

Summer 2004

Newsletter for the College of Education and Behavioral Sciences, Summer 2004

College of Education and Behavioral Sciences at WKU

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CEBS OUTSTANDING FACULTY AWARDS

KATHLEEN MATTHEW, Curriculum
& Instruction, Public Service

FRED STICKLE, Counseling
& Student Affairs, Teaching

KELLY MADOLE, Psychology, Research

VIRGINIA PFOHL, Psychology, Advisement

CEBS FACULTY HONORS

*Kentucky School Counselor Association
2004 Outstanding Post-secondary
School Counselor Award*

DONALD NIMS, Counseling and Student Affairs

*National Association of School
Psychologists 2004 Presidential Award*

BILL PFOHL, Psychology

CEBS ALUMNI HONORS

*Ashland 2004 Kentucky
Teacher Achievement Award*

TERESA BYERS, Hartford, Elementary Education

LEIGH ANNE GASSAWAY, Glasgow
Middle Grades Education

BETTY DARLEEN HORTON, Louisville
Elementary Education

CHARLES B. PHIPPS, Greenville
Secondary Education

SARAH SAYLOR, Mayfield
Middle Grades Education

TONYA VOWELS, Secondary Education

*University of Missouri-Columbia College of
Education Citation of Merit for Outstanding
Achievement and Meritorious Service*

LARRY PENO, Reston, VA,

Psychology Department Supports Emerging Researchers with Summer Program

This summer, the Department of Psychology will sponsor its annual Research Experiences for Undergraduates (REU) summer program. Funded by a grant from the National Science Foundation, the program provides support for twelve undergraduate interns to engage in an eight-week intensive research experience in lifespan developmental psychology. Six of the twelve students accepted into this summer's program are WKU students. During their internship, students work with faculty in the Psychology Department on collaborative research projects, presenting their results in a conference setting. The student projects focus on the specialty areas of Psychology program faculty, including the development of the visual system (Joseph Bilotta), moral development of adolescents and young adults (Pitt Derryberry), development of object and social categorization in adults and infants (Kelly Madole), contingency learning and judgment in older adults (Sharon Mut-

ter), and aging and the perception of object shape (Farley Norman). As part of the program, students also attend workshops and seminars designed to hone their research skills. According to Program Director Dr. Sharon Mutter, "This is an excellent program for bright, motivated undergraduates who plan to pursue a professional career in psychology or a related field." Heather Kossick, WKU student and REU intern, speaks highly of her experience. "The program has definitely made me decide that a



REU interns enjoy their lunch while attending a Brown Bag Seminar

graduate program is the next thing I want to pursue." Sharon Mutter believes the program is successful because many of the students who participated in the program in the past are now enrolled in graduate programs across the country.

From the Dean

As the 2003-2004 academic year comes to a close, I would like to take this opportunity to review the highlights and accomplishments of students and faculty in the College's programs. "Student engagement" is receiving renewed emphasis throughout the University, and we are pleased to have so many student engagement activities already in place.

First, College faculty members have continued to create opportunities for students to put into practice the theoretical understandings developed in the classroom. The faculty in the College have a long tradition of scholarship and service; their record of success in professional publications, conference presentations, and leadership positions in professional organizations speaks for itself. However, what sets them apart from faculty at many other institutions is their willingness to be mentors and their commitment to involving students in professional activities. One example is the Undergraduate Research Experience within the Department of Psychology, which allows students from both WKU and other institutions the opportunity to engage in research activities with departmental faculty members. Another engagement effort can be seen in the Literacy program, many of whose students have presented papers at state meetings and have shared research findings with colleagues across campus.

This year the University began an affiliation with the American Democracy Project (ADP), co-sponsored by the American Association of State Colleges and Universities and the *New York Times*. The primary goal of the ADP is to develop students' commitment



to responsible citizenship. Students and faculty in many of our programs demonstrate their civic engagement in many ways; I would like to highlight some examples. First, the cadets in the Reserve Officer Training Corps are planning a book drive to help students in the after-school programs provided by the Bowling Green Housing Authority. Also, students in several of the College's programs volunteer as tutors and mentors to children and youth in a number of educational settings. Finally, several of our faculty provide leadership by serving on boards of directors in many community organizations, including Hope Harbor Sexual Trauma Recovery Center, Barren River Area Safe Space, and the Regional Child Development Center. Not only do these faculty provide role models for good citizenship, but through their roles they are better able to facilitate opportunities for students to become involved as volunteers in these and many other organizations.

