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Spring 2014

## UA64 CEBS Magazine, The College of Education and Behavioral Sciences at WKU

Charles S. Evans, Dean  
*Western Kentucky University*

Pam Pierce, Editor-in-Chief  
*WKU College of Education & Behavioral Sciences*

WKU College of Education & Behavioral Sciences

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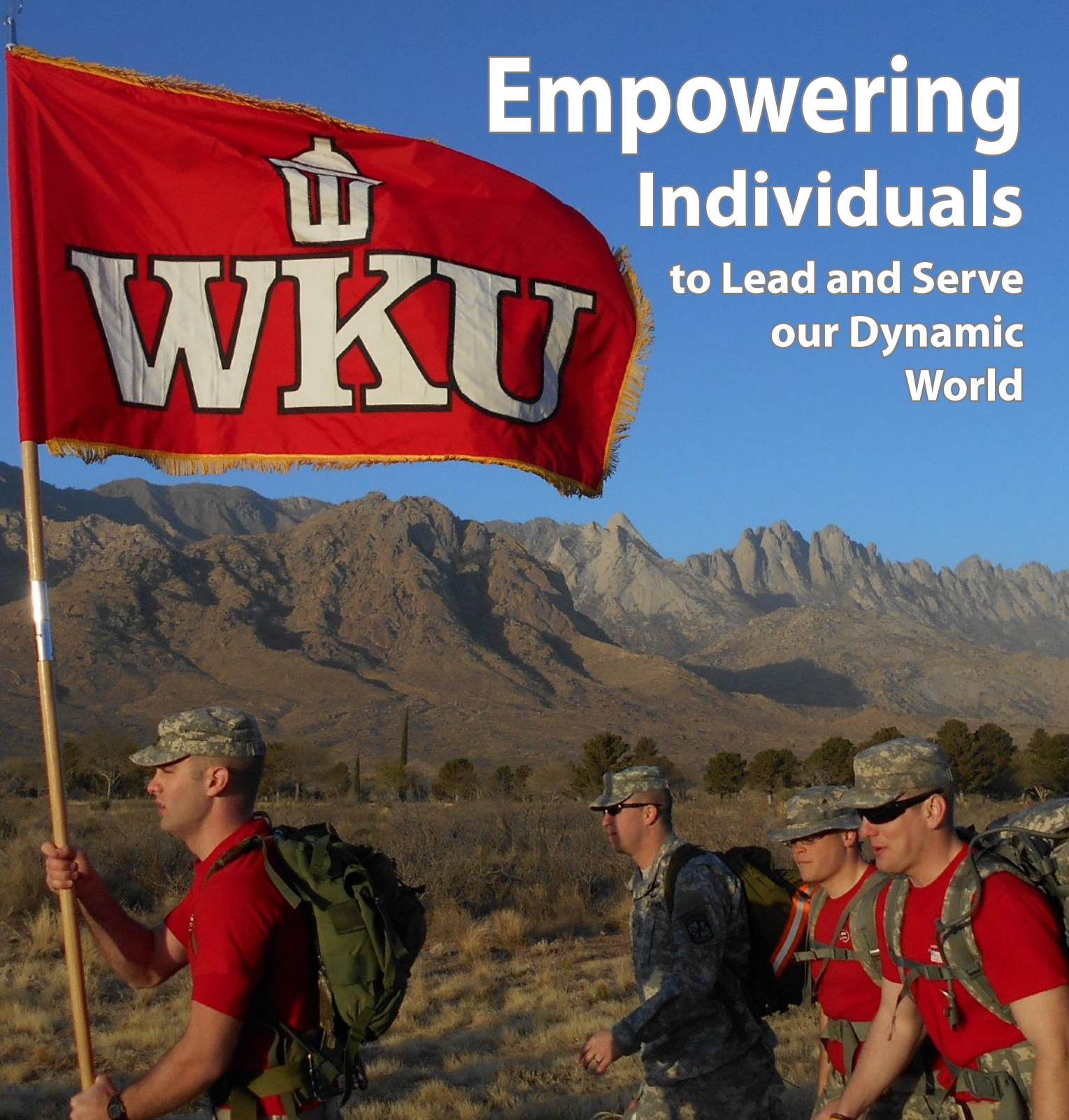
# CEBS

THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
WESTERN KENTUCKY UNIVERSITY

# MAGAZINE

SPRING / SUMMER  
2014

## Empowering Individuals to Lead and Serve our Dynamic World





# Message from the Dean



During the past academic year, students and faculty in the college have been engaged in numerous experiences supporting our mission of "Empowering individuals to lead and serve our dynamic world," and it is a pleasure to share some of their experiences in this issue of the CEBS Magazine. Through comments shared by students and faculty, it is gratifying to know the impact these experiences are having on individuals across the college. For many individuals, these experiences are life changing. As a College, we are committed to providing opportunities that will allow faculty to grow professionally and enable students to achieve their career goals in settings that are increasingly diverse. Some of the faculty and students have engaged in experiences that replicate historical events and others have participated in cultural settings that not only provide unique learning experiences but also challenge the individual to stretch her/his knowledge base and skill set.

The success of each of our students, along with our alumni, is built on strong academic preparation and development of "soft skills" that are increasingly important as individuals compete in workplace environments characterized by greater diversity and more global in nature. We are revising existing programs and creating new programs to help ensure that individuals are prepared for careers that are characterized by change. Our school counseling program has been significantly revised over the past several years to ensure that graduates are appropriately prepared for the schools of the 21<sup>st</sup> Century and we are currently reviewing our Educational Administration programs to strengthen the knowledge base and skills of leaders in school settings. Discussions are underway on campus and with P-12 partners to transform our teacher education program to better prepare teachers for the ever-increasing demands of today's classroom and to positively impact student learning. Faculty members in the Department of Psychology are reaching out to students in new ways and have revised the undergraduate program of

study with a focus on the applied fields in the discipline of Psychology. They are also developing a new graduate level program for individuals in the fields of clinical and school psychology and are delivering more courses in an on-line format. All of these efforts are designed to address student needs and at the same time address the increased demand for graduates in the applied fields of Psychology. Cadets in our ROTC program continue to excel in their knowledge and skills related to serving as leaders in the military and in the global community. Our undergraduate and graduate students are developing/acquiring the knowledge and skills necessary to lead and serve others in our dynamic world.

In addition to providing quality academic programs, faculty and staff have been engaged in providing experiences for students that will help them develop their skills in the areas of leadership, interpersonal relationships, decision making, and others within the broad category of "soft skills." This past spring an opportunity to participate in an Alumni Association sponsored "Dinner with 10 Toppers: A Business Etiquette Dinner" was made available to upperclassmen. Students from CEBS were most appreciative of the opportunity and expressed the value of acquiring skills that will help them in their chosen careers. Likewise, our Student Ambassadors were engaged in a mentoring initiative with 16 students this past year and they will be paired with students in an entry level course this coming academic year. The opportunity for students to develop positive and reciprocal relations with others and being engaged in varied experiences increases the chances of them staying in college and ultimately achieving their career goals.

As alumni and friends of CEBS, your support of our students and the programs and experiences provided by our faculty and staff is greatly appreciated and continues to make a difference in the success of our students.

A handwritten signature in blue ink that reads "Sam Evans". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Sam Evans, Dean

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## CEBS MAGAZINE

THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
SPRING / SUMMER 2014

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### About the Covers:

Front Cover - WKU ROTC Cadre and Cadets step out as they begin the 25th Annual Bataan Memorial Death March. Carrying the WKU guidon is CDT Haun. From left to right behind the guidon: MAJ Walters, CDT McRoy, and CDT Schuknecht. (Photo by SFC Black)

Back Cover - 2014 Mary E. Hensley Lecture Series

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# Military Science

## Marching in Honor

### Bataan Memorial Death March

On April 9, 1942, Japanese forces captured 70,000 service men and women after the Battle of Bataan during World War II. With very little to eat or drink, the prisoners of war were part of the Bataan Death March—a forced march through 70 miles of Philippine jungle.

This year marks the 25th anniversary of the Bataan Memorial Death March—a marathon—held in White Sands, NM, to honor those men and women, and was held the weekend of March 21-23, 2014.

Of the 1,816 New Mexico National Guard troops captured—most were with the 200th Coastal Artillery Regiment—only 987 survived.

Led by ROTC Military Instructor Sergeant First Class (SFC) Andrew Black, Cadets Cunningham, Drexler, Haun, McRoy, and Schuknecht, began training in January to insure they would be ready to walk that marathon distance in deep sand and with rucksacks weighing at least 35 pounds.

“I personally find it to be a great challenge and an honor to participate [in the march] and to pay homage to the Soldiers that sacrificed so much,” Black said. “Last year I was not aware of how much I would gain from participating but I took away so much more than I could ever imagine.”

To explain, Black said his first marathon was more about check-

ing a to-do box. He and some friends had heard about Bataan but had never gotten around to doing it—until last year.

“I was expecting something tough, something I could check off my bucket list—an event I could do,” Black said. “Then when we got there it wasn’t just a military event, it was a community event and there were a lot of people from all over the U.S. and the world there. And there were a number of Bataan survivors—those who are left, and there aren’t many of them now. It’s just a powerful experience to go through.”

In meeting the survivors and hearing of their experiences, Black said some of the things they talked about were the hardships, and how some guards were compassionate and some were brutal. But they also talked about the bond.

“They [the survivors] talk about drawing power from each other, because if they had been alone they couldn’t have survived Bataan by themselves,” Black said. “And that’s what I want the Cadets to learn. The lesson from their talks is that no matter how good someone is at any level, you have people from your left and right who have different strengths and who are there to help you. You can’t go through everything alone and having other people with you makes a world of difference.”

Sgt. Black’s ROTC Cadets also honored their own—the men of the Kentucky National Guard 38th Tank Company, known as the Harrodsburg Heroes, who were also captured and forced into the Bataan Death March. Of the 67 Kentucky tankers captured, only 37 made it home. Today that company is part of the 103rd Brigade Support Battalion, 138th Fires Brigade.

“Last year I did the marathon for myself, but this year I knew more,” Black added. “This year I represented Western Kentucky University and the Kentucky National Guard, which has a deep history with Bataan too. So, taking these [guardsman] and their past with us—it’s huge to be representing their memory.”

The WKU Cadre and Cadets demonstrated their mettle by finishing the grueling 26.2 mile Bataan Death March on March 23, 2014.

*After a 22-hour trip to New Mexico, the WKU ROTC Cadre and Cadets stretch their legs and enjoy some camaraderie prior to the start of the march at White Sands Missile Range, New Mexico. From left to right: SFC Black, CDT Cunningham, CDT Haun, CDT McRoy, CDT Schuknecht, and CDT Drexler.*

*Photo by MAJ Walters*



# Cadets Earn Prestigious Awards

Under the leadership of Sergeant First Class (SFC) David Henderson, Cadets Bailey, Crews, Drexler, Kline, and Pender began training in January to earn the German Armed Forces Proficiency Badge (GAFPB). The GAFPB is a decoration of Bundeswehr, the Armed Forces of the Federal Republic of Germany. It can be awarded to all German Soldiers and Partner Nation Soldiers of any rank. In the United States military, the GAFPB is one of the few approved foreign awards, and it is one of the most sought after awards to achieve. From February 28 - March 2, 2014, five WKU ROTC Cadets earned the coveted GAFPB—four Gold Badges and one Silver Badge.



*WKU ROTC Cadet Drexler receives his German Armed Forces Proficiency Badge. Behind CDT Drexler are the WKU awardees: CDTs Bailey, Kline, Crews, and Pender (L to R).*





# Hendrix Brakefield

• *Student* • *Football Player* • *Special Education Teacher*

By Natalie West

At 6 feet 4 inches, Hendrix Brakefield definitely stands out from the crowd. However, his physical stature is not the only thing that sets him apart. The Nashville, TN, native was a WKU football player and a special education major who also happened to be the only male in his cohort.

"Eleven girls and I were in my cohort, but I couldn't ask for anything better," Brakefield said. "The relationships I've been able to develop with everybody as a male, I think, is pretty special."

A May 2014 graduate, Brakefield

said he will be certified in Moderate and Severe Disabilities (MSD) and Learning and Behavior Disorders (LBD) areas of special education. He said his decision to go into special education was influenced by his experience in high school as a peer tutor in a special education classroom and from his work at the Kelly Autism Program while attending WKU.

However, it took Brakefield a while to discover his passion for education.

"I started off as a business major," he said, adding that he switched to special education in between his

sophomore and junior years. The student-athlete said he enjoyed the major but knew he needed to investigate other majors, which led him to special education. But, changing majors for Brakefield wasn't as easy as it would be for a typical student.

"There are NCAA rules for you when you play football that govern your eligibility," he said, noting that athletes must have a certain percentage of their major completed by each year. "When I changed my major, I ended up getting behind."

Brakefield explained that a contract







*Brakefield completed a portion of this student teaching at T.C. Cherry Elementary, Bowling Green, KY.  
Photos by Bryan Lemon.*



had to be drawn up and cleared with all the teachers and the football team.

“Without Dr. Evans, Dr. Applin, and everybody else up there [in the Office of the Dean], it just wouldn’t have been possible,” he said about switching to the special education program.

“I almost stopped my major last year. I was just stressed out with football,” he said, adding that being a student athlete is a huge mental, physical and time commitment. “But once I got into student teaching, it just blew me away how much I liked it, how passionate I was.”

In fact, he said the aspect of teaching that now bothers him the most is the feeling that he won’t be able to help enough students at once.

Brakefield also said it’s tough to pinpoint what is going to work in the special education classroom.

“You’re not talking about just going grade level to grade level or from one subject to another, you’re talking about going from kids that literally can’t read to kids that can’t even speak,” he said. “And that’s what’s so fun. I get bored easily, and I’m very wired, so it’s actually beneficial to me to have so much going on.”

