

The Harold E. and Henrietta (Saltz) Anderson Endowed Scholarship

By Zara Shick, Newsletter Editor

The College of Education and Allied Professions is extremely pleased to announce the creation of the Harold E. and Henrietta (Saltz) Anderson Endowed Scholarship. This new scholarship, endowed by the generosity of Harold and Henrietta (Saltz) Anderson, will support full time students majoring in teacher education or in birth-kindergarten education. The scholarship was created by Harold in his will at Henrietta's request to honor the heritage of their family in the western North Carolina area, Henrietta's work as a teacher, and their nieces and nephews, several of whom graduated from Western Carolina University.

Both Harold and Henrietta were born and raised in Clay County, NC. Harold (1930-2016), grew up on the family dairy farm with his parents and four brothers. He graduated from Hayesville High School in 1949, and after working on the family farm for a short while, joined the Navy and proudly served his country in the Korean War. Henrietta Saltz (1937-1995), also grew up on a farm in Clay County, NC. The couple married on December 20, 1958 and began their life full of adventure in the heavy construction and steelworker industry. After living in Southern California, the couple settled in Quincy, Washington where they actively farmed until 1974. Harold and Henie (a nickname Harold bestowed upon Henrietta) were a match made in Heaven. The special pair had two minds alike, united on every front, could finish each other's sentences and exuded their love to those around. Their compatibility carried them through their entire lives. Harold and Henrietta had no children of their own, but deeply enjoyed the company of their many nieces, nephews and neighbors.

Harold and Henie were the favorite aunt and uncle of the family. They lived their values, honored their commitments, and faced their hardships with a subtle and enviable toughness. Perhaps their greatest gift was generously giving to others, all while living a simple and frugal life. Their nieces and nephews described them both as compassionate, adventurous, encouraging, hardworking, and committed to maintaining their relationships with the extended family. Nieces and nephews would often travel to Washing-



Henie and Harold chaperone a school dance in Quincy, WA

ton to spend their summers on the Anderson farm. While with their aunt and uncle, there was always one constant emphasis—education. Both Harold and Henie were extremely focused on the value of education and hard work, and instilled the importance of attending and finishing college to their younger family members. Harold and Henie would often take the teenage nieces and nephews to visit college campuses and help with their school work. Henie, whom had an ever-present smile, was a first-generation college graduate and beloved school teacher for twenty-five years. Knowing Western Carolina University was the premier teacher's college, she encouraged her nieces and nephews to attend. Several attended WCU, including **Teresa (Terri) Saltz** (MA, '82); **Melissa Saltz Cheek** (BSBA '80), **Cindi Saltz Simmons** (BSEd ('82), MAEd ('83), **James (Jim) Saltz, Jr.** (BSEd, BSBA '90), and **Amy Saltz Brodhage** (BSBA '91). Following in the family footsteps, after graduating from WCU, Terri served as a high school band director at Towns County, GA High School; Melissa is currently an Exceptional Children's teacher at Hayesville High School located in Clay County, NC; Cindi became a teacher/coach/administrator with Jackson County Schools at Smoky Mountain High/JCPS District Office; Jim later obtained his MAEd and is currently the Assistant Principal at Hayesville High School; and Amy is a military spouse who has been involved with various school districts in an interim teaching capacity as well as a volunteer.

Melissa Saltz Cheek, Robert Anderson Jr., and Jim Saltz shared what the creation of this scholarship meant to Harold and Henie. Robert stated

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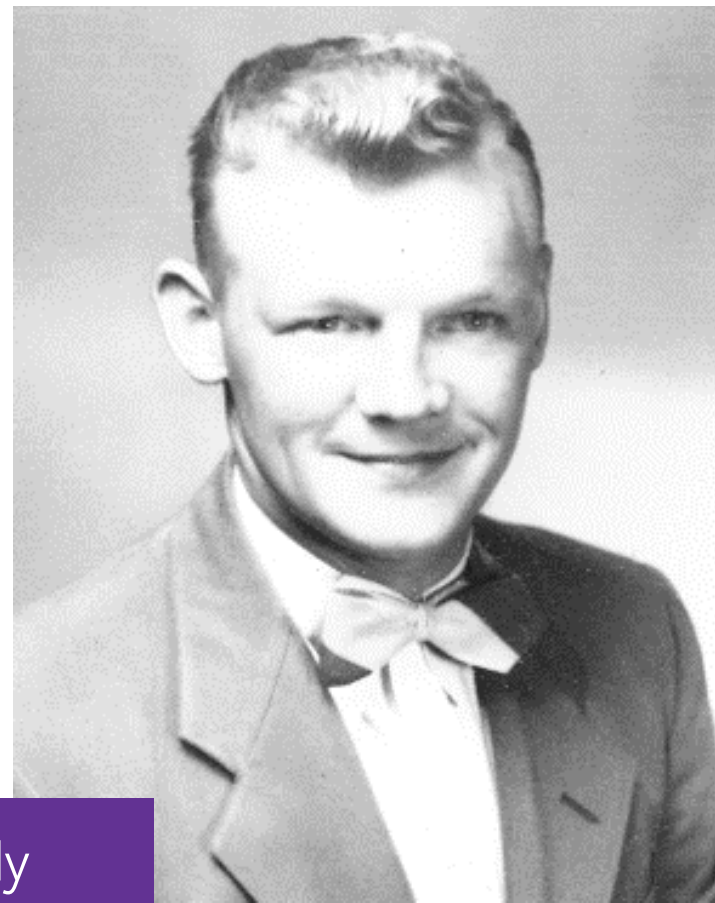
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*The Harold E. and Henrietta (Saltz) Anderson
Endowed Scholarship (continued)*

