

## Welcome From Dean Kim Winter

*A message from College of Education and Allied Professions Dean, Kim K. Winter*

If you could put your finger on the pulse of WCU's College of Education and Allied Professions, you would find students, communities and children at the heart. Not only do these vital groups drive the College's outreach to and integration with the region and beyond, they are ongoing partners with the College as we lead the way towards transformative change in the real world. A prime example of this work is the August, 2017, opening of The Catamount School - a new, innovative laboratory school designed to help enrolled students in sixth through eighth grades transition into high school through implementation of a "whole school, whole community, whole child" approach. WCU is one of nine University of North Carolina system institutions to establish and operate lab schools serving students in kindergarten through eighth grade. The lab schools operate as public schools of choice, with a mission to improve student performance in eligible school districts and provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings. We are one of only two UNC universities opening a lab school this academic year. At The Catamount School, we are committed to the creation of problem-centered, flexible learning environments, which help students develop critical reasoning abilities and promote a deeper understanding of the subject material. Our teachers will personalize instruction through use of evidence-based practices, which will guide students in processing what they are learning through discussion and reflection. The Catamount

School is a unique example of partnership and true innovation. We have collaborated with Jackson County Public Schools closely over the past year as we planned for the opening of school. Many individuals have been involved during this time, teachers and administrators from Jackson County, as well as faculty and staff at WCU. We are grateful for the efforts of a variety of units on campus, from Facilities Management to Administration and Finance. The enormity of the task of opening a school cannot easily be described. WCU is committed to this school and our students, and we look forward to the hard work and continued meaningful engagement.

In this edition of the CEAP newsletter, you will read about several other prime examples of engagement and strong academic programs, faculty, and staff. Here are a few highlights:

- The Psychology department is planning for a new doctoral program (PsyD) in Health Service Psychology, an integrated clinical/school program that will educate and train students to meet the mental health needs of individuals in the region and state.
- Faculty in the special education program led the 16th annual Rocket to Creativity Camp this summer. Graduate students in the academically and intellectually gifted program take a summer course, Creative Thinking and Problem Solving, which requires a field-based experience focused on problem-based and project-based learning. Together the students and faculty facilitate the camp which has group topics that range from solving crimes to creating historical documentaries.
- CEAP has been involved in the Strong Scholars Program since 2015. This program, supported by Hattie M. Strong Foundation, supports students enrolled in teacher-training programs at select institutions. We are happy to share that success of our first Strong Scholars has led to the foundation offering support of an additional scholarship for the 2017-18 year.



Not only have these initiatives successfully connected the College of Education and Allied Professions to the wider community, they are among reasons that CEAP has earned a stellar reputation in our region and beyond. We hope you enjoy reading these articles, which showcase faculty, staff, and candidates who are positively impacting students, families and communities. Our graduates change the lives of generations of individuals through their roles as educators, counselors, psychologists, speech-language pathologists, recreation personnel and other human service specialists. We appreciate your interest and invite you to explore the many opportunities available in the CEAP. Should you have any questions, we hope you will contact us to learn more.

Sincerely,

Kim K. Winter, Ph.D.

Dean  
College of Education and Allied Professions  
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## CASEY SCHADING

UNIVERSITY PARTICIPANT ALUMNA '15

My name is Casey Schading and I graduated from the University Participant program at Western Carolina University in May 2015. While attending WCU, I focused my classes in history, which I continue to enjoy, but I was unable to find a job in that field.

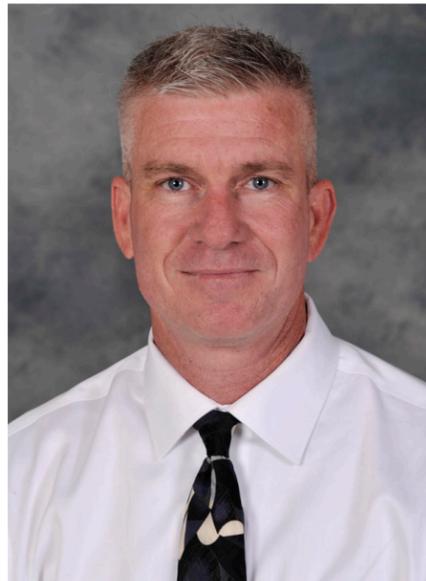
A month after graduating, I found a job as a teacher assistant at the Hickory Montessori School. I worked mainly in the four year olds class but also helped in other classrooms with rest time, meals and cleaning up.