One new initiative that has the potential for significant impact is a col-

laboration with faculty in the College of Health and Human Services to develop a Clinical Education Complex. The vision for this project is to develop an entity that will employ an interdisciplinary team approach to provide a variety of services to individuals in the community while serving as a clinical site for students enrolled in graduate and undergraduate programs in both colleges. We anticipate that numerous opportunities for student engagement in the community will develop from this effort.

The College's goal is that every graduate will "become the employee of choice" for prospective employers. Meeting that goal requires continual efforts to provide the best possible educational experiences for students, revising our programs as needed to meet new challenges. One ongoing initiative is a program redesign for School Leaders being prepared by faculty in the Department of Curriculum and Instruction and the Department of Educational Administration, Leadership, and Research. This master's-level program will be designed to better equip teachers to meet the needs of today's classrooms. We welcome the input provided by alumni and friends in the community as we pursue these challenges.

As the College continues to provide educational experiences that challenge our students to grow intellectually and professionally, we hope that we can continue to depend on the help of alumni and professionals in the larger University community to help us. The best environment for student development is one in which there is a true partnership between the academic world and the "real world," where students have the opportunity to practice new skills and understanding. Many of you have contributed significantly to the success of our students and graduates, and those contributions are greatly appreciated and truly valued.

*Best Wishes,
Sam Evans*

NCATE Accreditation Visit a Success

In April, a review team from the National Council for the Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) visited the College to evaluate professional education programs for continuing accreditation. The preliminary report from the visiting team indicates that all standards have been met at both the graduate and undergraduate levels.

The six standards used to evaluate teacher education programs include student knowledge and dispositions, student and program assessment systems, student field experiences, student and faculty exposure to diversity, faculty qualifications, academic governance, and instructional resources. According to Associate Dean for Administration

and Research Ric Keaster, coordinator of the NCATE review process, "We had an excellent, demanding and very thorough review team composed of eleven individuals, four representatives from the NCATE organization, and seven representatives from the state. An effort like this consumes countless hours of document gathering, filing, scheduling, organizational meetings, and interviews. The five days the team was on campus kept units hopping as well. We would be remiss if we did not thank the WKU community, internal and extended, for all of its support during this process."

This successful accreditation review is just one step in a multi-step process

to maintain national accreditation in teacher education, but the initial results from the accreditation committee are a positive first step toward continuing accreditation. Soon, the review team will make its recommendations to the NCATE Unit Accreditation Board and the Kentucky Education Professional Standards Board who will render a final judgment on the College's accreditation. The success of this visit is a testimony to many years of hard work and dedication toward meeting rigorous teacher education standards and a credit to the faculty and staff in the College and across the University.

CEBS Happenings



Julia and Dick Roberts (right) with Challenge Award winners Susan Leib and Donald Zacharias

Center For Gifted Studies Hosts Legislative Reception

In January, the proposed Kentucky Academy of Math and Science was the focus of a legislative reception in Frankfort. The Board of Directors of The Center for Gifted Studies at Western Kentucky University hosted a reception for legislators in the Capitol Rotunda. Special guests included Col. Terry Wilcutt, a NASA astronaut and WKU graduate, and Dr. Richard Sinclair, director of The Texas Academy of Mathematics and Science. Challenge Awards were given to Dr. Susan Leib, Dr. J.T. Sandefur, and Dr. Donald Zacharias, who have made significant contributions to gifted education.

Departmental News and Notes

Curriculum and Instruction

Tabitha Daniel is the new Curriculum and Instruction Department Head. She was a professor of Elementary Education in the Department for 15 years before being selected for the position after a national search.

Pamela Jukes was promoted to Associate Professor after 6 years in the Elementary Education program.

Julia Roberts, Director of the Center for Gifted Studies, is listed as one of the top 50 gifted education professionals in *Profiles of Influence in Gifted Education: Historical Perspectives and Future Directions*, Frances Karnes and Stephanie Nugent (Eds.).

Sam Evans, *National Council for the Accreditation of Teacher Education (NCATE) Accreditation: Strategies and Lessons Learned*, professional clinic co-presentation at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Roger Pankratz, Antony Norman (Psychology), and Sam Evans, *Using Performance Data on Seven Teaching Processes in Teacher Work Samples to Monitor Candidate Progress, Make Program Improvements, and Demonstrate Accountability for Graduates' Impact on P-12 Learning*, co-presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Sam Evans, Antony Norman (Psychology), and Tabitha Daniel, *How Teacher Work Sample Methodology Helps Candidates Meet State Teacher and Core Content Standards: School Practitioner Insights and Experiences*, co-presentation

at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Roger Pankratz, Tabitha Daniel, and Sam Evans, *Integration of Alternative Voices Through Team Mentoring: An Innovative Strategy that Builds Institutional Capacity, Improves Teacher Candidate Performance, and Increases P-12 Student Performance*, co-presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Tabitha Daniel, *Building Mentoring Teams to Develop Critical Performances*, presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Alice Mikovch, *Recruiting, Training and Retaining Cooperating Teachers*, presentation at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Kathleen Matthew, Barbara Kacer, and Patsy Powell, *Creating Quality Teachers: A Collaborative Story*, presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