and Jim reiterated that the Harold and Henrietta (Saltz) Anderson Scholarship is a, "Win-Win-Win!" The scholarship benefits WCU, CEAP and students by providing the university another avenue to promote teacher education, helping the college attract the best and brightest students and helping afford tomorrow's leaders the opportunity to attend WCU. The family knew early on that their aunt and uncle wished to give back to the western North Carolina region, help future generations, and promote the value and importance of the teaching field. In addition to the endowed scholarship at WCU, Harold and Henie also created endowments focused on agricultural advancement at Central Washington University and Washington State University. Melissa Saltz Cheek says, "This has brought the whole family together. It allows us a way to look at their lives and the passion they had. It's been fun. They are looking down very happy."

Nine Anderson Scholars will be selected this spring and recognized at the College of Education and Allied Professions Honors and Awards Ceremony on Monday, April 23, 2018. It is the family's hope that each Anderson Scholar will exhibit a strong work ethic and a generous and compassionate spirit, both of which were reflected in the lives of Harold and Henrietta. The recipients will be awarded the scholarships to be used during the 2018-2019 academic year. To discover the many ways to show your passion and commitment to Western Carolina University and its students, visit give.wcu.edu.



"This has brought the whole family together. It allows us a way to look at their lives and the passion they had."



Top: Harold E. Anderson. Above left: Harold and Henrietta on their wedding day, with their flower girl, niece Terri Saltz. Above right: Henrietta (Saltz) Anderson

What Does it Mean to Be Community?

By Dr. Ellen Sigler, Associate Professor of Psychology

What does it mean to be community? Many of us think of our schools, churches, and neighborhoods as community, where we share common interests, engage in activities, and develop friendships with those around us. However, there are often those who are not thought of as part of the community, mostly because they seem different or are not engaged in the same way as others we know. I am speaking of individuals with developmental disabilities.

For three years, I have been teaching Psychological Perspectives of Developmental Disabilities. In the beginning of each semester I survey my students about their experiences with individuals with disabilities. It is interesting that even though The Americans with Disability Act (ADA) was passed in the early 90s (before many of my students were born), almost half of my students have had no experiences with individuals with disabilities. I wondered how this could be. These individu-

als attend our schools, work and live in our communities, so how is it possible that my students have not interacted with them? More to the point, how can I create community AND alter the way individuals think about those with disabilities?

In this class, students are engaged in service learning projects throughout the semester by working with adults with disabilities from the community. Specifically, one agency we work with is the Arc of Haywood county. Four to five times each semester, the adults from the Arc are invited to campus. The evening consists of dinner with my students in the UC and then an evening activity event where everyone participates. Examples of these activities are Yoga Night and Goal Night, where the adults and my students (together) think of goals to reach and create artistic collages expressing their thoughts.

The most important aspect of this activity is not to serve others, but to see each other as part of the same community. Richard Pimentel, a strong advocate for disability rights, was one of the first people to support individuals with disabilities in the workplace. Pimentel was a strong advocate for the passage of The ADA and is now a noted speaker and writer. He was once quoted as saying, "There's nothing wrong with people with disabilities, just something wrong with how we react to them." My goal with this activity is to change that.

One student, when talking with one adult from the Arc, approached the topic of the Twilight series. They started talking about the movies, the books, and the characters. After the activity, the student said, "We were just friends talking about our common interests." It is my goal that activities such as this one will help students look beyond a narrow view of community and broaden their concepts of inclusion, acceptance and friendship.



Individuals from Arc of Haywood County visit WCU to participate in a Halloween costume contest.

Student, Faculty, Staff and Alumni Highlights



DENNIS MASK

UNDERGRADUATE STUDENT

Parks and Recreation Management, B.S.

My name is Dennis Lee Mask Jr., but my friends call me Lee. I have lived in North Carolina my whole life, but I have seen a good deal of this country. I attended my local community college after high school, obtaining my Commercial Driver License (CDL). I drove long-distance, east coast to west coast, for over six years. I have been to 45 of the 50 states and have seen some of the most beautiful parts of this country. It was experiences on the road that pushed me to pursue my dream of working outdoors.

In the fall of 2016, I transferred to Western Carolina University. I set out to obtain my Bachelor of Science in Parks and Recreation Management. Over the last year and half at WCU, I have had the opportunity to make lasting connections. I have volunteered at Great Smoky Mountain National Park each semester, working in such areas as the Oconaluftee Visitor Center, Mountain Farm Museum and the Backcountry Office. Last semester, I worked with the Elk Rover Patrol monitoring elk activity in the park. I recently began driving for WCU's Basecamp Cullowhee and am enjoying this work experience.

I am currently in the last semester of my senior year here at WCU. Being a first generation college student, having dyslexia, and having grown up in financial need, I understand on a very personal level what having a community really is: support. WCU, particularly the PRM faculty, have been an invaluable resource, guiding me during my time here. I see the ways that giving back to others benefits the community, making it stronger, and I strive to make a positive impact. After I graduate, I intend to pursue a position as a ranger in a national park. Ideally, I would like to work in a backcountry office participating in search and rescue efforts.

