Gary A. Ransdell Hall

“A grand place for a grand and noble profession.”
I recently received a package from a WKU alumnus containing numerous newspaper clippings about Western Kentucky Normal School from the 1920s through the 1940s. The campus was obviously going through a transformation, with numerous buildings being erected to accommodate the growth of the institution and the increased demands placed on programs. That transformation continues across campus, with the addition of new buildings and the renovation of others. We are fortunate to have started the new academic year in a new building, Gary A. Ransdell Hall. However, the learning experiences that are occurring in the buildings and at various places in the state, country, and across the world are what truly exemplify a transformation in the College.

Our students have greater access to courses and programs through web-based instruction and opportunities to study around the world. We are fortunate to have a technology-rich environment and are continually upgrading technologies to enhance our work. Some students are able to complete their studies totally online, and all students have numerous opportunities to engage in learning experiences through the use of the Internet. At the graduate level, some students are completing their clinical experiences in settings throughout the U.S. and the world, with supervision occurring through real-time technologies. Beginning Spring Semester 2012, we will be documenting the performance of our student teachers through a pilot project, whereby supervising instructors from WKU record their observations on iPads linked to our accountability system. As technological tools evolve, we will use them to expand opportunities for students to interact across the globe.

As our world continues to shrink in terms of accessibility, we are increasingly looking for new international opportunities for our students. Each semester, more students are completing part of their student teaching experience overseas. Additionally, faculty members are investigating opportunities to engage students in new learning environments in overseas settings, and the College is beginning the initial phase of a project to internationalize our curriculum.

Our students have greater access to courses and programs through web-based instruction and opportunities to study around the world. We are fortunate to have a technology-rich environment and are continually upgrading technologies to enhance our work. Some students are able to complete their studies totally online, and all students have numerous opportunities to engage in learning experiences through the use of the Internet. At the graduate level, some students are completing part of their student teaching experience overseas. Additionally, faculty members are investigating opportunities to engage students in new learning environments in overseas settings, and the College is beginning the initial phase of a project to internationalize our curriculum.

Faculty and students in the College continue to distinguish themselves through their academic accomplishments. During the past fiscal year, faculty and staff brought in more than $8 million in external funding to support research projects and to provide service to area schools and other agencies. Numerous faculty members are engaged in research related to learning and how individuals of various ages interact with stimuli within their environment. Others are engaged in research initiatives directly related to educational transformations in P-12 settings. Regardless of the research focus, there is a common thread woven through the various scholarly activities—how we work with individuals to enhance their potential for success in various life activities.

Complementing the focus of much of the research and service in the College is the commitment of our faculty and staff to helping our students experience success in the classroom, and to the success of our graduates in their chosen careers. With the beginning of the academic year, greater emphasis is being placed on student retention. As a College, our mission is “Empowering individuals to lead and serve our dynamic world,” and part of this process includes ensuring that each graduate has the necessary knowledge and skills to positively impact the lives of others. I am pleased to share some of the work that is occurring in the College of Education and Behavioral Sciences.

Dr. Sam Evans, Dean
Dr. Gary A. Ransdell has participated in numerous dedication ceremonies as the campus has been transformed in his nearly 14 years as WKU’s president, but none may have been more special than the April 29, 2011, dedication of Gary A. Ransdell Hall.

“I want to thank the Board of Regents and specifically Board Chair Jim Meyer for this high honor,” Dr. Ransdell said. “The confidence and trust in me, and the leadership team we have assembled, is important, appreciated and humbling. Going forward, our shared commitment to achieving a full and lasting transformation is deeper and stronger than ever.

“I fully realize that the Board’s decision to name this building now, with so many years yet to serve, is a vote of confidence and a salute to the achievements we have shared; but it is also a challenge to me, and those with whom I work, to not slow down and to not mess it up. The next 11 years will be marked by achievements built solidly on the foundation we have laid over the last 14.

“Thank you for this high honor.”

In a ceremony attended by hundreds on a sunny afternoon, Dr. Ransdell acknowledged the support of his wife, family, friends, regents, legislators, elected officials, education leaders, administrators, faculty, staff, students, donors and others who have helped transform WKU during the past 14 years and who have helped make the new home of WKU’s College of Education and Behavioral Sciences a reality.