I enjoyed learning the Montessori methods of teaching and giving Montessori lessons. While working, I took an early education class at the local community college and obtained my North Carolina early childhood credentials. After a year at the Montessori school, I wanted more work hours so I got a job at the Hickory Foundation YMCA Early Childhood Education Center. I am able to walk to work since the YMCA is in my backyard! At the Y, I am working with two year olds and younger, but also help in other classrooms when needed. I think my supervisor appreciates my flexibility. I recently completed the required on-line classes to maintain my certification. I love working with the kids and with my co-workers who are very nice and supportive.

I have learned so much about childcare since graduating and I hope to continue my learning at the YMCA.

In my spare time, I go to the beach with my family and visit my brother in Wilmington. I enjoy dinners and outings with friends from WCU and friends I have made since moving back to Hickory. I live with my parents and am becoming more independent, especially when they go away. We just got a new puppy, Josey, who is keeping us all busy! Working with Josey is similar to working with children!

Over the next couple of years, I hope to continue to grow in my profession, but also socially. I am looking forward to getting back into horseback riding and meeting more friends.



## TOM WATTERSON

FACULTY  
Health and Physical Education

*Dr. Thomas Watterson came to WCU in August of 2013 from Tampa, FL. He is an Assistant Professor in the Health and Physical Education program under the College of Education and Allied Professions.*

I received my bachelor's and master's degree from the University of South Florida in physical education teacher education while

also completing an apprenticeship in athletic training. My first work experience was in a health-care facility where my duties included being the head trainer for a professional arena football team and providing athletic coverage for a local 6-12 school during their respective seasons. I found out very quickly that I had a passion for teaching and started to work full time at the local school becoming their Health and PE department head, athletic trainer, and cross-country coach for the next ten years. As my family grew, time became very precious and I made the hard decision to go back to school and work on updating my career. I earned my doctoral degree in curriculum and instruction with a cognate in physical education teacher education. My dissertation consisted of creating an interactive app that allowed students to engage with the new food plate and record daily activity amounts in unique and simple platform. The student information is then sent directly to the teacher in real time on his/her companion app allowing a stronger connection between the teacher and student. This connection with an implied motivational theory proved significant in increasing a healthier lifestyle among adolescents. The positive results of these studies have been published in several journals and I am currently working on funding for this line of research to be used in a pediatric health care facility.

My other interests include a very active family life. My oldest son Tyler runs cross-country and track and also wrestles. My youngest son Tucker plays soccer, wrestles, and runs. My daughter, Tawsha lives in Indiana and is a dietary consultant who specializes in vegan diets and my wife Sherri, works at a home health physical therapy company. I am currently training for my 4th Ironman, with the hopes of qualifying for the world championship in Hawaii next year.



## DR. LEE NICKLES

STAFF  
Director of Assessment & Technology

Greetings, I'm Lee Nickles, the Director of Assessment and Technology here in the college. I've taken an odd, circuitous route to my current position. My bachelor's and master's degrees are in industrial engineering from Clemson University, and my PhD is from Georgia Tech in the same field. While most industrial engineers work in manufacturing, I specialized in job training and landed in educational technology. Our former dean, Michael Dougherty, took a chance on hiring me about ten years ago and I have served in the college since then.

I've produced a few publications and have enjoyed the chance to teach a course whenever I could, but my primary role is to support the assessment and technology needs of our faculty, staff, and students. My time as a student in higher education stretched me and molded my life, thinking, and faith. I want our students at WCU to have that kind of transformative, maturing experience. It is my hope that serving in our college is a part of making that experience happen for our students. That may be providing data to our academic programs so they can make their curriculum even better, compiling reports to support our accreditation, translating "tech-speak" to

"academic-speak," or just getting stopped in the hallway for a "quick question" about a spreadsheet.

I am currently in my fifth office and reporting to my fifth supervisor since joining the college. Change is inevitable in higher education. I hope we can bend that change toward growth and flourishing. Finally, I am grateful to the college for selecting me for the Exemplary Service Award for this past year. It is a pleasure to work with others that care so much about our students.