The following Curriculum and Instruction faculty presented at the Kentucky Council for Social Studies conference in Bowling Green this fall:

Jana Kirchner, *New perspectives through integration*

Terrence McCain, *ESL Strategies and Methods for Social Studies Teachers*

John Moore, Pat Coomer, Rusty Francis, Evelyn Harkins, and Chelly Taylor-Stamps, *Pre-service Social Studies Teachers' Expectations of Student Teaching and Internship*

Judy Pierce and Pamela Jukes, *Teaching about Appalachia through Children's Literature and Storytelling*

Terry Wilson, *Environmental Education for a Sustainable Future*

Special Instructional Programs

Sherry Powers, Interim Department Head for SIP, was promoted to Associate Professor after 5 years teaching in the Literacy program at WKU.

Janice Ferguson, faculty advisor to the Student Council for Exceptional Children (SCEC) and Kentucky Council for Exceptional Children State Chapter Advisor, accompanied Exceptional Education students to the Kentucky Fall Exceptional Children's Conference.

Nedra Wheeler-Atwell, *Teacher Preparation: Building Quality and Capacity in Southcentral Kentucky and Southwest Virginia* and *Teaching in Cyberspace*, presentations at the Southeastern Regional Association of Teacher Educators in November.

Nedra Wheeler-Atwell and John Moore (Curriculum and Instruction), *Alternative Certification in Rural America: Face to Face in Cyberspace*, co-presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Nedra Wheeler-Atwell, *Alternative Certification in Rural America: Face to Face in Cyberspace*, presentation at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Sherry Powers, *Early Reading Incentive Grant Models in Kentucky: the Implementation, Impact and Effects of Early Reading Intervention* and *Exploring the Practices of Silencing: The Impact of*

Teacher Discourse on one Appalachian Learner, presentations at the National Reading Conference, 2003.

Sherry W. Powers, *A Critical Examination of Early Reading Intervention Instructional Practices for Students from Diverse Backgrounds*, presentation at the American Educational Research Association Annual Meeting, 2004.

Beth Christian, *Christmas Trees and ABC's: Holiday Marginalization of Non-mainstream Students*, presentation at the National Reading Conference, 2003.

Michael Mayton and Anthony Menendez, *Quality E/BD Content on the Internet: Evaluation and Hidden Resources*, presentation at The International Conference on Children and Youth with Behavioral Disorders, 2003.

Janice Ferguson, *They Still Can't Read! NOW What!* presentation at the Fall Kentucky Exceptional Children's Conference, 2003.

Sherry W. Powers, Pam Petty, and Leroy Metze, *The Campus and Classroom Connection: Technology Ties that Bind* symposium, and *Electronic Professional Development: Staying on the Job and on the Cutting Edge*, poster session at the Society for Information Technology and Teaching Education National Conference, Atlanta, GA, 2004.

Counseling and Student Affairs

Aaron Hughey is the new Department Head for Counseling and Student Affairs. He assumes this position after more than 15 years of service at WKU, most recently as the Interim Director of the Carroll Knically Institute for Economic Development.

Jerry Wilder retired this year after 37 years of service to WKU. He most recently served as a Vice President in the Division of Student Affairs for 14 years.

Vernon Lee Sheeley is serving his re-appointment by the Kentucky Commissioner of the Department of Juvenile Justice to the Warren County Juvenile Delinquency Prevention Council. Sheeley served as historian of three American

Counseling Association (ACA) divisions: Association for Counselor Education and Supervision (ACES), Association for Specialists in Group Work (ASGW), and Counseling Association for Humanistic Education and Development.

Donald Nims, *Using Puppets in Solution-focused Counseling*, presented at the Kentucky School Counselors Association Annual Conference, 2003.

Kelly Burch-Ragan, *Critical Incidents in Addictions and Offenders Counseling*, presentation at the American Counseling Association's 2004 National Convention, Kansas City, MO, 2004.



Donald Nims - KSCA 2004 Outstanding Post-secondary School Counselor award winner

Lisa Murrell and Aaron Hughey, *The Effects of Job Attributes, Institutional Mission Emphasis, and Institution Type on Perceptions of the Provost Position*, article published in the *Educational Administration Quarterly*, October 2003.

Aaron Hughey, *Higher Education in the Public, Private and Non-profit Sectors: Equal Partners in Promoting Regional Economic Development*, article published in *Industry and Higher Education*, August 2003.