Another advantage Brakefield said he has as a teacher is his size because it helps him to “assert authority without having to,” though he said he tries “not to be too scary, especially in elementary school.”





# GLOBAL LEADERSHIP

One moment during his student teaching that Brakefield said was really special to him occurred during his last week at Bowling Green High School, when he wrote notes to each student and was able to have a one-on-one conference.

"I wrote a little note telling them, 'I believe in you, and don't let people tell you that you can't do stuff,' and that kind of thing," he said. "That was cool because some of those kids really opened up... and I think that was kind of the first time I realized I can affect kids."

Brakefield was placed at Bowling Green High School for the first seven weeks of his student teaching and then T.C. Cherry Elementary for another five weeks. Once he completed that portion of his student teaching, Brakefield traveled to Baoding, China to complete his international student teaching experience at the Baoding Foreign Language School of Hebei

Province.

As one of four students traveling in the school's first student teaching abroad program in China, Brakefield, again, had set himself apart.

"I was the only special education major to pick going to China, but I'm so glad I did," he said. "It turned out to be the best choice—the way they set everything up for us, it was cool."

Director of Teacher Services Dr. Fred Carter said the students have a dorm-like apartment in the school, and they also get to see the Great Wall, Forbidden City and other tourist attractions as part of their package.

"They don't have to pay for anything besides round-trip airfare," Carter said.

The student teaching abroad program has steadily grown since 2009 with about 30 percent of education majors completing their student teaching abroad.

The program also now offers 10

countries to choose from, with Spain being the most popular, Carter said. He added that more countries, such as Australia, Japan and Scotland, are also in the works.

"In spring of 2011, nationally, of those who graduated with a teaching degree, only 20 percent were hired in the fall in their own classroom. WKU's number is 56 percent, so about three times the national average," Carter said. "But, of those people who did their student teaching with an international touch, 100 percent were hired in the fall."

Carter explained that there are many benefits to student teaching abroad, such as having a worldview and being more prepared for diversity.

"It proves the student is willing to step outside their comfort area and take a chance in an international placement," he added.

Brakefield spent four weeks in China, which he said was his first time



Above: Hendrix Brakefield and Joshua Treon introduce themselves to their students at the Baoding Foreign Language School  
Below: Brakefield with two students



Above: Joshua Treon, Principal Jinsheng, and Hendrix Brakefield  
Below: Brakefield playing basketball in the teachers' league



out of the United States. He said he was prepared to take on a big role in helping his Chinese school, adding, "I think WKU's professional education program just blows other colleges out of the water in terms of special education and other education areas."

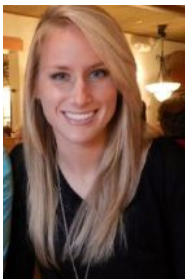
As for the near future, Brakefield said his top choice would be to go back to Nashville and teach. He also imagines he will coach different sports throughout his career.

Despite all he's learned from being a student and an athlete, Brakefield said he has learned so much more from working with special education students.

"It's just opened my eyes so much about how lucky I am to be able to do the things I do. . . There's a lot of kids who to be able to eat on their own would be so cool—they would just love it, but they can't," he said.

"They [students] accomplish goals just as much as you and I do, it's just their goals are much smaller. A lot of times they're much harder for them to accomplish, a lot of times I get kicked or punched while we're trying to accomplish that goal," he said, laughing, "but, at the end of the day, that's probably the coolest thing—it's like, man, whatever happens in my life is pretty good."

#### About the author:



Natalie West graduated Summa Cum Laude from WKU on May 31, 2013 with a Bachelor of Arts degree in Psychology and English. She was a member of the Honors

College and Chi Omega Sorority. Ms. West is currently a graduate student at WKU, seeking an EdD degree in School Psychology.



Drs. Fred Carter and Sam Evans, pictured above in front of the Baoding Foreign Language School with Yang Jinsheng, Principal, traveled to Baoding, China at the end of the fall 2013 semester to establish ties with two schools for placement of WKU student teachers. Baoding Eastern Bilingual School and the Baoding Foreign Language School, both located in the Hebei Province of China, were chosen and agreements were made between WKU and the schools to allow student teachers to complete their international student teaching experiences at the schools. As part of the agreement, the student teachers are provided apartments at the schools and are given opportunities for weekend excursions to the Great Wall and to the Forbidden City. During the spring 2014 semester, four student teachers completed their international student teaching at the schools: Haley Kirtley, Joshua Treon, Hendrix Brakefield, and Caitlyn Dean (pictured below from left to right).





# From the Amazon to Machu Picchu: Community, Place and Leadership

Dr. S. Kay Gandy in the School of Teacher Education and Dr. Jane Olmsted, Director of the Gender and Women's Studies Program and Coordinator of the master's degree program for Social Responsibility and Sustainable Communities, led a study abroad to Peru, December 26, 2013-January 17, 2014. This collaborative course was designed for doctoral students in the EdD in Educational Leadership and master's students in Social Responsibility and Sustainable Communities. The course provided students an opportunity to include an international aspect in their program of study and the opportunity to meet with international leaders and work in international communities.

This is the second time the instructors offered a study abroad course to Peru for these groups of students. A service-learning component and

trip to Machu Picchu were added to the course this year. Christian Ryan-Downing, doctoral student and course intern, worked with Project Amazonas President, Devon Graham, to identify and coordinate the project. Dr. Graham has worked in the Peruvian Amazon with the non-profit organization Project Amazonas since 1994 and has served as President and Scientific Director of Project Amazonas since 1997. The service project focused on three primary improvement projects: clean and repair of the rainwater collection tank, resurface of chalkboards, and repair of broken school furniture. With help from Project Amazonas staff, and local community members (and children), all of the desired improvements were completed. The group also took

school supplies, including children's scissors, colored paper, crayons, and other things, and conducted an impromptu lesson on how to make paper "snowflakes" to decorate the classroom.

"The completed project exceeded my hopes and expectations," Ryan-Downing said. "The school still needs much improvement – roof repairs, painting, and other such things – but our work made a difference. The engagement of the children was the best part. The experience taught us to be adaptable—working with the resources practically available and within conditions that were not exactly easy. Moreover, the experience allowed us to engage with the community in a deeper way—helping them to improve the most important space in their community, and hopefully touching their lives as meaningfully as they have touched ours."







# Reflections on Iquitos

By Elizabeth McGrew

Accessible only by airplane or boat, Iquitos is situated in the bowels of the Amazon Basin. The city is very much alive with about 500,000 residents. The rubber boom of the 1800s contributed significantly to its development, infrastructure, and population, though Iquitos' prosperity from the rubber industry was short-lived, as developers began to farm rubber trees more efficiently in Malaysia. Currently, its economy is primarily dependent on oil, minerals, and tourism.

Iquitos is a loud and smelly town: a fermenting cocktail of urine, rotting fruit, and dog feces, steaming with exhaust. The primary mode of transportation in Iquitos is the motor-taxi,

which is a motorcycle with a small open-air cab attached for passengers. Though these motor-taxis clog the streets with noise and exhaust, they provide an agreeable occupation for thousands of men.

We happened to be in Iquitos during a festive couple of weeks. Still within the 12 days of Christmas, the town was heavily adorned with Christmas decor, complete with a manger in the main square, the Plaza de Armas. We celebrated New Year's with the locals—mostly as their entertainment. However, we succeeded in pulling them onto the dance floor for the final countdown and learned that yellow is their lucky color for

the New Year.

Other outings around Iquitos included a trip to the Medicinal Plant Botanical Garden, the Belen Market, as well as the Manatee Rescue, which was funded by PetroPeru, a Peruvian oil company. The Rescue's focus was on youth education in efforts to discourage future generations from hunting manatees. Each of us explored Iquitos in our own ways, listening, questioning, and watching for material relevant to our research. Projects spanned from water accessibility and quality to the role of children in Peru. Iquitos offered a solid foundation on which to build our research throughout the rest of our trip.



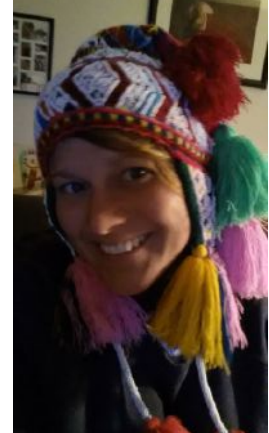


## Reflections on the Amazon Rainforest

By Jacqueline Adams

When I was first approached about going to the Amazon rainforest, I was ecstatic, but then I considered all the elements of the jungle I feared like snakes, jaguars, piranha, parasites, disease, and mosquitoes. I watched films and Bear Grylls handing out life-saving measures on old Discovery Channel clips. I feared the living organism that grants life and sustains communities; I feared my home, Mother Nature. I never considered the women of the Amazon who braved the jungle fearless with children on hips at the age of sixteen. I never thought about the children of the Amazon carrying river water into their homes and attending school with deadly spiders in a concrete building with rainwater cycling into buckets on their dirt playgrounds. It was the unforeseen fears I did not count on, but soon made peace with once I embraced the idea of sustainable communities.

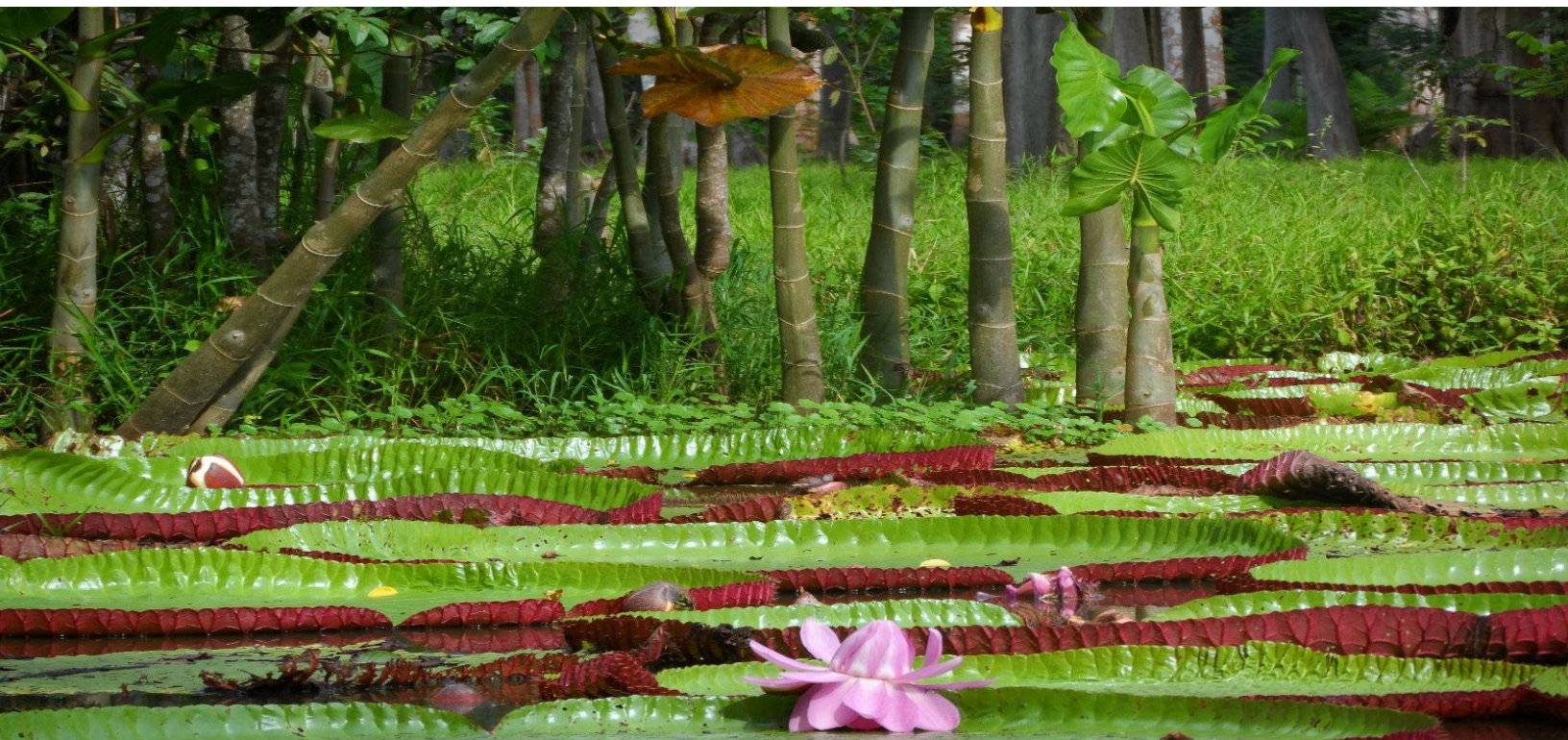
My fears were debilitating and kept me from processing the beauty that surrounded me. My fears prevented me from truly understanding the beauty of sustainable communities. My first night in the jungle was aboard our boat, La Nenita. She made her way down the Amazon River from Iquitos, Peru into the Amazon rainforest. She floated softly and seemed to be at peace carrying us over river lettuce (a manatee treat) and past pink dolphins into a sunset we posed with in front of cameras. The sky turned from gray, to blue, to pink and purple. I felt heroic, like a goddess floating toward the unknown and the mysterious. When night fell and the sounds of the jungle became the soundtrack to the darkness, my heroine status seemed to float further downriver while I stayed in my body with my fears to keep me company. In the darkness, my fellow travelers and I searched for bats the size of small dogs. They were inter-



*Jacqueline Adams--wearing a hat she bought in Cusco, Peru*

ested in the bugs our boat lights attracted. In a way, our lights sustained the bats that evening. When the generators turned off, I could feel myself losing conscious control of my fears. I could not see my hand touching my face on the boat. I felt myself vocalizing my fears, my apprehensions, and my unconscious waves of regret.