## BRANDON WYATT

UNDERGRADUATE STUDENT  
Psychology, B.S.

My name is Brandon Wyatt, and I am an undergraduate student at Western Carolina University. I will be graduating in the spring semester with my Bachelor of Science in Psychology Degree, after which I plan to attain my Ph.D. in Clinical Psychology. I would like to evaluate the ways in which body dysmorphic and related disorders impact relationship, emotional, and sexual wellbeing. Furthermore, I wish to examine how psychotherapeutic techniques mitigate these relationships to better understand how to treat these disorders in a clinical setting.

Being a native of Asheville, North Carolina, I have always called the beautiful Appalachian

Mountains my home. From the breathtaking views, to the genuinely kind and caring individuals, I am glad to have been born and raised in western North Carolina. I fell in love with all there is to do outdoors in the area, such as visiting Cullowhee Falls and spending the day out on a boat at Lake Glenville.

Aside from the beauty and proximity to home, WCU's reputation for cultivating curious minds and research-focused education were major contributors in my decision to apply to this school. Faculty within the College of Education and Allied Professions have been more than helpful in ensuring my success at Western Carolina University. Being a first-generation college student, and a transfer student, I was quite nervous when I first stepped foot on campus. Not only did I feel as though I was in a race against time, I did not have a prior understanding of what to expect. However, individuals within the department such as Dr. David de Jong, Dr. Nathan Roth, and Dr. Mickey Randolph have been inspirational mentors who have well prepared me in achieving my career goals. I am honored to be a part of the important research that is being conducted here, and am excited for the future that the College of Education and Allied Professions has prepared me for!

## MANUEL ZENQUIS

ALUMNUS  
Psychology, B.S.

The psychology department at Western Carolina University stands as a diamond in the rough when viewed in a broader context of what the UNC system has to offer. Upon transitioning from community college to university, I knew straight away that WCU's psychology department was the place I needed to be. A home where I could grow and develop not just as a scholar but also as an overall person. Relying heavily on the intellectual nourishment and tenderness of exceptional educators in the department such as Ellen Sigler, David Scales and Windy Gordon, I had a hunch from the very beginning that their guidance and expertise would help me excel and derive innovative approaches to conventional ways of thinking. As a result of working extensively with the

psychology department at WCU, I was able to utilize its resources to express my interests and establish myself as a serious academic; conducting meaningful research with faculty, presenting at well-renowned regional conferences, and building professional networks that I anticipate lasting for the rest of my career.

Whether one wishes to be equipped with the optimal foundation necessary to understand the complexities of human condition as social scientist or build on an inherent desire to assist those in need, please understand, you can find support and opportunity in the psychology department. Subsequent to earning my bachelors degrees in sociology and psychology in '17, I have moved onto a master's program at Harvard University in Cambridge, Massachusetts. I hope to use the knowledge harnessed at WCU to inform my future extra-curricular interests in terms of social justice along with my existing research acumen to tackle issues pertaining to inequality and poverty.



**SAVANNAH MARINO**  
GRADUATE STUDENT  
**Clinical Mental Health Counseling, M.S.**

My name is Savannah Marino and I am a second-year graduate student in the clinical mental health counseling master's program. I completed a double major and received my bachelor's degrees in psychology and history from Western Carolina University in May 2016. Before I began my academic career at WCU, the campus already felt so much like home and I fell in love with the

community instantly. I grew up in Tryon, a small town located in the western North Carolina foothills. WCU has been such a wonderful home to me; I simply could not imagine completing a master's program anywhere else.

Besides being unable to leave such a wonderful area, I decided to remain at WCU because of the counseling department's reputation of preparing students for mental health vocations. The program has allowed me to grow as a student as well as a professional in my chosen field. Research has been one of my passions, and I have found additional research opportunities, especially after disclosing an interest in pursuing a Ph.D. level program. The faculty at WCU are kind, understanding, and supportive of graduate students. They go above and beyond in order to assist the students with achieving their various academic and career goals. With the help of the faculty, I have been able to pursue my interests in working with the Hispanic/Latino population in western North Carolina.

Outside of the classroom, my interests include enjoying the beautiful mountains that I am fortunate to live in, and traveling. In the future, I hope to have the opportunity to travel and learn about mental health care practices globally. I also want to receive my doctorate degree and to continue to work with residents in rural communities and racial/ethnic minority populations.



