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Spring 2010

## UA64 Newsletter for the College of Education and Behavioral Sciences

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# the Spirit

## WKU Expands

# International Student Teaching Opportunities

In May 2009, three WKU faculty members departed the Nashville airport for Quito, Ecuador. These three individuals included Dr. Blaine Ferrell, Dean of the Ogden College of Science and Engineering; Dr. Albert Meier, Professor of Biology; and Dr. Fred Carter, Director of Teacher Services and School Relations in the College of Education and Behavioral Sciences. The purpose of this

trip was two-fold. The first goal was to examine possible partnerships between WKU and Universidad San Francisco de Quito to include faculty and student exchange programs. The second goal was to investigate the possibilities for placing WKU student teachers in Ecuador for a part of their student teaching experience.

Universidad San Francisco de Quito

and Boston University currently operate a joint research station called the Tiputini Biodiversity Research Station, located along the remote Tiputini River in eastern Ecuador. Dr. Ferrell, Dr. Meier, and Dr. Carter made an all-day, arduous journey (by small plane, canoe, bus, flat bed truck, and another canoe) from Quito to the Tiputini Preserve on Friday, May 29, to gain familiarity with this joint project that operates as a model for comparison to how our own WKU partnership with USFQ could work. Ferrell, Meier, and Carter were accompanied by USFQ's best field guide and by Dr. Gunther Reck, former Director and co-founder of the Charles Darwin Research Station in the Galapagos Islands. Following three days in the Rain Forest in the Tiputini Preserve, the WKU delegation returned to Quito to tour Universidad San Francisco de Quito and Colegio Menor and to meet with the officials of these two schools.

This productive trip resulted in expanded opportunities for WKU student teachers to receive experience in an international placement at Colegio Menor in Quito. In fact, following the signing of contracts between WKU and Colegio Menor officials, two WKU student teachers — art education major

*continued on page 13*



*Mindo, Ecuador – Pictured from left: Dr. Cornell Menking, Dr. Albert Meier, Dr. Blaine Ferrell, USFQ President Dr. Carlos Montufar, Dr. Fred Carter, Dr. Kelly Swing, Tiputini Biodiversity Station Director, Native Guide (with machete), USFQ Chancellor Dr. Santiago Gangotena, and a Mindo land owner*

The 2009-2010 academic year was very productive for students and faculty in the College of Education and Behavioral Sciences, and your continued support has been an important aspect of our success. One of the most visible aspects of growth in the College is evi-



## Greetings from the Dean

dent in our new building, which is scheduled for completion at the end of this year. We are excited about our move into a building that will provide instructional, laboratory, and clinical facilities; will contain the latest technology; and was designed to enhance learning and scholarly activity specific to the various disciplines housed within. Information relative to the layout and construction can be found at [http://edtech.wku.edu/deans\\_office/building/new/index.htm](http://edtech.wku.edu/deans_office/building/new/index.htm).

In addition to our upcoming move, new programs and opportunities are being provided for students and the larger university community. We began the delivery of our graduate Literacy Education program online spring semester 2010 and will be providing real-time supervision of clinical experiences online. We also received approval to offer a graduate-level program in Instructional Design and an undergraduate major in Military Science and Leadership. The Instructional Design program will be online, and both programs reflect our commitment to regional stewardship and to meeting the needs of individuals in an ever-changing economy. One of our fastest growing programs is SKyTeach, a collaborative effort between CEBS and the Ogden College of Science and Engineering that is designed to prepare high quality teachers in the areas of science and mathematics. We currently have 159 students in the program who are not only academically strong but also passionate about working with P-12 students. Beginning summer 2010, the SKyTeach initiative expanded to the graduate level through a partnership with the Jefferson County Schools. One of our newest initiatives is a Toyota USA Foundation-supported Mathematics and Technology Leadership Academy in partnership with the Warren

County and Bowling Green School Districts and the Bowling Green Housing Authority. Finally, we are continuing to develop our Literacy Center to provide appropriate learning experiences for students who are underprepared for their transition to college and those who desire to increase their understanding of print material as undergraduate and graduate students at WKU.

Our expanding opportunities for students include increased efforts to provide study abroad experiences and engagement in programming associated with the Honors College. This year we initiated overseas student teaching experiences for candidates in Ecuador and expanded opportunities in Barcelona, Spain. During the past year 20 students completed part of their student teaching experience overseas. Planning is underway to offer a summer experience in Costa Rica, and the College is working closely with the Honors College not only to increase programming opportunities on campus, but also to engage more students in study abroad opportunities. During spring semester 2010, 73 CEBS students were enrolled in various Honors College experiences.

As we continue to expand our programming opportunities, we are revising several graduate-level programs to incorporate courses and experiences for teacher leaders and other school personnel, developing additional programs for military personnel and civilians working in military settings, and creating a certificate program in career counseling. Our doctoral program in Educational Leadership continues to flourish with the admission of our fifth cohort for this coming fall. The demand for the program is strong, and students are bringing a new level of scholarly inquiry to the College. At the undergraduate level, we are exploring the possibility of incorporating a human resources component into our psychology program. Our continued efforts to be "Leaders in Scholarship and Innovation" are providing new opportunities for our students and the larger community. Your contributions to these and other new initiatives are valued and continue to make a difference in the lives of those whom we serve.

Best wishes,  
Sam Evans, Dean

## Dale Brown Wins Alumni Association Summit Award

Dale Brown received the 2009 Summit Award for his service to the College of Education and Behavioral Sciences and the Center for Gifted Studies. Brown serves on the advisory boards for both academic units and has been a constant advocate for both. Through his support, he helped bring a \$2 million grant to WKU and The Center to support children in elementary grades foster their interests in science, technology, engineering, and mathematics. Dale has also supported the efforts of the Gatton Academy for Mathematics and Science in Kentucky, located on WKU's campus. He has continually lobbied at the state level for students, directly impacting WKU.

Brown recently received the F.L. Dupree Superintendent of the Year Award and has received numerous honors from the Kentucky Association of School Administrators, the Kentucky Association for Gifted Education, and the Kentucky Council of Teachers of Mathematics. He received his B.S., M.A., and M.A.E. from WKU. Dale resides in Bowling Green, KY, with his wife Patti.



Dean Sam Evans, Dale Brown, and  
WKU President Gary Ransdell

# WKU Doctoral Program

## Names Interim Director/Identifies Cohorts

**Antony (Tony) Norman** was appointed in July 2010 as Interim Director of Doctoral Studies. He will be serving dual roles, functioning as Associate Dean of Accountability and Research for the College and serving as Doctoral Studies Director during this interim period.

The doctoral program in educational leadership has selected its third, fourth, and fifth cohorts of students. The following third cohort of students began fall 2009: Corey Alderdice of Bowling Green, KY; Kimberly Anderson of Buffalo, KY; Sidney Carthell of Murray, KY; Adam Cross of Owensboro, KY; Margaret Crowder of Franklin, KY; Audrey Harper of Bowling Green, KY; Margie Edwards-Haygood of Louisville, KY; Tim Gott of Bowling Green, KY; Donna Hey of Bowling Green, KY; Leann Howell of Hartford, KY; Jennifer Huskey of Rockfield, KY; Daniel Lavit of Murray, KY; Yi-Hsien Lin of Russellville, AR; Lauren Martin of Greenville, KY; Denise Perdue of Hopkinsville, KY; Leigh Anne Roden of Summer Shade, KY; Gregory Ross of Paducah, KY; Tamela Smith of Bowling Green, KY; Christopher Tinius of Bowling Green, KY; and Kim Vickous of Bowling Green, KY.