It was only in the jungle I realized the importance of community and care. Despite my beginnings on the Amazon River when we arrived at Madre Selva (Mother Jungle) Biological Research Station with our guide, Dr. Devon Graham from Project Amazonas, I finally felt at peace. The first day we braved the jungle path through thick walls of heat, humid-





ity, and mosquitoes. I certainly feared running into giant snakes and spiders, but after ten minutes in the jungle, the trees began to shift from large to unimaginable. Trees with spiky roots, shallow roots, roots that grow like spider legs, and trees that appear to never end. The sky blends with the forest roof and the leaves become my safe haven. My fellow travelers kept me at ease and my heart began to bloom. I could feel my fears slowly falling to the ground and the forest replaced my emptiness with overwhelming calm and the silence of peace. I have always loved Kentucky forests, but there is no preparation for the relentless green the Amazon offers as a gift to those who visit.

The following day we made our first visit to a surrounding community called Santo Tomas. It is a religious community that escaped into the jungle to avoid outsiders and persecution that reminded me so much of the beginnings of colonization in the states. We strapped on our privilege with boots, long sleeves, pants, bug sprays, and swallowed our malaria pills with chloride-filled water that traveled with us from the city. We navigated the Orosa River where the Madre Selva Biological Research Station was housed in our privileged boat with fuel and motor. I call these privileges, but the question often arose, "What is privilege?" Is privilege the American amenities or closeness and freedom in nature? Young faces with tiny bodies, big smiles, and embracing touches greeted us. A large red cross sits at the top of the hill in Santo Tomas. We made our way up the hill and to the school that houses bats, a muddy floor, a dirty water tank, old

chalkboards, and battered desks filled with wandering spiders known for their deadly bites. Our service project made a dent in the issues around the school. We cleaned the water tank and restored desks, chairs, and the chalkboards.

Perhaps my greatest fears were no longer concerning my own well-being in the rainforest, but I laid awake at night growing more and more accustomed to the darkness lit with stars, the sounds of life at night, and the rain that tumbled every night, but one. I felt the rain create a change in the jungle, a refreshing shift that cooled the temperature, fed the plants, and gave the water tank at the local school fresh water housed without mosquitoes or river pollutants. My fears had shifted. I embraced the jungle. I swam in the Amazon River, ate food far fresher than any Whole Foods Market could offer, held centipedes, searched for lizards, and played with the young people of the river.

Dr. Jane Olmsted, our faculty advisor, wrote a blog when we returned. She mentioned that fears tend to allow us to see only one tree in the forest. She wrote that in order to see beyond one tree we must let go of our fears to see the whole forest. During our night hike into the jungle, I felt myself releasing my fears and embracing my community and those communities around us in the jungle that knew nothing of my privilege or my fears. I felt whole and embraced by nature and community because I did not stand alone in the jungle; I was surrounded by a forest that gave me shade and developed my faith in my fellow person.

# Passport to the World Scholarship



The CEBS International Committee is raising funds for a recently created scholarship—Passport to the World—for CEBS Teacher Education students to be used for international study programs such as Study Away, Study Abroad, Semester at Sea, Harlaxton, and International Student Teaching.

The current goal is to raise \$25,000 in an endowment. Fortunately, the committee was able to start with over \$4,000 from a previous fund set aside for international travel. Through a grant from the U.S. Department of State, the Global Approaches to Teacher Education (G.A.T.E.) program and the WKU department of Educational Telecommunications, two videos were produced on the culture and educational system of Mexico with the purpose of enhancing teacher education students' understanding of the growing Spanish speaking population in U.S. schools. Insight Media, an educational media company, purchased a distribution license for the videos. Proceeds from the distribution license were donated to the scholarship fund.

For more information about donating to the scholarship fund, contact Dr. Kay Gandy ([kay.gandy@wku.edu](mailto:kay.gandy@wku.edu)).





## Doctoral Students

# Embrace the World

By Corie Martin, Doctoral Cohort IX

The College of Education and Behavioral Sciences has made a strong commitment to international education and this commitment is evident in the Educational Leadership Doctoral Program.

Since the inception of the program in 2008, more than half of the WKU doctoral students have participated in an international leadership event. Just this year, 18 doctoral students have received program support for study and research abroad experiences that have taken or will take them to nine different countries across the globe.

This commitment comes from a key strategy of creating and supporting international experiences for all program students in support of the CEBS mission of *Empowering individuals to lead and serve our dynamic world*, says Dr. Tony Norman, program director. “More than any other era in history, we live in a time where seemingly minor decisions on one side of the globe have great effects on the other. This is particularly true in education,” said Norman. “Students’ knowledge and understanding seem to explode when they are confronted first hand with both the educational challenges and opportunities emerging around the world.”

According to Norman, the Educational Leadership Doctoral Program maintains the principle that providing student support for international learning experiences represents one of the best commitments the program can make toward enhancing the growth of students’ leadership capacity. Students have received sponsorship for participation in international conferences, presentations, research initiatives and faculty-led study abroad courses for credit. One

such course, *International Education Leadership*, lead by Dr. Randy Capps, travels to France each winter term for IAE Lyon International Week to participate in the International Research Seminar.

Bowling Green doctoral student Sakiba Dzelil participated in the 2014 study abroad seminar in Lyon. “I was able to observe French students taking a course with American students taught by a German professor – priceless,” said Dzelil, who chose this particular course in alignment with her research emphasis on International Education. “Studying in another country really opened my eyes to a new way of thinking. In the U.S. we are very fast-paced – let’s get this done so that we can move on. Not everyone is like this.”

Other students have sought opportunities to present their research in an international setting. Bowling Green’s Stacey Adkisson Forsythe will conduct a pilot study of her dissertation research in the United Kingdom this summer. She and her mentor, Dr. Paula Upright, will travel to the European Association for Sport Management Conference held in Coventry. “Getting a chance to have my work analyzed by a prestigious group of professionals will help me make changes to my research to produce the highest quality of work,” said Forsythe.

Hopkinsville student Jenaya Perdue was no stranger to the study abroad experience, having participated in multiple opportunities over the years including Mexico, Belize, and Argentina. Perdue visited Finland, Austria, and Australia while part of the doctoral program. “I like comparative education and I use what

I learn when I teach [Communication] at WKU,” said Perdue. “I also think it makes me sensitive to the needs of international students and language barriers.”

Cheryl Wright of McDaniels, KY, came to the doctoral program with much international teaching experience, having taught in South Korea, Kuwait, and Chile, and having spent several years as an educator in Thailand. This summer she will attend the TRI-ELE International Conference on English Language Education in Bangkok, Thailand. Last year Wright also completed a WKU-sponsored internship in England. “Taking initiative, critical thinking, listening effectively, motivating others, discipline, constant learning, and introducing improvements are all important parts of an educator’s professional tool-kit,” said Wright. “This study abroad experience will add to my leadership skillset in the educational field.”

Like Wright, Bowling Green student Christian Ryan is using her doctoral study to further research in her respective field of sustainability and service learning. Ryan has studied in Peru twice, once as a student and then as an intern participating in the T@S is Climate Change Symposium. “On my first trip to Peru, I investigated petroleum extraction activities and impacts on environment and community, which directly related to my professional work in sustainability. On my second trip, I designed and coordinated a service-learning project in which our entire class participated, and to our delight, the entire community! We made improvements to a community school – resurfacing chalkboards, fixing a rainwater collection tank, and repairing school furni-



From left: Alejandro Hernandez, Andrew Kester, Dr. Randy Capps, Lee Brown, and Sakiba Dzelil. Lyon, France, Winter Term 2014



Jenaya Perdue in Fiji.



Christian Ryan (far left) visited with children in Peru.

ture. It was a great project," said Ryan. She plans to participate in Toppers at Sea this summer.

The WKU Educational Leadership Doctoral Program not only has opened doors to many of these opportunities for their students, but they have assisted with funding as well. In all, 83 students have taken advantage of departmental scholarship opportunities for both domestic and global coursework and professional development since the beginning of the program—33 during the 2013-2014 academic year. Many students concur that without the support from the program, their excursions might not have been possible. They also note that encouragement from the program made a difference as well.

"In addition to going to school full-time, I have a young child and a full-time job," said Forsythe. "I never thought traveling abroad at this point in my life was even possible. Understanding the importance of cultural and professional experiences, and with support from the doctoral program and Dr. Upright, I decided I would take advantage of this wonderful opportunity for growth both personally and professionally."

Ryan agrees, "One trip abroad—no matter the location—can be life changing, simply through the discovery that the world is unimaginably vast and full of fascinating people and places."

Wright also concurs, "I feel I am embracing WKU's motto 'The Spirit Makes the Master,' and I am the liv-



Cheryl Wright in England.

ing embodiment of the University's vision to be 'A Leading American University with International Reach.'"

"The maturity and cumulative life experiences most of our students possess allows them to make more of these opportunities than the typical student," said Norman. "They are poised to make connections, to understand transcending global themes, and to embrace the very best aspects of intercultural experiences. And they return equipped to translate these experiences into transformative ways of thinking and leading their organizations."

To learn more about program opportunities, visit [wku.edu/edd](http://wku.edu/edd).





# WKU Honorary Alumna: Heike Armbrust

Heike Armbrust, a facilitator of international student teaching for Western Kentucky University in Werne, Germany, was recently honored by Western Kentucky University President Gary Ransdell with a resolution declaring her an honorary alumna of WKU.

Armbrust teaches English at the Anne Frank Gymnasium in Werne, Germany, and travels to WKU each semester to meet with students who plan to complete their international student teaching experience at her school. After becoming acquainted with the student teachers, she arranges housing with the families of children who attend her school. The families Armbrust works with graciously accept the WKU students into their homes free of charge.

Armbrust not only makes sure the student teachers have meaningful experiences at her school, she also arranges for the students to engulf themselves in German culture. From coordinating trips to Berlin with school faculty who serve as guides to visiting government buildings and historical sites, she ensures each student teacher receives a well-rounded German experience. Brian Campbell, who completed his international student teaching at Armbrust's school, said, "Heike went above and beyond to make our international student teaching experience one of the best experiences of our lives."

WKU's student teachers not only have a positive impact on the students at the Anne-Frank-Gymnasium but the international experience also helps

them to become more career ready. Dr. Sam Evans stated, "We are fortunate to have individuals like Ms. Armbrust who serve as a mentor to our students during their overseas student teaching experience. These relationships truly help our students develop a deep understanding and appreciation of the culture of their host country and strengthen the ties with the families with whom they live."

Through her work as a teacher and as an international student teaching facilitator, Armbrust embodies the mission of the College of Education and Behavioral Sciences of "empowering individuals to lead and serve our dynamic world" and supports the vision that WKU is a "leading university with international reach."



Honorary Alumna Presentation, spring 2014.  
From left: Dr. Sam Evans, Dean; Dr. Laura McGee, Department Head, Modern Languages; Heike Armbrust; Dr. Gary Ransdell, WKU President; Dr. Fred Carter, Director of Teacher Services.  
Photo by Clinton Lewis.



International Student Teachers, Werne, Germany, fall 2013.  
From back row, left: Tim Phelps, Kyle Gardner, Ashley Hurt, Lauren Moore, Megan Howard, Lyndsey Miller, Rachel Wilson, Emily Stevenson, Brian Campbell, Heike Armbrust, and Terri Edwards.

# *International Student Teaching:* **Professional, Cultural, and Character Impact**

By Meghan Althaus

The WKU International Student Teaching Program offers an opportunity for pre-service teachers to travel to and teach in a culture that is different from their own. The program began during the spring semester of 2009 with four pre-service teachers traveling to Barcelona, Spain. This number has since increased to 59 pre-service teachers who traveled abroad this past semester. Participants now have the option of choosing from ten different countries, such as Spain, Germany, Belize, Ecuador, Argentina, England, Italy, Sweden, South Korea, and China, to complete their international teaching experience. Participants travel abroad for the last four weeks of their student teaching semester. The program aims for the participants to gain global awareness and an appreciation of diversity within our society that will help further prepare pre-service teachers for their future careers as educators.

Along with the Director of the WKU International Student Teaching Program Dr. Fred Carter and WKU Professor Dr. Kay Gandy, my honors thesis focuses on researching the effects of participation in WKU's International Student Teaching Program on in-service teachers and current pre-service teachers. The research questions focused on in this study are:

- Did the International Student Teaching experience have an effect on teachers' professional decisions made in the classroom (i.e. lessons, student assessment, and classroom environment)?
- Did the International Student Teaching experience have an effect on teacher attitudes toward diversity (culture, language, and ethnicity) in the classroom?

For my research, I have been contacting in-service teachers that have participated in the program during

the 2010-2011 and 2012-2013 school years. The purpose of choosing these school years is to provide a comparison between third year and first year teachers to evaluate the effects of the program both long and short term. I have either met with teachers in a one-on-one interview or have e-mailed them an online questionnaire asking about their participation in the program and how this has affected them today. In addition, I have read through the debriefing interviews and blogs kept by these in-service teachers while abroad.

The debriefing interviews of previous pre-service teachers were analyzed through qualitative measures to find common trends in how the program affected the teachers professionally, culturally, and their character. The top two common trends of professional impact of the program were gains in experience with diversity and help with classroom management. The top trends for the cultural growth of the teachers were an appreciation for cultural differences and openness to new experiences. The top character trends found were the teachers found themselves to be more open-minded and gained empathy for ESL students. One comment made by a pre-service teacher who studied during the spring 2013 semester indicated that the program, "confirmed it's all about the kids! No matter the culture, my job is to teach because every child can learn but it is our job to figure out the best way for them to learn." Overall the pre-service teachers had positive comments to share about the program.

