CEBS Magazine, The College of Education and Behavioral Sciences at WKU Spring/Summer 2015

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Student Engagement
Empowering individuals to lead and serve our dynamic world
It is a pleasure to share this issue of the CEBS Magazine with you. Our 2015-2016 Academic Year is off to a great start with several new programs being offered and a variety of opportunities being provided for our graduate and undergraduate students to become actively engaged in learning experiences. We have admitted twelve students into our Doctor of Psychology (PsyD) in Applied Psychology Program and have admitted students into our MAE in Gifted Education and Talent Development and the B.S. in Learning and Behavior Disorders/Elementary Education dual certification program. WKU students also have an opportunity to enroll in our minor in Clinical and Community Behavioral Health program. Each of these new programs will provide opportunities for students to apply foundational knowledge and skills in real world settings and expand services to those we serve in the region, Commonwealth of Kentucky, and beyond.

Throughout our history as a university, the college has graduated over 20,000 students who have pursued a variety of careers and have impacted the lives of many individuals. This impact begins in the various programs in which students are enrolled in the college and extends throughout their careers. Whether enrolled in our school- based clinical programs in the School of Teacher Education, CEPT and TopPrep; participating in our Young Male Leadership Academy that engages middle and high school Black males in experiences to develop leadership skills; or enrolled in various undergraduate or graduate programs under the mentoring of faculty and alumni, individuals are reaching out to the community and others. From the Departments of Counseling and Student Affairs and Psychology alumna Sarah Hagan’s participation in the Semester at Sea Program that resulted in her forming a not-for-profit-organization to assist children in Ghana, to graduates serving in international settings and those who pursue careers stateside, to Dr. Frank Etscorn’s, Department of Psychology alumni, discovery of the nicotine patch, our students and alumni are impacting thousands of individuals on a yearly basis and making a difference in the lives of those with whom they work.

As we continue to build upon our current programs and develop new and innovative ways of “Empowering our students to lead and serve in our dynamic world,” I am continually reminded of the importance that each of us plays in helping to ensure the success of our current students and those who are entering various careers of their choosing. Whether serving in a mentoring role or through modeling professional behaviors for those with whom we work, we are making a difference in the lives of others. Success builds on the experiences that one has had throughout their life and the faculty and staff in the college are committed to providing enriching opportunities for students throughout their college career. We are currently engaged in a strategic planning process that will serve as a guide for programs and experiences, including an initiative on student leadership and success. With welcoming activities for incoming students, our faculty, staff, students, and alumni are involved in discussions on ways to provide opportunities that strengthen students’ connections with the college and university and enhance the overall retention and graduation of our incoming students.

The beginning of a new academic year is always an exciting time and brings renewed energy to what we value as a college and university. We have a rich history as a college and the success of our students and alumni has provided a tremendous legacy for our incoming students. You are an invaluable member of the college family and we truly appreciate your support as we strive to achieve our vision “Leaders in Scholarship and Innovation.” You are making a difference!

Best wishes,

Sam Evans, Dean
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A new master’s degree in gifted education will solidify WKU as the region’s leader in gifted education and programming.

With the MAE in Gifted Education and Talent Development, WKU now offers more coursework in gifted education than any other university in Kentucky. The 24 graduate hours expand upon the gifted endorsement offered at WKU every year since 1983.

Julia Link Roberts, the Mahurin Professor of Gifted Education, will be among the graduate faculty teaching courses for the MAE in Gifted Education and Talent Development. Roberts has been a leader in gifted education on the state, national and international levels for more than 30 years.

College of Education and Behavioral Sciences Dean Sam Evans is thrilled about the impact the new program will have throughout Kentucky and beyond.

“WKU has been the leading provider in graduate level professional development opportunities in the Commonwealth for over 30 years and has garnered a national and international reputation for working with professionals in the area of gifted education and providing programs for P-12 students identified as possessing exceptional talent,” he said. “This degree will provide expanded opportunities for educators and other professionals desiring to increase their knowledge base and skills in the field of gifted education.”

The new degree will offer two pathways leading to an MAE in order to serve both educators and researchers. The Advanced Certification for Teacher Leaders will allow teachers, administrators, counselors, librarians and other special teachers to enhance their knowledge and skills in a concentration that leads to a Rank II certification. The Advanced Research Focus will prepare students for a variety of careers in higher education, government policy work or other organizations and could lead to a Rank I or Specialist degree.
The classes will be taught by nationally and internationally recognized graduate faculty with specialties in gifted education and talent development, including Julia Link Roberts, the Mahurin Professor of Gifted Studies at WKU. She is delighted with the impact graduates of the new program will eventually have on primary and secondary school students.

“Offering the MAE in Gifted Education and Talent Development will open options for graduate study in this important content area,” she said. “The MAE in Gifted Education and Talent Development will complement the exceptional opportunities at WKU with The Center for Gifted Studies, The Gatton Academy of Mathematics and Science in Kentucky, the international headquarters of the World Council for Gifted and Talented Children and the state offices of the Kentucky Association for Gifted Education.”

For over 30 years, Roberts has been an active advocate for gifted children at the state, national and international levels. She serves on the boards of the Kentucky Association for Gifted Education and The Association for the Gifted (a division of the Council for Exceptional Children), and she is one of seven elected members of the World Council for Gifted and Talented Children’s Executive Committee. She was described as one of the 55 most influential people in the field of gifted education in the 2004 publication “Profiles of Influence in Gifted Education.” In the last 10 years, Roberts has written eight books on gifted education and contributed chapters to 12 more. Most recently she co-authored “Strategies for Differentiating Instruction: Best Practices for the Classroom” and “Assessing Differentiated Student Products: A Protocol for Development and Evaluation.”

Also on the graduate faculty will be Janet Tassell, who worked with K-12 teachers for 14 years as a gifted and talented coordinator before joining the School of Teacher Education at WKU. She teaches courses in gifted education and talent development, as well as elementary math methods. Tassell has contributed to numerous publications, most recently as leader of a team of 14 authors who wrote and designed six books in the “Explore the Core” series for first through sixth grade students to delve deeper into the Common Core mathematics standards.

Roberts is also director of The Center for Gifted Studies and executive director of The Carol Martin Gatton Academy of Mathematics and Science in Kentucky. The Center for Gifted Studies at WKU has served gifted children, their educators and parents through educational opportunities, professional development and a variety of other resources and support for more than 30 years. The Gatton Academy became Kentucky’s first residential high school for gifted and talented juniors and seniors in 2007. The Academy was named the top public high school in the United States in 2012, 2013 and 2014 by Newsweek and The Daily Beast.
International School Psychology Association (ISPA) Distinguished Services Award 2015

Dr. Bill Pfohl

The ISPA Distinguished Services Award 2015 was awarded to Dr. William (‘Bill’) Pfohl. Bill Pfohl has served the International School Psychology Association for years with his many skills and capacities as a specialist in Crisis Management, as a respected scholar, and above all, as a true Leader of the Association. Bill served as President Elect, President and Past President from 2007 to 2013. Teamwork has always been more important to Bill than individual contributions, and so it was only natural for him to involve all members of the Executive Committee in discussions and decisions that were thoughtful, mindful and well supported by the membership. He supported the organization of ISPA Conferences in the Netherlands, Malta, Ireland, India, Canada and Portugal.

Bill contributed his expertise to the revision of the ISPA Code of Ethics that was finalized under his leadership and adopted by the General Assembly in Vellore, India. He also contributed to the continuing developments in school psychology in India through post-conference seminars in the following year. Bill has been one of the regular contributors to the course of training on Crisis Management in Schools run by the European training center and he was also instrumental in supporting the school psychologists in Japan after the tsunami and the nuclear disaster of March 2011 to implement crisis management action. Bill’s greatest legacy to ISPA was his drive for the launching of the new ISPA journal, The International Journal of School & Educational Psychology (IJSEP), which launched successfully in 2013 through his advice and organizational efforts.