The following fourth cohort of students began spring 2010: Jennifer Anderson of Fort Campbell, KY; Kirk Biggerstaff of Tompkinsville, KY; Steven Briggs of Bowling Green, KY; Joel Carwile of Louisville, KY; Kay Combs of Louisville, KY; April Craft of Lafayette, TN; Heidi Crocker of Des Peres, MO; Kim Cunningham of Bowling Green, KY; Donna Dietz of Wingo, KY; Jennifer Flowers of Burkesville, KY; Christopher Gaddis of Owensboro, KY; Kristie Guffey of Smiths Grove, KY; Terry Hall of Bowling Green, KY;

Walter Malone of Louisville, KY; John Marshall of Louisville, KY; Mary Moore of Bowling Green, KY; Shahbaz Munawar of Louisville, KY; David Oliver of Shelby Township, MI; Leslie Peek of Bowling Green, KY; Jo Shackelford of Bowling Green, KY; Rhonda Simpson of Glasgow, KY; Douglas Spainhower of Elizabethtown, KY; Olympia Stewart of Murray, KY; Lee Ann Wall of Columbia, KY; and Gary Wiser of Bowling Green, KY.

The following fifth cohort of students will begin fall 2010: Catrice Bolton of Owensboro, KY; Dale Brown of Bowling Green, KY; Dana Clayton of Evansville, IN; Nancy Givens of Bowling Green, KY; Lisa Horn of Scottsville, KY; Evan Jackson of Morganfield, KY; Felicia Jeffries of Radcliff, KY; Christopher King of Almo, KY; Hajara Mahmood of Bowling Green, KY; Kenyetta Martin of Bowling Green, KY; Komako Miyoshi of Bowling Green, KY; Andy Moore of Glasgow, KY; David Oliver of Shelby Township, MI; Keile Phillips of Benton, KY; Rheanna Plemons of Bowling Green, KY; and Rachel Rosales of Owensboro, KY.

The Doctor of Education (Ed.D.) in Educational Leadership, WKU's first independent doctoral degree program, was approved in February 2008 by the Council on Postsecondary Education. WKU admitted its first cohort of students in July 2008. The interdisciplinary program develops "practitioner scholars" in four specialty areas – Administrative Leaders, Teacher Leaders, Postsecondary Leaders, and Organizational Leaders – equipped to assume leadership roles in the multiple venues where education takes place and to work with educational partners to improve academic performance and increase learning at all levels.

Using blended delivery methods, including traditional face-to-face classroom settings, distance-learning formats, online platforms, and on-site practicum settings, the WKU program makes it possible for students to remain in their current professional positions while completing the doctoral degree.

## WKU Leads \$1.5 Million Environmental Education Project

WKU's Center for Environmental Education and Sustainability will lead a two-year \$1.5 million project to integrate service-learning into environmental education programs in Kentucky. The Kentucky University Partnership in Environmental Education (KUPEE) Energy Initiative was one of 18 Learn and Serve America grants awarded by the Corporation for National and Community Service and one of only five that involves a consortium of universities. WKU, which is leading the KUPEE Energy Initiative, received \$755,544 from the Learn and Serve America program. With matching funds from other partners, the total project will be about \$1.5 million.

According to Dr. Terry Wilson, director of WKU's Center for Environmental Education and Sustainability, KUPEE will partner with Earth Force (a national service-learning provider) and Brandeis University's Center for Youth and Communities to integrate service-learning into the environmental education programs at three other state universities across Kentucky as a means to increase energy conservation.

"WKU and the other universities will incorporate service-learning into their teacher education programs, and students in those courses will use service-learning to assess energy use in public buildings near campus and develop a project to decrease energy use in their target building. Once the three other participating universities are selected, the project will engage about 360 college students and 4,000 elementary and secondary school students in high-quality service-learning projects that meet local needs," Dr. Wilson said.

"In WKU's graduate program in environmental education, we will integrate a service-learning component into those courses," Dr. Wilson said. "Many of our students are teachers, so this project will equip those teachers with the ability to go back into their schools and help their students take on service-learning projects that relate to environmental issues."

"Even with relatively low energy costs compared with other states, energy conservation is becoming more important in Kentucky because

residents and communities have been hard hit by the economic downturn," he said. "And the energy cost crisis could worsen because of mandates by the federal government to curb global climate change," he said.

Through the KUPEE Energy Initiative, students will learn how to conduct energy audits in their schools and homes and will develop projects to increase energy conservation. At WKU, for example, energy conservation and sustainability are key elements of the comprehensive Energy Policy announced in March. During a three-week "hard shutdown" over the winter break in December 2008, WKU's energy savings experiment resulted in an energy use reduction of 1,052,932 kilowatt hours of electricity, 1,112 metric tons of greenhouse gas emissions, with a cost avoidance savings of \$128,340.

"WKU has become a leader in sustainability and environmental education in Kentucky," Dr. Wilson said. "We're excited to have the opportunity to work with Earth Force and our other partners on this important project."



# PREPARING 4 THE FINAL 4: Getting Your Head In The Game

In compliance with mandates from the Council on Postsecondary Education (CPE) to provide the best possible start for incoming freshmen, WKU in August 2009 proposed the development and implementation of “**Preparing 4 the Final 4: Getting Your Head in the Game**” as an early intervention initiative targeting high school students entering the 12th grade. As the title of the initiative indicates, this project prepares students to be successful in their “final four” years of education by ensuring they have the reading and critical thinking skills and strategies in place to comprehend complex text and meet the college reading readiness standards as outlined by CPE and ACT. “Preparing 4 the Final 4” is a component under the umbrella of WKU’s campus-wide “Assistance, Strategies, Know-How” (A.S.K.) that began August 2009 and is an initiative of the newly established WKU Center for Literacy.

The project paired a 3-hour dual credit reading support course with a 3-hour dual credit content course that ran from June 15, 2009, through July 17, 2009. High school students who had completed their junior year took the Nelson Denny Adult Reading Test (Riverside Publishing) to determine grade equivalent levels for reading comprehension, vocabulary, and percentile ranks for fluency. Scores were then used to target students whose grade equivalent scores for reading comprehension were below 11th grade. Once those students were identified, open enrollment began, and a total of 24

students registered for the course. Students attended the reading support course taught by reading specialists holding advanced degrees in literacy for two hours each afternoon, four days a week for the duration of the course. During this supplemental course, students learned and immediately applied critical skills and strategies needed to be successful in paired dual-credit content courses. They were taught to generalize and transfer skills and strategies to future learning situations to better prepare for the rigors of college reading.

These same reading specialists were joined by literacy faculty at WKU to provide professional development for WKU faculty from the sociology, psychology, political science, and history departments, including faculty teaching the dual-credit content courses paired with the reading support course. Work sessions were planned with faculty members prior to the beginning of the courses to ensure they understand the purpose of the paired courses, the strategies students would be learning and applying, and how to connect instruction that provides seamless learning for students. Additionally, faculty participated in professional development sessions on Friday of each week for the duration of the courses. These sessions also included teachers from the partner high schools. The purpose was to ensure cohesive connections among students, high school teachers, and WKU faculty who teach freshmen level courses.

Though the research component is still in the evaluation process, preliminary results show that students made an average gain of 6.9% in both vocabulary and reading comprehension, while higher achieving students gained an average of 10.7% in vocabulary and 17.3% in reading comprehension. This initial data is encouraging considering that the course was only a 4-week, intensive intervention, as compared to the semester-long LTCY 199 that began in Fall 2009.

**Chelsea Thomason**, a WKU freshman and 2009 Logan County High School graduate, said college and high school are “two different worlds.” Thomason came to WKU with 12 credit hours through dual credit programs and graduated with honors from high school.

“I’m still struggling in college,” she said. “I thought I was prepared and I get here and I’m not. I’m taking the steps I need to be more prepared in the following years. I have a goal that even though I’m not prepared, I will graduate from WKU.”