“WKU drives education in Kentucky,” Dr. Ransdell said. “I could not be more pleased that the building which will bear my name will also be the home of our College of Education and Behavioral Sciences.”

The Board of Regents voted last October to name the building in recognition of Dr. Ransdell’s efforts to transform the WKU campus and for his vision to make WKU a leading American university with international reach.

Rep. Jody Richards said naming the building for Dr. Ransdell was fitting and appropriate, given his contributions over the past 13½ years – enrollment growth, campus improvements, endowment growth, new academic programs (including engineering and the addition of doctoral degrees), the Gatton Academy of Mathematics and Science in Kentucky and the Honors College.
 três, Washington and Kentucky offered opportunities.

Profs. Williams and Ransdell agreed. “Education tomorrow is clearly a ‘must’,” Williams said.

Dr. Sam Evans, dean of the College of Education and Behavioral Sciences, delivered the opening and closing remarks at the dedication of Gary A. Ransdell Hall.

Gary A. Ransdell Hall celebrates WKU’s rich history of education, creates a vital role that primary and secondary teachers often have the most influence over a child’s life and future educational pursuits, including their eventual career paths,” Governor Steve Beshear said.

The Kentucky Teacher Hall of Fame was created in 2000 through a gift by former Governor Nunn, who hoped to recognize the vital role that primary and secondary teachers play in the education of young people and the state’s economic future.

The facility was designed by RossTarrant Architects of Lexington. A&K Construction, Architects of Lexington. A&K Construction, served as general contractor.

Artie Johnson Hankins

“Miss Artie,” a native of the Big Hill community in Butler County, was determined to become a teacher; but as the oldest child of 50 in a coal mining family in the early 1930s, she knew her family couldn’t afford the cost of a college education.

Between 1932 and 1958, she took classes at WKU and received her bachelor’s degree in 1958. In addition to her 44-year teaching career, Hankins and a longtime friend documented the happenings of the Dunbar community for the Butler County newspaper.

After Hankins died in March 2010, her family established the Artie Hankins Scholarship Fund through the Butler County Education Foundation. A $250 scholarship, the amount “Miss Artie” borrowed and the amount awarded to Teacher Hall of Fame inductees, will help students from Butler County pursue a teaching degree.

Three outstanding educators were inducted on March 1 at the Capitol in Frankfort. From left are WKU President Gary Ransdell, Patricia Morris, Gov. Steve Beshear, Deidra Hylton Patton and Marquita Hamilton (daughter of the late Artie Johnson Hankins). (WKU photo by Clinton Lewis)
Cannonsburg Elementary. Schools and K-5 gifted education teacher at and talented coordinator at Boyd County. She has been a teacher for 28 years. "Teaching is the best and teaching," she said. "But it always kept coming back to more. "But it always kept coming back to teaching," she said. "We love teaching. She loved children. She loved people."

Patricia J. Morris

Morris, a native of Louisville, always wanted to be a teacher even while playing school as a child in her family’s basement with neighborhood friends. “I’ve always taught,” she said. “Teaching is just what I do.”

Morris, who retired after teaching history for 30 years in Jefferson County, is known for making history fascinating for students by using various creative projects. One of her favorite times of the school year was when students would participate in oral history projects and hear remarkable stories from people who had participated in historic events.

Since 1986, she taught American history and Advanced Placement classes at Ballard High School. She taught at Jeffersontown High from 1967 to 1971 and at Sacred Heart Model School from 1984 to 1986.

Among her awards and recognitions are the 2009 Organization of American Historians Theodore Teacher of the Year Award, the 2004 Preserve America History Teacher of the Year Award for Kentucky and 1999 Kentucky High School Teacher of the Year.

Morris received her bachelor’s degree (1967), master’s degree (1987) and Rank I (1996) from the University of Louisville. “I’m a tremendous honor but it’s humbling too,” she said of her induction. “I wish there was a way we could thank every Kentucky teacher out there. I hope they are proud to see we are represented in front of the legislature.”

Deidra Hyton Patton

As a student with a creative spirit, Patton said she considered several career options including drama, the arts, architecture and interior design. “I always kept coming back to teaching,” she said. As a teacher, she could design, direct, act, write and use her creativity to impact student learning. “Teaching is the best and it’s the most for me,” she said.