## Lori Unruh Transitions to Interim Associate Dean

Dr. Lori Unruh, Associate Professor in the Department of Psychology, began serving as the Interim Associate Dean of the College of Education and Allied Professions, July 1, 2017. She has been at Western Carolina University for 12 years and has directed the School Psychology graduate program for the past 10 years. Lori earned her Master's Degree in School Psychology from Eastern Kentucky University and worked as a school psychologist in Kansas City, KS and Phoenix, AZ while completing her PhD in School Psychology from the University of Kansas. After earning her doctoral degree, Lori spent 10 years working as a school psychologist in Asheville City Schools before joining the faculty at WCU. Lori is currently on the Board of Directors for the National Association of School Psychologists and is chair of the Leadership Development Committee for the North Carolina School Psychology Association.

## Program Highlight: Doctor of Psychology in Health Service Psychology

### Combined Clinical/School Program

By Candace Boan-Lenzo

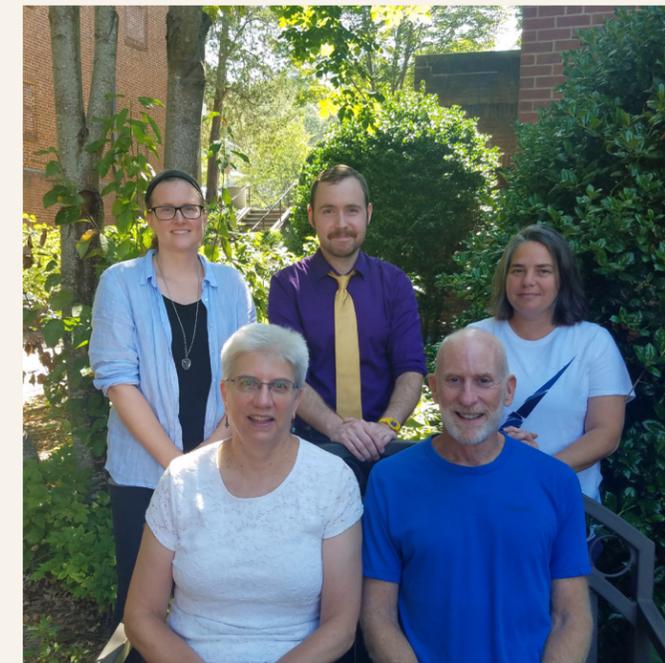
The Psychology Department is excited to launch a new doctoral program within the College of Education and Allied Professions. The Doctor of Psychology in Health Service Psychology: Combined Clinical/School Program is an integrated program that will educate and train students to meet the mental health needs of individuals in the region and state. The program will utilize a practitioner-scholar model, with an emphasis on teaching students about the science behind the treatments that they employ in practice. Our goal is to train highly qualified psychologists that can work in various agencies such as mental health facilities, schools, hospitals, private practices, child and family agencies, and other institutions that serve individuals in the community.

The department initiated this program with the needs of our greater community in mind. A 2011 report on health care resources in North Carolina by the Cecil G. Sheps Center for Health Services Research at UNC-CH reported that more than 40 percent of the counties in North Carolina have zero or only one active licensed doctoral level psychologist. The shortage of licensed psychologists is even more evident in rural communities across the state, with specific populations such as children, adolescents, and veterans being underserved by the mental health resources available. Our new doctoral program will be well-positioned to address these needs and to directly serve the region as it deals with mental health issues.

The curriculum of the doctoral program is aligned with the accreditation standards of the American Psychological Association (APA) and the National Association of School Psychologists (NASP). While all students that graduate from the program will be eligible for licensure as a practicing psychologist in any state, students will be able to specialize their course of study based on their professional goals by completing either a clinical or a school psychology track. The tracks will focus on the mental health needs of either a child/adolescent population or an adult population. Students that complete the school track will also be eligible for licensure through state departments of education and for the NCSP (Nationally Certified School Psychologist) credential in addition to the more general licensure as a practicing psychologist.