The information from the blogs illustrated the activities the pre-service teachers participated in while abroad. Among the blogs evaluated, popular trends found were that participants participated in extra travel both inside and outside of their host country,

cultures were shared with their host family and classroom students, and experience was gained in a school system that was different from their own.

As my research is still in the early stages, at this time I cannot make any conclusions about the overall impact of the program. The expected results of the project will be to discover the benefits of participating in the international student program for in-service teachers. As our world is becoming increasingly internationalized, student populations are increasingly becoming more and more diverse. Today's classroom students come from different cultural backgrounds, languages, religions, and so on. This has increased the importance of teachers accommodating and understanding these students. These results will show how the program has influenced teachers. These results can help in the further development of the International Student Teaching program, encourage more participation, and further research to improve our country's education system. I plan to present my findings at the upcoming regional NAFSA conference in November in Lexington, Kentucky.

To view the blogs of international student teachers, visit [wku.edu/cebs/icci/blogs.php](http://wku.edu/cebs/icci/blogs.php).



## **About the author:**

Meghan Althaus is an Elementary Education major from Richmond, KY. She plans to student teach fall 2015 and hopes to complete her international student teaching in Sweden.







**Jenna Hall**, an Art Education major from Scottsville, KY, received the Theme Award from the Chautauqua Art Exhibition for her ceramic sculpture *Canary*. The juried exhibition was held at Eastern Kentucky University's Giles Gallery.



**Jalyn Savage**, a Special Education major from Bowling Green, KY, received the Presidential Award at the 2nd Annual Women Everywhere Rock Finerwomanhood Awards Banquet, also known as W.E. Rock. Dr. Janet Applin, Associate Dean for Academic Programs, nominated her for the award, which is given to extraordinary women that have impacted their local and campus communities in positive ways.

### Send us your news!

If you are currently a student in the College of Education and Behavioral Sciences, we want to recognize you for your outstanding accomplishments. E-mail your information to Pam Pierce, [pam.pierce@wku.edu](mailto:pam.pierce@wku.edu).

## CEBS Student Ambassadors Selected for the 2014-15 Academic Year

The College of Education and Behavioral Sciences Student Ambassador program allows students to not only represent the College, but to also build leadership and team building skills. The Ambassadors assist the College departments at events such as open houses, college fairs, campus preview days, and the Academic Transitions Program. Additionally, members provide campus and building tours, participate in CEBS events, and serve as peer mentors to other students.

The following students will serve as Student Ambassadors for the 2014-15 academic year:

- **Porshia Austin**, a Special Education major from Clarksville, TN.
- **Molly Gerrish**, a Psychology major from Louisville, KY.
- **Haley Hagan**, an Elementary Education major from Glasgow, KY.
- **Lillie Hoskinson**, an Elementary Education major from Georgetown, KY.
- **Clint Jarboe**, a Psychology major from Hardinsburg, KY.
- **Sydney Meaux**, a Psychology major from Lexington, KY.
- **Sarah Neal**, a Special Education major from Louisville, KY.
- **Alexandra Oldham**, a Psychology major from Bowling Green, KY.
- **McKenzie Perdew**, a Psychology major from Shepherdsville, KY.
- **Jalyn Savage**, a Special Education major from Bowling Green, KY.
- **Sarah Schell**, an Elementary Education major from Lawrenceburg, KY.
- **Victoria Snoddy**, a Science and Math Education major from Nashville, TN.



Doctoral student **Betty Yu** (Associate Director of the Confucius Institute) was named the 2014 "Hats Off to Women" Administrator Honoree by the WKU Office of

Institutional Diversity and Inclusion. Student Honorees included **Sarah Hagan**, **Susan Harper**, and **Tanay Lawson**, Counseling and Student Affairs graduate students.

**REACH (Research Experiences and Creative Heights) Week** is dedicated to students who have engaged in research, creative endeavors, and other scholarly activities at WKU.

As part of the REACH Week activities, the 44th Annual WKU Student Research Conference was held at Gary Ransdell Hall on March 22, 2014.

The conference included paper and poster presentations. "It is exciting that so much of the work being done in the College is featured at the conference," Dr. Jacqueline Pope-Tarrrence, Associate Dean for Accountability and Research, said.

The session winners were as follows:

- **Casey Fortney**, Psychology major, Poster Session I, Honors Session IV.
- **Porshia Austin**, **Jalyn Savage**, and **Whitney Reed**, Special Education majors, Poster Session I, Undergraduate Session V.
- **Michael Starling**, MAT graduate student, Poster Session II, Graduate Session III.
- **Dustin Ursrey**, MAT graduate student, Poster Session II, Graduate Session IV.
- **Victoria Greenwell**, School Psychology, Poster Session II, Graduate Session V.
- **Cameron Lile**, Industrial Psychology, Poster Session II, Graduate Session VI.
- **Ariele Gatti**, Psychology major, Poster Session II, Undergraduate Session V.

**The WKU Chapter of the Future Educators Association (FEA)** hosted Teacher Talk, a professional development opportunity for teacher education majors to ask questions of a panel of teachers in various stages of their careers.



The panel consisted of the following WKU alumni: **Chloe Cesler**, Social Studies teacher at South Warren High School; **Aaron Davis**, Social Studies teacher at Warren East Middle School; **Marsha Ingram**, former principal of McNeill Elementary; **Allison Siddens**, Special Education teacher at Potter Gray Elementary; and **Alicia Storm**, Math student teacher at Warren East High School. FEA Chapter President, **Gretchen Gothard**, an Elementary Education major, served as the moderator for the event.

## 12<sup>th</sup> Cohort of the Educational Leadership Doctoral Program

Nineteen students were accepted into the 12th Cohort of Educational Leadership Doctoral Program beginning spring 2014. Following are the names and hometown information of new students: Terry Baggett of Bloomington, IL; Eugene Basil of Bowling Green, KY; Amanda Cox of Barlow, KY; Marisa Duarte of Smith Grove, KY; Michael Hamlet of Clarksville, TN; Yang Lie of Bowling Green, KY; Jeremy Logsdon of Bowling Green, KY; Kanglei Meng of Bowling Green, KY; Amanda Nutt of Glasgow, KY; Jia Pei of Bowling Green, KY; Keely P'Pool of Bowling Green, KY; Chris Russell of Hardyville, KY; Nathaniel Slaton of Paducah, KY; Christy Spurlock of Bowling Green, KY; Derick Strode of Bowling Green, KY; Wouter Van Alebeek of Bowling Green, KY; Xiaoxue Xiang of China; and Laura Youngblood of Bowling Green, KY.

# Los Angeles Energizer: A Trip to the ASCD National Conference

By Philip Russell

Over Spring Break, WKU's chapter of the Association for Supervision and Curriculum Development (ASCD) sent two faculty and two student members to Los Angeles for a National Conference. I consider myself blessed to have accompanied **Dr. Beckie Stobaugh**, **Mrs. Patty Bertke**, and **Dani Cook** on the trip.

I attended six sessions at ASCD's National Conference and presented at two of the sessions. The content included facilitating critical thinking with technology, rethinking RTI, and managing the classroom with compassion. These sessions provided insight not attainable in a lecture hall. The presenters superimposed experience on the content and encouraged personal application instead of a pigeonholed ideal. Presenters displayed the long-lasting zeal they possess after decades of teaching. I participated in presenting by reporting on WKU's chapter of ASCD and "igniting" interest in teacher leadership with a five minute, rapid presentation. The content proved wonderfully beneficial. However, connecting with other educators made the conference.

My passion lies in education, and, for a weekend, I found myself surrounded by like-minded college students. The connections made with pre-service educators, like the chapters from Aquinas College or Hofstra University, encouraged me to remember my purpose. As educators, we live for the students.

Witnessing that principle in action refocused my mind and invigorated me to fulfill my current responsibilities. I witnessed young educators poised to become school/district/state changers for the better. However, this conference also gave me the opportunity to connect with current game changers.

ASCD's National Conference provided me a needed energy boost and memories to last a lifetime. I wish to send a special thanks to Kayla Sweeny and Dani Cook for their help in developing our presentations and to Dr. Beckie Stobaugh and Patty Bertke for their guidance on the trip. Finally, thanks to KY ASCD for providing funding for us to participate. Without their help, this trip would not have been possible.



*Dani Cook, Dr. Rebecca Stobaugh, and Philip Russell*





# 13<sup>th</sup> Annual CEBS Recognition and Awards



*The College of Education and Behavioral Sciences presented its annual awards on April 27, 2014 at the Carroll Knicely Conference Center.*