When I am not in class, doing homework, volunteering, or working, I like to spend my time outside hiking, kayaking, and fishing. I also enjoy cycling in the warmer weather. A good time to me is spent sharing a meal with friends.



DIANE MILNER

ALUMNA

Educational Leadership, ED.D.

I am sure that I am among a unique group of graduates from WCU who can claim to be an alumnus times three! I have had the privilege of receiving my bachelor's degree, my master's

degree, and most recently my doctoral degree from the newly designed Educational Leadership Program at WCU. I have had the honor of taking classes from some of WCU's paramount professors, including Jane Schultz, Ellen Bacon, Lisa Bloom, Casey Hurley, Robert Crow, Kofi Lomotey, Kathleen Jorrisen, Anne Allen, Jess Weiler, and David Sutton. I offer a special shout out to Dr. Dale Carpenter, who was not only my professor and early advisor, but also my inspiration to continue to flourish through all three levels of my education. Lastly, I wholeheartedly lift up Dr. Brandi Hinnant-Crawford for being a prodigious Disquisition Chair and a role model for me in the technical and heart aspects of becoming an educational leader. WCU offers its students a chance to build relationships with an amazing faculty.

I began my educational career as a special education teacher on the Cherokee Indian Reservation and then moved on to enjoy 18 years in the Haywood County School System as a teacher and administrator. Midway through my 18th year at Waynesville Middle School, I was offered the opportunity of a lifetime. I was hired to develop a program for bright students with language-based learning differences on the campus of Carolina Day School in Asheville. This program began with 12 students and now operates as a full day school with 112 students. Currently, we are celebrating our 20th year at the Key School and reflecting back on the astounding students, families, and faculty who have been instrumental in helping us change lives. Perhaps the most critical aspect of my educational career was the nurturing of our Key Learning Center, which serves parents, professionals, and educators on a regional and national level as a hub for dyslexia education. Through our Orton-Gillingham multisensory language therapy courses, our outreach programs, our Saturday Seminars, and Dyslexia Awareness events we have touched thousands of lives. We continue to strive to help the world understand the gifts and challenges of the 15-20% of our population that has a dyslexic learning profile.

My move to WNC from Florida as an undergraduate student was a great one! I thoroughly enjoyed the many adventures as a

college student basking on the banks of Bear Lake and exploring the beauty that WNC offers. My wonderfully supportive husband, Johnny, and I have raised two great kids in this area. Taylor and Justin are well into their careers and proud of their master's and doctoral degrees. I enjoy reading, hiking, and walking my precious dog, Buddy, and I look forward to many more years of unlocking the potential that our very talented students with dyslexia have hidden inside them.



DAVID SOLOMON

FACULTY

Psychology

My name is David Solomon, and I am a first-year assistant professor in WCU's Department of Psychology. This marks a return to WCU, as I earned my M.A. in psychology here in 2012, after receiving my undergraduate degrees in Psychology and German at the University of North Carolina at Charlotte. Having left the state to complete my doctoral work at Central Michigan University and my pre-doctoral internship at the Charleston Consortium through the Medical University of South Carolina and the Ralph H. Johnson V.A. Hospital, I am also happy to be returning home to North Carolina.

I was drawn back to WCU by the high-quality education I received here and by the mission of the university. Western cares about both its specific students and contributing to the broader region; I hope that through my teaching, service, and research, I can contribute to the rich academic community at WCU. My research focuses on interpersonal trauma, marginalized populations, and stigma. I attempt to integrate these topics into my teaching, and I am looking forward to taking a group of students to Europe this summer to study the roots of prejudice and discrimination that give rise to unfathomable events such as the Holocaust.

When I am not working, I enjoy going for walks with my dog, Bowser, and taking weekend trips. I recommend Charleston if you have never been there (and if you have)! When I'm feeling lazy, I have no qualms about sitting in front of the TV for a few hours and catching up on my favorite shows or just re-watching Fraiser on Netflix for the fourth time.



DAVID MAENNLE

UNIVERSITY PARTICIPANT ALUMNUS '13

David graduated from the University Participant (UP) Program in May 2013. At that time, he

became a part-time custodian and EMT Helper at Graham County EMS in Robbinsville, North Carolina. David is a valued member of his work community and he has made many friends at work. Because of his loyal work record, David's building is one of the cleanest public buildings in Graham County. He has received several pay raises, resulting in him making several dollars above minimum wage per hour.

In addition to work, David has stayed busy in other ways. He volunteers at the local nursing home. The residents look forward to seeing him each week to call out Bingo numbers. He is active in church, serving as a deacon and greeter. He has also lived in his own apartment in Andrews, North Carolina, since 2014, with the support of NC Innovations paid supports, natural supports, and assistive technology. He independently accesses public transit to get to work each day. Because David loves anything related to emergency medical services, he is currently taking an EMT-Basic class at Tri-County Community College. He enjoys continuing his education and has as a goal to pass the NC- EMT certification test someday. This may seem to be an impossible task, but when David sets a goal, watch out! In addition to David's dream of becoming an EMT, David also wants to be an independent homeowner. He plans to build his own log cabin on family property in Robbinsville, North Carolina. He has been busy doing fundraising toward the project and he has already raised in excess of \$25,000 toward his goal. Currently, David is researching options for building the cabin and is determined to reach this goal.