Thomason took Dr. Pam Petty’s LTCY 199 course. “It’s probably one of the best classes I have,” she said. “It helps me with the rest of my courses. It teaches you strategies on how to learn. It teaches who you are as a learner and what strategies work and what strategies don’t.”

*For additional information on the College Readiness Program, please contact Associate Professor of Literacy Dr. Pamela Petty.*

## WKU RECEIVES NSF GRANT FOR **Science/Math Teaching Program**

WKU received a National Science Foundation grant of nearly \$900,000 for a program to increase the number of science and mathematics teachers. WKU was awarded \$898,781 from the NSF’s Robert Noyce Teacher Scholarship Program, which seeks to encourage talented science, technology, engineering, and mathematics (STEM) majors and professionals to become K-12 mathematics and science teachers.

Through the five-year grant (July 1, 2009–June 30, 2014), WKU will initiate and fund the WKU Science and Mathematics Alliance for Recruitment and Retention of Teachers (SMARRT) Program. The grant will benefit the Ogden

College of Science and Engineering through the SKyTeach program, a WKU program funded in 2007 by the Exxon/Mobil Foundation through the National Mathematics and Science Initiative. “This grant award builds on the collaboration between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering,” said Dr. Blaine Ferrell, dean of Ogden College. “The efforts related to this grant will build on the efforts of the SKyTeach Program which it complements very nicely.”

Dr. Hope Marchionda, assistant professor of mathematics, will serve as the Principal

Investigator, while Dr. Kerrie McDaniel from the Department of Biology and Dr. Vicki Metzgar and Dr. Janet Tassell from the College of Education and Behavioral Sciences will serve as Co-Principal Investigators. “The SKyTeach Program incorporates components critical to recruitment, education, and retention of individuals to become effective teachers, including mentoring prior to and upon completion of the program, and opportunities to apply the knowledge and skills acquired in university coursework in educational service opportunities,” said Dr. Sam Evans, dean of the College of Education and Behavioral Sciences.



*(Left) Josh Tucker, of Franklin-Simpson Middle School, and WKU student Jonathon Bernhardt listen at the Social Studies table.*

## Kentucky Association of School Superintendents

The College of Education and Behavioral Sciences served as the event sponsor for the summer meeting of the Kentucky Association of School Superintendents held in Bowling Green this past summer. We are fortunate to have a member of our faculty, Mr. Dale Brown, who served as president of the Association in 2006-2007.

## The Association For Supervision And Curriculum Development Hosts Symposium To Honor Bowling Green/Warren County Middle School Teachers

The WKU chapter of ASCD (Association for Supervision and Curriculum Development) hosted a symposium to honor the area's most effective middle school teachers. The event took place in the Bowling Green Junior High School library. Teachers honored at the event included Audrey Harper, Emily Perkins, Anthony Spires, and Candace Jagers from Drake's Creek Middle School; Lori Jones, Chasity Lowery, John Johnson, and Amy Kinslow from Glasgow Middle School; Natalie McCutchen, Lynne Stinson, Josh Tucker, and

Joanna Lindsey from Franklin-Simpson Middle School; Paula Patrick, Bonnie Spears, Jenni Fansler, Bethany Hill, and Tina Owens from Auburn Elementary; and Vicky Mathis, Carla Jones, and Lauren Fynboe from Russellville High School and Middle School. The teachers were invited to share their favorite instructional strategies, exchange feedback on instruction, and voice their concerns about instructional matters. They were also presented with certificates in appreciation of their contributions to the teaching profession.



*Patrice McCrary*

## Graduate Inducted Into the National Teachers Hall of Fame

Cumberland Trace Elementary teacher Patrice McCrary ('97) was inducted into the National Teachers Hall of Fame in June 2009. As part of her award, McCrary received \$1000 for educational materials for her school in addition to a \$1000 scholarship that will be awarded to a student who wishes to become a teacher. McCrary was inducted into the Louie B. Nunn Kentucky Teacher Hall of Fame in 2008.

In a separate honor, McCrary was selected by Kimberly-Clark to be the Kleenex brand Back to School national spokesperson. She will promote the importance of hands-on learning at various media events as well as on the Kimberly-Clark website and the Scholastic website.

## The School of Teacher Education is Formed

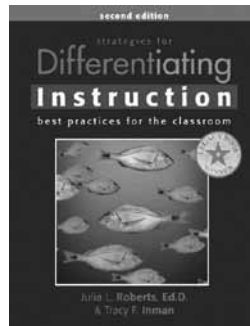
The College of Education and Behavioral Sciences is proud to announce the newly created School of Teacher Education. During the past several decades, programs in the College directly connected with the preparation of classroom teachers have been organized in many different ways. During the past year it has become apparent that there is a need for an organizational structure to facilitate the modeling of instructional behaviors appropriate for the many changes occurring in public schools. To facilitate the work we are doing and the programmatic changes currently underway, effective July 1, 2009, the Departments of Curriculum and Instruction and Special Instructional Programs were combined to form the School of Teacher Education under the leadership of Dr. Sherry Powers.



*(Right) Students and teachers discuss strategies for teaching the Language Arts.*

# Dr. Julia Link Roberts and Mrs. Tracy Ford Inman Receive the Texas Association for the Gifted and Talented 2009 Legacy Book™ Award

The Texas Association for the Gifted and Talented (TAGT) recently announced the 2009 Legacy Book™ Awards. Dr. Julia Link Roberts and Mrs. Tracy Ford Inman were honored with the Legacy Book™ Award for the Most Outstanding Book for Educators. The Legacy Book™ Awards are recognized nationally and honor outstanding literature related to gifted children and their education. TAGT distributes nominated books to a nationwide panel of reviewers who evaluate the books according to their long-term potential for improving the lives of gifted youth. Dr. Roberts commented, "We are honored to have our book recognized on a national level. Our goal was to write the book to be useful to pre-service teachers and teachers new to differentiation as they implement strategies to ensure that each student makes continuous progress."



*Strategies for Differentiating Instruction: Best Practices for the Classroom* is the award-winning book published by Prufrock Press. Authors are Dr. Julia Roberts, Mahurin Professor of Gifted Studies and executive director of The Center for Gifted Studies at WKU and the Gatton Academy of Mathematics and Science in Kentucky; and Mrs. Tracy Inman, associate director of The Center for Gifted Studies at WKU. Other winners include the Most Outstanding Book

for Parents, Carol Fertig's *Raising a Gifted Child: A Parenting Success Handbook* also from Prufrock, and the Most Outstanding Book for Scholars, *Social-Emotional Curriculum with Gifted and Talented Students*, edited by Dr. Joyce VanTassel-Baska, Dr. Tracy L. Cross, and Dr. F. Richard Olenchak from Prufrock Press as well. Prufrock, the nation's leading resource for gifted and advanced learners, also published Roberts' and Inman's book *Assessing Differentiated Student Products: A Protocol for Development and Evaluation*.

TAGT recognized the Legacy Book™ Award honorees during the First General Session of the annual TAGT Professional Development Conference: Growing their Gifts on Thursday, December 3, 2009, at the George R. Brown Convention Center in Houston, Texas.

## Construction Continues on New "Green" CEBS Building

After years in the round building known as Tate Page Hall, the College of Education & Behavioral Sciences is getting closer to moving into a brand new "green" facility. There's a dramatic main entrance, which entails a grand staircase and full three-story atrium. The building is also the latest to be topped with WKU's signature cupola.



This is the first LEED certified building on campus. LEED stands for Leadership in Energy and Environmental Design. In 2009, WKU committed to building standards that meet or exceed LEED criteria in all renovations and new construction. This facility makes WKU the first major public university in Kentucky to be LEED certified, demonstrating the University's commitment to providing leadership in sustainability.

Project Manager Ben Johnson described the LEED certification as "an extra effort being put into sustainability as WKU works to be a

good steward of the environment and energy efficiency."