Dr. Bill Pfohl is Conference Program Chair for Division 52-International Psychology of the American Psychological Association. He was also elected an APA Fellow and received the President’s Special Recognition for Services from Division 52 (International Psychology)

Joseph P. Cangemi Award
Dr. Anthony Paquin, Psychology
CEBS Class of 2019 Award for Engagement
Dr. Julia Mittelberg, Teacher Education

Kristy Cartwright, co-coordinator of the WKU Center for Literacy and instructor, received the Outstanding Faculty Award from Navitas at WKU. This honor was voted on by students in the Navitas program.
Dr. John Moore was awarded the 2014 Education Ambassador Award by the Bowling Green, KY Chapter of the NAACP.

Dr. Marguerita K. DeSander has been elected as Secretary/Treasurer for the Law and Education SIG (59) for the American Educational Research Association.

Dr. Pamela Petty was appointed by Governor Steve Beshear to the Reading Diagnostic and Intervention Grant Steering Committee. Her term will expire May 16, 2018.

Exploring Economics: Spring Professional Development through WKU’s Center for Economics Education

WKU’s Center for Economics Education sponsored a professional development session for teachers on March 24th entitled Exploring Economics! Twenty-five elementary, middle, and high school teachers and WKU pre-service teacher candidates participated in sample lessons that integrated economics concepts in reading and math lessons. Participants read a variety of children’s books such as Marjorie Priceman’s How to Make an Apple Pie and See the World, Donald Hall’s Ox Cart Man, and Robert McCloskey’s Blueberries for Sal to spot economics concepts such as scarcity, wants, needs, borrowing, and saving.

Co-presenters Dr. Jana Kirchner, former Assistant Professor in the School of Teacher Education, and Ms. Abby Potter, a social studies secondary education teacher candidate, modeled sample economics lessons and showcased economics resources that target the new social studies standards. Ms. Claire Bellar, a social studies secondary education teacher candidate, stated about the training: “It was very beneficial to personally practice the strategies themselves and then learn how they related to the new draft economics standards.” Ms. Angela McIntyre, a 5th grade teacher at Parker Bennett Curry, commented, “During the economics workshop, I was given the opportunity to develop a deeper understanding of how to incorporate economics through student-centered lessons using literature.”

WKU’s Center for Economics Education is part of the Kentucky Council on Economics Education (KCEE). For more information about KCEE or WKU’s Center, visit the following websites: http://www.wku.edu/ste/cee/ and http://econ.org/.

2015 Hats Off to Women Awards

Congratulations to Dr. Janet Tassell, Associate Professor, School of Teacher Education, for being one of the recipients of the 2015 Hats Off to Women Awards!

In March, Dr. Julia Link Roberts received the honorary alumni award from the College of Education at the University of Missouri in Columbia, MO.
Teacher Leaders (TLs) for the Kentucky Geographic Alliance (KGA) put on a day-long pre-service teacher conference at WKU on April 25, 2015 to share science and social studies lesson ideas with teacher candidates. The TLs were trained in a Leadership Conference in Fall 2014 to lead outreach and professional development for the KGA. TLs included, Jessica Roberts from North Warren Elementary, Harmony Hendrick from Natcher Elementary, Jessica Elliott from Henry County Middle School, Joe Moneymaker from South Livingston Elementary, Roger Thomas from Jefferson County Traditional Middle School, and Tonya Hill from Clarkson Elementary. The TLs recruited presenters, designed t-shirts, recruited participants, and organized food, entertainment, and doorprizes. WKU teacher candidates attended sessions on the Trans-continental Railroad, the use of primary/secondary sources, the use of cookbooks to learn about communities, backyard habitats, misconceptions of science, Lewis and Clark, maps as tools, rivers and economy, colonial settlements, and more. Roger Thomas provided entertainment during lunch by playing the guitar and singing songs he wrote to teach social studies.

Teacher Candidates use a Kentucky floor map to plot the Lewis and Clark journey.
WKU’s Hilltopper Teacher Preparatory Academy (TopPrep): A Proposed Clinical and Content Integration Model for Transforming Teacher Preparation

In 2013 the Kentucky Council on Postsecondary Education (CPE) awarded grant funds to Western Kentucky University (WKU)’s Clinical Experiences and Practices in Teaching (CEPT) Model, which is a collaborative project among the School of Teacher Education (STE), Potter College of Arts and Letters (PCAL), Bowling Green High School (BGHS) and Franklin Simpson High School (FSHS) aiming to better prepare WKU Secondary English and Social Studies teacher candidates (TCs) to enter the classroom as first year professionals ready to meet the demands of teaching. The CEPT model calls for dramatically different models and strategies for preparing teachers in clinical settings including more rigorous accountability, strengthening candidate selection and placement, revamping curriculum, incentives, staffing, supporting partnerships, and expanding the knowledge base. In April of 2015, WKU’s School of Teacher Education was awarded an expansion grant from the Council on Postsecondary Education to launch the Hilltopper Teacher Preparatory Academy (TopPrep). TopPrep will focus on the preparation of dually certified Special Education and Elementary Education teachers.

Through upholding the principles for clinically-based teacher preparation (CCSO, 2012) and expanding the successful CEPT model, TopPrep will aid our public school partners in their work to reduce achievement gaps among their students. Additionally, by working alongside in-service teachers and WKU teacher educators in a clinical model, teacher candidates will be better able to recognize, understand, and close student academic achievement gaps. STE will partner with the Bowling Green Independent School System, specifically Parker-Bennett-Curry and Dishman McGinnis Elementary Schools.

TopPrep curriculum will focus on theory, pedagogy, and practice through a variety of clinical experiences (NCATE, 2010) related to closing achievement gaps. In this cohort model, teacher candidates will begin TopPrep in the spring semester of their second year and continue through to student teaching in their fourth year and final semester before graduating. This consecutive, four-semester cohort will also include opportunities to plan and work in transitional summer camps for children moving into kindergarten and from the elementary school to the junior high school. Teacher candidates’ clinical experiences will begin as one full day per week in the elementary school for the first three semesters, move to two days per week in the fall semester of the fourth year, and culminate with the student teaching experience in the spring semester of the fourth year. Benefits of this model for teacher preparation include:

1) Focusing elementary education, literacy, and special education courses on outcomes related to closing achievement gaps;
2) 400+ field hours over the span of the four-semester sequence of courses; and
3) Immediate application of learning which allows for feedback in an authentic classroom environment.

The TopPrep Academy, like its secondary level counterpart CEPT, will ensure that:

1) The focus is on student learning with the goal of closing achievement gaps, especially in literacy;
2) Teacher candidate preparation in clinical practice will be dynamic, focusing on KCAS and other national professional standards, and will include instructional rounds clinical-style, walk-throughs, targeted observations, co-teaching, and other research-based methods;
3) Hybrid methods of delivery are utilized for instruction and reflection on professional growth and learning; and
4) A rigorous research agenda is executed that allows for program evaluation, improvement, and scalability (NCATE, 2010).

Dr. Sylvia Dietrich, Director of the School of Teacher Education and Associate Dean for the College of Education and Behavioral Sciences will serve as the Principal Investigator of the award and Dr. Cassie Zippay will serve as project director. Several STE faculty members will be working in the model including: Dr. Susan Keesey, Dr. Christina Noel, Dr. Nancy Hulan, Dr. Melissa Pendleton, Dr. Andrea Paganelli and Mrs. Rachel Leer.


Departmental News

NEW PROGRAM for Education Majors

Special Education (LBD) and Elementary (P-5) dual certification program

The special education faculty has spent three years evaluating the strengths and weakness of the role of special education teachers working with students with mild disabilities in the general education classrooms. This has elicited excited responses from area special education directors as well as new education majors.

This program evaluation has led to the development of a new program where teacher education candidates will earn dual certification for teaching students with mild/moderate disabilities and for core content in elementary content areas. This new program is called the Learning and Behavior Disorders (LBD: P-12) and Elementary Education (ELED: P-5) dual certificate program. The shorter name, SPED/ELED, is currently available to freshmen, sophomores and rising juniors this fall 2015.