In David's spare time, he enjoys karaoke, listening to music, learning to play guitar, and visiting with friends and family. He also is a board member of NC TASH, which is an advocacy organization for persons with disabilities. He has travelled to Los Angeles, California and Washington, DC to make presentations at national advocacy conferences and to meet with Congressional members and with officials with the U.S. Department of Education. He is also a regular guest speaker at Western Carolina University. When asked if David has a good life, his response is always, "Yes, I have a good life!"



KATY ELDERS
STAFF
Enrichment Coordinator,
Catamount School

I'm a native of Cullowhee, and an alumna of WCU, where I completed my bachelor's degree in political science and Spanish, and master's degree in public affairs. While at WCU, my language studies took me to study in Valparaíso, Chile, where I further developed a passion for language, the arts, and teaching as a university student and volunteer in Chilean schools. Throughout college and in the years since, I've enjoyed teaching dance and theatre to students of all ages in both the private studio and public school settings. These experiences led me to the Catamount School, where I have been able to combine my creative, professional, and administrative passions as the Arts and Enrichment Coordinator. At the Catamount School, I coordinate and lead

daily activities in art, music, movement, and theatre, often with WCU students, faculty, and staff. Additionally, the enrichment program involves exploratory enrichments in a variety of disciplines and integrates experiential learning opportunities with students' academic curricula.

My other interests include dancing, hiking, reading, and planning my next big adventure! I love to travel, but I'm always eager to return home to the beautiful mountains of western North Carolina.



GINGER FORAN
GRADUATE STUDENT
Special Education, M.A.T.

My name is Ginger Foran. I am in my final year as a graduate student completing the Master of Arts in Teaching in Special Education at WCU. Last spring, I completed the Alternative Licensure in SPED through WCU and obtained my teaching license over

the summer. I am currently teaching elementary Title 1 reading in Haywood County, NC.

I chose WCU several years ago when I was beginning a career change from local government administration to education. At that time, I lived and worked in the Utah desert near Zion National Park where I had been raised. I obtained my B.S. degree in Sociology from Southern Utah University in 2002. However, I knew my passion was working with children – especially those who face challenges. Eventually, I concluded that I needed to become a licensed teacher in special education. There were no alternative paths available in Utah that allowed for completing education coursework before entering the classroom. Therefore, I began researching programs in other states and discovered the program at WCU. I had such a positive experience when I contacted the CEAP staff to learn more, that I quickly applied and was admitted to the alternate licensure program.

I began my online coursework as a distance student still living and working in Utah. In 2015, I relocated to the mountains of WNC and began working for Haywood County Schools, first in afterschool care, then as a Teacher Assistant, and finally, this year, as a full teacher. I have never been happier with any decision in my life!

In addition to my busy life as a new teacher and continuing grad student, I work part-time with a pre-teen girl with special needs. She is high-functioning, but I help build her skills for independence. My work with her has been very enriching! When I can find spare time, I love to explore the beautiful mountains in WNC. I enjoy hiking, kayaking, photography, and playing with my dog!

“The McKee Clinic is a valuable resource to the region as well as to the students at Western Carolina University. We are able to provide top-notch psychological assessment to our clients and amazing training opportunities to our students. It's a total win-win.”

L. Alvin Malesky, Jr., Ph.D., MBA
Department Head & Full Professor of Psychology



The McKee Clinic

By Dr. Nathan Roth, Assistant Professor of Psychology and Clinical Director

Do you get easily overwhelmed or have difficulty paying attention? Have you ever noticed it takes you twice as long to complete a task or exam than your classmates? Do you have a history of difficulty with reading, mathematics, or writing? Do you know someone with a child who is struggling in school? The McKee Assessment and Psychological Services Clinic at WCU can help.

The McKee Assessment and Psychological Services Clinic is a state-of-the-art, not-for-profit graduate training clinic with students from WCU's Clinical and School Psychology graduate programs. Our graduate students work under the direct supervision of Clinical and School Psychology faculty to offer unparalleled evaluations to those in need. Over the past three years, the McKee Clinic has provided clinical training to over 50 graduate students and completed over 300 evaluations. We specialize in psychological and educational assessment, and work with local schools, physicians, psychiatrists, mental health providers, and other professionals to assess for learning disabilities, AD/HD, and other mental health diagnoses. We offer individualized recommendations and treatment plans to help you take the next steps toward your personal and professional goals.

Whether it is a college student who is struggling with the transition and expectations of college or a parent who is just looking for answers to how to support their child, the McKee Clinic strives to help each individual find the answers to their questions and concerns. The McKee Clinic provides comprehensive psychological and psychoeducational evaluations to children, adolescents, college students, and adults. What's even better is it's in your own backyard. Individuals from across North Carolina and surrounding states come to the McKee Clinic to help them identify their treatment needs. We also serve students from all five local colleges and universities including WCU, UNC-A, AB Tech, SCC, and HCC. The McKee Clinic's primary goal is to offer affordable services to our community and in-depth training and experience for our graduate students.

What is a psychological evaluation? A psychological evaluation provides information about you. An evaluation typically occurs over 2-3 sessions. We assess cognitive and academic abilities, socio-emotional and behavioral capacities and deficits, as well as personality traits and adaptive skills that have an impact on your every-day functioning. In other words, we take a whole-person approach to examine an individual's personal strengths and weaknesses to help identify areas where they



can make changes to improve their life. A psychological evaluation can also help determine if specific accommodations are necessary in the classroom and other settings to those in need.