Patton, who grew up in Hindman, has been a teacher for 28 years. Since 1999, Patton has been gifted and talented coordinator at Boyd County schools and K-5 gifted education teacher at Cannonsburg Elementary.

Her awards include a 2008 Ashland Teacher Achievement Award and the Alice Lloyd College Elementary Education Award.

"Teachers are ‘giving tree’ people,” she said referring to a popular children’s book. "But the good thing is the students give back to us.”

WKU Graduates the First Five Students in the Ed.D. Educational Leadership Program

After serving as fourth-grade teacher at Carr Creek Elementary in 1982, Patton piloted a gifted and talented program for Knott County schools from 1983 to 1987. She taught third and fourth grade at Cannonsburg from 1988 to 1991 and was gifted education teacher for Boyd County schools from 1991 to 1999.

Patton received a bachelor’s degree (1982) from Alice Lloyd College, master’s degree (1984) and Rank I (1985) from Morehead State University, and National Board Certification in 2003.

WKU Graduates the First Five Students in the Ed.D. Educational Leadership Program

The first five graduates of WKU’s Educational Leadership Doctoral Program were recognized at the Board of Regents meeting on April 29. From left are Edwin Craft, Matthew Constant, Kelly Scott Davis, Angela Gunter, and John Baker. “When the next history of WKU is written, the five of you will be included as our first doctoral graduates,” President Gary Ransdell said. (WKU photo by Clinton Lewis)

Among her awards and recognitions are the 2009 Organization of American Historians Theodore Teacher of the Year Award, the 2004 Preserve America History Teacher of the Year Award for Kentucky and 1999 Kentucky High School Teacher of the Year.

Among her awards and recognitions are the 2009 Organization of American Historians Theodore Teacher of the Year Award, the 2004 Preserve America History Teacher of the Year Award for Kentucky and 1999 Kentucky High School Teacher of the Year. "I’ve always taught,” she said. “Teaching is just what I do.”

As a student with a creative spirit, Patton said she considered several career options including drama, the arts, architecture and interior design. “I always kept coming back to teaching,” she said.

As a teacher, she could design, direct, act, write and use her creativity to impact student learning. “Teaching is the best and it’s the most for me,” she said.

Patton, who grew up in Hindman, has been a teacher for 28 years. Since 1999, Patton has been gifted and talented coordinator at Boyd County schools and K-5 gifted education teacher at Cannonsburg Elementary.

Her awards include a 2008 Ashland Teacher Achievement Award and the Alice Lloyd College Elementary Education Award.

“Teachers are ‘giving tree’ people,” she said referring to a popular children’s book. “But the good thing is the students give back to us.”

WKU Graduates the First Five Students in the Ed.D. Educational Leadership Program

The first five graduates of WKU’s Educational Leadership Doctoral Program were recognized at the Board of Regents meeting on April 29. From left are Edwin Craft, Matthew Constant, Kelly Scott Davis, Angela Gunter, and John Baker. “When the next history of WKU is written, the five of you will be included as our first doctoral graduates,” President Gary Ransdell said. (WKU photo by Clinton Lewis)

The first five graduates of WKU’s Educational Leadership Doctoral Program were recognized at the Board of Regents meeting on April 29. From left are Edwin Craft, Matthew Constant, Kelly Scott Davis, Angela Gunter, and John Baker. “When the next history of WKU is written, the five of you will be included as our first doctoral graduates,” President Gary Ransdell said. (WKU photo by Clinton Lewis)

In July, the Confucius Institute at WKU took a total of 44 faculty, staff, students, and community members for a 21-day adventure to Beijing, China. The purpose of the Confucius Institute at WKU is to disseminate the Chinese language and culture within the United States. Thus, the purpose of this trip was to afford those individuals the opportunity to experience, first hand, the language and culture on Chinese soil. Every amenity was paid with funds provided by the Confucius Institute and sponsors Hanban and North China Electric Power University (NCEPU).

Every day was filled with language and culture classes covering topics such as Chinese language, Beijing Folk Arts, Confucius Institute Summer Program Hosts Trip to China

Of the trip, Stan Herren said, “To learn about culture from a book or from meeting someone from that country is not as near as impressive or extensive as experiencing the country itself.”