SPED/ELED combines the strong core-content instructional areas taught in elementary education with the strong differentiated-instruction skills for students with mild learning and behavior disabilities (LBD). Both skill areas must be mastered for teachers working with LBD students who receive the majority of their instruction in a general education classroom with the inclusion model at any grade level. Upon successful completion of the requirements for this new teacher program, each candidate will be eligible for job openings in either special education LBD: grades P-12 or elementary education, grades P-5.

Elementary faculty and special education faculty will use a number of selected courses to demonstrate “co-teaching” as part of the skills of this new program. Some courses will actually be taught in local schools with fieldwork in the school as part of our TOP PREP program. Education majors will be a part of ground-breaking new approaches to education training.

If you want to change the world, become a teacher.

Kentucky P-12 Educator Tuition Discount

In a move aimed at facilitating the deployment of highly-credentialed teachers into Kentucky’s P-12 school systems, WKU will offer Kentucky educators a reduced tuition rate for courses that lead to advanced certification or rank change associated with their employment in P-12 educational settings.

“Children and youth are our future and key to the economic well-being of the state,” said Dr. Sam Evans, Dean of WKU’s College of Education and Behavioral Sciences. “The ability of teachers and other certified school personnel to provide an environment that facilitates learning significantly impacts the ability of our P-12 students to succeed and reach their full potential, and we want to help those teachers be appropriately prepared.”

Starting Fall 2015, WKU will provide significantly reduced tuition for face-to-face, blended, and online classes beyond the first three hours each semester to help educators enhance their expertise in areas related to their current and future employment. For the first three hours in any enrollment period, tuition is $495 per credit hour. Classes beyond the first three hours in any period can be taken for only $295 per credit hour.

http://www.wku.edu/ketd/

Doctor of Psychology (Psy.D) Program receives SACS COC approval

The faculty of the Department of Psychology are pleased to announce that our Doctor of Psychology (Psy.D.) in Applied Psychology program was approved by the Kentucky Council on Postsecondary Education on November 21, 2014 and by the Southern Association of Colleges and Schools Commission on Colleges on June 22, 2015. This program has both a School Psychology specialization and a Clinical Psychology Specialization. We will be pursuing APA accreditation. This is the 4th applied doctoral program for WKU. The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills and mastery of clinical practice and evidence-based interventions, and who can apply their knowledge and skills within a range of settings, including rural and underserved populations.

For more information contact Dr. Rick Grieve (270-745-4417, GRH 3028).
The Young Male Leadership Academy (YMLA) is a grant-funded program housed within the College of Education & Behavioral Sciences and funded through Project TRREE (Teacher Recruitment and Retention for Education Excellence), an initiative through the Kentucky Department of Education.

In the United States and in Kentucky, there is a low representation of male teachers in the classroom, and an even smaller number of male teachers of color. The YMLA seeks to increase the number of males in Kentucky classrooms through a grow-your-own approach. Now in its eighth year at Western Kentucky University, the YMLA prepares middle and high school students to be college and career ready, builds leadership skills, and encourages students to consider teaching as a career.

Students in the program are selected from Bowling Green City and Warren County Public Schools to participate in a week-long summer camp and attend Saturday enrichment sessions throughout the school year. This year, the YMLA Summer Camp was held June 14-21, 2015 on the campus of WKU. During the camp, students stayed on campus and attended various sessions throughout the week which focused on teambuilding, communication skills, leadership, careers in teaching, cultural competency, résumé building and college preparation. The sessions were conducted by P-12 teachers and administrators, university faculty and staff, and community leaders.

The camp week concluded with a field trip to the nation’s capital, Washington, D.C. While there, students visited the U.S. Department of Education and met with staff to discuss education policies and career opportunities in education. They also visited Congressman Brett Guthrie’s office and were taken on a tour of the U.S. Capitol Building. Prior to the trip, students participated in a social studies workshop to discuss the history of the landmarks and monuments they would see while in D.C. The YMLA strives to give students as many opportunities as possible to expand their educational and cultural understanding through field trips. This allows students to see places and have experiences they might not otherwise have on their own. One of the immediate goals of the YMLA is to secure an international trip abroad for students in the program, which is parallel with WKU’s vision of International Reach.

Twelve students participated in the camp sponsored by Project TRREE, the Kentucky Department of Education, the College of Education & Behavioral Sciences, Warren County Public Schools and Bowling Green City Schools. The students participating were Chiedu Afam, Wande Ayeni, Jamale Barber, Rashad Darden, Chandler Morse, Mike Nwanguma, Jay Pearson, Adrien Pocasongra, Tré Pillow, Keivon Ross, Codey Stoll and Brevon Whitney.

For more information about the Young Male Leadership Academy, please contact Denise Hardesty at (270) 745-2996 or denise.hardesty@wku.edu or Michael Coleman at (270) 791-4450.
International Reach Within Our Community
by Dr. Cheryl Wolf, Chelsey Jenkins
Counseling and Student Affairs

The Talley Family Counseling Center (TFCC) is an on-campus clinic and training center for counseling students pursing their master’s degrees through the Department of Counseling and Student Affairs. The master’s level interns see clients from the campus and community free of charge in the clinic located in Gary A. Ransdell Hall; they also provide outreach to local schools and community organizations.

Over the past year, the International Center of Kentucky in Bowling Green was just one of the community organizations where the TFCC interns provided service. Supervised by TFCC Co-Director Dr. Cheryl Wolf, interns Chelsey Jenkins and Spenser Sawyers provided psychoeducational groups to incoming refugees from countries including Burma, Nepal, and Somalia. They led discussions about U.S. versus native cultural norms and processed discussions around a variety of issues incoming refugees face including the local acceptance or rejection of their spirituality/religion, challenges with their job search, language barriers, integrating into U.S. schools, and adjusting to their new lives in the U.S. For example, many of the refugees experience serious issues in their efforts to secure a job in order to provide for their families because they don’t speak the language well enough to take the drivers exam and without the ability to drive, they struggle to get to a job each morning outside of a bus line. Many of the discussions centered on current resources that are available to the refugees in order to help them in their job search, as well as possible ways in which to improve these efforts.

In addition to the groups concerning adjustment to U.S. cultural norms, the interns also provided psychoeducational groups concerning the issue of domestic violence. Topics that were covered include descriptions of abuse (i.e., child abuse, child neglect, and domestic violence), how to address abuse, general information needed to report abuse, warning signs of abuse, and alternatives to violence. Given the Kentucky statute which requires all persons to report suspected abuse of children, spouses and vulnerable adults, we believed it was important to educate the refugees concerning this issue. In addition, we hoped these psychoeducational groups would encourage any victims and/or perpetrators of abuse to understand the seriousness of this issue and to subsequently seek the help they need.

During our experiences at the International Center, we learned about the significance of understanding cultural differences in our work with clients. As future counselors, we want to provide the most appropriate and culturally-sensitive services as possible. The International Center provides a rich environment for those seeking to improve their multicultural awareness. Although we learned a great deal through our preparation for and presentation of these salient issues, we learned the most through our interactions with refugees, translators, and staff members. Most of all, we admire the courage, determination, and resiliency displayed through the refugees’ relentless pursuit for a better life for themselves, their families, and future generations.

Furthermore, as an increasing number of international refugees are being resettled in the Bowling Green area, the staff at the International Center work hard to provide a variety of resettlement services to these incoming refugees. The staff jobs require long hours in stressful situations since their case management of individuals includes many refugees who arrive from violent, impoverished, and war-torn countries. Therefore, in addition to working with the refugees, training and support was provided to the staff.
Training topics included deescalating crisis, basic counseling skills, avoiding compassion fatigue and burnout, and addressing domestic violence.

This work began as part of an interprofessional teaching/research/service grant project with faculty and graduate students from the counseling (Dr. Cheryl Wolf, Chelsey Jenkins, and Spenser Sawyers), social work (Dr. Saundra Starks and Taylor Haynes), and psychiatric nursing (Dr. Dawn Wright and Tanya Bush) programs. When the Project Empower grant funding ended in December 2014, additional funding was sought to continue the interprofessional collaboration. An ALIVE Center grant was awarded for research beginning this summer focusing on the caregiver strain to assess the stress and needs of the caseworkers and paraprofessionals serving incoming refugees. In addition to better serving the staff and refugees in the community, graduate students in counseling, social work, and psychiatric nursing will gain experience in facilitating focus groups, transcribing and coding data, and participating in the development and delivery of interventions identified through the study. In the long term, we think this will lead to higher job satisfaction and a healthier work-life balance for the staff members and ultimately better services for our refugee population in Bowling Green.