Vernon Sheeley, *ASGW: 30 Years Old and Counting*, article published in *The Group Worker*, Winter 2003; *American*

Counseling Association: The 50th Year Celebration of Excellence, article published in the *Journal of Counseling and Development*, Fall 2002; and *American Counseling Association: A 50-Year History 1952-2002*.

Psychology

Psychology professor Rich Miller retires after 34 years of service to the College teaching undergraduate and graduate courses in Learning Theory and Physiological Psychology.

Bill Pfohl was elected president of the National Association of School Psychologists. He will serve as president-elect during the 2004-05 academic year and as president during 2005-06. This is Pfohl's second term as president of the national organization, having previously served during the 1996-97 academic year.

Antony "Tony" Norman and James "Farley" Norman were promoted to the rank of Professor. Tony Norman has been teaching at WKU for 10 years. Farley has been teaching at WKU for 8 years and recently received the University Award for Research.

Antony Norman, Roger Pankratz (Curriculum and Instruction), and Sam Evans, *The Renaissance Partnership Teacher Work Sample: Evidence Supporting Score Generalizability, Validity, and Quality of Student Learning Assessment*, co-presentation at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Antony Norman, Sam Evans, and Tabitha Daniel (Curriculum and Instruction), *Evidence Supporting Score Generalizability and Validity of the Renaissance Teacher Work Sample: A Replication Study at the Institutional Level*, co-presentation at the Annual Meeting of the Association of Teacher Educators, Dallas, TX, 2004.

Antony Norman, *Assessment of Teacher and Administrator Candidates and Preparation Programs in an Era of Accountability*, co-presentation at the Annual Meeting of the American Associ-

ation of Colleges for Teacher Education, Chicago, IL, 2004.

Antony Norman, *WKU's Electronic Accountability System: Collecting, Analyzing and Communicating Candidate Performance Data*, presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Antony Norman, *Using WKU's Electronic Accountability System to Streamline Data Collection and Analysis and for Data-Based Decision-Making*, presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Joe Bilotta, *Spectral Sensitivity of ERG b and d Waves in African Cichlid Fishes: Comparisons with Habitat, Ecology and Phylogeny*, poster presentation at the January meeting of the Society for Integrative and Comparative Biology, New Orleans, LA, 2004.

Pitt Derryberry, *Instrumentality, Task Value, and Intrinsic Motivation: Making Sense of Their Independent Interdependence*, article published in the *Journal of Contemporary Educational Psychology*, 29, 63-77, 2004.

Steve Haggbloom, Sharon Mutter, Amy Schirmer, Marcie Sammons, and Laura Strain, *Out of Sight, Out of Mind: Aging and the Feature Positive Effect*, poster presented at the 10th Cognitive Aging Conference in Atlanta.

Sally Kuhlenschmidt, *Getting Started on the Web: Enhancing Instruction in Psychology*, chapter published in *Lessons Learned: Practical Advice for the Teaching of Psychology*, 2, 81-90, 2004.

Sam McFarland, *The Effects of Authoritarianism and Social Dominance Upon American Students' Attitudes Toward Attacking Iraq*, article published in *Psicología Política*, 27, 119-30, 2004.

Sharon Mutter, *Aging and the Detection of Contingency in Causal Learning*,

article published in *Psychology and Aging*, 19, 13-26, 2004.

Sharon Mutter and Leslie Plumlee, *Age and Contingency Judgment: The Contribution of Working Memory and Associative Processes*, poster presented at the 10th Cognitive Aging Conference in Atlanta.

Farley Norman, *Lightness Constancy in the Presence of Specular Highlights*, article published in *Psychological Science*, 15, 33-39, 2004.

Farley Norman, *The Visual Perception of Length Along Intrinsically Curved Surfaces*, article published in *Perception & Psychophysics*, 66, 77-88, 2004.

Farley Norman, *Aging and the Perception of Biological Motion*, article published in *Psychology and Aging*, 19, 225, 2004.

Antony Norman, with Peter R. Denner, Stephanie A. Salzman, Roger S. Pankratz, and C. Samuel Evans, *The Renaissance Partnership Teacher Work Sample: Evidence Supporting Score Generalizability, Validity and Quality of Student Learning Assessment*, article published in *Research Linking Teacher Preparation and Student Performance*, Edith M. Gutyon and Julie R. Dangel (Eds.), 2004.

Retta Poe, *Using Student Assessment Data for Program Assessment*, paper presentation at the meeting of the Southern Association of Colleges and Schools, Nashville, TN, 2003.

Steve Wininger, *Measuring Marbles: Demonstrating a Basic Tenet of Psychological Measurement*, poster presentation at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA, 2004. His poster presentation was recognized as the outstanding poster presentation for the conference.