The McKee Clinic, with the support of the College of Education and Allied Professions, is second-to-none. With one of the largest assessment batteries in the state we are able to address a multitude of needs and concerns. The McKee Clinic also offers graduate assistantships and training opportunities for WCU students and faculty, as well as professionals in the western North Carolina community. With the addition of a doctoral program in 2019-2020 we will look to expand our services in diagnostic evaluations for Autism Spectrum Disorder and to increase our capacity to assist under-served populations including low-income families. Future expansion will have an emphasis on new clinic research labs, as well as consultation, and counseling services for children and adults.

You can make a referral by simply stopping by the McKee Clinic located on the ground floor of the McKee Building on campus or by calling the McKee Clinic at 828.227.2473. Our friendly staff will take your information and listen to your concerns. If you have a student, friend, or family member who you think will benefit from our services, please encourage them to call the McKee Clinic and our staff will be happy to address their questions and make an appointment. The McKee Clinic is open year-round with its primary two rotations in the fall and spring. Cases are assigned during the months of August/September, January/February and May/June. Please do not hesitate to take advantage of our services.

Program Highlight

Western Carolina University's University Participant (UP) Program

By Kelly R. Kelley and David L. Westling

A decade of learning together and celebration...that is what comes to mind when you hear about the University Participant (UP) Program at Western Carolina University. While many may already know about UP, we wanted to share some highlights of the program and several major accomplishments to keep everyone UP to date (no pun intended).

First things first, a little about the UP program:

- It started in 2007 as a pilot program to address a need for inclusive services for individuals with disabilities beyond high school. It has operated mainly through private and federal funding.
- It has served as a state and national model for individuals with intellectual disabilities among the 264 programs across the United States.
- It is a fully inclusive, 2-year, post-secondary education program for college-age persons with an intellectual disability.
- The purpose of the program is to facilitate independent, inclusive community living and working in individuals' post-UP community.
- The program focuses on five learning areas: Personal Development Skills; Community Participation Skills; Vocational Preparation Skills; Social Participation and Learning; Academic Development.
- Admission to the UP Program is competitive, based on individual and family commitment and potential for a successful outcome (demand is at least 5 times the acceptance rate each year).



Chancellor David Belcher and Provost Alison Morrison-Shetlar present Dr. Kelly Kelley with the Excellence in Community Engagement Award



UP Graduates, Cody, Jim, Lizzie, and Paige, celebrate with other WCU students.

- UP students live in campus residence halls, audit 3-4 classes per semester, work at least 10 hours per week in internships or paid jobs, and participate in a wide variety of campus and community social activities.
- The UP Program is designated as a Comprehensive Transition and Postsecondary (CTP) Program by U.S. Department of Education, allowing UP students to receive Pell Grant and work-study support. However, UP students and families are required to pay all additional college tuition and fees.

Ongoing collaboration means more opportunities for inclusion and diversity at WCU:

- The UP program operates with the enthusiastic support of about 225 WCU students every semester—and could not operate without them.
- Many students volunteer their time or participate as an initial requirement for service learning courses—and then continue after completing the courses.
- UP students have participated in classes, Greek life, intramural sports, various clubs, study abroad trips, homecoming festivities, graduation, campus ministries, resident hall activities, advocacy efforts, and professional conferences.
- UP students have audited over 250 courses in 45 disciplines with more than 150 different WCU faculty members.
- The UP program and graduates have secured internships and paid employment with more than 60 employers across North Carolina, Michigan, and Georgia.

- In the past ten years, the ratio of “funds generated” for WCU to “funds invested” by WCU in the UP Program is approximately 10:1!

UP has had several significant visitors bringing national and international attention to WCU:

- The UP Program was featured as the lead chapter in *Profiles and Promising Practices in Higher Education for Students with Intellectual Disability* published by *Think College!*
- Michael Yudin, the Assistant Secretary for the Office of Special Education and Rehabilitative Services, U.S. Department of Education, visited the UP Program to observe inclusion occurring at the college level.
- Liz Plachta, founder and Director of *Ruby's Rainbow*, a non-profit organization supporting college students with Down Syndrome, and Kelle Hampton, *New York Times* best-selling author, visited WCU to photograph and write about the UP Program.
- WCU and UP students have had two inclusive study abroad trips together to London, Ireland, and Salzburg, Austria.
- Administrators from the Pädagogische Hochschule Salzburg Stefan Zweig from Salzburg, Austria made a two day visit to WCU to learn about the UP Program as a model for their own program.
- The UP program goes on the road several times each semester (with over 150 conference presentations across the last decade) and publishes frequently (20 publications with 10 in top tiered journals) to disseminate information to others so institutions of higher education (IHEs) can replicate programs like UP across the country.

You might be wondering...How do our UP graduates compare to the state and national averages for individuals with intellectual disability?

- 23 UP students have now completed the program with eight currently in the program (four first year & four second year). In North

Carolina, only 7% of young adults with intellectual disability reported enrollment in any type of postsecondary education, while 54% were classified as not engaged in any activities after leaving high school.

- Students develop a wide social network, developing new friendships with other UP students as well as with students without disabilities. These relationships often continue after graduation.
- At least 80% of UP graduates are employed in community settings making at or above minimum wage in part-time (working 15 or more hours per week) or full-time self-selected jobs within one year after graduation compared to the national and state averages of 39% of young adults with intellectual disability being employed after high school.
- We have graduates maintaining full time jobs with benefits above \$10 per hour, compared to the national average of \$7.60 per hour or below.
- More than half of UP graduates live in their own houses or apartments with minimum support after graduation as compared to 21% of the national average.