This interprofessional collaboration embraces the vision of WKU to be a leading American university with international reach. With the influx of refugees to Bowling Green, we realized that international reach can begin within our own communities through supporting our community partners and training graduate students to be sensitive to the needs of culturally diverse populations. Additionally, this partnership supports WKU’s mission statement to prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.

If you would like to learn more about the Talley Family Counseling Center, please visit www.wku.edu/talleycounseling. To learn more about the International Center of Kentucky, visit www.icofky.org. The International Center hosts lunch and a variety of short films addressing the issues of refugees on designated Fridays starting at 11:45am. Additionally, they are hosting the free 2015 World Refugee Day Festival on Saturday, June 20 from 11am – 4pm in Roland Bland Park.

See www.icofky.org/news_events
Graduate counseling students in the Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling programs typically enter their 100-hour practicum experience in the summer and complete two 300-hour internship experiences over the fall and spring of their final year. Networking with professionals to find an ideal internship site and/or job after graduation can be daunting for some students; however, it is a crucial part of their professional development.

To facilitate the student-professional connections and increase awareness about counseling agencies and resources within the community, an Internship and Job Fair and Site Supervisor Panel was held in Gary A. Ransdell Hall on March 2nd. Practicum and internship site supervisors and students from the graduate counseling program and several undergraduate programs like psychology and social work were present.

Community partners and site supervisors from Alliance Counseling, Communicare, Family Works, Talley Family Counseling Center, and WKU Counseling & Testing Center participated. A rescheduled event after the snow closings precluded several others from attending. Students were able to visit professionals, learn more about the agencies, and talk with current and potential site supervisors. Several organizations were also looking to hire counseling graduates so the event was helpful in connecting graduating students with hiring authorities.

In addition to the Internship and Job Fair, site supervisors were invited to stay and serve on a panel of professionals to share more about their organization, expectations for interns, and answer questions from students. Professionals from the panel included:

- Kristy Watt, Alliance Counseling (Bowling Green)
- Linda Kennedy, Communicare (Elizabethtown)
- Dwight Trabue, Family Works (Alvaton)
- Drs. Imelda Bratton and Cheryl Wolf, Talley Family Counseling Center (Bowling Green)
- Dr. Debra Crisp, WKU Counseling & Testing Center (Bowling Green)
WKU Center for Literacy

By Jeremy Logsdon, Coordinator

The WKU Center for Literacy continued its College Reading Success series throughout the Spring 2015 semester with six sessions on literacy-related topics. Based upon student response, this session will be continued into the Fall 2015 semester, along with new sessions on grammar and mechanics. In addition, we read the book The Undertaker’s Daughter by WKU alumna Kate Mayfield during the spring CRS book club.

Community outreach was a primary focus for this year as well. Inmates at the Simpson County Detention Center benefitted from the Center’s services via the establishment of a large lending library of paperback books.

Adults from the community interested in improving their literacy skills were served at a new partnership established with the WKU Center for Literacy, Dollar General Corporation, and the Housing Authority of Bowling Green. The new Phenix Place Adult Literacy Center, opened in the fall of 2014 and continued operation through the spring semester with a continually growing population. In addition to twice-weekly classes on vocabulary, comprehension, and basic literacy skills, the students are working on their writing skills with an interesting approach. Via fundraising, the students took a field trip to Franklin, Tennessee to the Carter Plantation. During the ongoing summer sessions, those students who attended the field trip are writing a newsletter about their experiences on the trip.

The WKU Center for Literacy partnered with Kappa Delta Pi to provide professional development sessions to pre-service teachers. The Center also hosted a technology night and content area literacy session.

The WKU Center for Literacy hosted the first student teacher forum for current student teachers. Four local teachers and one principal answered questions and provided information about interviewing, setting up an elementary classroom and classroom management.
Warren County Teachers Visit WKU Program in England

Jessica Roberts, 5th grade teacher at North Warren Elementary, and Harmony Hendrick, 4th grade teacher from Natcher Elementary, recently returned from Harlaxton England where they visited and worked in seven schools. These two Warren County teachers are part of the Hands Across the Sea program developed by WKU entities and Warren County Schools. The program is a direct result of partnerships made with local schools when Dr. S. Kay Gandy in the School of Teacher Education at WKU taught a semester at Harlaxton College. Various primary and secondary schools around Harlaxton College hosted the education students for field observations during their semester at Harlaxton. Sheriden Edwards, Head Teacher (principal) at Harlaxton and Denton Primary Schools was hosted by Dr. Gandy in April 2014 on a visit to Bowling Green. Mrs. Edwards visited several local schools and spoke in Mrs. Roberts’ and Mrs. Hendrick’s classes. Both Warren County teachers have had their students write pen pal letters with students at the Harlaxton schools. Mrs. Edwards invited both teachers to visit her schools in Harlaxton in April 2015.

The WKU College of Education and Behavioral Sciences (CEBS), School of Teacher Education (STE), Office of International Programs (OIP) and Warren County Public Schools have partnered with Harlaxton and Denton Primary Schools in Harlaxton, England and are working to establish this program. Each year, a team of teachers from Harlaxton Primary School will shadow teachers from Warren County Public Schools for one week, and in return a team of teachers from Warren County Public Schools will shadow teachers from Harlaxton Primary School for one week. Teachers who go to England are expected to present to their faculty when they get back, as well as to Warren County administrators and WKU entities. In addition, the teachers will set up pen pal exchanges with a class in England, and host a visiting teacher from Harlaxton. Due to the extensive requirements for participation in the program, the CEBS and STE have allowed the teachers to earn three hours of graduate credit.

This program is an important component of WKU’s and Warren County Public Schools’ efforts to create significant professional international opportunities for teachers. By teaching and living in an English school and residence, and hosting an international teacher in the home and school, teachers can learn new pedagogical practices, create or extend an international professional network, deepen their international experience, and possibly pursue research opportunities. Teachers will thus be selected to serve as a Visiting Teacher at Harlaxton and Denton Primary Schools, in part, based on how significantly the experience would help internationalize the curriculum and the impact this experience may have on the teacher. The project will impact classroom teachers by developing their teacher leader skills and fostering cultural exchanges that will impact their teaching. The experiences will increase cultural awareness between students and faculty in both countries.
CEBS Reach Week

Students from the CEBS present their research posters to faculty and student attendees.

Dr. Frank Etscorn discusses his accidental discovery of the nicotine patch. The accidental discovery happened when he was in the lab conducting research with liquid nicotine. A drop of liquid nicotine spilled on his arm and he was knocked out for hours! Eureka! If nicotine is this potent on the skin, then a transdermal delivery in a much smaller dose could help people quit smoking! And the nicotine patch history.

Courtney Inabnitt, a SKYTeach Mathematics Honor’s student, presents her work on mathematic inquiry and learning. She developed her study with Dr. Lisa Duffin and Dr. Martha Day.

The library faculty and staff help students find relevant literature for projects and papers.
The Value of International Experience

Rachael Walters, Ecuador

“My time in South America has been well spent. I have learned countless new phrases in Spanish, found a deeper understanding of Latin American culture, and observed a truly wonderful classroom...Colegio Menor was the perfect place to finish my student teaching semester. My cooperating teacher and her assistant were simply amazing at their job. I saw this clearly in our classes, but also in their interactions with students outside of class. They had sixth-grade students coming to their classroom everyday just to give them a hug and say hello.

I appreciate their commitment to teaching the whole student, not just their subject. They listen to students’ stories with enthusiasm and interest, and they provide each student with individual attention and love. They hold their students to high expectations, and celebrate all their successes.

