

Message from the Dean

I became the seventh “permanent” dean of the College of Education and Allied Professions this spring, following in the footsteps of five men and one woman beginning with Carl Killian for whom the Killian Building is named. To become dean of a college of approximately 2200 students and 100 faculty and staff would be an honor for most educators, but having the opportunity to serve a university that was founded to prepare educators for the mountains 125 years ago is special. The College of Education and Allied Professions has impacted the region in ways that I am still learning about even as I begin my 35th year at WCU and I feel more strongly than ever that we have unlimited possibilities in front of us. We still prepare educators for the mountains and beyond while broadening our scope to prepare others for a wide range of professions focusing on human interactions and human potential. I invite you to visit ceap.wcu.edu to see some of the things going on in the College and to share our vision for the future. Contact me at any time (828.227.7311; carpenter@wcu.edu). I'd love to hear from you, whether you are a current student, an alum, a partner, or simply someone interested in what we are doing and can do together in the future.

–Dr. Dale Carpenter



WHEE Teach Summer Learning Community

The summer of 2014 was an exciting one for the college’s WHEE Teach Living and Learning Community! For the first time, we offered our incoming freshmen the opportunity to get a head start on their coursework and get the lay of the land on campus before the arrival of the full class of 2018. Following the very successful Academic Success Program model, 17 education majors arrived on campus for orientation on June 29 and 30 and jumped right into their General Psychology, Health and Wellness, and University Experience classes on July 1st. While completing their coursework, these students were treated to events that helped them learn more about their beautiful, new home away from home, including visits to historical Waynesville and to the Great Smoky Mountain National Park. For students with a passion for service, there were weekly trips to the Community Table and opportunities to work to maintain the WCU trail system. We also traveled to Cashiers to volunteer our time at their annual Fireworks Extravaganza.

It was an incredibly full five weeks that saw our students forming lasting relationships with WCU faculty and staff and with each other. Again and again, they demonstrated their commitment to academic excellence and to making the most of their college experience. Our Summer Learning Community cohort set the bar high with an average grade point average of 3.68 for the summer! However, their excellence does not stop in the classroom. Once they completed the summer program, these students joined our Fall WHEE Teach group, and have emerged as leaders, not only for WHEE Teach, but across campus. Two WHEE Teach students, Dara Corley and Mary Kenny, are the president and vice president of Scott Hall this year. Summer WHEE Teach is also represented on the WCU Office of Admissions’ EnTOURage team and in the Pride of the Mountains Marching Band.

After a successful first year, we are already excited about welcoming next summer’s learning community to campus. Plans are already underway! We look forward to introducing the newest additions to the WCU family and to showing them why it’s great to be a catamount. If you would like more information about Summer Learning Communities at WCU, please contact Jenny Stewart at jstewart@wcu.edu.

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Newsletter Editor – Lydia Cook

CEAP SNIPPETS..... by Lee Nickles

JAMAICA STUDENT CONFERENCE HELD

The undergraduate Jamaica students held a student-run conference on Friday, July 25 to showcase their projects. The students had been on campus in July for their final coursework for their degree programs. Students gave presentations, poster sessions, and hands-on demonstrations of their projects.

knowledge, skills, and dispositions related to diversity and cultural competency. Optionally, students may complete additional requirements for a Diversity Certificate. For more information, visit the [Diversity Portfolio](#) website.

STAND UP PADDLEBOARD ACTIVITY COURSES

Debby Singleton, instructor of PRM and HPE, earned certification for Level 1 and 2 Stand Up Paddleboard (SUP) Instruction from the American Canoe Association. This will allow the college to offer SUP activity courses and include it in PRM outdoor activity courses. The program already has 12 SUP's to support instruction.

ASBERG PUBLISHES JOURNAL ARTICLE ON INCARCERATION AND HOMELESSNESS

Dr. Kia Asberg, associate professor of psychology, published a paper "Safer in Jail? A Comparison of Victimization History and Psychological Adjustment Between Previously Homeless and Non-Homeless Incarcerated Women" in the journal *Feminist Criminology* with co-author Dr. Kimberly Renk from the University of Central Florida.

COLLEGE LAUNCHES DIVERSITY PORTFOLIO INITIATIVE

Starting this fall, the college has initiated a Diversity Portfolio for all students in teacher education programs. The portfolio requirements will promote students'

DOLE PUBLISHES JOURNAL ARTICLE ON JAMAICAN WOMEN EDUCATORS

Dr. Sharon Dole, professor of special education, published a research article, "Voices of Resilience: Successful Jamaican Women Educators" in the May issue of *Journal of Ethnographic and Qualitative Research*.