Mr. Herren expressed her thoughts from the trip:

A highlight for me was climbing the Great Wall, something I have wanted to do since I was a young child. Shopping in Beijing is an interesting experience of intense bargaining. My bargaining improved with experience during the three weeks. I had always heard about the wonderful foot massages, yes, I certainly recommend them! Ah, I wanted to bring her home with me. I had the opportunity to personally meet Madame Xu Lin (president of Han Ban) at President Randell’s reception for Han Ban and the Confucius Institute. I wanted to meet someone from our College of Education and Behavioral Sciences, and she had several questions about our programs. I’m sorry to say that I was not too adventurous with the food. I tried many dishes of Chinese food, but I was not very adventurous and it was not pork or shellfish. This limits you to some two choices. However, the food at the President’s reception was excellent. I enjoyed getting to know some of the Chinese university students, learning more about their lives, and their educational system. I would recommend this trip to others next summer if you are up for adventure with an open mind. You can read more about my experiences on my WKU blog at http://marquitafox.blogspot.com/"
“And After All” was donated to WKU by the Estate of Genelle Willen in care of her daughter, Barbara Gibbons, in March 2011. It was purchased by Kenneth and Geneva Carver Willen of Crystal Lake, Illinois. Mrs. Willen taught high school in Horse Cave, Kentucky, and Joe Downing was one of her students. He is the brother of the late Dave G. Downing.

The artist holds the distinction of being one of only three Americans to exhibit at the Louvre Museum in Paris, France. His work has been exhibited in several countries around the world, as well as in many locations in the United States. Permanent collections of his art can be found in such locations in the United States. The artist holds the distinction of being one of only three Americans to exhibit at the Louvre Museum in Paris, France. His work has been exhibited in several countries around the world, as well as in many locations in the United States. Permanent collections of his art can be found in such locations in the United States.

Mr. Downing attended WKU and was encouraged by none other than Irene Wilson. He studied at the Chicago Art Institute, after which he took a vacation in Paris and found he could not leave. His contemporary art style is abstract with brilliant colors done not only on canvas. He painted on animal bones, leather, terra cotta roof tiles, wood and other materials as well. Mr. Downing was also a writer and published two books of poetry and articles about the art world.

Born in Horse Cave, Joseph Dudley Downing (1925-2007) was one of Mrs. Willen’s students. He is the brother of the late Dave G. Downing. The artist holds the distinction of being one of only three Americans to exhibit at the Louvre Museum in Paris, France. His work has been exhibited in several countries around the world, as well as in many locations in the United States. Permanent collections of his art can be found in such locations in the United States. The artist holds the distinction of being one of only three Americans to exhibit at the Louvre Museum in Paris, France. His work has been exhibited in several countries around the world, as well as in many locations in the United States. Permanent collections of his art can be found in such locations in the United States.

Mr. Downing attended WKU and was encouraged by none other than Irene Wilson. He studied at the Chicago Art Institute, after which he took a vacation in Paris and found he could not leave. His contemporary art style is abstract with brilliant colors done not only on canvas. He painted on animal bones, leather, terra cotta roof tiles, wood and other materials as well. Mr. Downing was also a writer and published two books of poetry and articles about the art world.

Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators, drama and literature in Saturday and summer programs offered by The Center for Gifted Studies at WKU. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.

Julie Roberts Boggess (’96, ’01 and ’08) and Julia Link Roberts (Center for Gifted Studies) have written a book, Teacher’s Survival Guide: Gifted Education, released in May 2011 by Prufrock Press. As the title suggests, the book is for educators new to gifted education and for those with a new or renewed interest in gifted education. Chapter titles include: “Let’s Start at the Very Beginning: Who Are Gifted Children,” “Educators as Talent Developers,” “Making Differentiation Defensible: A Tough Choice for Some: An ‘A’ Today or Preparation for Its Successful Tomorrow,” and “Unlocking Considerations That Often Mask Giftedness.” Julie Roberts Boggess graduated from WKU with a degree in elementary education in 1996 and earned a Master of Arts in Elementary Education with a Gifted Endorsement in 2001 and a Master of Science in Library Media Services in 2007. She is the librarian at Pearre Creek Elementary School in Williamson County, TN. In 2008, the Jenny Jones Foundation named Julie one of seven Tennessee educators. Julie Roberts Boggess is the winner of the Mahurin Professor of Gifted Studies at WKU. She is also the Executive Director of the Center for Gifted Studies and the Carol Martin Gautorn Academy of Mathematics and Science in Kentucky. She is a member of the Executive Committee of the World Council for Gifted and Talented Children, the boards of the Kentucky Association for Gifted Education and The Association for the Gifted, and the Kentucky Advisory Council for Gifted and Talented Education.
WKU GRADUATES THE FIRST COHORTS OF THE SKyTeach & GSKyTeach SCIENCE AND MATHEMATICS TEACHERS

The SKyTeach and GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.