I have gathered many stories, songs and activities that I cannot wait to implement in my own classes, but what I aspire to is the learning environment they have created where students are welcomed and cherished, and where they want to learn and achieve.”

Tobi Schafer, Spain

“All I know is that my adventure abroad was the most AMAZ-ING experience of my life! Also, in my interview the standards board wanted to know all about my trip! It truly makes you a better teaching candidate and it is the experience of a lifetime.”

Sarah Neal, Germany

“Almost every class I was in incorporated America in the lesson. Whether it was reading about an American student their age or learning English grammar with scenarios from American culture, America was embedded some way or another. It made me feel somewhat guilty. As a teacher, I know that teaching about different cultures is important but after being in a school with a culture other than my own, whose teachers based their lessons on MY culture made me realize that there is so much more I can do to educate my students on various cultures. I learned so much in such a short amount of time but I am so grateful for my time at AFG!!”
“At the beginning of this trip I was questioning the relevance of this experience to my actual teaching career. But now I can see how much this experience has helped me. I feel like a stronger teacher in all aspects and the one-on-one interactions with ELL’s is something I could have never had in the states. I had never really worked with ELL’s in such a close setting before this and I am grateful for the learning experience. Student teaching abroad is more than I ever imagined and I will miss the students so much.”

Maggie Genardi, Italy

This has been such a perfect way to end my college career while seeing another part of the world. I’ve gotten to do so many unbelievable things while I’ve been here, and I’m just a simple girl from Kentucky. I feel so lucky and am grateful to everyone who has allowed me to travel here and create my sense of family while I’ve been here.

Haley Hagan, England

Figuring out how to pack for 4 months and 12 countries in 2 suitcases was the first challenge that presented itself to me in my study abroad experience. The second teachable moment for me was realizing that the value of cheap airfare significantly decreases if you have a layover from midnight to 6 a.m. A myriad of first time, maybe only time, experiences unfolded in the 4 months I spent sailing around the world with Semester At Sea in the fall of 2010. I ate breakfast with Archbishop Desmond Tutu, I slept in the desert and danced with nomads, I rode camels in Morocco and auto rickshaws in India. I played and laughed with children all around the world, and I found myself inspired by the people I met to live with intention and follow my heart. Something magical happens when you allow yourself to exit your comfort zone, and study abroad certainly provides many opportunities to venture into the unknown.

My favorite class was Servant Leadership which integrated the $100 Solution© program into the coursework. In South Africa, I contacted the nonprofit organization, SAEP (South African Education Project), to volunteer during my stay. A couple other SAEP volunteers and I went into a township and painted the cement wall surrounding a daycare from gray to yellow. A small effort to brighten the children’s day was so warmly received by the teachers and the children that we were invited into the classroom to listen to the children sing a few songs for us. The most important thing I learned while traveling the world was that regardless of all the characteristics we think may separate us, we are all wonderfully connected.

Sarah Hagan, Semester at Sea
ZSEIFS - South Africa

by Andrea Cheney

CEBS Faculty are actively involved in internationalization at WKU. Dr. Margaret Gichuru, Dr. Christina Noel, Dr. Anthony Paquin, and Dr. Krsitin Wilson joined other WKU faculty members for a trip to South Africa as part of the second annual Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS).

With investment from the Office of International Programs (OIP), Academic Affairs and the relevant academic colleges and departments, the ZSEIFS brings together faculty from different disciplines and backgrounds to both collectively and individually investigate a single country for a full semester. A complement to the International Year Of... (IYO) program in its shared emphasis and drive toward comprehensive internationalization, the ZSEIFS contributes to the infusion of target country content into the teaching, research, and service of its participants during the associated IYO and beyond.

Over the course of the 18-day program, the group traveled more than 33,000 kilometers to and through Africa’s southernmost country, exploring sites of historical, cultural, political or scientific significance like Robben Island, the Cradle of Humankind and the U.S. Embassy in South Africa.

The ZSEIFS South Africa alumni will play lead roles in the upcoming International Year of South Africa. Not only will the participants be infusing South African content into their academic courses, many are actively engaged in bringing South African-themed events and programs to campus. A calendar of events for the upcoming IYO South Africa may be found at www.wku.edu/iyo.

OIP, in collaboration with faculty leader Dr. Tim Rich (Political Science), is preparing for the third installment of the ZSEIFS—set to take place in South Korea in the early summer of 2016. Further details related to the program, including application materials and feedback from ZSEIFS alumni, may be found at www.wku.edu/zseifs

Dr. Anthony Paquin (Psychology), was a co-leader for an Honor’s course with Dr. Michael Stokes (Biology). The Honor’s course was BIOL 485 - African Wildlife Management and held in South Africa from June 20 - July 3, 2015.
Dr. Christina Noel, School of Teacher Education, is working with Dr. Andrew McMichael, Potter College, on a project called Kids Klaskamer: Kentucky/South Africa Partnership. This will be an exchange program between 5th grade classrooms in Kentucky and 5th grade classrooms in South Africa.

Additionally, two schools in South Africa (one in Port Elizabeth and one in Cape Town) have showed interest in hosting WKU student teachers. This will be the first student teaching placement WKU has on the African continent.

Dr. Noel will also be sitting on the dissertation committee for a doctoral student at University of Limpopo. She is interested in learning about factors that make parents of students with Autism Spectrum Disorder (ASD) invested in public schools.

Dr. Kristin Wilson (EALR), will be presenting at the Association for the Study of Higher Education (ASHE) annual conference with Dr. Sibongile Muthwa, Deputy Vice-Chancellor of Institutional Support at Nelson Mandela Metropolitan University. Presentation title: Massification in Limpopo: Capabilities Theory and Postsecondary Transformation in South Africa.

Dr. Wilson also co-authored a paper, Credit Transfer Structures and Effect on Skills Development: A Comparative Analysis of South Africa, United States of America, and Europe, with Dr. Fulufhelo Netswera and Dr. Godswill Makombe. Her co-authors will present this paper at the 10th Regional Conference on Sustainable Transformation and Higher Education at the Wits School of Education in South Africa.

The WKU International Year Of ... Zuheir Sofia Endowed International Faculty Seminar is designed to provide a unique international development opportunity for faculty members. Participants will engage with their colleagues in an interdisciplinary seminar centered on the target region/country. Ultimately, the ZSEIFS will serve to internationalize the curriculum, research, and academic programming of our campus—the very outcomes Zuheir and Susan Sofia intended to support with their generous endowment.
**Taylor Selected for Gilman Scholarship**

Haley Danielle Taylor of Tompkinsville was selected to study in Italy.

Taylor, a fifth-year middle grades math and science education major, is the daughter of Kaye and Terry Taylor. She also participates in the SKyTeach mathematics and science teacher education program at WKU. She will complete four weeks of student teaching in Italy.

**Sweeney honored by Fulbright U.S. Student Program**

Sweeney, a fourth-year student majoring in English for secondary teachers, is the daughter of Richard and Janie Sweeney and a student in the Honors College at WKU. She was awarded a Fulbright ETA to Malaysia. “After a period teaching abroad, I plan to teach ESL in the United States,” Sweeney said. This will be Sweeney’s first time abroad but she has developed a strong international perspective at WKU, largely through participation in the International Club and Bridges International.

**ROTC participates in 2015 Bataan Death March**

The Bataan Memorial Death March is a challenging march through the high desert terrain of White Sands Missile Range, conducted in honor of the heroic service members who defended the Philippine Islands during World War II, sacrificing their freedom, health and, in many cases, their very lives. The March Memorial was held in March 2015 and is 26.2 miles.

Kelsey McArthur—Finished 9th overall in the Female division Nationwide

Austin Drexler
Michael Cunningham
Jacob Marsh
Roland Haun
Michael Sawyer

SFC Andrew Black and MAJ Stephan Walters were the cadre’ that traveled with these cadets.
Hagan creates new NASAP Affiliation for Kentucky/Tennessee

Due to the efforts of Counseling and Student Affairs graduate student, Sarah Hagan, the Kentucky/Tennessee Affiliate of the North American Society of Adlerian Psychology (NASAP) Association has been formed. This affiliate is one of many NASAP affiliates across the world. The first affiliate meeting will take place at WKU in June. Sarah will serve as the Affiliate Representative to the NASAP Board.