Students enrolled in the program will complete a five-year program that includes classroom experiences, practicum and internship placements, a thesis project, and a dissertation. The students will be required to complete a minimum of 103 credit hours before graduation. The coursework will evolve from our current graduate coursework that focuses on assessment, empirically-validated intervention practices, ethical and legal principles, and research to include a broader foundation in psychology. New classes will focus on areas such as integrative health psychology, multicultural psychology, advanced research methods, and professional consultation and supervision. The thesis and dissertation projects will focus on a practitioner-scholar orientation, with both the applied research and the scholarship of discovery being emphasized.

Practicum placements will significantly enhance our regional engagement through expanded professional associations with existing



Back row- Kia Asberg, David Solomon, Candace Boan-Lenzo.  
Front row- Lori Unruh, David McCord

partners, including the public schools, charter schools, private schools, and the Asheville VA Hospital, as well as new and evolving partnerships with Cherokee Hospital, Mission Hospital, Meridian Behavioral Health Services, Appalachian Community Services, and the North Carolina Department of Corrections. Having doctoral students on campus for an additional two years will also allow us to increase our service capacity both in terms of numbers of clients as well as types of services provided in the McKee Clinic. While the McKee Clinic currently provides diagnostic assessments for the WCU Counseling and Psychological Services Center, the WCU Student Support Services unit, several charter schools across the region, families referred by pediatricians and other agencies, and families that are homeschooling their children, the clinic is operating at capacity and cannot meet the needs of all agencies making referrals. Having doctoral students involved in the clinic as both clinicians and supervisors will allow the clinic to increase the number of yearly assessments, to provide consultative services to families and agencies, and to expand services in individual and group therapy based on needs of the community.

During their final year, the doctoral students will complete a 12-month, full-time pre-doctoral internship. This internship will be consistent with APA (and NASP for students in the school psychology track) standards, requiring students to meet specifications related to direct client contact and supervisor credentials. There are numerous accredited and non-accredited sites that students can use to meet this requirement. Many sites provide students with rotations that allow for specialization in things like neuropsychological assessment, childhood oncology, inpatient psychiatric, or trauma-based treatments.

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Throughout this process of establishing this program, we have greatly appreciated the support that we have received within CEAP and across the entire university. As we gear up for our first cohort in 2019, the faculty in the psychology department are readying themselves for the next stage of program implementation. We have started mapping the development of our self-study for accreditation by APA. This stage will involve finalizing training goals, objectives and practices; examining student, faculty and financial resources; establishing clear program policies and procedures; identifying expected competencies for students; and establishing a method for gathering data to measure student competencies.

For more information on the Doctor of Psychology in Health Service Psychology or any other psychology program please contact Dr. Alvin Malesky, Department Head of Psychology at 828-227-3357 or malesky@wcu.edu.



## Catamount Highlights

### Rocket to Creativity Camp Takes over Killian!

By Dr. Lisa Bloom & Dr. Sharon Dole

The 16th annual Rocket to Creativity Camp (RTC) was held June 26-30th in the Killian Building at WCU. Dr. Lisa Bloom and Dr. Sharon Dole, both Professors of Special Education in the School of Teaching and Learning, began Rocket to Creativity (previously called Cullowhee Creativity Camp) 16 years ago as the field experience for the AIG (academically or intellectually gifted) licensure program at WCU. The AIG program consists of four courses (12 hours) plus field experience. The AIG license can be added on to any teaching license. Teachers in the AIG program take the online course, Creative Thinking and Problem Solving, in the 4 weeks preceding the field experience and learn about promoting creativity and facilitating problem-based (PBL) and project-based learning (PjBL). During RTC they facilitate PBL and PjBL with groups of children in grades 2-9. On an interest inventory, each child can choose from a variety of groups that range from creating historical documentaries to solving crime scenes. Groups in the past have included The Inventors Club, Spy and Espionage, Clown Around with Animation, and We-Dig Archaeology. Children work in small groups providing a personalized creative experience for each child.

In the school setting, teachers feel constrained with regard to the problems and projects their students can tackle. They often present the problems and projects to the children rather than letting the children decide in order to ensure that the work coincides with the state's standardized curriculum and assessments. During RTC, however, the teachers and students have no constraints. Each group of students identifies the problem or project it wants to tackle for the week, with the teacher acting as a guide or facilitator. Students have worked on some challenging and authentic problems and projects such as building a hovercraft that could actually lift off the ground and move around the room. Additional projects have included a Red Bull sculpture made from recycled materials; a spy robot with a camera inside; a Viking reenactment in which the children wrote the script and designed and made the costumes and set; folk tales that the children wrote and animated; and futuristic fashions, one of which was a water dress. One participant who took part in the fashion group for several years decided that she wants to become a fashion designer because of her experience at Rocket to Creativity.