## **Department of Counseling and Student Affairs**

### **Outstanding Graduate Student in Student Affairs**

Destiny D. Savage  
Bowling Green, KY

### **Outstanding Graduate Student in School Counseling**

Sarah A. Castlen  
Owensboro, KY

### **Outstanding Graduate Student in Marriage, Couples, and Family**

Cayce Ann Brewer  
Springfield, TN

## **Department of Educational Administration, Leadership & Research**

### **Outstanding Educational Leadership Student**

Sara Jennings  
Morgantown, KY

### **Outstanding Graduate Student, Adult Education**

Mary Pendleton  
Lexington, KY

## **Educational Leadership Doctoral Program**

### **Outstanding Doctoral Student, Postsecondary Leadership**

Adam Murray  
Murray, KY

### **Outstanding Doctoral Student, Teacher Leadership**

Jennifer Flowers Antoniotti  
Burkesville, KY

### **Outstanding Doctoral Student, P-12 Administrative Leadership**

Amy Allen  
Glasgow, KY

### **Outstanding Doctoral Student, Organizational Leadership**

Chunling Niu  
Anhui Province, P.R. China

## **Department of Military Science**

### **Superior Cadet Award MS1 – Freshman**

Shaahid A. Johnson  
Bowling Green, KY

### **Superior Cadet Award MS2 – Sophomore**

John Bailey  
Mt. Washington, KY

### **Superior Cadet Award MS3 – Junior**

Austin W. Drexler  
Bowling Green, KY

### **Superior Cadet Award MS4 – Senior**

Hannah R. Brantley  
Salem, KY

### **Distinguished Military Graduate**

Hannah R. Brantley  
Salem, KY

Jordan Chick  
Russellville, KY

Micah Farmer  
Upton, KY

Sean Tedtatao  
Chalan Pago, Guam

## **Department of Psychology**

### **Senior Academic Achievement Award, 4.0 GPA**

Sheldon Dearing  
Dawson Springs, KY

Kelsey Thomason  
Hopkinsville, KY

Mary Greenwood  
Covington, KY

Mandi Martin  
Sellersburg, IN

Breanna Nuckols  
Fort Benning, GA

Karen Scott  
Bowling Green, KY

Kaitlyn Snyder  
Bowling Green, KY

### **Undergraduate Research Award**

Michael Baxter  
Crofton, KY

Casey Fortney  
Bowling Green, KY

Kaitlyn Snyder  
Bowling Green, KY

### **Undergraduate Service Award**

Emily Hogan  
Glasgow, KY

Kelsey Thomason  
Hopkinsville, KY

### **Outstanding Graduating Senior in Psychology**

Olivia Adkins  
Morehead, KY

Allison Steen  
Bowling Green KY

**Outstanding Graduate Student,  
Clinical Psychology**

Cassie Sturycz  
Elizabethtown, KY

**Outstanding Graduate Student,  
School Psychology**

Heather Bakari  
Springfield, TN

**Jaggers-Cave Scholarship for  
Academic Merit**

Molly Gerrish  
Louisville, KY

Cierra Linton  
Bardstown, KY

Christopher O'Bryan  
Guthrie, KY

**Jesse Keeling Graduate  
Scholarship**

Lauren Lamar  
Nicholasville, KY

**School of Teacher Education**

**Outstanding Undergraduate  
Student, Literacy**

Cathy Johnson  
Bowling Green, KY

**Literacy Education Program,  
Literacy Service Award**

Angeline Kennedy  
Bowling Green, KY

**Outstanding Senior Scholar,  
Special Education**

Richelle Woodrome  
Bowling Green, KY

**Dr. Janice Ferguson Silver Cup,  
Special Education**

Chesley M. Craine  
Cave City, KY

**Outstanding GSKyTeach  
Graduate Student, Science**

C. Bennett Johnson  
Hillsborough, NC

**Outstanding GSKyTeach  
Graduate Student, Mathematics**

Philip Cooper  
Louisville, KY

**Outstanding SKyTeach  
Undergraduate Student, Middle  
Grades**

Shelton M. Fisher  
Scottsville, KY

**Outstanding SKyTeach  
Undergraduate Student,  
Secondary**

Kristi M. Witemyre  
Covington, KY

**Outstanding Middle Grades  
Undergraduate Student  
(Bowling Green )**

Rachel E. Clark  
Newburgh, IN

**Outstanding Middle Grades  
Undergraduate Student (Owensboro)**

Erika R. Powers  
Hawesville, KY

**Outstanding Middle Grades  
Undergraduate Student  
(Elizabethtown)**

Te'Andra Parker  
Elizabethtown, KY

**Outstanding Middle Grades  
Undergraduate Student (Glasgow)**

Timothy K. Houchens  
Glasgow, KY

**Outstanding Secondary Education  
Student**

Kelli Ralston  
New Haven, KY

**Outstanding Undergraduate  
Student, Interdisciplinary Early  
Childhood Education**

Kayla Pullin  
Hodgenville, KY

**Outstanding Graduate Student,  
Interdisciplinary Early Childhood  
Education**

Devon McCormick  
Tompkinsville, KY

**Kelly Autism Program,  
Undergraduate Leadership Award**

Megan Lechner  
Jasper, IN

**Kelly Autism Program,  
Graduate Leadership Award**

Megan Prickett  
Evansville, IN

**Outstanding Graduate Student,  
Library Media Education**

Samuel Northern  
Russellville, KY

**Outstanding Educational  
Technology Student**

Jeremy Logsdon  
Bowling Green, KY

**Outstanding Undergraduate  
Student, Elementary Education  
(Bowling Green)**

Kayla Steber  
Danville, KY

**Outstanding Undergraduate  
Student, Elementary Education  
(Owensboro)**

Kristen Englert  
Owensboro, KY

**Outstanding Undergraduate  
Student, Elementary Education  
(Elizabethtown)**

Cynthia Johnston  
Elizabethtown, KY

**Outstanding Undergraduate  
Student Elementary Education  
(Glasgow)**

Kasey Williams  
Scottsville, KY

**Wanda Mayfield Page Scholarship**

Faith Harralson  
Owensboro, KY

**Kathryn Whitaker Scholarship**

Rebecca Chartoff  
Louisville, KY

**Anna Mae Thurston Memorial  
Scholarship**

Jordan Price  
Paducah, KY



## 13<sup>th</sup> Annual CEBS Recognition and Awards

### Dr. John A. Scarborough Scholarship

Kathryn Briggs  
Lexington, KY

### Emma Hermann Lowe and Betty Boyd Scholarship

Amy Wallace  
Bowling Green, KY

### Jim Wilkins Scholarship, Bowling Green Evening Civitan Club

Crysta Hicks  
Dawson Springs, KY

### H.A. McElroy Scholarship, Bowling Green Evening Civitan Club

Laura Fiorella  
Owensboro, KY

### Katharine Christie Guy Phi Beta Lambda Scholarship

Amanda Hartle  
Gallatin, TN

### Phi Delta Kappa Scholarship

Cain Alvey  
Lewisport, KY

Paula Floyd  
Pembroke, KY

Johni Lecoffre  
Science Hill, KY

Kaylie Durham  
Radcliff, KY

### Shawn Lindsey Vokurka Memorial Scholarship

Holly Fields  
Bremen, KY

### Agnes Duskey McCrory Scholarship

Emily Anderson  
Somerset, KY

Amanda Hartle  
Gallatin, TN

Kayla White  
Brownsville, KY

Leah Zurmehly  
Leitchfield, KY

### 2014 CEBS Outstanding Graduate Student

Daryl C. Hagan  
Henderson, KY

## 2014 CEBS Faculty Award Recipients

### Research and Creativity

Dr. Jenni Redifer  
Psychology

### Student Advisement

Dr. Monica Burke  
Counseling and Student Affairs

### Public Service

Dr. Jeanine Huss  
School of Teacher Education

### Teaching

Virginia Pfohl  
Psychology

## Literacy Night with Kappa Delta Pi

The WKU chapter of Kappa Delta Pi, the International Honor Society for Education, collaborated with Alvaton Elementary School in the Warren County Public School District to host a Literacy Night on March 27, 2014. KDII members presented concepts from the *Leader in Me* and *7 Habits for Highly Effective People* initiatives to Alvaton parents and students. Literacy is Kappa Delta Pi's international service initiative that invites members to create programs and events in their communities that bring empowering literacy skills to their participants. For nearly a decade, Kappa Delta Pi has led an effort among the 40,000 members around the globe to participate in literacy service projects. WKU KDII chapter advisors are Dr. Lisa Murley and Dr. Pamela Jukes from the School of Teacher Education.



Front row left to right: Alicia Beach, Jennay Dugan, Stephanie Gahafer, Amber Mattingly, Kayla Steber, Alisha Hajari, Hannah Jukes.  
Back row left to right: Rachel Parsley, Kelsey Sullivan, Victoria Wilson, Dr. Lisa Murley (Advisor), Katie Maiden, Kimberly Hatfield, Victoria Watts, Dr. Pamela Jukes (Advisor).

# Explore THE Core

The School of Teacher Education recently released a six-book series, *Explore the Core: Math Problem Solving and Projects, Grades 1-6*. This goal of this series is to provide assistance to teachers and parents in their instruction of the Common Core Mathematics Standards.

A publication of Garlic Press and published by Douglas Rife, the series Editor/Author is Dr. Janet Tassell, School of Teacher Education faculty. The Assistant Editors/Authors are Drs. Rebecca Stobaugh, and Marge Maxwell, School of Teacher Education faculty.

The authors include faculty and alumni of WKU:

### First Grade:

Emily Mills, W.R. McNeill Elementary, and Kim Whitney, Simpson Elementary School.

### Second Grade:

Kathryn Smith, School of Teacher Education, and Shanna Smith, Cub Run Elementary School.

### Third Grade:

Dr. Lisa Murley, School of Teacher Education, and Abigail Watkins, Lost River Elementary.

### Fourth Grade:

Dr. Pam Jukes, School of Teacher Education, and Janet Cole, North Warren Elementary.

### Fifth Grade:

Allison Pearson, Jody Richards Elementary, and Melissa Zimmer, Cumberland Trace Elementary.

### Sixth Grade:

Tamra Carter, Lost River Elementary, and Jessica Hussung, Rich Pond Elementary and Jody Richards Elementary.

### Authentic Challenge Projects Grades 1-6:

Dr. Marge Maxwell and Dr. Rebecca Stobaugh.

The reviewers include: Emma Claire Hedges, Kimberly Yonts, Lindy Roberts, Neesa Richardson, Megan Roper, Sara Prather, Lori Cook, Jennifer Cribbs, and Ashley Hutsell.

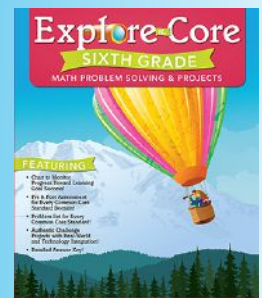
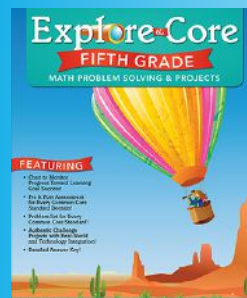
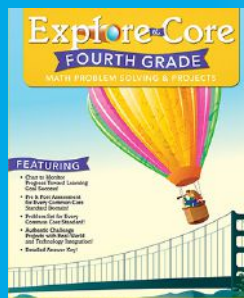
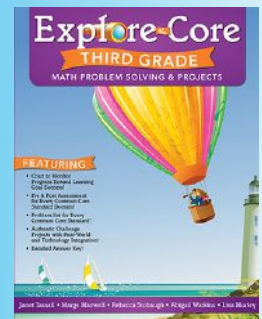
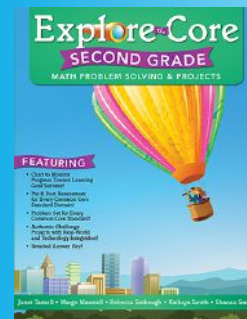
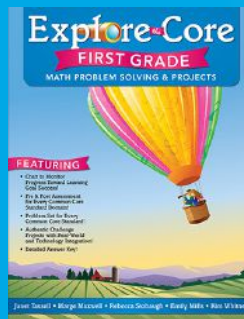
“Mathematics can be one of the most exhilarating experiences a child has while imparting confidence and power to bolster all thinking in school and educational endeavors,” Dr. Janet Tassell said. “Our hope with this book series is to give the tools necessary to capture the wonder and fun with mathematics and help teachers and parents instruct the Common Core Mathematics Standards in a manageable way.”

Each book focuses and connects to the Standards for Mathematical Content and Standards for Mathematical Practice, including making sense of problems and perseverance in solving them, modeling with mathematics, and using appropriate tools strategically.

The series features a chart to monitor progress toward learning goal success; pre & post assessments; a problem set for every Common Core Standard; authentic challenge projects with real-world and technology integration; and a detailed answer key.



From left: Drs. Marge Maxwell, Rebecca Stobaugh, and Janet Tassell.



The *Explore the Core* series may be purchased through [Amazon.com](https://www.amazon.com).



The **Counseling and Student Affairs Department** was presented with a Certificate of Accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), spring 2014.

**Dr. Martha Day**, SKyTeach Co-Director, has been selected as the Vice-President of the UTeach STEM Educators Association.

**Dr. Lacretia Dye**, Counseling and Student Affairs, was selected by the Office of Diversity Programs as a 2014 Faculty Honoree of the "Hats Off to Women" Awards.

WKU's College of Education and Behavioral Sciences (2014 Awareness Partner), Franklin Covey Education, Green River Regional Educational Cooperative and Bowling Green Area Chamber of Commerce hosted **The Leader in Me Symposium** on March 3-5 at the SKyPAC.

The Leader in Me Symposium focused on bringing leadership and 21st century life skills to the K-12 system. The two-day symposium consisted of student leaders taking a key role in demonstrating how the program equips them to excel in life.

**Dr. Michael Putnam**, Educational Administration, Leadership, and Research, completed his National Institute for School Leadership (NISL) training and is now a certified National Facilitator. Dr. Putnam will have the opportunity to not only train Kentucky administrators, but he will also be certified to train administrators on a national scale.

**Dr. Elena Novak**, Instructional Design, has been appointed the Communications Officer of the Technology, Instruction, Cognition & Learning SIG of the American Educational Research Association (AERA) for 2014-2015.

**Dr. Bill Pfohl**, Department of Psychology, has been named the 2014-2015 Conference Program Chair for the American Psychological Association Division of International Psychology (APA Division 52).

**Terri Stice**, Library Media Instructor at WKU and Director of Instructional Technology and Support Services at Green River Regional Educational Cooperative (GRREC), received the Kentucky Society for Technology in Education (KySTE) Making IT Happen Award. She was awarded this distinction at the annual KySTE conference held in March 2014.

Making IT Happen is an internationally recognized awards program

for educators and leaders in the field of educational technology integration in K-12 schools. The program identifies and rewards educational technology leaders in Kentucky for their commitment and innovation.

**Drs. Ronda Talley**, Professor of Psychology, and **Rico Tyler**, SKyTeach Master Teacher, were selected to serve as faculty members during the Summer 2014 Governor's Scholar Program for outstanding Kentucky high school students. Two SKyTeach students, **Kathryn Briggs** and **Katie Jo Wallace**, accompanied the professors and served as "teaching fellows" in Dr. Tyler's classes.

## Celebration of a Life Well-Lived

Colleen B. Mendel, Training and Technical Assistance Department (T/TAS) founder and first Executive Director, passed away on January 20, 2014 at her Park City, Utah home after 40 years of visionary and inspirational leadership within the Head Start and Early Head Start community.

Colleen's contributions to Head Start programs and staff were many. She was an active and engaged member of the training and technical assistance community since its inception, and in that capacity provided training and technical assistance, offered presentations and developed materials in the areas of human resources, strategic planning, governance, partnerships, succession planning, and risk management. She was an expert in the area of Head Start wage comparability and she created the materials found in the Office of Head Start (OHS) Comparability Tool Kit and completed many studies for Head Start programs and state/regional associations. Over her 40-year tenure at WKU, Colleen secured more external funding than any other department director.

Colleen's wisdom was instrumental in the development of many



national Head Start initiatives and programs, including the original National Head Start Association's Quality Assurance Initiative and the first year of OHS National Center on Program Management and Fiscal Operations. But perhaps most important was the mentoring and support she offered to HS directors and leaders across the country during their challenging and difficult times.

Bright Prospect, a Park City charity for low-income children with which Colleen was involved, has set up the Colleen Mendel Memorial Fund. Donations can be made online at <http://www.brightprospect.org/how-you-can-help/colleenmendelmemorialfund/>.

# AACTE Selects WKU to Participate in Inaugural Program

Western Kentucky University has been chosen to participate in the American Association of Colleges for Teacher Education's (AACTE) first Networked Improvement Community (NIC) focused on recruiting Black and Hispanic males into teacher preparation programs.

More than 50 AACTE member institutions in 25 states applied to be part of this NIC, known as Changing the Demographic Makeup of the Teaching Workforce. WKU is one of 10 institutions selected to participate in the program. The following institutions were also selected: Boston University, California State University Fullerton, Florida Atlantic University, MidAmerica Nazarene University, Northeastern Illinois University, University of Arkansas at Little Rock, University of Connecticut, University of Saint Thomas, and William Paterson University of New Jersey.

Dr. Saroja Barnes, Senior Direc-

tor for Professional Issues, AACTE, stated, "Currently about 80% of PK-12 teachers are White, middle-class women. The PK-12 student population is much more diverse; over 40% of students are non-White. Yet more than 40% of public schools have no teachers of color at all." The goal of the Changing the Demographic Makeup of the Teaching Workforce NIC is to increase the percentage of Black and Hispanic males receiving initial teaching certification through education preparation programs.

The Changing the Demographic Makeup of the Teaching Workforce NIC program will be incorporated into the Minority Teacher Recruitment Center, which is housed in the Office of Teacher Services and coordinated by Denise Hardesty. Through participation in this program, WKU will



Young Male Leadership Academy participants

be working alongside other AACTE member institutions by sharing innovative ideas and practices in relation to minority teacher recruitment and retention.

For more information about the Minority Teacher Recruitment Center and its programs, please visit [wku.edu/teacherservices/mtrc](http://wku.edu/teacherservices/mtrc) or e-mail Denise Hardesty at [denise.hardesty@wku.edu](mailto:denise.hardesty@wku.edu).



## International Journal of Leadership and Change available on TopSCHOLAR

WKU Libraries announced its fifth electronic journal offered on the TopSCHOLAR platform. *International Journal of Leadership and Change* (IJLC) is a peer-reviewed electronic and paper journal dedicated to scholarly work that advances knowledge about leadership and transformative change around the globe, especially in educational or education-related environments. IJLC includes two divisions: 1) studies related to applied, clinical, or policy issues; and 2) studies related to leadership theory or research.