Brandy Heavrin Awarded $11,000 Counseling Fellowship from NBCC and Affiliates

The NBCC Foundation, an affiliate of the National Board for Certified Counselors (NBCC), recently selected Brandy Heavrin, of Leitchfield, Kentucky, for the NBCC Minority Fellowship Program-Addictions Counselors (MFP-AC). As an NBCC MFP-AC Fellow, Heavrin will receive funding and training to support her education and facilitate her addictions counseling service to underserved minority transition-age youth (ages 16–25).

The NBCC MFP-AC is made possible by a grant awarded to NBCC by the Substance Abuse and Mental Health Services Administration (SAMHSA) in September 2014. The Foundation is contracted by NBCC to administer the NBCC MFP-AC, as well as training and collaboration activities, such as webinars, that are open to all National Certified Counselors (NCCs). The goal of the program is to reduce health disparities and improve behavioral health care outcomes for racially and ethnically diverse populations by increasing the available number of culturally competent behavioral health professionals.

The NBCC MFP will distribute $11,000 to Heavrin and the other master’s-level addictions counseling students selected to receive the fellowship award. Heavrin is both a student and graduate of Western Kentucky University in Bowling Green, where she is currently pursuing a master’s in clinical mental health counseling. After graduation, she would like to work with underserved individuals and families with a focus on those struggling with addiction. This fellowship will allow her to network with professionals in the field as well as financially assist her with her professional goals.

2015 Kentucky Counseling Association (KCA) Awards

KCA Summer School Scholarship 2015, Daymond Walton

KCA Outstanding Graduate Student, Ryan Dillon
What an Experience!
Western Kentucky Graduate Students Reflect on their Experiences at the 2015 North American Society of Adlerian Psychology Conference

Lexie Sheucraft, Bethany Bea, Dylan Camacho, & Caleb M. Harper

In May four current master’s students from the Counseling and Student Affairs Department traveled over 12 hours to attend the 2015 North American Society of Adlerian Psychology (NASAP) Conference in Philadelphia, Pennsylvania. For Bethany Bea, Lexie Sheucraft, and Dylan Camacho this was their first counseling conference. For Caleb Harper this was his second Adlerian conference; he attended the South Carolina Society of Adlerian Psychology in Myrtle Beach. The Counseling and Student Affairs Department Head, Dr. Jill Sauerheber, is the President of NASAP and served as a guide to the students during this conference experience.

Alfred Adler’s theory and practice of Individual Psychology has been a longstanding and quite useful aspect of the psychology and counseling fields. Adlerian psychology is a theory that counselors can apply in their counseling practice with others. Adlerian or Individual Psychology has a core philosophical framework assuming that all behaviors are purposeful and that we as individuals have a need for belonging and social interactions; the students could certainly feel this energy when they were involved with the Adlerian conference. The students were able to feel like they also “belonged” in the community because of the warmth from the NASAP community.

One experience that stood out to all of them was a demonstration of early recollections by Dr. Wes Wingett. In Adlerian therapy, early recollections are a technique to explore client’s first memories which form who they are today. As a counselor-in-training, this can feel uncomfortable at first and some even questioned the value of exploring the early memories in a client’s life. However, Dr. Wingett was able to impressively analyze these early memories to predict the person’s conceptualizations of the world. He helped illustrate that it is not the memories that form the people; it is the complexity of these memories that help inform the person about how to interact in the world. That experience helped all of them realize the effectiveness of this evidence-based practice and the importance of applying the knowledge, skills, and techniques they learned in graduate school.

This was a great experience for all of them to learn more about Adlerian Psychology as well as network with other professionals in the field. Bethany Bea stated “In order to further spread the word of Individual Psychology, I plan to pursue future leadership within the NASAP community, become an active member in my local NASAP affiliate, and present at future conferences about Adler’s Individual Psychology and its impact on my life.” Caleb Harper felt after each session that he gained new insight, learned about himself, and acquired a new tool for his counseling belt. All of the students plan on attending more Adlerian conferences in the future and applying many of the techniques they learned with future clients. There are future leadership opportunities in NASAP that the students have been encouraged to be a part of and they are interested in helping the organization that has already taught them so much.
2015-2016 CEBS Scholarship Recipients

Katherin J. Bonet, Radcliff, KY - Wanda Mayfield Page Scholarship

Emily Y. Thornton, Brentwood, TN - Kathryn Whitaker Scholarship

Candice N. Wagner, Lexington, KY - Agnes Duskey McCrory Scholarship

Kayce D. Russell, Horse Cave, KY - Agnes Duskey McCrory Scholarship

Leah C. Zurmehly, Leitchfield, KY - Agnes Duskey McCrory Scholarship

Frances Kaiser, Brandenburg, KY - Dr. John A. Scarborough Scholarship

Helen J. Heines, Shepherdsville, KY - Emma Hermann Lowe and Betty Boyd Scholarship

Cassidy E. McCord, Mount Washington, KY - Jim Wilkins Scholarship, Bowling Green Evening Civitan Club

Alexandra M. Lonnemann, Edgewood, KY - H.A. McElroy Scholarship, Bowling Green Evening Civitan Club

Margot A. Schenning, Lexington, KY - Anna Mae Thurston Memorial Scholarship

Jessica A. Brumley, Lawrenceburg, KY - Phi Delta Kappa Scholarship

Zoe F. Raines, Louisville, KY - Phi Delta Kappa Scholarship

Margot A. Schenning, Lexington, KY - Phi Delta Kappa Scholarship

Stephanie M. Stillwell, Bowling Green, KY - Phi Delta Kappa Scholarship

Emily F. Forbes, Somerset, KY - Shawn Lindsey Vokurka Memorial Scholarship

Alexandra M. Lonnemann, Edgewood, KY - Shawn Lindsey Vokurka Memorial Scholarship

William Tanner Stevens, Collin, TX - Michael L. Murphy Scholarship

Andrea Greene, Psychology - Dotson Scholarship.

Tessa Breedlove, Clinical Psychology - Jaggers-Cave Scholarship.

Hillary Jenkins, School Psychology - Jaggers-Cave Scholarship.

Megan Sparks, School Psychology - Jaggers-Cave Scholarship.

Chasity Beckner, Bowling Green, KY – Jaggers-Cave Scholarship for Academic Merit

Kristen Herner, Louisville, KY – Jaggers-Cave Scholarship for Academic Merit

Andi Nichol, Louisville, KY – Jaggers-Cave Scholarship for Academic Merit

Ann Lucas, Georgetown, KY – Jaggers-Cave Scholarship for Academic Merit

Natalie West, Bowling Green, KY – Jesse Keeling Graduate Scholarship

Lillian Hoskinson, Georgetown, KY – Robbie Baker Allen Retired Faculty Scholarship

Dane Adkins, Lexington, KY – Virginia E. Schneider Educational Scholarship

William Tanner Stevens, Wylie, TX – Michael L. Murphy Scholarship

Candice N. Wagner, Lexington, KY – Katharine Christie Guy Phi Beta lambda Scholarship

Kayce D. Russell, Horse Cave, KY – Katharine Christie Guy Phi Beta Lambda Scholarship

Leah C. Zurmehly, Leitchfield, KY – Katharine Christie Guy Phi Beta Lambda Scholarship
2015-2016 CEBS Student Awards

Department of Counseling and Student Affairs

Catherine F. Denton, Newborn, TN – Outstanding Student Affairs Graduate
Danielle Leah Marks, Lebanon, KY – Outstanding School Counseling Graduate
Sarah L. Hagan, Bowling Green, KY – Outstanding Marriage, Couples, and Family Counseling Graduate
Daymond C. Walton, Louisville, KY – Outstanding Clinical Mental Health Counseling Graduate

Department of Educational Administration, Leadership & Research:

Julie K. Shelton, Scottsville, KY – Outstanding Educational Leadership Student
P. Lauren Simmons, Bowling Green, KY – Outstanding Educational Leadership Student
Jennifer L. Bridge, Brandenburg, KY – Outstanding Graduate Student, Adult Education

Educational Leadership Doctoral Program

Ladonna Hunton, Rockfield, KY – Outstanding Doctoral Student, Postsecondary Leadership
Stephanie Cornwell, Franklin, KY – Outstanding Doctoral Student, Teacher Leadership
Michael Hamilton, Madison, TN – Outstanding Doctoral Student, P-12 Administrative Leadership
Eric Gregory, Bowling Green, KY – Outstanding Doctoral Student, Organizational Leadership

Department of Military Science and Leadership

Tyler Shirley, Magnolia, KY – Superior Cadet Award MS1 – Freshman
Michael Cunningham, Louisville, KY – Superior Cadet Award MS2 – Sophomore
John Bailey, Mt Washington, KY – Superior Cadet Award MS3 – Junior
Austin Drexler, Bowling Green, KY – Superior Cadet Award MS4 – Senior
Augustine Amonge, Bondo, Kenya – Distinguished Military Graduate
Scott Shelton, Scottsville, KY – Distinguished Military Graduate

Joseph Pillow, Bowling Green, KY – Distinguished Military Graduate

Department of Psychology

Sheldon Dearing, Dawson Springs, KY – Senior Academic Achievement Award, 4.0 GPA
Christopher O’Bryan, Tavares, FL - Senior Academic Achievement Award, 4.0 GPA
Aranatha Howard, Owensboro, KY - Senior Academic Achievement Award, 4.0 GPA
Joanna Chang, Owensboro, KY – Undergraduate Research Award
McKenzie Perdew, Shepherdsville, KY – Undergraduate Service Award
Joanna Chang, Owensboro, KY – Outstanding Graduating Senior in Psychology
Shannon Boone, Brentwood, TN – Outstanding Graduate Student – Clinical Psychology
Brittany Crowley, Dixon, KY – Outstanding Graduate Student, School Psychology

Department of Teacher Education

Johni L. Lecoffre, Science Hill, KY – Outstanding Undergraduate Student, Literacy
Taiwanna K. Bradford, Bowling Green, KY – Outstanding Graduate Student, Literacy
Carrie B. Henry, Owensboro, KY – Literacy Education Program, Literacy Service Award
Jalyn S. Savage, Bowling Green, KY – Outstanding Senior Scholar, Special Education
Crysta L. Hicks, Dawson Springs, KY – Dr. Janice Ferguson Silver Cup, Special Education
Caleb M. Harper, Beechmont, KY – Kelly Autism Program, Graduate Leadership Award
Laura E. Fiorella, Owensboro, KY – Kelly Autism Program, Undergraduate Leadership Award
Crysta L. Hicks, Dawson Springs, KY – Kelly Autism Program, Undergraduate Leadership Award
Emily Ernwine, Prospect, KY – Kelly Autism Program, Undergraduate Leadership Award
2015 Outstanding Graduate Student

Catherine E. Denton, Newbern, TN – Student Affairs in Higher Education

Erin E. Beattie, Somerset, KY – Outstanding SKyTeach Undergraduate Student, MG Graduate

William A. Garcia, Louisville, KY – Outstanding SKyTeach Undergraduate Student, Secondary

Jessica A. Parsley, Brownsville, KY – Outstanding Middle Grades Undergraduate Student (Bowling Green)

Halie C. Riley, Owensboro, KY – Outstanding Middle Grades Undergraduate Student (Owensboro)

Megan L. Richardson, Elizabethtown, KY – Outstanding Middle Grades Undergraduate Student (Elizabethtown)

Christopher A. Sexton, Canmer, KY – Outstanding Middle Grades Undergraduate Student (Glasgow)

Philip M. Russell, Valparaiso, IN – Outstanding Secondary Education Student

Margaret M. Conway, Bardstown, KY – Outstanding Undergraduate Student, Interdisciplinary Early Childhood Education

Autumn B. Webb, Sweeden, KY – Outstanding Graduate Student, Interdisciplinary Early Childhood Education

Megan A. Payne, Utica, KY – Outstanding Graduate Student, Interdisciplinary Early Childhood Education

Kimberly J. Hatfield, Union, KY - Outstanding Undergraduate Student, Elementary Education (Bowling Green)

Steven Schroader, Owensboro, KY - Outstanding Undergraduate Student, Elementary Education (Owensboro)

Kelly M. Kean, Elizabethtown, KY - Outstanding Undergraduate Student, Elementary Education (Elizabethtown)

Terri L. Robertson, Magnolia, KY - Outstanding Undergraduate Student Elementary Education (Glasgow)

Jennifer R. Emberton, Scottsville, KY - Outstanding Graduate Student, Library Media Education

Natalie J. Crimmins, Fort Knox, KY - Outstanding Graduate, Master of Arts in Teaching

CEBS Welcomes New Students
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 are serving as Student Ambassadors for the 2015-16 academic year:

- Paula Floyd, Psychology, Hopkinsville, KY
- Michael Shelton, Psychology, Owensboro, KY
- Victoria Connor, Psychology, Owensboro, KY
- Lillie Hoskinson, Elementary Education, Georgetown, KY
- Parish Richard, Elementary Education, Vine Grove, KY
- Victoria Snoddy, SKyTeach Biology, Nashville, TN
- Shelby Newton, Middle Grades Education, Woodburn, KY
- McKenzie Perdew, Psychology, Shepherdsville, KY
- Meagan Ward, Elementary Education, Alvaton, KY
- Alex Lonnemann, Special Education, Edgewood, KY
- Brittany Allen, Middle Grades Education, Glasgow, KY
- Sydney Meaux, Psychology, Lexington, KY

CEBS Student Ambassadors 2015-16
Kristie Downing: Finalist for Top Teacher 2015 on LIVE with Kelly and Michael

In May, Kristie Downing, a second and third grade teacher at Rich Pond Elementary and WKU alumna, was selected as one of four finalists for LIVE with Kelly and Michael’s Top Teacher 2015 award. Although she did not win, she did receive 15 Intel-powered Lenovo Horizon 2s Portable All-in-One PCs for the school.

photo by: Austin Anthony
Publications & Presentations:


Hughey, A. W. (2015) Career Development in the 21st Century: Keeping It Real. Presented at the Kentucky Career Development Association’s Spring Drive-In Conference, Centre College, Danville, KY. “Being able to document that students are provided with the requisite knowledge and skills that will empower them to be productive members of an increasingly society is not the same as actually endowing them with those attributes,” Hughey noted during his remarks. “As long as colleges and universities are more obsessed with credentialing than educating – and there is a huge difference – we have little chance of overcoming our current dilemma.”

Hughey, A. W. (2015). Lean Leadership: The Key to Lean Manufacturing. Presented for the Valve Manufacturers Association in Nashville, TN. “Hands-on instruction was used to demonstrate how leadership skills are essential to successfully implementing the lean philosophy, with an emphasis on how to work collaboratively with different personalities and styles to create a cohesive workforce that focuses on lean processes,” Hughey explained. “The ultimate goal is a workforce and lean theory focusing on: problem solving, effectively implementing change, defining and achieving goals, and being accountable.”


Roberts, J.L., & Boggess, J. R. Teacher’s Survival Guide: Gifted Education has been translated and published in Arabic.


Zhao, Q., & Redifer, J. (2015; May). The demotivating effects of expecting immediate feedback for individuals with other-avoidance goal. Poster presented at the 27th Association for Psychological Science (APS) annual convention, New York, NY.

The Text and Academic Authors Association (TAA) Award was given to Special Education in Contemporary Society: An Introduction to Exceptionality, 5th ed., published by SAGE Publications, Inc. The text was edited by Richard M. Gargiulo, and Julia Link Roberts is the author of the chapter “Individuals Who Are Gifted and Talented.”
Tres Settle is the new Superintendent of Calloway County Schools. He is leaving the same post from McLean County Schools.

Sonya Simpson is the new Principal for East View Elementary School. Prior to this, she was Assistant Principal at Meadowlands Elementary School and Assistant Principal at East View Elementary School.