TOP FLIGHT WINNERS
CLAXTON & GLEEN

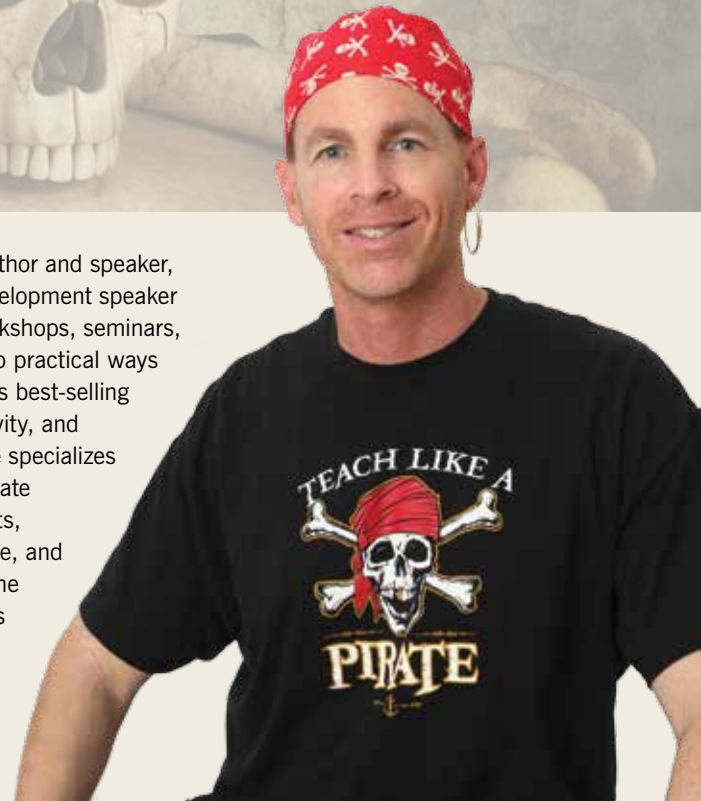


SECOND FLIGHT WINNERS
GOODWIN & HICKEY

DAVE BURGESS

TEACH LIKE A PIRATE

Suite 201, CEAP's student support services unit, sponsored a nationally known author and speaker, Dave Burgess, during September. Burgess is a highly sought after professional development speaker well known for his creative, entertaining, and outrageously energetic style. His workshops, seminars, and keynotes not only motivate and inspire teachers, but also help them to develop practical ways to become more creative and engaging in the classroom. He is the New York Times best-selling author of "Teach Like A PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator." Burgess is also a U.S. History teacher and he specializes in teaching hard-to-reach, hard-to-motivate students with techniques that incorporate showmanship and creativity. On the evening of September 29, almost 350 students, practicing teachers, faculty, and staff came to campus for a high-energy, interactive, and entertaining experience that left us all unbelievably inspired, motivated, and with the practical skills to dramatically increase student engagement. The next day, Burgess led a group of almost 150 beginning teachers in a similar session.





University Participant (UP) Program Explores International Services for Individuals with Disabilities in London and Ireland

by Kelly R. Kelley and Seb M. Prohn

On May 13, 2014, a group of UP students and undergraduate students who serve as natural supports within the UP Program set out to explore programs and services available for individuals with intellectual disabilities (ID) in London and Ireland that lasted through May 21. This was one of the few study abroad opportunities offered for individuals with and without disabilities and a chance for Western Carolina University to be highlighted internationally.

Our first stops were in London visiting CHANGE in Leeds, the British Institute of Learning Disabilities (BILD) in Birmingham, Westminster Society for People with Learning Disabilities, and Mencap before taking the entire Saturday to sightsee Big Ben, Tower of London, and Buckingham Palace on a double decker bus.

On May 18, 2014 we traveled to Dublin, Ireland. As we landed, the rain showers and live music at an Irish Pub welcomed us to the beautiful city. In Ireland, we visited the Inclusive Learning Initiative (ILI) at National University of Ireland (NUI), Maynooth, the National Institute for Intellectual Disabilities (NIID) Certificate in Contemporary Living (CCL) at Trinity College, and the University College Dublin (UCD) to learn about the different services and research opportunities.