The building is outfitted with the very latest technology. There are miles of data cable with thousands of data drops, while it is also Wi-Fi ready for wireless Internet connectivity. Every classroom is as technology rich as it can be based on needs of the classroom.

The building is scheduled for completion at the end of 2010, with the first classes slated during the 2011 Winter Term. According to CEBS dean Sam Evans, "The key to how that building looks and how it will function for us is the fact

that the architects came and really listened to us in terms of our needs." Those needs included office space for more than 100 faculty members, twenty classrooms and labs, as well as an Educational Resources Center.

When such "green" buildings are planned, LEED standards include recycling construction waste and managing storm water runoff on construction sites, maintaining green space to reduce heat island effect, and natural lighting and ventilation.

These additional "green" features will be included in the new building:

- Bike racks
- Reflective roof coating
- Choice of landscaping to minimize water requirements
- Dual flush toilets
- Low flow faucets
- Motion sensor faucets
- Energy efficient lighting
- Emphasized natural lighting
- Use of recycled materials (pre and post consumer)
- Use of regional materials



**Psychology professor William "Bill" Pfohl** was named the recipient of the National Association of School Psychologists (NASP) 2010 Lifetime Achievement Award. NASP established the Lifetime Achievement Award in 1999 to recognize those who have contributed to the profession in a significant and lasting manner. Dr. Pfohl is the 11th recipient of this award.

Dr. Pfohl's career in school psychology spans nearly 40 years and reflects exceptional achievements in the areas of practice, service, and advocacy. He has been a professor of school psychology at WKU since 1979.

"I am deeply honored by this award which represents over 40 years of professional involvement," Dr. Pfohl said. "I am very proud to be recognized by my peers for my accomplishments and hard work. It is a very satisfying award."

A native of Syracuse, NY, Dr. Pfohl did his undergraduate studies and received his master's degree in 1971 from St. Bonaventure University. He received his Doctor of Psychology degree in 1979 from Rutgers University. While at Rutgers, he trained under leading researchers Virginia Bennett, Albert Ellis, and Arnold Lazarus in emerging areas of psychology and school psychology, such as cognitive-behavior therapy, consultation, and program evaluation. He also worked in a school-based rehabilitation program for juvenile offenders with felonies. This included participation in the Scared Straight program at Rahway State Penitentiary. Dr. Pfohl was later honored with the Peterson Prize for Outstanding Alumnus of the Graduate School of Applied

and Professional Psychology (GSAPP) in 2000.

Dr. Pfohl has practiced both privately and in schools and served on the clinical staff in several mental health centers. He developed the school psychology certification program at WKU, as well as helping the Kentucky Department of Education develop certification procedures for school psychology and the criteria for

Dr. Pfohl has maintained a career-long commitment to advancing school psychology through leadership in local, state, national, and international organizations. In addition to many committee roles, he served as President of the Kentucky Association for Psychology in the Schools (KAPS) in 1990-1991 and President of the National Association of School Psychologists (NASP) in

ERIC Clearinghouse. As ISPA president, he is leading efforts to create a new international journal and formulate standardized training and certification processes.

Dr. Pfohl has written or contributed to more than 80 articles, books, journals, and other professional periodicals. He has conducted hundreds of workshops and presentations in the United States and abroad and is recipient of nearly 20 awards and honors.

Dr. Pfohl's pioneering leadership has been particularly instrumental regarding the advancement of school crisis prevention and intervention. He is a founding member of NASP's National Emergency Assistance Team (NEAT), which provides written resources for families and schools, staff consultation, and direct mental health support in the aftermath of crisis events in schools. He has conducted crisis training for the European Union since 2002 and has trained more than 1,000 school psychologists worldwide in crisis response.

"Few school psychologists have had a greater influence on our profession on a worldwide level than Bill," NASP President Patti Harrison said. "He has accomplished this through his leadership, ability to see and help develop the long-term needs of the profession, and commitment to advance best practice in service to children and families."

NASP represents 26,000 school psychologists throughout the United States and abroad. NASP represents and supports school psychology through leadership to enhance the mental health and educational competence of all children.

## Psychologist Pfohl Receives Lifetime Achievement Award



the emotionally/behaviorally disordered classification. He is highly regarded as a member of the broader community, among other things serving as a volunteer firefighter, child abuse protection advocate, mental health responder with the American Red Cross, and an expert on parenting and mental health needs of children for the media. WKU awarded Dr. Pfohl the Cangemi Award for Outstanding Public Service in Psychology and Education in 2002.

1996-1997 and in 2005-2006. He is currently President of the International School Psychology Association (ISPA).

Through NASP, Dr. Pfohl has been Kentucky delegate, publications board chair, webmaster, and contributor to numerous NASP periodicals and books. While NASP president, Dr. Pfohl was instrumental in promoting *School Psychology: A Blueprint for Training and Practice II & III*, as well as having school psychology recognized in the



# THREE SELECTED FOR Kentucky Teacher Hall of Fame

Three outstanding educators have been selected for the third class of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame. The three chosen by a statewide selection committee are Linda D. Childress of Cub Run, Walter Dick of Cumberland, and Frances Steenbergen of Glasgow. They were inducted during a ceremony January 26th at the State Capitol in Frankfort.

"The three individuals selected for induction in the class of 2010 exemplify the quality of accomplishments and professional commitment by educators that has placed Kentucky in a position of leadership in education reform," said Dr. Sam Evans, dean of the College of Education and Behavioral Sciences at WKU.

The Kentucky Teacher Hall of Fame was created in 2000 through a gift by former Governor Nunn, who hoped to recognize the vital role that primary and secondary teachers in Kentucky play in the education of young people and the positive impact education has on the state's economy. WKU was selected as the home of the Kentucky Teacher Hall of Fame because of its 100-year history in teacher education.

## LINDA D. CHILDRESS



Childress, a native of Hart County, retired after 36 years as a music and arts and humanities teacher and director of school chorus groups.

Childress has provided numerous opportunities for students from rural areas in Kentucky to experience, participate, and develop their individual talents in the arts. Her commitment and passion for the arts was the driving force behind Cub Run Elementary School's Arts and Humanities scores on the CATS test, consistently ranking among the state's top five including the top score in 2007.

She received her bachelor's degree in Elementary Education and Music from

WKU in 1972, master's in Elementary Education from WKU in 1974, and Rank I in Elementary Education from WKU in 1979.

From 1972-2008, Childress taught at Munfordville Elementary, Bonnieville Elementary, Cub Run Elementary, and Hart County High.

## WALTER DICK



A native of Cumberland, Dick is characterized as a legend by colleagues and former students.

He taught algebra and mathematics for 52 years in the Harlan County school system and displayed a passion for his subject matter and work. His devotion to student success has been evident in before- and after-school tutoring sessions and his expectation that all of his students can be successful.

Dick was a successful coach early in his career and maintained a connection to Cumberland High School's basketball program by keeping the scorebook in recent years.

Dick received his bachelor's degree in Education with an emphasis in Math and Business from Union College in 1956 and his master's from Union in 1979.

Dick taught for six years at Benham High School before moving to Cumberland High School in 1961.

## FRANCES KIDD STEENBERGEN



A Glasgow native, Steenbergen spent 29 years as a teacher and served five years as president of the Kentucky Education Association.

She has been tireless in her efforts to provide a quality education for the students with whom she has worked, and her leadership within the profession has impacted students beyond Kentucky.

She taught science, spelling, health, and home economics (now family and consumer sciences); coached cheerleaders and speech teams; and was adviser for the yearbook and Family Career and Community Leaders of America.

Steenbergen received her bachelor's degree in Home Economics from WKU in 1973, her master's in Home Economics from WKU in 1977, and her Rank I in Education from WKU in 1984.