Educational Administration, Leadership, and Research

Chris Wagner, *The Impact of School Culture on Student Achievement*, paper presented at the 108th Annual Meet-

ing of the Association of Colleges and Schools, 2003.

Jeanne Fiene, *Preparing a New Breed of School Principals: Universities in the Lead*, co-presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL, 2004.

Military Science

The Army ROTC Hilltopper Battalion commissioned 13 lieutenants this year. The Battalion now ranks 53rd among the 271 ROTC programs in the United States. This semester's activities included a military ball, a day-long land navigation training event, spring field training, an awards ceremony, and a graduation/commissioning ceremony.

The Battalion has had several cadre changes this past semester. MSG Glendale Embry arrived in November replacing MSG Wayne Hatch, who retired last September, but is now back as the Battalion Human Resources Assistant. SGT Tiffany Aguliar reported in January as the new Supply Sergeant, and Major Adam Goglia also arrived in January as Operations Officer. It is always great to have new cadre, but equally sad because it means someone has left or will leave. CPT Jeff Hackett left ROTC to pursue a business career, and MAJ Tess Wardell will leave in May for another assignment. Both have been mainstays and have left their mark on many cadets, making them better for themselves and our Nation.

Many already know that Connie Colter has retired and is now enjoying this new change in her life. It is impossible to put into words what someone like Ms. Connie has done and means to the countless lives she has touched over the past 34 years here at Western. She is missed already and will forever remain in the hearts of all those fortunate enough to have had the privilege of knowing this great lady.

Student Engagement Highlights

Atsuko Nakata and (Eva) Yin-Wen-Yu, two international graduate students in Counseling and Student Affairs, provided 1 - 2 hours per week of their time to the Western Kentucky Adult Activity Center. The students worked with Neresia Minatrea to provide pet therapy to clients at the Center who have a myriad of physical and mental conditions, including dementia, Downs Syndrome, and stroke conditions.

Cassie Zippay and Brittany Butler, graduate students in the Literacy program, presented *Connecting Teacher Beliefs and Practices in the Literacy Clinic and the Classroom* at the 2004 WKU Student Research Conference.

The following graduate students in the Literacy program presented at the Kentucky Reading Project Share Fair in Louisville:

Jaime Norris - *Circling Around Literature* - Roundtable Presentation

Deborah Thompson and Sara Travis- *Innovative Parent Involvement Programs* - Roundtable Presentation

Kristin Todd Thornton- *Reading and Writing Across the Curriculum in Second Grade* - Roundtable Presentation

Amanda Cashion and Kim Whitney- *Reading is Science* - Poster Session

Christie Decker and Robin McMurtrey- *On the Road to Success* - Poster Session

Rena Fulkerson and Jamie Self- *Cravens is Literacy Centered* - Roundtable Presentation

Lori Blair, Kathy Cofer, Kim Crowder, Tracy Gibson, Mary Beth Hodge - *The Reading and Writing Connection* - Poster Session

Deborah Doty, Marilyn Keith, Kimberly Kerley, Julie Pitcock, Jamie Shelton- *Quilting the Pieces of Balanced Literacy* - Poster Session

Karen Bruce, Shannon Cox, Susie Hash, Debbie Scott - *Reading and Writing: The Relationship for Success* - Poster Session

Tammy Corum - *Putting the Pieces Together* - Poster Session

Angie Belcher and Sara Smith- *R.E.A.D. to Succeed* - Poster Session

Bobbie Jones, Rebecca Miller, Cindy Proffitt, Carlena Sheeran - *Weaving a Web of Proficient Readers at Vine Grove Elementary* - Poster Session

Renee Minyard, Elizabeth Riggs, Amy Wilcox - *Comprehension Strategies that Work* - Poster Session

Nicki Buchanon - *Creating a Balanced Kindergarten Writing Program* - Poster Session



Literacy students, Cassie Zippay and Brittany Butler, at the WKU Student Research Conference