So how can you help continue to make a difference within the next decade?

- Share the UP Program and values with EVERYONE including WCU students who wish to volunteer, interested applicants, their families, colleagues, employers, potential donors, and community members.
- We hope to continue to serve the WCU community and beyond in the next decade but we can't do it alone or without each of you coming along side of us to keep it UP, step it UP, shake it UP, give it UP, and live it UP to keep UP living.

For more information on the UP Program or how to get involved please contact Dr. Kelly R. Kelley, Associate Professor/UP Co-Director at 828-227-3298 or kkelley@email.wcu.edu.



Chancellor and Mrs. Belcher pose with students at the homecoming parade

HPE Students and Faculty Participate in Speak Out! Day on Capitol Hill

By Dr. Tom Watterson



In response to serious threats of cuts to the federal funding of the bipartisan Every Student Succeeds Act (ESSA), two professors and five students from WCU headed to Capitol Hill to advocate for full funding to support professional development for teachers and health and physical education programs in schools.

Drs. Tom Watterson and Gayle Wells were joined by future Health and Physical Education teachers Kendall Buchanan, Ashlee Caraker, Logan Craig, Dustin Kokot, Cody McCombs and more than 150 fellow health and physical educators representing 42 states on Capitol Hill and took part in the SHAPE America – Society of Health and Physical Educators 11th annual member advocacy day, SPEAK Out! Day, on February 13-14.

When ESSA was passed in 2015, health and physical education were designated as part of a well-rounded education, making these subjects eligible for federal education funding for the first time. Under a new program, Title IV, Part A, schools will receive funding to support a well-

rounded education, safe and healthy student programs, and effective use of technology. Despite Title IV, Part A being authorized at \$1.65 billion dollars in ESSA, Congress only appropriated \$400 million to support these vital programs for FY 2017. As Congress reconciles appropriations for FY 2018 and beyond, several proposals in Congress would also significantly underfund ESSA and put health and physical education at risk of not being able to thrive in schools.

“Under this block grant, we are going to be competing with many other subject areas and programs for financial support. We need to make sure that the pot of money is as large as possible to ensure that health and physical education programs will have the chance to access at least a portion of that funding,” says Watterson. During the Capitol Hill meetings, teachers and advocates offered insight and perspective on the negative impact of marginalizing health and physical education in schools. They also shared success stories and the links that exist between health, physical education, and academic achievement.

Kenya Travels: Leaving with More than We Brought

By Dr. Rus Binkley

Four education students traveled to Kenya, Africa in October of 2017 and visited city schools in Nairobi. We spent our second week in the mountain village of Wongoyi, but this time we rode the new train line—the previously five or six-hour journey was now about three hours. The Chinese had recently rebuilt the rail line that had once run the notoriously unreliable Lunatic Express. I was a little regretful that students would not get the experience of driving through the little towns, where aggressive market women would thrust bunches of bananas and baskets of oranges and tomatoes through the van windows for us to buy. This new train was sleek, modern, quiet, clean, impeccably punctual, and cheap to ride. We glided in smooth comfort through the countryside, looking for glimpses of wildlife, while we ate chapatti and sipped coffee or chai from the dining car.

Our school experiences, both in Nairobi and the village, were poignant and warm. Schoolchildren were eager to touch our hair and rub our skin and to have us come into their classrooms to tell story, read a book, or talk about where we came from. If kids were initially shy, I would ask, “Can you please sing us a song?” and they were off, uninhibitedly.

What struck me most strongly was what a social study trip it was, especially during our time in the village. Our host, Ronnie Mdawida, had arranged for us to have a series of experiences with local people to teach us about local history, the advent of independence, village economics and government, and community building. We went to the local midwife Beatrice’s house, which she had built with her own hands. Over the years, she had added four little rooms with beds, a sort of hospice for villagers with AIDS, whom everyone else had initially isolated. Through the years, she’d delivered over a thousand babies, and she did it, not expecting pay, but because she was convinced it was the right thing to do for the community. Her humility and matter-of-fact recounting of her life of dedication touched us all deeply.

Then, there was the afternoon with Mama Judy, who created her own work after retiring as a teacher. With her perpetual smile, she shared she was now educating the community about replanting indigenous trees. While we listened to her story, Mama Judy sent Isaiah, our guide,



to the tiny village shops. He returned with two loaves of soft white bread which Mama Judy put out with a jar of jam and cups of hot chai. “That was the best white bread I ever ate,” Shelby Bishop said, and we all agreed, feeling cozy as the rain pounded the corrugated steel roof; we ate just about every slice. Later in the week, the students met with Mama Judy’s ninety-something-year-old mother who regaled them with tales of long-ago village life, showing them the scar on her leg from when a lion had attacked her when she was a young girl.

We heard from the women who made up a basket making cooperative. They sang a traditional song and danced for us. In the evening over dinner, Ronnie told us about the ten houses concept (Nyumba Kumi in Kiswahili) he had introduced from Tanzania. The village had divided itself into groups of ten and each group monitored its members. Each cluster cared for each other; they made sure members and their property were secure, were healthy and eating, and had what they needed.

WCU students were left with a deeper understanding of a collective society whose members did not seem to begrudge sharing what they had. We had brought children’s books, garden tools, vegetable seeds, and clothes to distribute, but, as I had hoped, we all understood we had learned profoundly and we were leaving with much more than we had brought.