She taught at Austin Tracy Middle/High School from 1973-87 and at Barren County High School from 1987-2002.

## Honor Graduates

### SPRING 2009

**Abbey Meador** graduated with a degree in Psychology.

**Virginia (Prather) Peerce** graduated with a degree in Elementary Education.

**Holly Pickerel** graduated with a degree in Elementary Education.

### DECEMBER 2009

**Mattie South** graduated with a degree in Elementary Education.

### SPRING 2010

**Amanda Drake** graduated with a degree in Psychology.

**Niki Kersey** graduated with a degree in Psychology.

**Sara Page** graduated with a degree in Elementary Education.

# Faculty, Student, & Alumni Awards

**Janet Applin**, School of Teacher Education, received the 2009 student advisement award from the Council for Exceptional Children.

**Marty Boman**, School of Teacher Education, received the 2009 College of Education and Behavioral Sciences Public Service Award. This award is given for distinguished activity in public service.

**Stacey Bradbury** was the recipient of the Margie Helm Award in Library Media Education, given to the student in Library Science who earns the highest grade each year. This award is made possible by a gift from Miss Margie Helm in July 1973 as a means of continuing the award initiated by the faculty of the Library Science Department and the staff of the Margie Helm Library in honor of Miss Helm at the time of her retirement in 1965.

**Senior Cadet Suzanne Doss**, WKU's Reserve Officers' Training Corps (ROTC), received a distinguishing honor in May 2009 at the 7th Brigade Nursing Convention in Covington, KY. The Scottsville, KY, native was honored as one of the top ten ROTC nursing graduates in the nation. Major General Patricia Horoho, Chief of the Army Nursing Corps, and Major General Arthur Bartell, Commanding General of Army Cadet Command, honored Cadet Doss for her national seventh place ranking of 186 nursing graduates. This was a very distinguishing honor for WKU. Dr. Sam Evans, dean of the College of Education and Behavioral Sciences, and LTC Mark Powell, Professor of Military Science and Leadership, accepted the recognition on behalf of WKU. Suzanne Doss received her commission as Second Lieutenant in the United States Army in May 2009 and is currently stationed at Fort Bragg, NC.

**Jill Duba**, Counseling and Student Affairs, received the award for Distinguished Service at the International Association of Marriage and Family Counselors (IAMFC).

**Molly Perkins Caswell, Michelle Swetmon, Jennifer Huggins, and Kristen Shive** were the recipients of the Phi Delta Scholarship. This award is made available by the establishment of a perpetual trust within the College Heights Foundation by the Western Chapter of Phi Delta Kappa in April of 1973.

**Winnie Cohron**, Educational Administration, Leadership & Research, won the American Association of Colleges for Teacher Education's 2010 Outstanding Dissertation Award.

**Mary Evans**, Principal of Cumberland Trace Elementary School, was named the 2009 Kentucky School Administrator of the Year by the Kentucky Association of School Administrators.

**Mary Evans**, Principal of Cumberland Trace Elementary School, was inducted into the Honorable Order of Kentucky Colonels.

**Gail Forbes, Nina Knight, Allison M. Whitworth, and Lacey Williamson**, all psychology majors, were the recipients of the Jagers-Cave Scholarship. This award is made possible through the bequest contained in the Will of Dr. Lourine Cave, as she used this means to express her unwavering belief in the importance of education and her devotion to WKU. Dr. Cave served the University with dignity, distinction, and excellence as a member of the faculty in the Department of Psychology for 29 years. The award also recognizes her devotion to the family, especially Dr. C.H. Jagers who was her mentor, friend, and beloved uncle.

**S. Kay Gandy**, School of Teacher Education, received the Higher Education Distinguished Teaching Award on September 26, 2009, in Puerto Rico at the National Council for Geographic Education Conference. This award recognizes and supports excellence in geography teaching among two-year and four-year college and university educators.

**S. Kay Gandy**, School of Teacher Education, received the 2009 College of



*Joe Stoltman, President of the National Council for the Social Studies, awards S. Kay Gandy the Distinguished Educator award for outstanding teaching in geography education.*

Education and Behavioral Sciences Research and Creativity Award. This award is given for outstanding contributions in a field of specialty. The recipient of the award was selected for significant contributions in their field.

**Katrian L. Garrett** was the recipient of the H.A. McElroy Scholarship. This award is made possible by gifts to the College Heights Foundation by the Bowling Green Evening Civitan Club to honor a Charter Member, H.A. McElroy. It recognizes Mr. McElroy's dedicated service to the Civitan Club and his commitment to the ideals and principles of Civitan. The award honors his concern for others, his love for people, and his unselfish devotion to Civitan. Recipients must be students at WKU preparing to serve in special education and demonstrate the personal qualities and academic potential deserving of this special recognition and financial assistance.

**Hillary J. Gillenwater** received the Jim Wilkins Scholarship. This award is made possible by gifts to the College Heights Foundation by the Bowling Green

Evening Civitan Club in memory of Jim Wilkins. Mr. Wilkins was a highly regarded member of Civitan, a respected citizen, and one who worked for the betterment of our community. Recipients must be students at WKU preparing to serve in special education and demonstrate the personal qualities and academic potential deserving of this special recognition and financial assistance.

**Kathryn R. Hendrick** was the recipient of the Wanda Mayfield Page Scholarship. This award is made possible through a perpetual trust established within the College Heights Foundation by the late Dr. Tate C. Page, husband of the late Wanda Mayfield Page. In commemoration of Mrs. Page, awards from this fund will continue to provide encouragement and assistance to recipients preparing for a career in elementary or early childhood education.

**Christie L. Howard** was the recipient of the Bess and Ernest Williams Scholarship. This scholarship is for a graduate of Logan County High School and from Lewisburg Elementary School who has demonstrated a record of community involvement.

**Matt Kasenow** was the recipient of the George Marshall Leadership Award for Outstanding Members of the Army ROTC.

**Erin Lancaster** was the recipient of the Shawn Lindsey Vokurka Memorial Scholarship. This award is made possible through a perpetual trust established within the College Heights Foundation by Dr. and Mrs. John F. Vokurka to honor the memory of their beloved young son, Shawn Lindsey. This fund was designated to help a deserving student with potential for success in exceptional child education, elementary education, or early childhood education.

**Jessica Padgett** was the recipient of the Dr. John A. Scarborough Scholarship. This award is made possible through a perpetual trust administered by the College Heights Foundation. The fund was established to honor Dr. John Scarborough and to recognize his years of dedicated service as a highly respected and beloved professor in the College of Edu-

cation. It has been further developed by memorial gifts made by family and friends to honor his memory.

**Andrea Parson** (Elementary Education '05) has been accepted to this year's Mickelson ExxonMobil Teachers Academy. This academy only accepts 200 elementary math and science teachers from across the US.

**Pam Petty**, School of Teacher Education, received the Human Rights Commission Women of Achievement Award for the College Education and Behavioral Sciences.

**Mark Pickard**, Military Science, received the 2009 College of Education and Behavioral Sciences Advisement Award. This award recognizes excellence in advising as evidenced by extensive and effective support of student development in school and broader life contexts.

**Judy Pierce**, School of Teacher Education, has been appointed to the Kentucky Civil War Sesquicentennial Commission.

**Allyson Sledge** was the recipient of the Anna Mae Thurston Memorial Scholarship. This award is made possible by Dr. Judy C. Pierce to honor the memory of her beloved grandmother, Anna Mae Thurston. The fund serves to recognize Ms. Thurston's belief in the importance of education and her encouragement to her granddaughter in her dream of becoming an educator.

**Fred Stickle**, Counseling and Student Affairs, received the 2009 College of Education and Behavioral Sciences Teaching Award. This award is given in recognition of excellence as evidenced by effectiveness and ability to motivate and inspire students within and outside the classroom.