The travel itinerary was packed with visits to programs, organizations, and agencies that served individuals with ID. When compared to the United States, we found many commonalities and differences among the services provided in England and Ireland in comparison to the United States. We made many contacts with international partners who have programs and services similar to the UP program.

The highlight of the trip was with the Inclusive Learning Initiative (ILI) at National University of Ireland (NUI), Maynooth. A UP student, Casey Schading said, "I met some really nice people over at the university. They talked about their program and what they do there. It was very moving to hear what those people said. When Michael showed us his video about his life it made me cry. What made me cry was he was talking about his experiences in the university and how it made a difference in his life and all around

him... I made lot of friends in Maynooth." WCU natural supports echoed Casey's sentiments. Megan McAllister, a Communication Sciences and Disorders major said, "Today was one of the most inspiring and gratifying days I've ever had. Today gave me an experience that I would have never gotten sitting in a classroom or anywhere else. I am so thankful I got this opportunity to be a part of this exchange and especially so early on in my student years. Today's experience at Maynooth helped confirm why I chose the field that I did and helped me see that there are others out there around the world that share my same passions." Jaime Adams, Inclusive Education major, said, "Today was the most awe-inspiring day of my entire life. It gave me so much perspective, motivation, and confirmation of my chosen field and my passions."

As all students reflected on their international experience, many learned life lessons that they will use as they continue to "be the change" in their communities. Inclusive Education major Maggie Elliott said, "I believe that not only being the change by including all members of society in all activities, but putting forth an effort to actually make change happen is what the entire profession of advocating for and assisting individuals with disabilities is about. Talking the talk and walking the walk are two different things. This is where I have to actually go out and change society to make things better for everyone." Similarly, Maggie Alexander, a Communication Sciences and Disorders graduate student said, "Looking back on today I have realized that we are a part of a bigger picture. It is not just the UP Program of Western Carolina University that we need to be focusing on, it is spreading awareness, setting a good example for others, and being a good role model and advocate for all individuals with different disabilities in each place that we encounter every day. A lesson that I have learned and hope to show and teach others is that we can lead by example."

Read more about the trip at news-prod.wcu.edu/2014/05/travel-course-to-england-and-ireland-includes-students-who-have-intellectual-disabilities/ and ojs.aishe.org/index.php/aishe-j/article/view/195/257.

THE RURAL-URBAN EXCHANGE: PREPARING CULTURALLY COMPETENT TEACHERS

by John Habel, PhD, Department of Psychology

How do we prepare all teacher candidates to meet the challenges of educating all children in our increasingly diverse public schools? The answer rests in part on efforts such as the Rural-Urban Exchange (RUE) to provide teacher candidates with opportunities to develop cultural competence, an ability to understand and effectively interact with people across cultures. In 2001 our College of Education and Allied Professions and the School of Education at NCA&T in Greensboro launched the RUE. These two distinct institutions located in two dissimilar communities again will combine resources in spring 2015 in order to provide teacher candidates with knowledge of cultural practices in a university community and in public schools with which they are unfamiliar.

The following passages, excerpted from the journals of recent participants in the RUE from WCU, provide glimpses of their reasons for participating and of the lessons they learned:

- I was raised in a small community where the majority of people were either related to me or so close to my family that they might as well have been. My experience with diversity is pathetically limited.
- I grew up in the foothills of the Appalachian Mountains. A rural lifestyle and school system is all I've known and there is a good possibility that I will live in an urban environment someday.
- Greensboro can be a scary place for someone who is used to living in a rural community and attending a rural university. I push myself to try different things, simply because I do not want to stay in my comfort zone; I want to take risks and keep myself scared for the future. The good kind of "scared," however.
- I was expecting to see a bunch of differences in behavior within the schools, and I did, but not in the way I imagined. The teachers I had the pleasure of seeing this week had built very strong and personal relationships with their students.
- Racism was a term that I was familiar with in my rural environment. Seeing the highs and lows of urban schools, interacting with A&T students, being the minority for once, and understanding discrimination and racism really made the idea of equality settle deep in my heart.
- I have found the way to meet all students' needs is to allow students to bring their culture and experiences with them into the classroom. My instruction should not force students to drop their culture or any part of their identity, for that matter, at the door; rather, it should invite all students in as they are.

These passages suggest that participants in the Rural-Urban Exchange have begun to develop cultural competence, a developmental process that evolves over time.