Designing Innovative Short-Term Programs for Global Learning in Teacher Education

By Dr. Kim Winter, Dean & Dr. Dan Grube, Director of the School of Teaching and Learning

For the past five years, the School of Teaching and Learning has increased efforts in global learning and study abroad experiences. A strong partnership with the Pädagogische Hochschule in Ludwigsburg, Germany, has allowed us to develop a 15-day, faculty-led travel course for teacher candidates to Germany. These teacher candidates are from diverse programs including elementary, inclusive, middle grades, and health and physical education. Students from both universities take a class together to experience and learn new knowledge and skills in their respective teacher education programs. The study abroad experience for the WCU students includes immersive cultural experiences and living as a local in a German neighborhood. The WCU students make school visits to local schools and socialize with their German peers at the Pädagogische Hochschule. The emphasis is on active learning and experiential learning theory (Kolb, 1984). Additionally, the students utilize Fitbits™ to track physical activity and to maximize their immersion in the culture of activity in Germany both for fitness and practical purposes. Students blog about their experiences and create a digital story that they share with peers in the course.

The newest component of our partnership is the development of short-term internships which would allow student teachers/interns to complete a three to five-week internship with a partner school in country. Currently, agreements have been created with Oulu International School in Finland, Theodor Heuss Realschule in Germany,



Dan Grube, Director of the School of Teaching and Learning, visits the Arctic Circle in Rovaniemi, Finland



International School in Salzburg, Austria



Dr. Kim Winter, Dean of the College of Education and Allied Professions, visits Ludwigsburg, Germany

and the laboratory schools affiliated with the Pädagogische Hochschule-Salzburg in Austria. The first study abroad experience to Lima and Písac, Peru, will take place in June. Partnership development in most cases includes the host school, the partner institution and WCU. Student teachers complete their final internship experience early, meeting all licensure and graduation requirements, and then transition to this final experience abroad: living, learning, and teaching in another country, culture, and society.

Our next venture will be to explore teacher exchanges. We have engaged in discussions with our partners and there is interest in both Germany, Finland, and The Catamount School. Teacher exchanges for short terms are planned so that practicing teachers can learn

about education, schooling, and policy from their peers in another country. Additional cultural experiences are planned, along with virtual connections back to the teachers' home schools and classrooms to engage with their students and colleagues about their experiences abroad. The emphasis is on experiential learning, sociocultural theory and cultural competency: cultural diversity and perspective taking.

In January of 2018, Drs. Dan Grube and Kim Winter visited eight different university and school partners in Austria, Germany, and Finland to further these efforts and solidify interest and development of both short-term internships and teacher exchanges. Dr. David Westling was able to join the visit to Salzburg, Austria, in order to connect CEAP with long-term partners at the Pädagogische Hochschule.

Dr. Germain Travels to Ghana

Interview by Kat Manasa, Graduate Student, School Counseling M.A.Ed.

Dr. Marie-Line Germain is an associate professor in Western Carolina University's Master in Human Resources program. In September 2017, she headed to Ghana, Africa, for a two-week research collaboration with faculty at Central University located near Ghana's capital city, Accra. Dr. Germain was one of three chosen applicants who received the Fulbright Specialist Scholarship this year through the U.S. Department of State. She chose Ghana for its culture, people, and opportunity to experience the country as a worker rather than a tourist.

Faculty in Ghana (and Africa in general) have a keen interest in publishing in U.S. journals,

and while there, Dr. Germain delivered several lectures and consulted with faculty on research methods strategies in the field of human resources. She was hopeful to build a long-term Ghana-U.S. bilateral collaboration among colleagues. As a Fulbright Specialist recipient, she explored and discussed ways to develop academic cooperation through research and academic exchange of faculty and students from both Central University and Western Carolina University. They drafted research projects, including the creation of a special edition of a U.S. journal focused on Africa's business development trends, opportunities, and challenges.

Dr. Germain found the people to be exceptionally welcoming. She had the opportunity to experience firsthand the promising future of the country, and also its current limitations, such as a lack of infrastructure, efficiency, and fear that young people have of taking business risks. As a developing area of the world, many conveniences were not always available such as WIFI or air conditioning.

Dr. Germain describes working with faculty at Central University as intense yet energizing. The faculty were eager to get started on their research agenda and were optimistic about their ongoing, mutual collaboration.

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Teaching Teamwork and Self-Empowerment through Folk Dancing

By Brian Gatti, Senior- Middle Grades Math Program

“What are you wearing?” These words were curiously asked by 6th, 7th, and 8th graders at the newly-established Catamount School in Sylva, NC. A bright, multicolored Morris rag-coat, bells strapped to my knees, and a black button-bearing hat was the attire that caught student’s attention during my Folk Dancing and Clogging Workshops. My main purpose of creating and providing these workshops was to strengthen teamwork skills, provide avenues for self-empowerment, and improve interpersonal communication skills among middle school students.

“Seven Jumps,” an energetic Danish folk dance, was the first routine that I taught. At each chorus, an additional move is added, beginning with left and right stomps, leading up to the seventh and final move where students touch their nose to the floor. Timidly standing away from the circle, unsure students soon became engaged in the repetitive nature of the song after seeing how much fun it was. With sticks raised and ready



to strike, trios of middle school students waited in anticipation for the music of the second dance, “Tinner’s Rabbit.” This English Border Morris routine features “sticking,” which is hitting wooden sticks together in a specified pattern in unison. Through teamwork and perseverance, students quickly overcame the complex nature of the steps and moves.