SKyTeach & GSKyTeach science and mathematics teacher education programs at WKU graduated 5 undergraduate and 14 graduate students during the May 2011 commencement ceremonies. These programs represent a collaborative partnership between the College of Education and Behavioral Sciences and Ogden College of Science and Engineering. The programs are based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach is an innovative program developed based upon the highly successful UTeach program at the University of Texas, Austin. SKyTeach was funded through a $2.4 million startup grant awarded by the National Science Foundation. The first cohort of SKyTeach graduates began their year of teacher preparation on June 6, 2011.
### FACULTY PROMOTIONS AND RETIREMENTS

**SIX FACULTY EARN PROMOTIONS AND TENURE**

- **Pitt Derryberry**, Psychology, was promoted to Professor.
- **Sylvia Dietrich**, School of Teacher Education, was promoted to Associate Professor and granted tenure.
- **Jeanine Huza**, School of Teacher Education, was promoted to Associate Professor and granted tenure.
- **Lucile Maples**, School of Teacher Education, was promoted to Associate Professor and granted tenure.
- **Sylvia Dietrich**, School of Teacher Education, was promoted to Professor and granted tenure.
- **Tadayuki Suzuki**, School of Teacher Education, was promoted to Professor and granted tenure.

**SEVEN FACULTY RETIRE FROM THE COLLEGE**

As the spring 2011 semester concluded, the College of Education and Behavioral Sciences retired seven individuals. Those retiring included **Dr. Betta Poe**, Associate Dean for Academic Programs; **Dr. Leroy Metz**, Director of Educational Technology; **Dr. Roger Pankratz**, Assistant to the Dean, **Dr. Vicki Staryton**, Professor in the School of Teacher Education, **Dr. Elizabeth Cooksey**, and **Dr. Leroy Metz**.

### AWARDS

**J. Farley Norman** Receives University Distinguished Professor Appointment

**J. Farley Norman**, Professor of Psychology was the recipient of the University Distinguished Professor appointment for 2011-12. Farley completed his undergradu-

- **Michael McDonald**, School of Teacher Education, was promoted to Associate Professor and granted tenure.
- **Tadayuki Suzuki**, School of Teacher Education, was promoted to Professor and granted tenure.

### NEW FACULTY Fall 2011

#### Educational Administration, Leadership and Research

- **Jill Bailey Cabrera**, Ph. D., The University of Mississippi, Educational Leadership

- **Michael Leo Putnam**, Ph. D., The University of Mississippi, Educational Leadership, Public School Funding

#### Psychology

- **Amy Brousch**, Ph. D., Hardin Street University, Clinical Psychology

- **Lisa Baxley**, Ph. D., University of Oxford, England, Experimental Psychology

- **Donna Blair Lahm**, Ph. D., Westminster College, Educational Psychology

#### School of Teacher Education

- **Nancy Halan**, Ph. D., Walden University, Curriculum and Instruction, Special Education, Career and Technology Education

- **Nielson Pereira**, Ph. D., University of Kentucky, Gifted Education

- **Janice Dammert**, M.A., Western Kentucky University, Secondary Education

- **Penny Adams**, M.A./Rank I, Western Kentucky University, Gifted Education

- **Jeremy Logston**, M. S., University of Kentucky, Secondary Education

- **Kristy Cartwright**, M. A., Walden University, Elementary Reading and Literacy

### Alumni/Graduate Students Receive Award And Compete In Kentucky Teacher Of The Year Process

Congratulations to the following alumni and graduate students for their selection as a recipient of one of the 2012 Ashland Inc. Teacher Achievement Awards. Their applications will move through the review process leading to the Kentucky Teacher of the Year Award.

- **Kimberly Shearer**, Boone County High School, is a graduate student in the Library Media Education program.

- **Summer Garris**, LaRue County High School, is a graduate student in the Library Media Education program.