For more information, go to the RUE website: rue.wcu.edu

U.S. Army Awards WCU's Psychology Student for Research

Psychology graduate student Miranda Spain came to WCU from Fort Bragg, where she had worked as a civilian staff member in the Operational Psychology unit. Miranda has continued to work with the Army during breaks and over the summer, and she has now completed a major research project for her master's thesis that the Army commissioned.

Due to the extraordinary demands of military service, military organizations have historically used rigorous methods of assessment and selection, including psychologist tests and measures. One of the most extreme military occupations is Special Forces (Green Berets), and the process for qualification and selection is extremely competitive. Any soldier, anywhere in the Army, may apply for consideration for Special Forces, and a large number of these applicants enter the process, which takes place entirely at Fort Bragg. The first 19 days comprise the Special Forces Assessment and Selection program (SFAS), including a variety of physical and psychological tests. Those who pass the SFAS then begin the Special Forces Qualification Course (SFQC), which may last two years or more, depending upon language chosen and military occupation specialty (e.g., SF medic).

Miranda was given access to the full records of 1,038 of these soldier applicants, all of whom completed the Minnesota Multiphasic Personality Inventory – 2 – RF as a part of their initial assessment. Her research involved the statistical prediction of risk factors, which scales on the MMPI best predict success or failure in both the 19-day SFAS and the full SFQC. Using a statistical technique called "Relative Risk Ratio," Miranda was able to identify several significant predictors of likely failure to complete the SFAS and SFQC. In some cases, elevations on a specific indicator suggested that the soldier more than 2.5 times as likely to fail as another soldier without that elevation. The Army has not yet allowed publication or dissemination of Miranda's specific findings (and her master's thesis document itself, while fully accepted by WCU, has been heavily redacted), but it is fair to say that her research has been very well received by the Army. In fact, Miranda received the Base Commander's Award for Distinguished Service, the highest honor a base commander can bestow upon a civilian. Note the medal in the picture, which Miranda would be allowed to wear on her uniform if/when she enlists.

Miranda successfully completed her M.A. last spring at WCU and is now enrolled in the Psy.D. program in clinical psychology at the Florida Institute of Technology. She continues military-related assessment work at FIT with some noted experts in that field, and her plan is to enlist in the Army upon completion of her doctorate, joining the Operational Psychology division.





Killian Society Kick-Off

The Killian Society (killiansociety.wcu.edu) held its “Kick-Off” September 5, 2014 in Cullowhee. Named in honor of the first dean of the College, Carl Dan Killian, Sr., the Killian Society is aimed at supporting deserving students with scholarships. As the cost of an education increases, the Killian Society will add to existing scholarships and spur new scholarships so that students can have access to quality programs in the College and can achieve their dreams.

Only about 8 percent of current students receive a scholarship to WCU, very low for institutions like us. In the last two years, the College has increased the total amount of our scholarship awards for students in our College by 62% and we have begun 15 new scholarships. The Killian Society Kick-Off event resulted in the full endowment of two scholarships that were building and a commitment of \$9,000 in one evening. To find out how easy it is to help students by joining the Killian Society, go to killiansociety.wcu.edu or call 828.227.7124 or 800.492.8496.

NEW FACULTY & STAFF SUITE 201

Chená Flood – Director, Office of Field Experiences

PSYCHOLOGY

John Baley – Visiting Instructor, Clinical Psychology

Marilyn Beck – Administrative Support Associate

Matt Meier – Assistant Professor, Cognitive Psychology

SCHOOL OF TEACHING & LEARNING

Adrienne Anderson – Assistant Professor, Special Education

Pam Buskey – Visiting Instructor, Curriculum and Instruction

Robby Jacobs – Assistant Professor, Health and Physical Education

HUMAN SERVICES

Andrew Bobilya – Associate Professor, Parks and Recreation Management

Amanda Davis – Administrative Support Associate

Adriel Hilton – Assistant Professor, College Student Personnel

Brandi Hinnant-Crawford – Assistant Professor, Educational Research

Meghan Pendergast – Instructor, Birth-Kindergarten

April Perry – Assistant Professor, College Student Personnel

Project Discovery Team – Patty Harley, Russ Harris, Todd Murdock, Jessie Nosworthy, & Cassie Dickson

For more information, visit thereporter.wcu.edu/wp-content/uploads/2014/10/WCU-New-Employees-2013-14.pdf



Dr. Lynn Knight lead a group of students from SPED 339 and other students from WCU on a service learning project to assist with Haywood County’s “Tear Down These Fences” project to turn the former prison into a homeless shelter and soup kitchen.