At Blue Ridge School, I taught clogging as part of the Junior Appalachian Music (JAM) program. “Can I jingle your tap-shoe?” asked one of the students after I demonstrated the fast-paced clogging routine, “Orange Blossom Special.” The children were quick to pick up the basic steps needed to dance an old-time favorite, “Soldiers Joy.” At the end of the session, students performed this dance for the parents and JAM staff to great applause. At both schools, the crowd-favorite undoubtedly was the Russian Folk mixer-dance “Sasha.” Sasha is done by finding a partner, looking them in the eye, and shouting, “Sasha! Sasha! One, two, three!” After some simple dance moves are completed, the pair separates and finds a new partner to repeat moves as the music increases in tempo. The students quickly came out of their comfort zones, and barriers were broken as they sought out partners from the entire class.

One of my main motivations for teaching these dances dates back to my childhood at the John C. Campbell Folk School in Brasstown, NC. There, I experienced traditional dance and song and eventually became a member of the clogging and Border Morris dance teams. These experiences contributed to my love of dance and appreciation of different cultures, and I wanted to provide the same opportunity to children in western North Carolina.

I truly enjoy seeing the positive impact that dancing provides for schools. As a senior in the Middle Grades Math Program at WCU, I can’t wait to bring this experience to my classroom.

CEAP Snippets

- **Amanda Clapp**, science teacher at The Catamount School, was awarded the Distinguished Service Award from the North Carolina Science Teachers Association (NCSTA). NCSTA’s Distinguished Service Awards are presented to recognize the excellence of contributions to science education in North Carolina. Awardees have exhibited leadership in science education beyond their school district or position and have contributed to improvements in science education, as well.
- **Dr. Tom Watterson**, Health and Physical Education faculty member in the School of Teaching and Learning has been selected as the 2017 College/University Teacher of the Year by the North Carolina Physical Education Association (NCPEA) of North Carolina Alliance for Athletics, Health, Physical Education, Recreation, Dance and Sports Management. This award reflects his outstanding qualities and contributions as a college/university educator.
- Counseling faculty members, **Drs. Melodie Frick, Heather Thompson and Russ Curtis** have published an article in *The Journal of Counselor Education and Supervision*. The article, “Using Films to Increase Cultural Competence in Working with LGBTQ Clients,” can be viewed in its entirety at: <http://repository.wcsu.edu/jcps/vol9/iss2/8/>
- **Dr. Lee Nickles**, CEAP Director of Assessment and Technology, has published a journal article on themes in the literature for starting a new distance program in higher education. The article titled, “Initializing an online program: Ten themes from the literature,” was published in the *International Journal of Instructional Technology and Distance Learning*. The article can be viewed online: http://itdl.org/Journal/Jul_17/Jul17.pdf
- **Dr. Kelly Kelley**, Associate Professor of Inclusive and Special Education in WCU’s School of Teaching and Learning and co-director of the WCU University Participant Program, is the recipient of the Leadership in Higher Education Award at the 2017 State of the Art in Postsecondary Education Conference. The award recognizes Kelley’s national leadership in the area of postsecondary education for students with intellectual and developmental disabilities.
- **Drs. Justin Menickelli and Dan Grube**, School of Teaching and Learning faculty members, published an article entitled: “Disc Golf and Walking Benefits: A Pedometer-Based Physical Activity Assessment,” in the *International Journal of Physical Education, Fitness and Sports*.
- **Mickey Charles Hughes** announced a \$5 million pledge during the “Lead the Way” campaign kickoff event on March 1. The Leone Hyde Ray Endowed Scholarship Fund was originally endowed in 1998 in memory of his mother, Velma “Leone” Hyde Hughes Ray, a 1941 graduate of WCU who earned her degree in education and worked as a teacher in WNC and eastern Tennessee. The gift pledge marks the largest donation designated specifically for scholarship support in Western Carolina University history.
- The University of North Carolina Board of Governors has approved the establishment of a doctoral program in psychology at Western Carolina University that will focus on enhancing the level of psychological services available to residents of western North Carolina. The board’s approval came during its meeting on Friday, Jan. 26, in Chapel Hill. The psychology doctorate (Psy.D.) will be WCU’s fourth doctoral-level academic program. The university already offers doctorates in educational leadership, physical therapy, and nursing practice.
- **Dr. Roya Scales**, Associate Professor in the School of Teaching and Learning, was featured in a podcast interview for *The Journal of Teacher Education*. The interview features insights from the JTE article, “Are We Preparing or Training Teachers? Developing Professional Judgment in and Beyond Teacher Preparation Programs,” authored by Scales and colleagues. Listen to the full interview: <http://edwp.educ.msu.edu/jte-insider/2018/podcast-interview-scales-wolsey/>.
- Higher Education Student Affairs (HESA) students attended the North Carolina College Personnel Association/North Carolina Housing Officers (NCCPA/NCHO) joint conference in Asheville, North Carolina in November. The conference theme was “changing seasons, changing lives” and focused on racial and social justice. NCCPA has developed a strategic imperative for decolonization and racial justice fellowship as a way to operationalize and actualize the intent of the international imperative and involve faculty, staff, and students in the comprehensive progression towards social justice. WCU/HESA had more representation than any other institution/program.





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