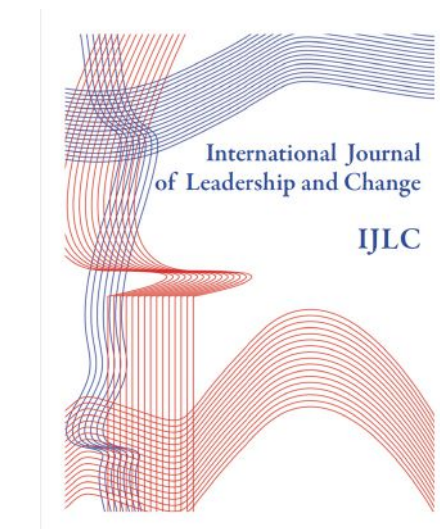
Under the editorship of Dr. Joseph Cangemi, WKU Emeritus Professor of Psychology and Scholar-in-Residence, and with Associate Editor Dr. Tony Norman, Director of Doctoral Studies, IJLC is a collaborative enterprise of WKU's Educational Leadership Doctoral Program and College of Education and Behavioral Sciences.

"We are delighted to provide a leadership journal that is sufficiently

research- and theory-based to advance scholarship in the field as well as offer practitioners a useful resource," Norman said. "We believe this journal represents another strategic initiative to make the leadership and international aspects of WKU's vision a reality."

IJLC represents a continued effort of WKU's College of Education and Behavioral Sciences and its Educational Leadership Doctoral Program to advance national and international knowledge and research regarding leadership in general, as well as issues and challenges related to the practice of effective, transformative leadership in educational settings.

"We are excited for the creation and launch of another electronic and openly accessible journal and congratulate Dr. Norman for his strong commitment to the process of establishing an online presence for IJLC," said Connie Foster, Dean of Libraries. "Such a global presence and discovery



of its contents will continue to showcase the intellectual and international outreach of WKU faculty."

To access the journal, go to [digitalcommons.wku.edu/ijlc/](http://digitalcommons.wku.edu/ijlc/). For more information, please e-mail Dr. Cangemi, [joseph.cangemi@wku.edu](mailto:joseph.cangemi@wku.edu) or Dr. Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu).



# Kentucky Reading Project

Participants of WKU's 2013-2014 Kentucky Reading Project have been busily spreading knowledge and information on best practices in reading instruction. On February 22, participants presented at a conference at the Carol Knicely Center titled "Finding the Missing Piece in your Literacy Practice." The conference was open to the public and attended by practicing and pre-service teachers. Kelly Copas, keynote speaker, shared with attendees about motivating struggling readers. Kentucky Reading Project participants then shared ways they have altered instruction in their classrooms based on their participation and new knowledge gained in the Kentucky Reading Project. Subjects included Vocabulary Instruction in Diverse Classrooms, Using the Daily 5, Family Engagement Activities, Word Work, Critical Literacy, etc.

On March 29, WKU representatives presented at a Share Fair in Lexington. This event highlighted literacy leaders and KRP participants from across the state. Teachers who successfully completed the 2013-2014 Kentucky



Reading Project at WKU include: Erica Brownstead (Barren County), Lori Martin (Warren County), Krystal Bradford (Logan County), Kathy Palmiter (Owensboro), Lisa Vaught (Glasgow), Sheryl Anderson (Barren County), Ashlie Simpson (Owensboro), Catie

Warren (Davies County), Carrie Osborne (Davies County), Amy Morgan (Glasgow), Tisha McGuire (Glasgow), Genelle Jones (Glasgow), Emily Gardner (Muhlenberg County), and Jordan Wade (Bowling Green).

## ADVENTURES in Economics and U.S. History

WKU's Center for Economics Education sponsored a professional development session for teachers on April 14 titled "Adventures in Economics and U.S. History." Thirty-two elementary, middle, and high school teachers and WKU pre-service teacher candidates participated in sample lessons on scarcity in the Plymouth Colony and incentives for immigration at various times in American history. Teachers examined economics standards at all grade levels and discussed the challenges of teaching economics.

Dr. Jana Kirchner, Assistant Professor in the School of Teacher Education, modeled sample economics lessons and showcased technology resources that integrate the new College, Career, and Civic Life (C3) Framework for Social Studies. Jody Glass, a WKU social studies secondary education teacher candidate, stated about the training: "The economics workshop provided practical, informative education tools

to use in primary and secondary education classrooms. Doing the lesson plans that are centered on economics helped provide ideas for how we could implement them as teachers in our own classrooms."

For more information about upcoming economics professional development opportunities, visit the WKU Center for Economics Education website: <http://www.wku.edu/ste/cee/>.



# Exploring MAKERSPACES

By Roxanne Spencer, ERC Coordinator

Makerspaces have cropped up in communities around the country, often concentrated in public libraries or empty warehouses, as avenues for people to gather to explore, design, create, and build 3-D objects in a collaborative atmosphere. Makerspaces provide opportunities in public, school, and academic libraries for students to engage in science, technology, engineering, arts, and mathematics (STEAM) activities in a less formal, more hands-on learning environment.

At the beginning of the spring 2013 semester, Dr. Cynthia Houston, Associate Professor in Library Media Education, approached Roxanne Spencer, Associate Professor and coordinator of the Educational Resources Center (ERC), to explore the idea of a Makerspace to enhance School of Teacher Education (STE) students' STEAM experiences. Dr. Houston became intrigued with Makerspaces while reading professional library literature. Dr. Houston and Ms. Spencer began to brainstorm ways the ERC could partner with STE faculty to bring Makerspace experiences to their students. Libraries Dean Connie Foster and STE Director Dr. Sylvia Dietrich agreed that a collaborative committee between STE and the ERC was worth pursuing, and the Mak-

erspace Advisory Committee (MAC) was formed in Spring 2013. Members of the MAC include STE faculty: Dr. Jennifer Cribbs, Dr. Cynthia Houston, Dr. Jeanine Huss, Dr. Andrea Paganelli, Dr. Nielsen Pereira, and Dr. Xiaoxia "Silvie" Huang. WKU Libraries' representatives are Roxanne Spencer, who chairs the MAC, and Anthony Paganelli, the Elizabethtown-Fort Knox Regional Campus librarian.

The School of Teacher Education Summer Conference and the Teacher Leader Action Research Poster Presentations provided perfect opportunities to test-drive mini-Makerspace workshops. Activities in the Makerspaces included creating musical instruments out of ordinary objects, building a simple speaker system, developing hands-on math tools, bookmaking, and putting together terrariums.

A scholarly offshoot of the ERC Makerspace project has been a fledgling research project for STE faculty members. Dr. Cribbs, Dr. Huang, Dr. Pereira, and Dr. Wanda Chandler have collected observations on participants engaging in the Makerspace workshops at the two most recent STE conferences.

The ERC Makerspace Advisory Committee is poised to develop what is popularly known as a mobile or



pop-up Makerspace collection. The pop-up Makerspace kits will provide opportunities for STE faculty, and eventually, teacher education students going into the field, with hands-on tools for actively exploring STEAM concepts.

For more information on the ERC Makerspace project and links to other Makerspaces, visit our blog at <http://ercmakerspace2013.blogspot.com/>.



## Head Teacher of Harlaxton Visits WKU

Sheriden Edwards, Head Teacher (principal) of Harlaxton and Denton Primary Schools in Harlaxton, England, visited WKU this past April. Edwards was quite interested in seeing American schools and learning about the education system in the United States. In addition, the two English schools are collaborating with both North Warren Elementary and William H. Natcher Elementary to participate in student pen pals. Edwards was hosted by the College of Education and Behavioral Sciences (CEBS) and the School of Teacher Education (STE). The STE has partnered with Edwards for several years to

provide places for field experiences for teacher candidates who attend Harlaxton College.

Edwards visited three local schools so that she could speak with principals, teachers, and students: Cumberland Trace Elementary, North Warren Elementary, and William H. Natcher Elementary. Because her schools are affiliated with a Teacher Training College in England, Edwards visited Bowling Green High School to view WKU secondary teacher candidates as they participated in the Clinical Experiences and Practices in Teaching (CEPT) funded program.



Edwards spoke with Jessica Robert's fifth grade class at North Warren Elementary.



# College Reading *Success*

The WKU Center for Literacy, located in Tate Page Hall 401, features the College Reading Success (CRS) Series every semester. CRS includes a variety of literacy-related topics, such as vocabulary building, reading strategies, increasing reading speed, and test-taking strategies, among others.

One common misconception of CRS is that it is only for students who are struggling with reading, but that is not the case. CRS is tailored to be beneficial for students who feel they have more material to read than they have time for, readers who immediately “forget” what they have read, and any

student with a problem related to the reading load of college.

In addition to the CRS meetings, the Center for Literacy also hosts a Book Club. Every semester, a different book is selected. Previous semesters’ selections have included *Divergent* and *A Thousand Splendid Suns*. During the spring 2014 semester, participants read *I Am Malala*. Students who agree to attend the book club regularly are given a copy of the book to read and keep at the end of the semester.

Navitas Student Vahid stated, “College Reading Success has been very helpful; I have been able to apply the strategies to my studying, and I’ve discovered a much greater potential for my reading abilities.”

For more information, please contact Kristy Cartwright or Jeremy Logsdon in the WKU Center for Literacy, Tate Page Hall 401, at 270-745-2207.



## 10<sup>th</sup> Annual Sport Psychology Forum

Held each year at Western Kentucky University, the Sport Psychology Forum (SPF) is an annual forum in which researchers, and their students, from around the country gather to share ideas for, and results of, research projects related, broadly, to sport psychology, including sport fandom. This year marked the 10<sup>th</sup> annual SPF. On February 22, 2014, a total of 32 people attended the Forum throughout the day to view a total of 20 presentations.

The topics covered in this year’s SPF included sport fan aggression, gender equity in sports, marketing and funding of sports, attraction among sports fans, and much more. This year’s Keynote Speaker was Dr. Cody Havard, Professor of Health and Sport Sciences at the University of Memphis, who presented on “The Marketing and Fan Behavior Implications of Sport Rivalry.”



Front row from left: Shannon Callihan (Morehead State University), Nathan Kizer (Morehead), Justin McQuistan (Belmont University), Sagan Ladd (Murray State University), Ashley Ostrander (Murray State University), Meggie Goeke (Murray), Ciara Cyr (Western Kentucky University), John Narcum (University of Memphis)

Second row from left: Rick Grieve (WKU), Cody Havard (Memphis), Ryan Zapalac (Sam Houston State University), Dan Wann (Murray)

Back row from left: Kenny Martin (Murray), Jason Lanter (Kutztown University), Ted Peetz (Belmont), Matt Cox (Belmont)

# Evolution of the Kentucky School Counselor

By Dr. Imelda Bratton,  
Counseling & Student Affairs

Individuals desiring to become school counselors in Kentucky have available a different route than the customary teacher-to-school counselor path. Traditionally school counselors had teaching experience, once believed to be an important prerequisite for school counselors. This belief is evolving as school counseling across the nation shifts focus from administrative duties to emphasizing direct interaction with students.

The school counseling program at WKU has evolved to meet the increasing focus on mental health needs of students in public schools. With recent accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the school counseling master's program has increased to 48 credit hours. A 600-hour internship was added to the program to provide an experience in the school setting, similar to the student teaching experience. School counseling students now spend three semesters in practicum and internship at an elementary and

secondary school setting. Coursework throughout the program includes curriculum development, classroom guidance, classroom management, development and assessment of comprehensive guidance programs, academic achievement, career development and readiness, and individual and group counseling. Upon successful completion of an approved master's program in school counseling, students may apply for a provisional certification. After successfully completing two years of employment as a school counselor, students may then apply for a standard school counseling certificate.

School counselors in Kentucky are beginning to look unlike traditional school counselors of the past and this is a direct benefit to PK-12 students. The evolving Kentucky school counselor is prepared and able to



*Dr. Bill Kline, Department Head, Counseling and Student Affairs, leads a discussion during a new student orientation.*

work directly with students, teachers, and parents to help them achieve academic success. As counseling skills become the ultimate focus, the need for teaching experience diminishes. For more information about the school counseling program at WKU contact [Imelda.Bratton@wku.edu](mailto:Imelda.Bratton@wku.edu). For more general information about school counseling visit <http://www.schoolcounselor.org/school-counselors-members/careers-roles>.

## Faculty Members Complete Program in Ecuador

**Dr. Aaron Hughey**, Counseling and Student Affairs, **Dr. Bill Pfohl**, Psychology, and **Virginia Pfohl**, Psychology, participated in the inaugural Zuheir Sofia Endowed International Faculty Seminar to Ecuador (ZSEIFS) during May 2014.

Over the course of their 12 days in the country, participants broadened their knowledge of Ecuador and its diverse historical, political, cultural, and geographical landscapes.

The ZSEIFS is an interdisciplinary faculty study program designed to enhance the overall objectives of the larger, campus-based initiative: the International Year Of... program. The International Year Of... program, set to kick off in the fall of 2014, is in-

tended to provide the WKU campus and surrounding community with a rich, complex sense of place and interconnectedness through a yearlong celebration and emphasis on a single region/country. Ecuador is the first country to be celebrated.



*Above: Ginny and Bill Pfohl at the livestock market in Pillaro, Ecuador.*

*Left: Aaron Hughey at the Primate Rescue in Puyo, Ecuador.*



# Congratulations to the 2014 CEBS Retirees



**Dr. Gayle Ecton**, Associate Professor, Department of Educational Administration, Leadership, and Research, has taught 12 years full-time at WKU before moving to his present transitional (part-time) status in 2009. He served as Department Head from 2001-2004. Prior to coming to WKU, Dr. Ecton taught one year at Midway College. Over the past fourteen years, Dr. Ecton served on numerous state level committees and task forces working on school leadership including serving as Co-Director for Kentucky's State Action for Educational Leadership Project. He was also a member of the state committee that revised the principal preparation program. Dr. Ecton has 28 years experience in P-12 teaching and various administrative roles including 21 years as a school superintendent.