- **Braxton Buege**, Eustis Middle School, is a WKU graduate.

- **Angela Barbour**, Cub Run Elementary School, is a graduate of WKU.
Matthew Basham provided a “Barstomming the Issues” presentation at the October 2011 National Conference for Continuing Education and Training (NCCT). St. Louis, MO.

Basham presented “Critical issues facing America’s community colleges: A summary of the Community College Futures Assembly 2011 Mixed Methods/Analytical Inquiry research project” at the International Conference on Learning and Administration in Higher Education in Nashville, Tennessee.

Matthew Basham, D.F. Campbell, H. Mahmood, and R. Martin presented “Critical issues facing America’s community college: A summary of the Community College Futures Assembly 2011 Mixed Methods/Analytical Inquiry research project” at the 2011 International Conference on Learning and Administration in Higher Education in Nashville, Tennessee. This paper has also been accepted for publication in the Journal of Academic Administration in Higher Education.

Matthew Basham and D.F. Campbell published “A comparative analysis between researchers, innovative practitioners, and department chairs of critical issues for turnaround leadership in community college instructional programs and services: 2010 and beyond” in the “Community College Review.”

Gandy and Campbell published “Change is good—you go first.” A summary of the 2010 Community College Futures Assembly in the October 2010 Leadership journal.

Monica G. Burke and Aaron W. Hughley made two presentations at the American College Personnel Association’s 2011 annual conference in Baltimore, Maryland. The first presentation was “Superstar: Reimagining power,” and the second was “Achieving results without resorting to student-led strategy.”

Fred Carter, Director of Teacher Services and School Relations, was the recipient of the 2011 Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education. This award was established to recognize personnel in the College of Education and Behavioral Sciences who have made broad applied contributions to their professional field. The award is based on successfully working with organizations, both within and outside the University, having displayed excellence in writing, having generated creative, applied contributions, and having worked with diverse populations either within the United States or abroad.

Kay Gandy and Rebecca Stobaugh presented a session at the 2012 Leadership Council on Higher Education. The theme was “The Future of Leadership: AICHE’s Master of Engineering/Leadership Program.”

Gandy was invited to participate in the 2011 Spring Conference in Korean Studies program on behalf of The Korea Society. Currently in its seventh year, this unique program of The Korea Society consists of a directed student tour of Korea designed specifically for a select group of administrators of institutions of higher education, managers of resource state departments of Education, New York City educators, and past participants in summer fellowship programs. Gandy presented with Cynthia Resor (EKU) a poster entitled “Human rights: Universal dreams from America’s past examined in 2010” at the National Council for the Social Studies. In addition, they presented “Writing an effective proposal for the enhancement of geographic literacy”.

Gandy presented her award-winning article with Darrell Kruger (SIU) entitled “Fullbright group experiences: opportunities for Africa from the journey” at the National Council for Geographic Education Conference in Savannah, GA. She also presented, along with Cynthia Resor (EKU), “Teaching utopia in the K-12 classroom.”

LANCE HAHN presented “He said, she said Gender roles inferred from a last corpus” at the 2011 APS Annual Conference in Washington, DC.


JLT-Gavin HILL. A May 2011 graduate of the WKU ROTC Program, this recognition was national for his excellence in academics and leadership ability. In 2010, JLT-Hill was ranked 97th out of 5,432 son-to-be-officers on the National Order of Merit Ranking. He also received recognition at the Leadership Development and Assessment Conference at Joint Base Lewis McChord during the summer of 2010 as the top Cadet in his Company of 42 individuals. He then attended the Regiment of Cadets (Reg of Cadets) in April. In June 2011, JLT-Hill traveled to Lexington, Virginia, where he was presented the George C. Marshall Award at the Annual Leadership Conference.

Over the 2011 Spring Commencement weekend, the Department of Military Science and Leadership awarded the first Bachelor of Science Degree in Military Leadership to Brian H. R. HOETTE. JLT-Hoette has completed the ROTC Program, becoming a commissioned officer in the United States Army. JLT-Hoette is from Radcliff, Kentucky, and his first duty assignment will be at Fort Benning, Georgia.


Houckis presented “Senate Bill I: The essentials” at the Monroe County Schools Teacher Leadership Retreat in March 2011.