CEBS Student Honors

2004 Who's Who Among Students in American Universities and Colleges

Johnna J. Blankenship, Middle Grades Education, Lafayette, TN

Carrie Ann Davis, Exceptional Education, Bowling Green

2004 Phil Delta Kappa Scholarship

Terri Proffitt, Elementary Education, Cave City

Allison Patton, Elementary Education, Portland, TN

Renee Hobbs, Elementary Education, Louisville

Mandy Kipp, Elementary Education, Richmond

Emma Hermans-Lowe & Betty Boyd Scholarship

Julie Logsdon, Elementary Education, Louisville

Wanda Mayfield Page Scholarship

Marie Shartzter, Elementary Education, Portland, TN

Outstanding Contribution to the Elementary Education Program

Julia Hume, Bowling Green

Outstanding Elementary Education Undergraduate Student

Rosa Feedback, Carlisle

Outstanding Elementary Education Graduating Senior

Mary Crystal Corum, Auburn

Agnes Duskey McCrory Scholarship

Dana Guy, Business and Marketing Education, Hendersonville

Diane Renee Horn, Business and Marketing Education, Clarkson

Sheen Nicole Weldon, Business and Marketing Education, Franklin, TN

Thomas Miller, Business and Marketing Education, Leitchfield

Kendra Hurt, Business and Marketing Education, Auburn

Danielle Wolf, Business and Marketing Education, Bowling Green

Highest GPA in 5-12 Certification

Kip Rambo, Business and Marketing Education, Elizabethtown

Highest GPA in P-12 Certification

Emily Wells, Music Education, Goshen

Highest GPA in Middle Grades Education

Jacklyn Steele, Central City

Highest GPA in Secondary Education

Melanie West, Jamestown

Lisa Ford, Glasgow

Ashley Hale, Beaver Dam

Shawn Lindsey Vokurka Scholarship

Julia Hume, Bowling Green

Distinguished Military Graduate

Jamie Southerland, Morgantown

Justin Barnes, Bowling Green

Michael Steidl, Bowling Green

George C. Marshall Leadership Award

Justin Barnes, Bowling Green

Outstanding Senior in Psychology

Margaret Au, Evansville, IN

Focus on Literacy

Reading First Grant

To improve the confidence of beginning students experiencing reading problems and to raise their achievement levels, effective reading instruction in the primary grades is critical. In an effort to create stronger reading programs in Kentucky schools, the Kentucky Department of Education awarded \$112,137 to Sherry Powers, Interim Head of the Department of Special Instructional Programs, to support an Action Research project that provides a Reading Coach to participating schools. The Reading First Coach will work with participating schools, the Kentucky Department of Education, and the WKU Literacy faculty to initiate research-based reading and professional development programs. The project's goal is to train school professionals to identify children with reading problems in early grades, and to provide effective reading intervention strategies geared toward improving student learning and creating a more rewarding school experience for struggling students. The coach will have the opportunity to work with primary teachers to improve their skills in teaching the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The coach will also work with diverse learners to apply current reading theory, practice, and instructional assessment measures. Data gathered from these activities will provide important information on successful reading instruction practices to the Kentucky Department of

Education with the potential for improving student learning state-wide.

Prime Time Family Reading Time

Literacy faculty member Pam Petty was the university scholar for the Prime Time Family Reading program held this spring at the Bowling Green Public Library. Funded through a grant from the Louisiana Endowment for the Humanities, *Prime Time Family Reading Time*® is a 6-week reading, discussion, and storytelling program held in public li-



Warren Elementary School Librarian, Marla Estes, leads a Prime Time interactive story activity.

braries. The program provides support for a university scholar and storyteller to conduct weekly book discussions and storytelling sessions based on award-winning children's books. Targeted toward low income families who generally have low reading skills, the aim of *Prime Time Family Reading Time*® is to raise literacy levels through strengthening families and instilling a culture of reading and high academic expectations

in the home. The program also encourages low-literacy, low-income parents to enter or continue their own educational programs in order to improve their work place skills. In addition, both parents and children learn how to select books and become active library users. The following students from Pam Petty's undergraduate reading methods class volunteered their time to assist with the program: Paul Dube, Mindy Penncuff, Laura Quinn, Rebecca Saindon, Leslie Saurer, Lauren Doty, Rachel Abadie, Beth Adkins, and Rachel Hamilton. Volunteers from Dr. Petty's adult literacy course include Jackie Robertson, Mary Ford, Doris Oaks, Dian Kelly, and Michelle Allen.

Adult Literacy Clinic

The WKU Adult Literacy Clinic, funded by a grant from the Dollar General Literacy Foundation with matching funds from WKU, opened in January in Tate Page Hall. Co-authored by Sherry Powers, Interim Department Head for Special Instructional Programs, and Literacy faculty member Pamela Petty, the focus of the grant is to prepare graduates of Western Kentucky University to better serve adult learners by providing them with exemplary literacy instruction. The Adult Literacy Clinic provides opportunities for WKU graduate students to deliver diagnostic reading assessments to adult learners in the Warren County area, plan interventions, and give students a broad-based theoretical and practical background for implementing all aspects of literacy instruction with adult learners.