**Timothy W. Taylor** was the recipient of the Emma Herman Lowe and Betty Boyd Scholarship. This award is made possible by a perpetual trust established within the College Heights Foundation as a memorial to Betty Boyd, an honor graduate of WKU. Betty was an outstanding young teacher whose promising career was ended by her death in 1965. While the fund honors the memory of Betty Boyd, Mrs. Lowe served WKU with dedication for many years as a superior teacher in the

Training School – the campus Laboratory School in the College of Education. It is a lasting tribute to these two distinguished educators who serve as examples for aspiring teachers in the field of elementary education.

**Marideth Williams, Sonya D. Wilson, Jennifer Brown, and Benjamin G. Faust** were the recipients of the Agnes Duskey McCrory Scholarship. This award is made possible by the establishment of a perpetual trust within the College Heights Foundation to honor the memory of Mrs. Agnes Duskey McCrory. This gift was made by Mrs. McCrory's sister-in-law, Mrs. Beth Carsman, and on behalf of her daughter, the late Maxine McCrory. The Fund further serves to recognize Mrs. McCrory's belief in the importance of education and to preserve the valued relationship which she had with the Bowling Green Business University.

### Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education Recipient



**Elizabeth Lemerise** was the recipient of the 2009 Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education. This

award was established to recognize personnel in the College of Education and Behavioral Sciences who have made broad applied contributions to their professional field. The award is based on successfully working with organizations both within and outside the University; having displayed excellence in writing; having generated creative, applied contributions; and having worked with diverse populations either within the United States or abroad.



# Department News & Notes

## COUNSELING & STUDENT AFFAIRS

**Aaron W. Hughey** and **Monica G. Burke** presented "Supervising Former Peers: Challenges and Opportunities" at the 2009 annual conference of the Southern Association for College Student Affairs (SACSA) in Nashville, Tennessee, November 7-9. This is a description of the session: Effective supervision can be challenging for the new manager who has been promoted and is now in the position of having to supervise former staff who were once co-workers and peers. The focus of the session was on best practices and concrete strategies.

**Aaron Hughey** was elected to the Commission for Professional Preparation Directorate for the American College Personnel Association (ACPA) for a 3-year term. The commission is committed to the recruitment, preparation, and continuing education of student affairs professionals.

**Jill Duba** and **Cynthia Mason** co-authored "Using Reality Therapy in schools: Its potential impact on the effectiveness of the ASCA National Model" in the *International Journal of Reality Therapy*.

**Jill Duba, Cynthia Mason, Tammy Shaffer, Neresa Minatrea**, along with T.K. Burdenski, Jr., F. Faulkner, M.J. Britzman, W.J. Casstevens, G.S. Cisse, J. Crowell, D. Dyson, S.B. Gilchrist, and M.A. Graham, co-authored "The impact of the Glasser Scholars Project on participants' teaching and research initiatives: Part II" in the *International Journal of Reality Therapy*.

**Jill Duba** and **M. Magenta** co-authored "End-of-life decision-making: A preliminary outline for preparing counselors to work with terminally-ill individuals" in *The Family Journal*.

**Cynthia Mason** was reappointed for a 3-year term to the Education Professional Standards Board Program Review Committee.

## EDUCATIONAL ADMINISTRATION, LEADERSHIP & RESEARCH

**Ric Keaster** presented *Strategies for promoting online discussion* at the annual meeting of the Southern Regional Council on Educational Administration in Atlanta, GA.

**Ric Keaster** and **Bud Schlinker** presented *Educating the genders: Practitioner thoughts on single-gender classes and schools* at the annual meeting of the Southern Regional Council on Educational Administration in Atlanta, GA.

**Ric Keaster** and **Bud Schlinker** presented *What good are educational administration programs?* at the annual meeting of the National Council of Professors of Educational Administration in San Antonio, TX.

**Ric Keaster** and **Bud Schlinker** co-authored "What good are educational administration certification programs?" in the *International Journal of Leadership in Education*.

## SCHOOL OF TEACHER EDUCATION

**S. Kay Gandy** and **Lisa Murley**, along with Darnell Kruger and John McConnell, co-authored "Whatever happened to social studies in the elementary curriculum?" in the *Southern Social Studies Journal*.

**S. Kay Gandy**, along with Danell Kruger, Amber Berchard, Randy Brown, and Diane Williams, co-authored "Writing a successful Fulbright Group Projects Abroad: Voices from the journey to South Africa" in the *Journal of Geography*.

**S. Kay Gandy** and **Kathleen Matthew** co-authored "Origin stories: Geography, culture and belief" in *Social Studies and the Young Learner*.

**S. Kay Gandy** published "Public lands in the elementary curriculum," in *The Stewardship of Public Lands: Politics and the Yellowstone and the Ecosystem*.

The **Library Media Education** program has received the American Association of School Librarians (AASL) National Recognition. Information may be found on the AASL website at: <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrarymed/nc>.

Under the direction of **Rebecca Stobaugh**, the School of Teacher Education has established a WKU chapter of ASCD. WKU's chapter of ASCD is an active group of around 30 WKU pre-service teachers. The mission of WKU ASCD is to cultivate the leadership and professional skills of the members and to plan professional development opportunities for pre-service and in-service teachers. This year WKU ASCD chapter members presented at the national ASCD conference (San Antonio, TX); International Conference on Civic Education (Nashville, TN); and the FEA Regional Conference (Bowling Green, KY). The group has hosted numerous events this year, including the Best Practice Symposium for Middle School Teachers, WKU alumni panel presentation on strategies for a successful first year of teaching led by WKU graduates in their first year of teaching, and a WKU alumni panel presentation on proactive strategies for classroom management. The group has also hosted guest speakers, including a featured national author presentation by Brad Tassell on bully prevention strategies and the Patrice McCrary Lecture with a National Teacher of the Year.

## John Moore Elected NCSS Vice President

**John Moore**, Associate Professor in the School of Teacher Education at WKU, has been elected vice president of the National Council for the Social Studies. Dr. Moore began his term July 1, 2010, and is in line to serve as president of NCSS in 2012.

Dr. Moore has served on the faculty of WKU for the past 19 years and has previously taught middle level social studies in Lexington, KY, and high school social studies in North Dakota. He has served as a member of the NCSS board of directors and in the leadership of the Kentucky Council for the Social Studies as secretary, vice president, and president. Dr. Moore has most recently been chair of the NCSS Task Force for the Recruitment of Underrepresented Groups.



Dr. Moore believes it is important that social studies educators have professional growth opportunities and that NCSS

continue to argue for the significance of social studies in the curriculum. "As social studies educators, it is our responsibility to remain abreast of innovative ways to prepare students for civic competence. In spite of the economic difficulties that have confronted our school systems, institutions, and our professional organization, it is imperative that we continue to advocate the ideals and purposes of social studies education."

## PSYCHOLOGY

**Krisstal Clayton**, along with Clayton Rice and J. McCarley, co-authored "The effects of automation bias on operator compliance and reliance" in the book *Human Factors Issues in Combat Identification*.

**Krisstal Clayton**, along with J. Hughes, S. Rice, and D. Trafimow, co-authored

"The automated cockpit: A comparison of attitudes towards human and automated pilots" in the *Transportation Research Part F: Traffic Psychology and Behaviour*.

**Krisstal Clayton**, along with S. Dixon, D. Trafimow, D. Keller, and J. Hughes, co-authored "The effects of private and collective self-priming on visual search" in the *British Journal of Social Psychology*.

**Pitt Derryberry, Frederick Grieve**, C.G. Chandler, and P. Pegg published "Are symptoms of anxiety and obsessive-compulsive disorder related to symptoms of muscle dysmorphia?" in the *International Journal of Men's Health*.