Brad Johnson has been named Principal of Barren County High School. He is currently the girl’s head basketball coach at Barren County High School.

Gary Fields has been named the new Superintendent of the Bowling Green Independent School District. Fields has been Principal at Bowling Green High School since 2002. Before that, he was Principal of Potter Gray Elementary and a teacher at Bowling Green High School.

Amy Smith has been selected as new Principal of West Broadway Elementary School. For the past year, she has been a District Teacher Consultant for Hopkins County Schools. Prior to that, she was Curriculum Coordinator at Earlington Elementary School and was an elementary school teacher.

JoAnna Jones is the new Principal of Cumberland Trace Elementary. Prior to this, she was Principal at Lincoln Elementary School and Assistant Principal at Briarwood Elementary.

Stephanie Lucas is the new Principal at Rineyville Elementary School. Lucas has been with Rineyville Elementary since 1999 when she started as a second-grade teacher.

Tina L. Southwood is the new Principal at Caverna Elementary School. She has been in education for 16 years as a teacher and counselor.

William King is the new Principal for Bowling Green High School. He has been the school’s Freshman Principal for five years. In 2014, he was awarded the Miliken Educator Award and was the 2006 BGHS Teacher of the Year.

Joey Norman and Rita Daniels have been named Assistant Principals at Warren Central High School.

Rachel Fairman is the new interim Principal at Franklin Elementary in Simpson County. She graduated with a Bachelor of Arts degree in history from Indiana University in 2000, and earned a Master of Arts degree in special education at Western Kentucky University the following year. She received her Rank I in Educational Leadership from WKU earlier this year.

Rachael Adams is the new Principal of Lowes Elementary School. Adams’ work in education has spanned 22 years. Adams earned a bachelor’s degree from the University of Southern Indiana. She then completed a master’s degree and an Education Specialist degree at Western Kentucky University.

Tim Freeman is the new Principal of Butler County High School in Glasgow, KY. In addition to three years as Assistant Principal at B.C.M.S., he holds a Bachelors of Arts degree in Criminal Justice and Public Administration with a minor in Psychology/Sociology; a Master of Arts in Education Administration and a Rank 1.

Eric Vowels has been named Associate Superintendent for Hardin County Schools. Vowels is a North Hardin and University of Kentucky graduate. He earned a master’s degree in counseling and his Rank I in educational administration from Western Kentucky University.

Tim Schlosser has been honored as the KASA 2015 Kentucky School Administrator of the Year. Schlosser has been with Simpson County Schools for more than 12 years. He’s been an Assistant Principal, Athletic Director, head football coach, and Principal.

Joseph Cosby is the new Director of Allen County Career and Technical Center. Not only was he in the classroom helping students learn engine repair and maintenance; Cosby also became a student again, earning his bachelor’s degree in career and technical education and later his master’s degree in vocational education, both from Western Kentucky University. Cosby also has a Masters in Teacher Leadership and is in the final phase of work to obtain his principal’s certification.

Nancy Gibson has been named Assistant Superintendent of District Relations & Operations. She will provide oversight for family resource centers, child nutrition programs, home and migrant programs, public relations, information and volunteer services. She also serves as the District Health Coordinator, overseeing school nurses, the CATCH Program, and other health services and programs.
In 1967, Dr. Robe accepted the position of Head of the Western Kentucky University Department of Psychology and moved to Bowling Green. He continued his employment with the WKU Psychology Department until 1983. Concurrent with his retirement from WKU, he and Phylis established the Learning Assistance Center in Bowling Green, which incorporated tutoring, special needs supplemental education, test preparation and psychological counseling. Dr. Robe was responsible for establishing the Head Start programs in the area, as well as instituting the Clinical Psychology Training program at WKU. He received a Community Mental Health Pioneer award from LifeSkills, Inc. in 1998. The LAC was closed in 1994, and Dr. Robe continued private psychological consultation and special education services in his home until 1997. Through his work teaching reading- and math-challenged students in the Bowling Green area, he turned dozens of underperforming students in the 1980s and 1990s into successful professionals today.

Retirements

Dr. Evans presented these exceptional faculty with a gift of appreciation for their many years of service, noting how a generation of aspiring and practicing leaders have been touched by their contributions to WKU.

Steve Steiner has been named Assistant Superintendent of Administration for Henderson Co. Schools. He will provide oversight for student services, Central Academy, CTE, transportation, maintenance, technology, pupil personnel, attendance, home school and home hospital, safe schools, energy management, and activities with the court system.

The board of McLean County Public Schools named Terry Hayes its new Superintendent in a special-called meeting Tuesday afternoon. Hayes has served as Superintendent in Pineville for three years, but he has also taught at the elementary, middle and high school level and has served as a middle school and high school principal. He was also the only candidate among the three finalists who was a sitting superintendent at another district, Chairman Bill Lovell said.

S. F. Jondahl, with H. K. Wong, R. T. Wong, and O.F. Ferguson, released The Classroom Management Book. It was issued by Harry K. Wong Publications in Mountain View, CA.

In Memorium

Dr. Kelly Burch-Ragan was an Associate Professor of Marrige and Family Counseling at WKU for six years. She was a member of the CHF Community Relations Comittee and daughter of Drs. Ken and Barbara Burch.
Administrative Appointments

J. Christopher Watkins
Training and Technical Assistance (T/TAS)
Executive Director

J. Christopher Watkins is the T/TAS Executive Director. The department is made up of the Training division, the Child Care Resource and Referral division and WKU Child Care division. Chris’ area of expertise is Management and Finance. Chris has consulted extensively with local programs and has developed and presented hundreds of management and financial workshops throughout the country. Chris’ areas of specialty include turn-around strategies, program governance, strategic and short-term planning, and five year grants. He has a Certificate in Non-Profit Management from Duke University, an M.A. in Economics from American University, and an M.B.A. from the Gordon Ford College of Business and a B.A. in Government from Western Kentucky University.

Dr. Jill Duba Sauerheber
Counseling and Student Affairs
Department Head

Dr. Jill Sauerheber is the Department Head of Counseling and Student Affairs. She completed her B.S. in Biology at Saint Xavier University and her M. A., in Marriage and Family Counseling at Governors State University. She earned a Ph.D. in Counselor Education and Supervision at Kent State University. She has worked as Professional Counselor in a variety of settings including Job Corp, community agencies and most currently in private practice. Dr. Sauerheber has conducted research on marital satisfaction, religious training in counseling programs, as well as on forgiveness and differentiation. She currently serves the professional in various ways including co-chair for the ACA’s Professional Standards committee, the North American Society of Individual Psychology (NASAP) Theory Research and Teaching section, as well as the Southern Association for Counselor Education and Supervision Supervisor Training Committee. Dr. Sauerheber is both Eye Movement Desensitization and Reprocessing (EMDR) Certified and Reality Therapy Certified. She has been a faculty member in the Department of Counseling and Student Affairs faculty since 2004.

LTC Thomas MacMillin
PMS
Department of Military Science and Leadership

LTC Tom MacMillin is originally from Northbrook, IL. He received both his bachelors and masters degrees from the University of Illinois. His 20 years of active military service has included both enlisted and officer time. Overseas he has served in Germany, Iraq, and Korea. Stateside he has served in Kentucky, Kansas, Texas, and Chicago. Lieutenant Colonel MacMillin served his early major years as an Assistant Professor of Military Science at the University of Illinois at Chicago. He served 18 months as the Recruiting Operations Officer and an additional 18 months as the Officer in Charge of Army ROTC on the North Side of Chicago, running operations out of Loyola University.

After attending the Command and General Staff Officer College at Fort Leavenworth, Kansas, Lieutenant Colonel MacMillin served his key major years in the Republic of Korea. In Korea he served as the Chief of Operations for the 2nd Infantry Division, the Battalion Executive Officer for the 2nd Battalion, 9th Infantry Regiment, “Manchu,” as the Brigade Executive Officer for the 1st Armored Brigade Combat Team, and finally as a Future Operations Planner for the 2nd Infantry Division.
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