WCU Teaching Fellows: The Final Year

The hopeful, ambitious program that began 28 years ago.....

In 1986, the North Carolina General Assembly enacted the NC Teaching Fellows Program with the mission to recruit the best and brightest high school graduates into the teaching profession. As a component of the 10 point teacher recruitment proposal called "Who Will Teach Our Children," The Public School Forum partnered with business, educational, and political leaders throughout North Carolina to develop policies and regulations governing the program. To help ensure high standards, a commission was appointed by the governor, lieutenant governor, president pro tem of the Senate, and speaker of the House. The policies sought to develop leadership qualities, visionary thinking, risk-taking, and appreciation for diversity. The program was meant to challenge students to see beyond the classroom and to connect education with quality of life and the economic survival of the state.

Western Carolina University was one of nine campuses to be part of the original program. The first cohort (1987) consisted of 19 students who chose WCU as their home. A \$20,000 award spanned eight semesters. These students joined 320 other

incoming fellows to trek across the state for eight days, making 33 stops (schools, events, lectures, businesses, plays) on their first Discovery Trip—a group of strangers soon to become a family. From then until now, our program has grown with the 2011 cohort comprising 58 of the 494 senior teaching fellows on 17 campuses. Their experiences have broadened to include four years of state conferences, public school orientations, overseas trips, weekly seminars, cultural/multicultural events, volunteerism, and numerous social activities. The WCU teaching fellows have developed a special relationship: sharing goals, stretching minds, developing leadership, providing community service, growing professionally, and being a member of a scholarly community.

In part, due to a fiscal shortfall, the NC Teaching Fellows Program was not reinstated in the state budget of 2012. Although the program is slated for elimination June 30, 2015, the commission guaranteed full support for all current fellows with a commitment to the same high standards and enriching experiences that they have had in the past. WCU has matched this commitment with continuing support. "Being a WCU teaching fellow has

not only given me a chance to meet great friends, it has given me the opportunity to go to conferences and events that have shown me what it means to be a great teacher! WCU teaching fellows is a wonderful community to be a part of and I am very grateful that I was chosen to be a fellow at this wonderful school." (Jocelyn K. Radford, cohort of 2011)

Our senior fellows relish this last year with sweet memories of Europe, observations with Smokey Mountain Elementary, the leadership ropes weekend with WHEE Teach, overnight caving in Tennessee, Relay for Life, Cat in the Hat's Den, school book and supplies drives, Braves games, seminar speakers and discussions, state conferences, senior orientation, Ron Clark Academy, dances with the UP students, movie nights, picnics, dinners with Teachers of the Year, fall retreats, laughs and chats in the office, and hundreds of learning experiences – all to make them stronger teachers.

.....comes to a close in a few short months with the assurance that North Carolina has fostered 10,708 better teachers because of its future-sighted Teaching Fellows Program—still hopeful.

Human Services Welcomes Project Discovery

The college announces the movement of Project Discovery/Talent Search programming under the Department of Human Services. The program, which originated as part of the TRIO programs of the 1980s, has most recently been housed in the Student Affairs Division of the university. Project Discovery helps middle and high school students in Western North Carolina prepare for, enroll, and be successful in college. The program takes a balanced approach in supporting students who have been identified as having potential for success in college, but might experience self, social, and financial imposed barriers making it difficult for them to attend college and complete college. Activities involve three broad areas to include financial information and financial aid application support, college preparation and application for admission, and outdoor classroom adventure based events. The Project Discovery program currently serves approximately 730 students in seven schools in the region. Current data collected by the program shows a 99.3% high school graduation rate, of which more than 78% of the student participants enroll in college. Even more astounding is the 50% graduation rate from a two or four year college when the national average graduation rate for low income students is 11%.



Join us in welcoming program director Todd Murdock; instructors, Cassandra Dickson, Russell Harris, and Jessica Nosworthy; and administrative support specialist Patty Harley.

The Killian Society *making an impact*



Dr. Carl Dan Killian Sr. became head of the education and psychology department at Western Carolina Teacher's College in 1935. The Killian Building is named for him. As Western Carolina University celebrates its 125th anniversary this year the College of Education and Allied Professions is launching a campaign to honor Dr. Killian and all those who both preceded and followed him in making an impact on teaching and in the allied professions in Western North Carolina, across our state, and across the nation.