**Frederick Grieve**, R.K. Zapalac, A. Visek, D.L. Wann, P. Parker, J. Partridge, and J. Lanter published "Identification with multiple sporting teams: How many teams do sport fans follow?" in the *Journal of Contemporary Athletics*.

**Frederick Grieve, Elizabeth Shoefeld**, D. L. Wann, and R.K. Zapalac co-authored "The puck stops here: A brief report on National Hockey League fans' reactions to the 2004-2005 lockout" in the *International Journal of Sport Management and Marketing*.

**Steven Winger and Sally Kuhlenschmidt** co-authored "Classroom examination practices in a post-secondary setting" in the *Journal of Excellence in College Teaching*.

**Sharon Mutter** and L.F. Plumlee co-authored "Aging and integration of contingency evidence in causal judgment" in *Psychology and Aging*.

**Sharon Mutter**, M.S. DeCaro, and L.F. Plumlee co-authored "The role of contingency and contiguity in young and older adults' causal learning" in the *Journals of Gerontology B: Psychological Sciences and Social Sciences*.

**Antony Norman**, P. Denner, and S. Lin co-authored "Fairness and consequential validity of teacher work samples" in *Educational Assessment, Evaluation, and Accountability*.

**James F. Norman**, J.B. Durand, R. Peters, J.T. Todd, and G.A. Orban co-authored "Parietal regions processing visual 3D shape extracted from disparity" in *NeuroImage*.

**James F. Norman**, J.M. Swindle, L.R. Jennings, E.M. Mullins, and A.M. Beers published "Stereoscopic shape discrimination is well preserved across changes in object size" in *Acta Psychologica*.

**James F. Norman**, Y.I. Lee, F. Phillips, Hideko Norman, L.R. Jennings, and T.R. McBride co-authored "The perception of 3-D shape from shadows cast onto curved surfaces" in *Acta Psychologica*.

**James F. Norman**, C.E. Crabtree, A.N. Bartholomew, and E.L. Ferrell published "Aging and the perception of slant from optical texture, motion parallax, and binocular disparity" in *Attention, Perception, and Psychophysics*.

**James F. Norman, Hideko Norman**, J.M. Swindle, L.R. Jennings, and A.N. Bartholomew co-authored "Aging and the discrimination of object weight" in *Perceptions*.

**Sarah Ostrowski**, R. Rynoos, A. Steinberg, C. Layne, E. Briggs-King, and J. Fairbank co-authored "DSM-V PTSD Diagnostic Criteria for Children and Adolescents: A developmental perspective and recommendations" in the *DSM-V PTSD Diagnostic Criteria for Children and Adolescents: A Developmental Perspective and Recommendations*.

**Anthony Paquin**, S.G. Roch, and T.W. Littlejohn co-authored "Do raters agree more on observable items?" in *Human Performance*.

**William Pfohl** was inducted as the President of the International School Psychology Association (ISPA) at the annual Conference in July in Malta. ISPA is the international professional association for school psychology. The organization represents school psychologists from all over the world. The organization enables school psychologists to share professional skills building and to become aware of different cultures and educational systems from an international perspective. Pfohl will serve as President from 2009-2011.

**Steven Winger and Sally Kuhlenschmidt** co-authored "Classroom examination practices in a post-secondary setting" in *Journal of Excellence in College Teaching*.

**Steven Winger** and J.M. Green published "Effects of hot vs. cold environment on psychological outcomes during cycling" in *Athletic Insight*.

## OFFICE OF TEACHER SERVICES

### Future Educators Association (FEA) Professional Chapter Established

The College of Education and Behavioral Sciences is proud to announce the establishment of a Future Educators Association (FEA) Professional Chapter. Sponsored by Phi Delta Kappa, FEA is an organization that encourages individuals who are exploring teaching as a profession. Through the FEA organizations at the



middle and high school levels, as well as the post-secondary level, students are exposed to the various aspects of the education profession and are provided with opportunities to explore and experience teaching. WKU has supported the FEA program by hosting a yearly summer camp for high school students as well as a regional conference. With the establishment of the FEA Professional Chapter, WKU's longstanding commitment to the teaching profession and support of Kentucky's schools continue to grow by providing supportive programming and activities for our future educators.

For more information please contact the WKU FEA advisors Mrs. Michelle Kahler ([michelle.kahler@wku.edu](mailto:michelle.kahler@wku.edu)) or Mrs. Denise Hardesty ([denise.hardesty@wku.edu](mailto:denise.hardesty@wku.edu)).

**Fred Carter**, Director of Teacher Services and School Relations, represented WKU at the Annual Consortium for Belize Educational Cooperation (COBEC) Summer Conference. The conference was hosted by Armstrong Atlantic State University in Savannah, Georgia, from July 30 through August 1, 2009. Sixteen universities and colleges from the United States were represented along with individuals from eight institutions of higher education in Belize. Conference sessions included such topics as online learning from a global perspective, study abroad opportunities in Belize, the Belize National Articulation Project, future COBEC plans

and challenges, and other initiatives. WKU currently has a signed agreement with Galen University in Belize allowing for International Student Teaching Placement in Belize.

### WKU Expands International Student Teaching Opportunities

*continued from page 1*

James (Robbie) Witt of Elizabethtown and language arts major Joshua Riddle of Glasgow—subsequently traveled to Ecuador for a portion of their student teaching experience during April and May of 2010. WKU and USFQ are exploring additional partnership opportunities.

In terms of international student teaching, both student involvement and possible locations continue to grow. WKU students are beginning to share “lessons learned” from their international student teaching experiences through presentations, seminars, and conference attendance and participation. One such example was the recent KASA Institute presentation. Dr. Fred Carter, Nickie Barker Gentry, Heather Bewley, Julia King, and Alexis Williams served as presenters at the 40th Annual Summer Institute of the Kentucky Association of School Administrators July 15–17. The KASA Institute included nearly 3,000 Kentucky school administrators and the theme was “Focus on the Future: Preparing Leaders for an Interconnected World.” Dr. Carter and his co-presenters led a session entitled “Teacher Preparation with an International Flavor: Prepared for Diversity.”

Gentry, Bewley, King, and Williams are recent WKU Teacher Education graduates who completed their required student teaching experience in Barcelona, Spain, during the Spring semester of 2009. Countries previously visited by WKU student teachers include Germany, Spain, France, Belize, Mexico, and others. Presenters at this conference described their experiences, shared pictures, and discussed cultural differences with KASA Conference attendees.

All four of these KASA conference presenters have recently completed their first year as teachers following their international student teaching experience. Gen-

try and King were employed in the Warren County Schools, Bewley was employed to teach in Hardin County, and Williams was employed to teach English in Jakarta, Indonesia.

WKU exemplifies its vision to become “A Leading American University with International Reach” by constantly providing and encouraging such study abroad opportunities for all of its students. In terms of specific teacher education numbers, WKU places about 500 student teachers in appropriate settings locally each year and a growing number of these student teachers choose to experience other countries and other cultures as a culmination of their student teaching. During this past school year, a total of seventeen WKU student teachers have taught in areas such as Barcelona, Spain, and Quito, Ecuador. An additional eight WKU students will travel to Barcelona, Spain, and to Berlin, Germany, to complete student teaching during the Fall 2010 semester.

One might reasonably ask why WKU is attempting to facilitate such international student teaching experiences. The answer lies in the growing diversity in our local public schools, which is predicted to continue to increase. Teachers can “connect with” their students in a much more effective manner if they have experience in dealing with diversity and if they can better understand each student's cultural background and heritage.

International student teaching experience also greatly enhances employment prospects for WKU graduates. A recently completed study revealed that only twenty percent of teacher education graduates nationally were actually employed as teachers during the following school year. Education Professional Standards Board figures for Kentucky during this same time period show WKU teacher education graduates were employed at a much higher rate—fifty-six percent.