Kentucky Teacher Hall of Fame

The Kentucky Teacher Hall of Fame at Western Kentucky University recognizes the exemplary work of teachers from across the Commonwealth. Through the support of former Kentucky Governor Louis B. Nunn, the WKU faculty and administration and the College of Education and Behavioral Sciences are joining to provide recognition and appreciation for the vital role played by Kentucky teachers in the education of young people and ultimate improvement in the state economy.

Teachers will be nominated and recommended by their individual school districts and fellow teachers. A set of selection criteria has been created by a committee of Western faculty, P-12 teachers and administrators, and representatives from various state professional organizations. Inductees will be selected by a representative committee of professionals and will automatically



The late Gov. Louis B. Nunn

be invited to serve on the selection committee for the next year.

Four teachers will be selected each year, two representing early childhood and elementary grades and two representing middle and secondary grades. Each recipient will be honored at a luncheon at the home of WKU President

Gary Ransdell; will receive a personal recognition plaque, a financial award, be listed on the Teacher Hall of Fame plaque on display at the College of Education and Behavioral Sciences; and will have the opportunity to select one teacher preparation student coming to Western to receive a scholarship award. Hall of Fame teachers will also be invited to spend three days in residence at Western to serve as guest lecturers in appropriate classes to discuss the teaching profession and their particular areas of expertise.

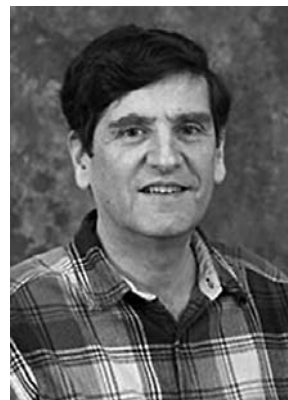
Western has long been known for a tradition of excellence in preparing students for careers in education. Western currently prepares about 15 percent of the new teachers employed in Kentucky.

For more information, contact the Office of the Dean for the College of Education and Behavioral Sciences at 270-745-4664 or cebs.college@wku.edu.

PRIME TIME: ANCIENT PRIME-NUMBER PROBLEMS MEET ONLINE SECURITY

The 2004 Boyd-Lubker Visiting Scholar is Dr. Carl Pomerance of Dartmouth College. In February, Dr. Pomerance presented a lecture in the Mass Media and Technology Lecture Hall on prime numbers and their relation to Internet security. His presentation concerned how prime numbers (such as 7 and 11 which are exactly divisible by only themselves and 1) have fascinated people for thousands of years and how some basic problems continue to baffle us. One of those unsolved problems, finding a prime that exactly divides a given large number, is the linchpin behind a person's confidence in giving out a credit card number at a website. Prime numbers also are behind schemes to communicate with space aliens.

Dr. Pomerance is professor of mathematics at Dartmouth College and research professor emeritus at the University of Georgia. He received his bachelor's degree from Brown University in 1966 and his doctorate from Harvard University



Dr. Carl Pomerance

in 1972. Dr. Pomerance specializes in analytic, combinatorial, and computational number theory, with applications in the field of cryptology. He is author of more than 130 published papers and one book and was an invited speaker at the 1994 International Congress of Mathematicians, the Mathematical Association of America Polya Lecturer for 1993-95, and the MAA Hedrick Lecturer in 1999. He has won the Chauvenet Prize (1985), the Haimo Award for Distinguished Teaching in the USA (1997), and the Conant Prize (2001).

GIFTS

Louis Berman, \$10,000, Clinical Education Complex

Don and Suzanne Vitale, \$100,000, Clinical Education Complex

John and Linda Kelly, \$25,000, Clinical Education Complex

Jim Johnson, \$25,000, Clinical Education Complex

Mary Proctor, \$10,000, Clinical Education Complex

Laura Goad Turner Charitable Foundation, \$10,000, The Center for Gifted Studies, scholarships for Allen Co. students

The Wilson Trust, \$10,000, Wilson Scholars Program

Bobby and Jan Hensley, \$100,000, Gift Annuity Scholarships

Drs. Prabodh and Daksha Mehta, \$10,000, The Center for Gifted Studies and The Kentucky Academy for Math and Science

GRANTS

Jim Berger, Council on Post-secondary Education, \$2,800

Joe Bilotta, ULRF, \$47,801

Sam Evans, Kentucky Education Professional Standards Board, \$685,000

Sam Evans, Eastern Kentucky University, \$75,000

Janice Ferguson, WHAS Crusade for Children, \$15,000

Jeanne Fiene, Kentucky Department of Education, \$37,264

Cindy Houston, Council on Post-secondary Education, \$50,343

Colleen Mendel, TTAS contracts, \$1,271,487

Colleen Mendel, Head Start, \$959,592

Colleen Mendel, National Council for

Development News

Revolutionary Results Grant Targets History Teachers

In October of 2003, The Green River Regional Educational Cooperative was awarded a \$900,000 federal grant to lead nine rural school districts, a humanities council, an institute of higher education, a museum, and two libraries through a unified system of integrated professional development. The goal of Revolutionary Results (R2) is to increase student achievement in American History and Social Studies through a cohesive program of professional development for American History teachers. An expert development team will design a thematic format for the presentation of seven interconnected, content training activities with the aim of revitalizing history instructional practices and providing new content knowledge for teachers. Participants in these training activities will design units of study which will be collected as resources for other grant participants.