**Dr. Janice Ferguson**, Professor in Special Education, School of Teacher Education, began her teaching career in 1965 as a middle school language arts teacher in Indiana. Since then, she has served as a Learning Lab Coordinator, a Consultant for Special Education curriculum, a Special Education Supervisor and Curriculum Coordinator, and as a Work Study Coordinator. Dr. Ferguson began her career at WKU in 1985. During her time at WKU, she served on the State Advisory Panel (SAPEC), wrote several Standards Board Folios, mentored faculty, co-authored articles, and advised Student CEC (1988-2008) and KY SCEC (1998-2008). Among her many honors, Dr. Ferguson received the CEBS Teaching Award and the CEBS Student Advisement Award. As of July 1, 2009, she moved to the transition to retirement track and teaches two sections of Special Education courses each semester.



**Dr. Steve Miller**, Associate Professor, Department of Education, Administration, and Leadership Research, came to WKU in 2008 after a long career at the University of Louisville. While chairing several dissertation committees, Dr. Miller helped develop both the current sequence of three required research courses for the EdD in Educational Leadership and the Doctoral Research Standards. He redesigned and taught two key doctoral courses: the first in the sequence, EDLD 712, Research Methods and Design for Educational Leaders and EDFN 603, Qualitative Research in Education. He also designed and taught the Dissertation Seminar, EDLD 797. During his transitional retirement, Dr. Miller plans to continue teaching these courses, help his students complete their dissertations, and collaborate with his colleagues on various research projects.



**Ginny Pfohl**, Instructor, Department of Psychology, began her career at WKU in 1980. She has taught Psychology classes for 34 years, advised countless students, and served as the advisor for the Psychology Club and Psi Chi Honor Society. Among her many honors, Ms. Pfohl received the CEBS Student Advisement Award in 2004 and 2012, the University Advising Award in 2012, and the CEBS Teaching Award in 2014. During her transitional retirement, she will be involved with students by teaching Psychology 100, Introduction to Psychology, and Psychology 199, Developmental Psychology, during the fall 2014 semester. Her retirement plans include traveling and remaining active in Girl Scouts and the American Red Cross.



**Vivian Robertson**, Instructor of Elementary Education, School of Teacher Education, began her career at WKU in 2001 as an instructor at the Elizabethtown/Fort Knox regional campus. Before coming to WKU, Ms. Robertson taught for 27 years at Bardstown Elementary. Her retirement plans include traveling, cruising, and spending time with her family.



**Kathryn Smith**, Instructor of Elementary Education, School of Teacher Education, began her teaching career in Daviess County after graduating from WKU with a triple major in Math, English, and Elementary Education. She then continued her teaching career at Hardin County – devoting 30 years to public education. Since 1995, Ms. Smith has taught classes at the Elizabethtown/Fort Knox regional campus. During her retirement, she plans to spend more time with her family.

# Publications & Presentations:

## 2014



- Burke, M., & Hughey, A.W. (2014). *The Culture of Entitlement: Implications for Student Affairs Professionals & the Campus Community*. Presentation at the meeting of the American College Personnel Association, Indianapolis, IN.
- Cangemi, J. (2014). A tribute to Dr. Don Cole - A significant voice in the organization development profession. *Organization Development Journal*, 32,(1),14-16.
- Clements, E., Day, M., & Pesterfield, L. (2014, April). *Assessments, Research, and Scavenger Hunts, Oh My! Using QR Codes in the Science Classroom*. Presentation at the meeting of the National Science Teachers Association, Boston, MA.
- Corley, W., Xu, X. Y., Zhao, Q., & Redifer, J. (2014, May). *The moderating role of achievement goal in the "motivation by anticipation" effects*. Poster session presented at the 26th Association for Psychological Science Annual Convention, San Francisco, CA.
- Cribbs, J., Hazari, Z., Sonnert, G., & Sadler, P.M. (2014). *The influence of high school teachers' instructional practices on students' mathematics identity*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Davidson, C., & Wilson, K. B. (2013/2014). Reassessing Tinto's concepts of social and academic integration in student retention. *Journal of College Student Retention: Research, Theory & Practice*, 15(3), 329-346.
- Duffin, L., Day, M., & Cook, A. (2014, April). *Building College Student Motivation for General Chemistry: A Tool for Fixing the Leaky STEM Pipeline*. Roundtable discussion, Division C: Learning and Instruction/Section 1d. Science. American Educational Research Association National Conference, Philadelphia, PA.
- Evans, S., Kirchner, T., Norman, A., & Pope-Tarrance, J. (2014, March). *An electronic assessment system to monitor candidate progress and evaluate quality of educator preparation programs: Challenges in development, implementation, and planning for the future*. Presentation at the 66th Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Grieve, F. G. (2014, March). *It's only crazy if it doesn't work: The importance of being a sport fan*. Invited keynote speech at the College of Education and Behavioral Sciences REACH Week Research Day, Western Kentucky University, Bowling Green, KY.
- Higgins, L. A., & Myers, C. L. (2014). The influence of a behavior rating scale on school psychologists' diagnostic decision-making. *Journal of Education and Training*, 1, 92-104.
- Houchens, G., Zhang, J., Chunling, N., Davis, K., & Chon, K. (2014). *The impact of positive behavior interventions and supports on Kentucky teachers' perceptions of teaching conditions and student achievement*. Paper presented at the American Research Association National Conference, Philadelphia, PA.
- Hussung, J., & Carter, T. (2014). Pre/post assessments and problem sets. In J. Tassell, M. Maxwell, Stobaugh (Eds.), *Explore the Core: Sixth Grade Math Problem Solving and Projects* (pp. 11-56). Bloomington, IN: Garlic Press.
- Jernigan, C., Johnson, C., Day, M., & Pesterfield, L. (2014, March). *Use of examples/non-examples as exploration technique for highly procedural topics*. Poster session presented at the American Chemical Society National Conference, Dallas, TX.
- Johnson, C., Jernigan, C., Day, M., & Pesterfield, L. (2014, March). *Crooked Cook Caper*. Poster session presented at the American Chemical Society National Conference, Dallas, TX.
- Jukes, P., & Cole, J. (2014). Pre/post assessments and problem sets. In J. Tassell, M. Maxwell, R. Stobaugh (Eds.), *Explore the Core: Fourth Grade Math Problem Solving and Projects* (pp. 11-56). Bloomington, IN: Garlic Press.
- Kirchner, T., Moore, M., Schroeder, G., Sharma, M., & Walker, A. (2014, March). *Preparing an institutional data system to utilize statewide clinical placement data*. Presentation at the 66th Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Kirchner, T., Larson, A., Moore, M., Peach, H., Ryan, C., Schroeder, G., Shanahan, K., Sharma, M., Walker, A., Walker, C., & Walters-Parker, K. (2014, March). *Making collaboration work: Development of statewide clinical placement and accountability tools in Kentucky educator preparation*. Presentation at the 66th Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Mills, E., & Whitney, K. (2014). Pre/post assessments and problem sets. In J. Tassell, R. Stobaugh, & M. Maxwell (Eds.), *Explore the Core: First Grade Math Problem Solving and Projects* (pp. 10-58). Bloomington, IN: Garlic Press.
- Murley, L., Gandy, S. K., Sublett, M., & Kruger, D. (2014). A large scale teacher professional development endeavor: The Lincoln Tri-State Institute. *Teacher Development: An international journal of teachers' professional development*.
- Murley, L., Stobaugh, R., Jukes, P., & Tassell, J. (2014). Examining the reliability of a culminating teacher education assessment and discovering areas for reform. *Educational Renaissance*, 2(2), 3-18.
- Murley, L., & Watkins, A. (2014). Pre/post assessments and problem sets. In J. Tassell, R. Stobaugh, & M. Maxwell (Eds.), *Explore the Core: Third Grade Math Problem Solving and Projects* (pp. 11-63). Bloomington, IN: Garlic Press.
- Murley, L., Jukes, P., & Stobaugh, R. (2013). Raising expectations for pre-service teacher use of technology. *International Journal of Humanities and Social Science*, 3(14), 1-8. (Note—the article received "A Best Paper Award for 2013" for the journal.)
- Myers, C. L. (2014, February). *Screening young children for autism with behavior rating scales*. Poster session presented at the meeting of the National Association of School Psychologists, Washington, DC.
- Noel, C. R., Rubrow, C. H., & Wehby, J. (2014, May). *Noncontingent reinforcement to decrease disruptive classroom behaviors in a student with emotional and behavioral disorders*. Presentation at the meeting of the Association of Applied Behavior Analysis, Chicago, IL.
- Olive, K., & Cangemi, J. (2014, April). *Workplace bullies: Why they are successful and what can be done about it*. Paper presented in *absentia* by Dr. C.J. Kowalski at the 18th Annual Educational Leadership Conference, South Carolina State University, Orangeburg, South Carolina.
- Pearson, A., & Zimmer, M. (2014). Pre/post assessments and problem sets. In J. Tassell, M. Maxwell, R. Stobaugh (Eds.), *Explore the Core: Fifth Grade Math Problem Solving and Projects* (pp. 11-57). Bloomington, IN: Garlic Press.
- Roantree, C. F., & Kennedy, C. H. (2014, February). *Using functional analysis to assess function and skill vs. performance deficit of perseverative speech*. Poster session presented at the meeting of the Association for Behavior Analysis on Autism, Louisville, KY.
- Roberts, J.L., Zigler, D., & Courtright, R. (2014). *Gifted education: Who are they? What they need, and why they don't have it and, what we can do about it*. Webinar presentation.
- Smith, K., & Smith, S. (2014). Pre/post assessments and problem sets. In J. Tassell, R. Stobaugh, & M. Maxwell (Eds.), *Explore the Core: Second Grade Math Problem Solving and Projects* (pp. 10-62). Bloomington, IN: Garlic Press.
- Starling, M., Harris, N., Day, M., & Pesterfield, L. (2014, March). *Pressure and Volume: A 5E Inquiry Lesson*. Poster session presented at the American Chemical Society National Conference, Dallas, TX.
- Stobaugh, R., & Houchens, G. (2014, March). Preparing for success. *Principal Leadership*, 14 (7), 36-40.
- Wilson, K. B., & Gross, J. (2014, April). *What's a college to do? The Supreme Court, state amendments, and financial aid*. Session presented at the meeting of the Council for the Study of Community Colleges, Washington, D.C.
- Wilson, S. M., Grieve, F. G., Ostrowski, S., Mienaltowski, A., & Cyr, C. (2014). Roles of team identification and game outcome in sport fan superstitious behaviors. *Journal of Sport Behavior*.
- Xu, X. Y., Corley, W., Zhao, Q., & Wichman, A. (2014). *Incremental beliefs about ability ameliorate self-doubt effects*. Poster session presented at the 26th Association for Psychological Science Annual Convention, San Francisco, CA.
- Zapalac, R. K., Grieve, F. G., Wann, D. L., Lanter, J. R., Estes, B. C., Zhang, J. J., & Pease, D.G. (2014, February). *"I can do what I want": The initial version of the Fans Rights Perception Scale (FRPS)*. Invited presentation for the Tenth Annual Sport Psychology Forum, Western Kentucky University, Bowling Green, KY.



Three Warren County Public Schools teachers -- **Leslie Blair** of Briarwood Elementary, **Jason Dargo** of South Warren Middle School, and **Holly Whittinghill** of Greenwood High School, were selected to receive the Campbellsville University Excellence in Teaching Award for 2013-14.

**Michelle Blick**, who has been a special education teacher or consultant for 22 years, is the new Warren County Public Schools Director of Special Education. Blick has been with WCPS for 20 years. She taught special education at Greenwood High School from 1994 until 1998 and again from 1999 until 2009. Since 2009, she has been a High School Special Education Consultant.

**William Bogdan**, Past President of the Council for Exceptional Children (CEC), has been named the Chair of the Interdivisional Caucus of the CEC.

**Tommy Burrough**, Principal of Hopkins County Central High School, was named the Director of Facilities for Hopkins County Schools. In 2013, Burrough was named the Hopkins County School Administrator of the Year.

Two teachers from Bowling Green High School, **Lisa Correa** and **Sandra McCoy**, have recently earned National Board Certification after completing the rigorous certification process and performance-based assessments. Correa and McCoy are among twenty-one current Bowling Green City School teachers to earn the NBCT distinction.

**Kyle Curry**, a Physics teacher at Southwestern High School in Somerset, KY, was featured in an article in the March 21, 2014 edition of the *Commonwealth Journal* titled "SWHS Teacher Making Physics Cool for Students."

**David Eakles**, retired Superintendent of Todd County Schools, and **Jim Flynn**, Superintendent of Simpson County Schools, were inducted into the Bowling Green High School Hall of Honor on April 26, 2014.

**Laura Eason**, Library Media Specialist at Henry F. Moss Middle School, has been selected by the School Library Journal to write book reviews. The School Library Journal is the premier publication for libraries that serve children and teens.

The following Warren County Public Schools teachers earned National Board Certification from the National Board for Professional Teaching Standards: **Jennifer Green**, Jody Richards Elementary; **Amanda Warder**, Henry F. Moss Middle School; **Melissa Harris**, Moss Middle School and Warren East Middle School; **Sharon Collins**, Warren East Middle School; **Megan Lowe**, Moss Middle School; and **Melissa Cunningham**, South Warren High School.

**Matthew Gregory**, MAE Student Affairs graduate; Associate Dean of Students and Director, Student Advocacy & Accountability, Louisiana State University; and President of the Association for Student Conduct Administration (ASCA), was invited to meet with staff members of Vice President Joe Biden and members of the White House Task Force on Sexual Violence as a representative of the ASCA on June 5, 2014 at the White House.

