principal Investigator.
- **Dr. Nichole Smith**, assistant professor, was awarded a \$10,000 grant from the Delta Kappa Gamma Educational Foundation. This initiative entitled "STEM Literacy: Find your PLACE (Promoting Literacy Aligned with Content Engagement)" promotes literacy through a summer literacy program with fourth-grade students at Level Cross Elementary School in Randleman, North Carolina. The primary goal is to increase these students' reading proficiency to 80 percent as measured by Reading 3D and end-of-grade reading data.

AWARDS AND RECOGNITIONS

- **Dr. Shirlene Smith-Augustine**, associate professor, was selected to participate in the BRIDGES Academic Leadership Program for Women. BRIDGES is an intensive professional development experience designed for women who seek to gain or strengthen their academic leadership capabilities. The program received national recognition as the 2013 recipient of the American Council on Education's State Network Leadership Award. The program has garnered an impressive alumnus of almost 800 women, working in various faculty and administrative positions in North Carolina institutions of higher education and around the country.
- **Dr. Forrest Toms**, associate professor, was inducted into the "Hall of Fame Class of 2016" in the College of Behavioral and Health Sciences at Middle Tennessee State University in October 2016.
- **Dr. Geleana Alston**, assistant professor, has been appointed editor in chief for the peer-reviewed journal *Adult Learning*. Her three-year term began in January 2017.
- **Dr. Caroline Booth**, associate professor, was elected Secretary-Elect for the North Carolina Association of Child and Adolescent Counseling. Her term is July 2016 to June 2017.
- **Dr. Tyra Whittaker**, professor, has been appointed to the Board of Directors for the Council for Accreditation of Counseling and Related Education Programs (CACREP). Her five-year term is from July 2014 to July 2019).
- **Dr. Loury Ollison Floyd**, associate professor and associate dean, has been invited to serve as a member of the Advisory Board for the BRIDGES Academic Leadership Program for Women. Floyd will serve as an advisory board member for a three-year period.

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Dean
Anthony Graham, Ph.D.

Editor
Anthony Graham, Ph.D.

Contributing Writers
Anthony Graham, Ph.D.
Mary Coyne Wessling

Photography
Brian Sutton
iStock

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All editorial correspondence
should be directed to:
N.C. A&T SU College of Education
1601 E. Market Street,
Greensboro, NC, 27411
336-334-7757