Endowed Scholarships

Teaching

Gurney & Ann Chambers
Mary Alice Gambill Shuford
& Dr. David F. Shuford
Ed & Bertha Henson Reed
District 1 Retired School Personnel
Duane & Wanda Reid
Michael Dougherty Family
Robert Lee & Ella Richards Madison
Katherine R. Reich & Emma H. Russ
William A. & Patricia L. Ledford
Stephanie Stow
Morrill Family Fund for Research
Soaring High
Jessie Lindsay & John Donivan Hales
Janice H. Holt
Teach for Tomorrow
Beta Lambda Sorority
Reagan Lee Hartley

Math and Science Education

Dwight & Jessie Ryland
Genevieve & E. J. Whitmire

Gifted, Creative and Innovative Education

Sharon Dole

Elementary and Middle Grades

Capps Family Memorial
Elizabeth "Beth" Tyson
Lofquist
Fanny Green Yost
Linda Reep Lankford
Myrtle Olivia Whitmire
Pamela M. Sekulow
Rachel R. Williams Sweet
Taft B. & Malvery Botner
Ed & Bertha Henson Reed
Carolyn West

Inclusive Education

Little E. J. Whitmire
Jane Schulz
Betty Jo & Mark A. Knott
Steven C. Jones
Rosemary Cameron

Health and Physical Education

Otto Spilker
Women in Physical Education
Claxton Family Scholarship

Counseling

Carole Hearn Curtis
Mary Deck "Break by the Lake"
Daniel L. Saddler

Early Childhood Special Education

Hoyt & Lora Ponder

Human Service Training

Mary & Charles Wayte Graduate

Science Education

John & Anna McFadden

Psychology

Linda Elaine Glenn
Hedy & Vanessa White
John H. Wakeley

Educational Leadership

Guy and Jo Edith Burchfiel

Doctorate in Education

Dixie L. & Miles S. McGinty

Scholarships Under Construction*

Phipps, Tholkes, Singleton (PRM)

The Killian Society COLLEGE OF EDUCATION & ALLIED PROFESSIONS

As a member of the Killian Society, I commit to contribute \$125 per year for five years. Alumni who graduated within the past five years may join Killian Society by making a gift of \$25 for five years.

Name: _____

Address: _____

City/State/Zip: _____

Phone: _____

Email: _____

Please indicate the scholarship to which your donations will be directed.

Scholarship _____

Gift Information:

I wish to make my gift of \$125 in _____
(month) of each year. ___ Please send me a pledge
reminder accordingly.

___ To make a gift online go to: makeagift.wcu.edu

___ Enclose a check (made payable to the
WCU Foundation) *please note The Killian Society*

___ Enclosed is my one-time gift of \$625.

Please charge my:

___ Visa ___ MasterCard ___ American Express

___ Discover

Card # _____

Exp. _____

Name on card _____

Signature _____

Date _____

Mailing Information:

WCU Foundation
ATTN: Brent Thomas
201 H.F. Robinson | Cullowhee, NC 28723



COLLEGE OF EDUCATION
& ALLIED PROFESSIONS

204 Killian
Cullowhee, NC 28723

Beginning Teacher Symposium

The Beginning Teacher Induction Symposium is part of the orientation to the profession recommended by the North Carolina State Board of Education. Serving 87 teachers from six school systems in our region, this year's two-day event focused on "Finding Common Ground: Guiding Beginning Teachers in Their Journey Toward Meeting and Exceeding Professional Teaching Standards." Sessions, facilitated by master public school teachers and university professors, covered these topics: Teaching to the Standards, Literacy, Inclusion, Differentiation in the Classroom, Building Relationships with Parents/First Days, Assessment, Classroom Management, Technology Apps and Resources, and Becoming a Memorable Teacher for all the Right Reasons.



Beginning teachers offered many positive comments about the sessions. One CTE teacher stated, "The classroom management session was great because that is what I am most nervous about." A high school teacher stated, "Building relationships with parents and having positive first days of school are vital to how the rest of the year will go." Another teacher said, "The inclusion session gave excellent advice and resources." A middle grade teacher said, "The technology session will have the greatest impact as my system moves to a 1:1 environment. Technology is such a useful way to reach kids." A pre-k-2 teacher related that the sessions were "well-planned" and offered "meat for teachers." An elementary teacher said that the symposium presenters were "very encouraging and positive...and made me think about the personal fears and ways to overcome them."

CEAP News

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