Aaron W. Hughley and Charlene Manco presented “The impact of mini-computers and e-books on the success of at-risk college students” at the 2011 Kentucky Converging Trends Conference. This project is funded through a grant for the Improvement of Postsecondary Education (FPSE) grant from the U.S. Department of Education. Dr. Hughley and M. Marcos, the FPSE project director, also presented on this project on May 22-24, 2011, at the GTL TIME Online Conference. Innovation, Media and Education sponsored by the Association for the Advancement of Computing in Education. They are also presenting on the project at the upcoming 99th International Conference on Education and Information Systems, Technologies and Applications in Orlando, Florida.

S. Edis and Ellis Becker presented “Memo- rable messages as vehicles for same-aged leadership mentoring in secondary education” at the annual meeting of the International Conference on Learning and Administration in Higher Education in Nashville, Tennessee.

Rick Keaster presented “The death of the educational administration master’s degree” and “Making change last: A character education program” at the annual meeting of the Southern Regional Council on Educational Administration in Savannah, Georgia.

W.F. Arsenio and Elizabeth Lemerise published “Emotions, aggression, and morality in children: Bridging development and psychology for the American Psychological Association. In addition, they published “Emotions, aggression, and morality in children: Bridging development and psychology.”

Elizabeth Lemerise and M. Mushardt (09) published “Emotions and information processing: Implications for understanding aggressive (and nonaggressive) children” in W.F. Arsenio and E.A. Lemerise (Eds.) Emotions, aggression, and morality in children: Bridging development and psychology.”

Elizabeth Lemerise and B.D. Harper (95 and 95) coauthored “The development of anger from preschool to middle childhood expressing, understanding, and regulating anger” in M. Potegal, G. Stemmler, & C. Spielman, Handbook of Anger. Constancy and incongruence: biological, psychological, and social processes.”

Elizabeth Lemerise served as a panelist representing Social Development in Roundtable Discussion Symposium “On Theme and focus of three journals: Journal of Applied Developmental Psychology, Social Development, and Child Induction Research” at the Society for Research in Child Development in Montreal, Quebec, Canada.

On May 13, 2011. John M. Manning became a Second Lieutenant in the United States Army Medical Service Corps through the Reserve Officer Training Corps (ROTC). With his receiving his Master of Arts degree in Clinical Psychology, JLT-Manning will continue his education at Sam Houston State University where he will pursue his doctorate in Clinical Psychology, as well as serving with the United States Army Reserve in Bryan, Texas.

Cynthia Mason and Jill Duber published “Using Choice Theory principles and the Chakra Career Rating Scale to enhance academic achievement for minority youth in the International Journal of Choice Theory and Reality Therapy.”


John Moore was selected to participate in the Summer 2011 Fellowship in Korean Studies sponsored by The Korea Society. This fellowship allowed him to study in South and North Korea in July 2011.