Such international opportunities for WKU students dramatically enhance employment prospects for those students who choose to participate in this exciting initiative. A phenomenal one hundred percent of WKU student teachers having international student teaching experience during this same time period have been employed.



# New Faculty 2009–2010

## EDUCATIONAL ADMINISTRATION, LEADERSHIP & RESEARCH



**Dale Brown** received a Rank I in School Administration from WKU and has joined the department as a Professional in Residence. Brown is a former superintendent, assistant superintendent, instructional supervisor, and a federal programs coordinator. His teaching focus will be on human resources administration and school business administration. In May 2010, Brown was named WKU's Interim Associate VP for Enrollment Management.



**Kyong Hee Chon** received her Ph.D. in Educational Measurement and Statistics from the University of Iowa and her M.A. in Educational Measurement and Evaluation from Ewha Woman's University. Prior to coming to WKU, she served as a research assistant with the Iowa Testing Programs at the University of Iowa.

## PSYCHOLOGY



**Krisstal Clayton** received her Ph.D. in Social Psychology from New Mexico State University. Her research interest is in social cognition. Clayton will be teaching full time on the Glasgow Campus.



**Lisa Duffin** received her Ph.D. in Educational Psychology from Purdue University. Her research interests include pre-service teachers' beliefs about motivating students to learn, pre-service and in-service teachers' motivations

to teach, and the role of educational psychology in teacher education.



**Sarah Ostrowski** received her Ph.D. in Clinical Psychology from Kent State University and completed her post-doctoral internship at Duke University Medical Center in the Department of Psychiatry and Behavioral Sciences National Center of Child Traumatic Stress. Her research interests are in predictors and correlates of PTSD in child trauma victims.



**Aaron Wichman** received his Ph.D. in Social Psychology from Ohio State University and completed his post-doctoral teaching and research fellowship there as well. His research interests are in the dynamics of responses to uncertainty and the impact of uncertainty.

## SCHOOL OF TEACHER EDUCATION



**Martha Day** earned her doctorate in Educational Administration from Tennessee State University. She served as an assistant professor of Chemistry and Science Education at Utah Valley University.



**Melia Mattingly** has earned two master's degrees from WKU and has 16 years as an educator. She serves as the middle grades education clinical instructor at the Elizabethtown campus.



**Lisa Murley** received her Ph.D. from the University of Louisville/WKU Cooperative Doctoral Program and served as instructor in the WKU Curriculum and

Instruction Department from 2003-2009. Her experience also includes working at the Kentucky Department of Education and as an elementary classroom teacher. Murley's research interest involves university/public school partnerships and student achievement.

## MILITARY SCIENCE



**LTC Mark Caldwell** is a graduate of Tennessee Martin and Air Command College. He has served in the Army for 22 years and has completed 2 tours to Iraq, 1 to Haiti, 1 to Korea, and 3 years in Hawaii.

**ROTC Cadet Logan Hatfield** from Louisville, KY, was able to receive an educational delay in order to become a Chaplain. Fifteen cadets nationwide received an educational delay in order to become Chaplains, making this a difficult goal to achieve. Cadet Hatfield graduated from WKU in December 2009 with a degree in Religious Studies and a minor in Military Science. He will then begin Seminary school at The Southern Baptist Theological Seminary in Louisville. Hatfield plans to attain a Master's in Divinity while simultaneously completing two years of full-time ministry experience. Once cadet Hatfield receives his master's degree, he will enter the Active Duty Army as a 1LT.



**Larry G. Loftis** was inducted in the ROTC Hall of Fame during the 2009 Veteran's Day event. Loftis graduated from WKU in May 1968 with a commission in the Regular Army as a Second Lieutenant Infantry. During his Army career, Mr. Loftis served in a wide variety of

# 2009–2010 Grant Recipients

esteemed positions including Commander with the famed 2d Battalion, 12th Infantry Regiment. He earned several Army medals and badges including the coveted Ranger Tab and Bronze Star with "V" Device. In November 1971 Mr. Loftis resigned his commission and rank as Captain to pursue a career with the United States Secret Service. He spent nearly 23 years as a Special Agent, serving on select Presidential, Vice Presidential, and Heads of State Protective Details. Upon retirement from the Secret Service, he began yet another career with the Food and Drug Administration as a criminal investigator. Mr. Loftis has proudly served the United States for more than 40 years.



**Brigadier General Alan Grice** was also inducted into the ROTC Hall of Fame during the 2009 Veteran's Day event. Grice graduated from

WKU in May 1976 with a commission as Second Lieutenant Adjutant General Corps. Attainment of the rank of Brigadier General is an accomplishment in and of itself, but to do so in a branch as small as the Adjutant General Corps further attests to the leadership and exceptional service of BG Grice. A graduate of the U.S. Army Command and Staff College and the U.S. Army War College, BG Grice earned his Master's of Science Degree in Strategic Studies. During his more than 23 years of service he has received numerous awards and decorations, which include: Legion of Merit, Meritorious Service Medal, and Ranger Tab. BG Grice retired from the U.S. Army in January 2009 and now serves as the Site Manager/Consultant for Dynamics Research Corporation in Radcliff, KY.

Nedra Atwell	School of Teacher Education	\$115,000
Marty Boman	School of Teacher Education	\$22,000
Sam Evans	Dean's Office	\$8,000
Sam Evans	Dean's Office	\$20,704
Kay Gandy	School of Teacher Education	\$18,000
Kay Gandy	School of Teacher Education	\$33,946
Michelle Kahler & Denise Hardesty	Office of Teacher Services	\$25,000
Colleen Mendel	T/TAS	\$38,984
Colleen Mendel	T/TAS	\$20,807
Colleen Mendel	T/TAS	\$4,042
Colleen Mendel	T/TAS	\$4,430
Colleen Mendel	T/TAS	\$12,000
Colleen Mendel	T/TAS	\$656,493
Colleen Mendel	T/TAS	\$1,995
Colleen Mendel	T/TAS	\$92,603
Colleen Mendel	T/TAS	\$637,001
Colleen Mendel	T/TAS	\$62,776
Colleen Mendel	T/TAS	\$194,974
Jennifer Montgomery	School of Teacher Education	\$62,500
Antony Norman	Psychology	\$2,250
Roger Pankratz	Teacher Education-SKyTeach	\$ 5,044,335
Roger Pankratz	School of Teacher Education	\$140,000
Pam Petty	School of Teacher Education	\$5,000
Pam Petty	School of Teacher Education	\$30,000
Sherry Powers	School of Teacher Education	\$126,666
Sherry Powers	School of Teacher Education	\$30,023
Julia Roberts	Gifted & Talented	\$13,000
Julia Roberts	Gifted & Talented	\$7,000
Richard Roberts	School of Teacher Education	\$6,450
Richard Roberts	School of Teacher Education	\$5,614
Richard Roberts	School of Teacher Education	\$100,729
Richard Roberts	School of Teacher Education	\$100,729
Vicki Stayton	School of Teacher Education	\$29,910
Vicki Stayton	School of Teacher Education	\$200,000
Vicki Stayton	School of Teacher Education	\$25,000
Vicki Stayton	School of Teacher Education	\$143,910
Patti Whetstone	School of Teacher Education	\$16,500
Terry Wilson	School of Teacher Education	\$32,713
Terry Wilson	School of Teacher Education	\$21,250
Terry Wilson	School of Teacher Education	\$10,000
Terry Wilson	School of Teacher Education	\$755,544
Bud Schlinker	Educational Leadership	\$2,500
Connie Jo Smith	T/TAS	\$26,122
Connie Jo Smith	T/TAS	\$194,841
Connie Jo Smith	T/TAS	\$29,750
Connie Jo Smith	T/TAS	\$21,250
Connie Jo Smith	T/TAS	\$500

T/TAS = Training/ Technical Assistance Services

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