P-16 Collaborative for Improving Student Math and Literacy Performance funded by the Council on Post-secondary Education

The College of Education and Behavioral Sciences, in partnership with the Green River Regional Educational Cooperative, received \$299,942 in funds from the Council on Post-secondary Education for a P-16 collaborative to boost mathematics and literacy achievement in low performing middle school students, and to assist high poverty schools with making progress toward goals set by the No Child Left Behind law. Schools involved in this grant include Adair, Grayson, Green, Metcalfe, Monroe, and Todd County Middle Schools and Fraize Middle School in Cloverport. Funds will be used to develop a core group of Teacher Leaders in each middle school through intensive summer math and literacy academies held on the WKU campus. Throughout the school year, these Teacher Leaders will work with teachers in their buildings to implement research-based instructional strategies shown to improve student performance.

Family Literacy, \$322,380

Colleen Mendel, Kentucky Arts Council, \$525.00

Colleen Mendel, U.S. Dept. of Ed., \$77,335

Sharon Mutter, National Institutes of Health, \$208,300

Don Nims, Eastern Kentucky University, \$42,345

Roger Pankratz, U.S. Dept. of Ed., \$825,577

Pam Petty, Dollar General Literacy Foundation, \$5,000

Katrina Phelps, U.S. Dept. of Justice, \$993,500

Sherry Powers, Kentucky Department of Education, \$112,137

Sherry Powers, Collaborative Center for Literacy, \$66,000

Julia Roberts, Kentucky Department of Education, \$11,000

Richard Roberts, Kentucky Department of Education, \$240,608

Dan Roenker, National Institutes for Health, \$223,413

Vicki Stayton, U.S. Dept. of Ed./University of Connecticut, \$30,000

Notes on Development

BY KARL MILLER



Funded by private contributions, The Clinical Education Complex of WKU (CEC) will be an interdisciplinary and collaborative project that will create a comprehensive clinical setting for education and health and human services professionals. As a partnership between the College of Education and Behavioral Sciences and the College of Health and Human Services, the CEC builds upon a strong tradition at Western Kentucky University to meet local community needs, fill service delivery gaps, provide opportunities for applied research, and enrich both undergraduate and graduate students' educational experiences

through an interdisciplinary team approach. The Clinical Education Complex will initially house the following programs: the Child Development Center, the Kelly Autism Program, the Acquired Brain Injury Resource Program, the Family Counseling Clinic, and Communication Disorders Clinic. Each of these programs has a unique mission and service orientation. WKU is completing plans for a location for the Complex. The goal is for the Complex to be operational spring 2005. Anyone interested in more information or with interest in supporting the CEC may contact Karl Miller at 270-745-7025 or karl.miller@wku.edu.

CLINICAL EDUCATION COMPLEX PROGRAMS

Child Development Center: The mission of the Child Development Center (CDC) is to be a regional and national leader in interdisciplinary education for training, research, and service to health and education professionals for advancing the health, development, and learning potential of children.

Kelly Autism Program: Funded through a gift from John and Linda Kelly, the program is designed to provide instruction, intervention, and support opportunities to children and young adults with autism spectrum disorders, empower families as well-equipped advocates and give them the tools and strategies needed to extend ameliorative program practices into the home, and provide training and other resources to public school administrators and educators who work with students with autism spectrum disorders in their schools.

Acquired Brain Injury Resource Program: This program, offered by the Department of Communication Disorders, will offer information, services, and support to

individuals with acquired brain injury, their families, and any other interested persons who reside in the Barren River Area Development District (BRADD).

Family Counseling Clinic: This Family Counseling Clinic will principally serve lower socioeconomic families, couples, and individuals in the community who need professional assistance in managing their personal and relationship problems. Graduate interns will work in the Clinic under the supervision of University faculty who are licensed Mental Health and Marriage and Family Counseling professionals.

Communication Disorders Clinic: As part of its academic and clinical training program, the Department of Communication Disorders established a community clinic in 1975 to provide outpatient services to individuals with communication disorders. The goal of the clinical program is to improve the functional communication skills of individuals experiencing communication disorders. The current clinical services are offered to any eligible individual.

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