Moore received the Lifetime Achievement in Social Studies Award at the Kentucky Council for Social Studies (KCSS) combined Convention in October. The Shirley and Drewry Meece KCSS Lifetime Achievement award was given to Dr. Moore who has demonstrated advocacy and dedication to the organization over time. Dr. Moore has served as past president and has been a member of the Council since 1983. Dr. Moore is currently serving as President Elect of the National Council for Social Studies.
Donald R. Nims authored “Solution-focused play therapy: Helping children and families find solutions” in C.E. Schafer’s (Ed.) Foundations of play therapy (2nd ed.);
J. Farley Norman and A.M. Bartholomew (’07) coauthored “Blindness enhances tactile acuity and haptic 3-D shape discrimination” in the Attention, Perception, & Psychophysics journal.
Sarah Ostrowski, Lisa Duffo, and Kristal Clayton received a WKU Research and Creative Activities Program grant award ($8,000) for their research project entitled “Impact of the psychophysiological consequences of trauma exposure on attentional control.”
Roger Pankratz was a recipient of the Annual Leadership Award for 2011 from The Renaissance Group. The award recognizes the work, commitment, and exceptional leadership dedicated to higher education and to The Renaissance Group, focused on improving and supporting teacher educator preparation programs. The award was presented at a luncheon during the group’s annual meeting in October.
Annette Parker, a student in the Educational Leadership doctoral program, has been accepted by the Lakin Institute, an organization that prepares minority women to become community college presidents. She will participate in training activities and be assigned a mentor who is a community college president to assist in preparing her for that role. Annette hopes to finish her dissertation this year and graduate next spring.
Julia Roberts was elected vice president of The Association for the Gifted, a division of the Council for Exceptional Children. Roberts is one of two recipients of the Ascom Award for teaching excellence, given annually to outstanding professors at Kentucky’s colleges and universities. She received a $5,000 honorarium and an inscribed plaque at the 23rd Annual Governor’s Conference on Postsecondary Education Trustee in Lexington.
This year, WKU’s ROTC program was proud to announce that 7 of its 15 recent graduates were deemed Department of the United States Army Distinguished Military Graduates. The Distinguished Military Graduate is a national honor bestowed upon Cadets who have achieved overall excellence in Military Science, Leadership, and Academic Performance. These nationally recognized winners are selected by the National Accessions Board and represent the top 20% of all students to be commissioned this year. The Distinguished Military Graduate designation is the only Cadet Achievement that may be carried forward on the permanent service record. The seven recipients are Robert Cameron, Peter Drance, Gavin Hill, Andrew John, John Manning, Jason Selby, and Ryan Torres.
The WKU Army Reserve Officers’ Training Corps (ROTC) program received the prestigious 2011 MacArthur Award. Each year since 1999, the Norfolk, VA-based General Douglas MacArthur Foundation, in conjunction with the U.S. Army Military ROTC Command, has recognized the best of the 272 battalions in the nation. This award, based on General MacArthur’s ideals of “Duty, Honor, Country,” is presented to individual battalions that have excelled during the previous fiscal year. Criterion includes performance on the Cadet National Order of Merit List, cadet retention ratio, quality and performance of military training, and newly commissioned second lieutenants.
Elizabeth Sheselnitzf and F. Reding (’10) worked together on a thesis colloquium entitled “A technique to increase on-time thesis completion” at the Annual Conference of the Society for Industrial and Organizational Psychology in Chicago, IL.
Elizabeth Sheselnitzf published “Values added: teambuilding A process to ensure understanding, acceptance, and commitment to team values” in the Journal of Sport Psychology in Action.
Undergraduate School of Teacher Education student Adam Sprinkle was elected state President-Elect of the Kentucky Education Association - Student Organization. As President-Elect, he will serve the state association in providing organizational support to the local chapters. He also will represent the KEA student program on the KEA Budget and Government Relations Committees. He will serve as the state President during the 2013-2014 school year. The KEA Student Program is a division of the Kentucky Education Association, whose vision is to unite, organize and empower members to advocate for themselves and to ensure a quality public education for every Kentucky student. Nearly 2,500 part-time service educators at 36 Kentucky colleges and universities belong to the KEA Student Program. The WKU chapter of the KEA Student Program serves over 90 students with several professional development opportunities.
A. Thom (’10), Elizabeth Lemaire, K. Nelson (’11), and J. Mauden (’09) presented “The influence of children’s affective tone on the goal clarification step of social information processing” at the poster session at the Society for Research in Child Development in Montreal, Quebec, Canada, in April 2011.
Terry Wilson has been selected to receive the Inaugural Chevron GREEN Educator Award by the Earth Force and the Global Rivers Environmental Education Network (GREEN). He was chosen because he exemplifies the very best of what educators are doing to teach young people to lead efforts to protect our environment. He is one of 10 educators selected nationwide and was honored at a ceremony on September 27 in the new LEED certified building on WKU’s campus, Gary A. Ransdell Hall.
Jie Zhang and K.A.D. Stahl authored “Collaborative reasoning: Language-rich discussions for English language learners” to be published in the Reading Teacher.
Qin Zhao and T. Lindelof coauthored “The anchoring effects on prospective and retrospective metacognitive judgments as a function of peer performance information” in the Metacognition and Learning journal.
Qin Zhao, B. Mossman (Psychology undergraduate student) and K. Vance (Psychology undergraduate student) presented “The effect of self-affirmation on standard anchoring in metacognitive judgment” as part of the poster session at the 2011 APA Convention, Washington, DC.
Four graduate students in the Student Affairs program – Erin Janiszewski, Cherie Mungo, Kim Kubalik, and Kelly Almousily – won 2011 Virtual Case Study Competition (http://studentsaffairs.com/csc/index.html) sponsored by StudentAffairs.com. This was a national competition with 36 team entries from 24 states.