**Allison Hester**, second grade teacher, was chosen as the J. W. Wiseman Elementary Teacher of the Year for the 2013-2014 school year.

**Tara Holaday**, Clinical Psychology M.A. graduate, accepted a position at Morehead State University in the Counseling Center.

**Liz Jensen**, a teacher at Cumberland Trace Elementary School, and **Laura Dinning**, School Psychologist at Natcher and Lost River Elementary schools, were honored for their outstanding service to the Warren County Public Schools district during the inaugural WCPS Golden Apple Awards. At the April meeting of the Warren County Board of Education, **Amy Buss**, Library Media Specialist at Bristol Elementary, and **Jennifer Moore**, Response to Intervention Reading teacher at Warren East Middle School, received Golden Apple Awards.

**Holly Kirk**, a teacher at Plano Elementary, received the Virginia Mutchler Young Women Educator Award. The award was presented at the Delta Kappa Gamma tea held on April 26, 2014. Kirk also received a \$500 scholarship to be applied toward either National Board certification or a post-graduate degree of her choice, and membership in the Delta Chapter of Delta Kappa Gamma International.

The following CEBS alumni were nominated for the Save our Kids Coalition Teacher Hero Award: **Belinda Lawson, Heather DeHaven, Melanie Wyatt, Andrea Heming, Gina Word, Amy Oliver, Cassandra Jones, Melissa Dillard, Kimberly Stout, Lisa Kelton, Alicia Graves, Kristie Downing, Jenny Pierson, Laura Beth Menser, Jordan Spillman, Aaron Davis, Lynn Richey, Shawna Garrett, Stephanie Helton, Amanda Rupsch, Amy Yates, Brittany Flener, Lisa King, Heather Bushelman, Roger Watt, Ashley Burysek, Katherine Whitney, Lori Martin, Chris Seabolt, Ronan Bunger, Crystal Davis, Kaleigh Davenport, and Stacy Faulkner.**

**Michelle McCloughan**, a fourth and fifth grade writing and literature teacher at T. C. Cherry Elementary and Elementary Co-Director for WKU's Writing Project, was named Elementary Teacher of the Year at the 2014 Kentucky Council of Teachers of English (KCTE) Conference.

**Holly Milam-Bush**, a math teacher at Greenwood High School, is one of only 200 educators selected for the LearnZillion 2014 Dream Team. The Dream Team convened in New Orleans for TeachFest from June 4-7 where they kicked off a summer-long collaboration to create formative assessment tools and resources that will support teachers implementing the Common Core.

#### Send us your news!

If you are a graduate of CEBS, then keep us updated on your promotions, awards, publications, etc. We want to recognize you for all your outstanding accomplishments. E-mail your information to Pam Pierce, [pam.pierce@wku.edu](mailto:pam.pierce@wku.edu).

**David Nole**, Henry F. Moss Middle School Principal, was selected to attend the Leadership Institute for School Principals, July 22-24, on the Center for Creative Leadership campus in North Carolina.

**Beth Schaeffer**, District Preschool Instructional Consultant for Warren County Public Schools, received the Early Childhood Outstanding Service Award from the Kentucky Division for Early Childhood. The award was presented at the annual Kentucky Exceptional Children's Conference.

**Leslie Shultz** is the new assistant principal at Jody Richards Elementary. A Bullitt County native, Shultz taught science for one year in her home county before teaching special education for seven years in Butler County. She spent the 2012-13 school year and the 2013 fall semester as a special education teacher at T. C. Cherry Elementary School.

**Clay Smalley**, a teacher/counselor at the Warren County Day Treatment

Program administered by Warren County Public Schools, received one of the top awards at the Bowling Green/Warren County NAACP (National Association for the Advancement of Colored People) Freedom Fund Gala held November 2. Smalley took home the Humanitarian Award in recognition of his work with youth.

**Candace Stolt**, a teacher at Franklin Elementary School, was named Special Education Teacher of the year by the Kentucky Board of Education and the Kentucky Council for Exceptional Children. Her award was presented at the 48th Annual Exceptional Children's Conference in Louisville, KY.

**Andrew Swan** (MAE Student Affairs, August 2013) accepted a position as a Coordinator in the New Student Orientation office at Penn State.

**Jason Swift** (International Student Services Certificate Program) accepted a position as the Senior International Student Advisor at California State University, Fresno.

Principal **Jim Tinius** retired after more than 30 years in education. He served as the principal of Potter Gray Elementary for the last 12 years. Prior to becoming a principal, he spent seven years at Bowling Green High School, including time as a teacher, assistant principal and coach. **Byron Darnall** has been named the new principal of the school. At the time of his hire, Darnall was serving as the Bureau Chief for Educator Quality at the Iowa Department of Education in Des Moines. From 2010-2011, he served as Principal of Glasgow High School.

**Margaret Thornton**, a teacher at Saint Bernard Academy in Nashville, TN, was featured in an article in the March 27, 2014 edition of *The Tennessean* titled "Is Your Child Ready for Kindergarten? Six helpful Tips."

Bowling Green High School (BGHS) football coach, **Kevin Wallace**, was named the Associated Press Coach of the Year .

## Ms. Whitlow Goes to Washington

Brooke Whitlow, a technology education teacher at East Hardin Middle School and alumna of WKU, was selected to attend a special White House Social for a conversation with administration officials, including Dr. Jill Biden, lifelong educator and wife of Vice President Joe Biden, and United States Secretary of Education Arne Duncan on Wednesday, May 7, 2014.

According to [whitehouse.gov](http://whitehouse.gov), White House Socials are in-person meetings of people who engage with the White House through social media on Twitter, Facebook, Google+, Pinterest and Instagram.

Whitlow has pioneered various ways of incorporating social media into the classroom. Her innovation and high level of connectedness played a big role in her selection.

"I work hard on being a connected educator," Whitlow said. "I'm con-

stantly on education chats with educators from across the country through Twitter. Our students and parents are able to have a front row seat in my classroom via our Instagram and Twitter accounts. Social media has given my students an authentic audience and thus renewed their passion and commitment to what they are learning. Becoming a connected educator has been a driving factor in my passion for this profession and most importantly, my students. "

Whitlow says the White House told her that officials looked at her social media footprint before deciding she was a right fit for her trip to Washington, DC.

"Mrs. Whitlow has taught our students and our East Hardin community to respect social media and not misuse it," EHMS Principal Daniel Lockwood said. "Her passion for preparing her



Whitlow with Dr. Jill Biden in the Eisenhower Executive Office Building, Washington, DC.

students for the real world is evident. Companies across the globe and businesses in our own community are communicating and marketing with social media. She is familiarizing our students with the do's and do not's of this important medium."



# William King: National Award Winner

When Dr. Jane Foley, Milken Family Foundation Senior Vice President, Milken Educator Awards, announced that William King, freshman principal at Bowling Green High School and WKU alumni, was the state's Milken Educator Award winner, the ordinary school assembly turned into an extraordinary experience for King.

One of education's most prestigious recognitions, the Award came with a no-strings-attached cash prize of \$25,000. With more than 1,200 cheering students, colleagues and a host of dignitaries – including Kentucky Commissioner Holliday, and Mrs. Madeline Abramson, wife of Lt. Governor Jerry Abramson, this exceptional educator experienced the fanfare typically reserved for all-star athletes and award-winning entertainers.

"When she called my name, I about fell over!" King said about being named 2013-14 Milken Educator for Kentucky by Dr. Jane Foley. "We have such an amazing faculty, so I was thinking of all the teachers that could receive this award. When they were about to announce it, I thought

of particular teachers. So, when she said my name, I was thinking surely she made a mistake. But, it really is a blessing."

Hailed by *Teacher Magazine* as the "Oscars of Teaching," what separates this award from others is that the recipients have no idea that they will be honored. This recognition is not a lifetime achievement award. Recipients are selected in early to mid-career for what they have achieved... and for the promise of what they will accomplish. Encompassed in the recognition is the responsibility for those honored to stretch their professional practices and leadership to even higher levels.

Since 2007, King has given more than 30 presentations ranging from improving teacher retention and designing a high school literacy program to Twitter for high school adminis-



trators. His interest in combining technology with teaching led him to implement the Bring Your Own Device program at BGHS where students can use wireless devices, such as smart phones, tablets and notebooks in class. He is the co-organizer of TeachMeet Nashville, TeachMeet Kentucky, and is currently working to start TeachMeets in other states. These are informal meetings for teachers to share best practices, innovations and personal insights on teaching using technology. His other credentials include being a Microsoft Innovative Educator and an Edmodo Certified Trainer. An innovator with vision and purpose, William King is leading BGHS students and faculty, parents and community into the future.

First presented to a dozen California teachers, the Milken Educator Awards program has grown to become the nation's preeminent teacher recognition program having honored nearly 2,600 K-12 teachers, principals and specialists. More than \$136 million in funding, including over \$64 million in individual \$25,000 awards, has been devoted to the overall program, which includes powerful professional development opportunities throughout recipients' careers. From local to state to national and even international levels, the exponential impact of Milken Educators strengthens American K-12 education.



Pictured, from left: Ryan Williams (KY '12), Ruth Sweazy (KY '02), Field Assistant to Senator Mitch McConnell Sandra Potter (in back), Cyndi Boggs (KY '00), William King (KY '13), Madeline Abramson, Kentucky Commissioner of Education Dr. Terry Holliday, William Twyman (KY '93) and Milken Educator Awards Senior Vice President Dr. Jane Foley. (Photos provided by the Milken Family Foundation)

# Three Outstanding Educators

## Inducted into the Kentucky Teacher Hall of Fame

Members of the seventh class of the Governor Louie B. Nunn Kentucky Teacher Hall of Fame were chosen by the statewide selection committee and inducted in a ceremony held at the Capitol Rotunda on February 6, 2014. The three outstanding educators, with a combined experience of about 110 years, are **Debra Burgess**, **Golda Pensol Walbert**, and **Cynthia S. Wooden**.

*(Pictured below from left to right with Terry Holliday, Kentucky Education Commissioner, and Governor Steve Beshear. Photos by Clinton Lewis.)*



**Debra Burgess**

Debra Burgess began her teaching career at Murray (KY) High School as a Spanish and Latin teacher.

Burgess taught Spanish and Latin at Murray High School from 1980 to 2012 and French in 2012. She was an adjunct instructor from 2011 to present at Murray State University.

She received her bachelor's degree in French and a Spanish minor in 1974 and her master's degree from North Texas State University in 1979. Burgess earned a teaching certificate in Spanish and French from Murray State University in 1979. In 1985, she received a teaching certificate in Latin from the University of Kentucky and in 1994 she received her Rank I from Murray State University.

Her awards include Murray Kiwanis Club Teacher of the Year in 1985 and 2004, Murray State University – Kentucky Outstanding High School Teacher in 2004, Ashland Outstanding Kentucky Teacher – Top 26 finalist in 2006, and Murray Outstanding Teacher of the Year in 2008.



**Golda Pensol Walbert**

A native of Rockcastle County, Golda P. Walbert began her teaching career in 1943.

Walbert taught at Rockcastle County Schools from 1943 to 1952. She taught in various one-room schools and found herself assuming the roles of custodian, cook, nurse and teacher. From 1952 to 1954, she taught at Harlan County Public Schools and Barren County Schools, KY, from 1954 to 1989.

She received her associate degree from Lees Junior College, bachelor's degree in Education in 1946 from Eastern Kentucky University and master's degree in Educational Administration in 1950 from Eastern Kentucky University.

Her awards include the Outstanding Alumnus Award from Eastern Kentucky University, Glasgow-Barren County Chamber of Commerce Athena Award, Barren County Schools Hall of Distinguished Alumni, and the Kentucky Unbridled Spirit Award in 2007.



**Cynthia S. Wooden**

A native of Lubbock, Texas, Cynthia S. Wooden began her teaching career in 1979 in Amarillo, TX, and continues to teach at Kenton County Schools, KY.

Wooden taught Elementary Education at St. Andrew's School in Amarillo, TX, from 1979 to 1980; Borger Independent Schools in Borger, TX, from 1980 to 1981; Amarillo Independent Schools in Amarillo from 1981-1985; and Kenton County Schools, KY, from 1987 to present.

She earned her bachelor's degree in Elementary Education from Texas Tech University (1976-1978). Wooden received her Rank II in 1987 and Rank I in 2001 from Northern Kentucky University.

Her awards include the Golden Apple Award in 2006, Kentucky Colonel in 2010, National Board Certified Teacher – Middle Childhood Generalist, Academic coach at River Ridge Elementary School from 2001-2005, and presented "Make It So! Engaged!" at the KEA TALK Conference in 2013.

## Nominate a Teacher

Each nominee must have a minimum of 19 years teaching experience, 10 of which should have been in a P-12 Kentucky school. Nominees may be living or deceased. All nominees must have a completed nomination packet submitted by the deadline (July 15 each year). Inquiries and/or additional information may be directed to Tammy Spinks, College of Education and Behavioral Sciences, Western Kentucky University, 1906 College Heights Blvd., #11030, Bowling Green, KY 42101-1030 or [tammy.spinks@wku.edu](mailto:tammy.spinks@wku.edu), (270) 745-4664. Information is also available online at [www.wku.edu/kythf](http://www.wku.edu/kythf).



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## Student Success & Leadership Hosts Student Appreciation Day

In anticipation of finals week, the CEBS Student Leadership & Success Committee hosted a Student Appreciation Day on May 7, 2014. The event allowed students to take a break and enjoy some hands-on activities. Activities included making snowballs, blowing bubbles, hula hooping, making worry dolls, playing trivia games, making bookmarks, and visiting with CanDoo (WKU's official therapy dog). Popcorn, lemonade and fun were enjoyed by students, staff, and faculty.







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