On the final day of RTC each group presented their work at an open-house event. Students proudly showed their parents, family members and friends all of their hard work. This year, presentations included a dinosaur exhibit, replicas of ancient artifacts created with a 3-d printer, an episode of "Shark Tank", and demonstrations of homemade fidget spinners. It was apparent that the campers had a fun-filled week; many were sad it was over. When asked what Creativity Camp was like, one student responded, "My mind took me on an adventure." That explanation says it all.



Drs. Dole, Bloom, along with Dr. Kristy Doss, Visiting Assistant Professor in the School of Teaching and Learning, have published several articles and made numerous presentations at workshops and conferences on the research they have conducted on RTC. Their presentations included a workshop in Costa Rica on creativity and an international conference in Switzerland on problem-based learning. Their article, "Transforming Pedagogy: Changing Perspectives from Teacher-Centered to Learner-Centered" is one of the 10 most downloaded articles from the *Interdisciplinary Journal of Problem-Based Learning* and is used by DPI for their online training module on problem-based learning. Their latest article, "Engaged Learning: Impact of PBL and PjBL with Elementary and Middle Grade Students" is available online in the September issue of the *Interdisciplinary Journal of Problem-Based Learning*.

The 12-hour AIG program is offered at both the undergraduate and graduate levels. For information on the program, contact academic advisor Greg McLamb at gmclamb@wcu.edu. If taken at the graduate level, the AIG courses can be applied to the MAEd Special Education program in Gifted, Creative, and Innovative Education. The Sharon Dole Scholarship is offered for the MAEd. The AIG licensure courses are also an elective track in the MAEd program in Elementary and Middle Grades Education.

Registration for the 2017-2018 Rocket to Creativity Camp will occur next spring. Stay informed by liking their Facebook Page: WCU Rocket to Creativity.



# CATAMOUNTS TRAVEL THE WORLD

## Guten Tag! From Germany!

By Dr. Nancy Luke and Dr. Dan Grube

“Traveling to Germany changed my life. For the better. I now know that staying in one place for the rest of my life is not for me. Seeing another part of the world made me want to see even more parts of the world, and step out of my comfort zone...You’re scared to travel? Well, so was I. And now that I’ve started, I don’t think I’ll ever stop.”

These words from Middle Grades teacher candidate, Claire Chester, were echoed by her co-travelers who participated in a travel course to Germany co-led by School of Teaching and Learning faculty, Dan Grube and Nancy Luke. Claire was one of eight Western Carolina University students who traveled to the Baden-Württemberg region of Germany from May 9 to May 24, 2017. The student group was comprised of Elementary Education (ELED) students and a student in Communication Sciences and Disorders (CSD) also seeking a Special Education minor. In addition to having a rich cultural experience in cities such as Ludwigsburg, Berchtesgaden, Tübingen, and Munich, the group also visited a German Realschule (middle/secondary) and a WaldKindergarten (Forest Preschool). These future education professionals were not just observers but interacted with the students at both school settings and made connections with the German school children through both formal and informal activities.

The visit to the Realschule provided the student group an opportunity to present information about the state of North Carolina as well as our western North Carolina region and to play culturally-focused games that helped the German students practice their English skills. As Crista Bova, an ELED teacher candidate, put it, “we got to interact with the Realschule students by teaching them about North Carolina and also by doing an English language activity with them... I observed that in many ways German schools and teachers are very similar to American schools



and teachers...I cannot wait to go back and try some new things in my Intern II placement in the fall.”

In addition to the visit to the public Realschule, the group also made the trek to an outdoor German pre-school or WaldKindergarten. Most preschools, called Kindergartens in Germany, are privately run with some public funding but still have a required set of standards for young children related to language and social-emotional development. The WCU students noticed that not only were the German preschoolers learning through outdoor exploration and play but that the activities were engaging and developmentally appropriate. As ELED candidate Taylor King observed, “I had no idea what to expect or what type of lessons the teachers would incorporate in the wilderness as opposed to a [traditional] classroom. I was very impressed by the teachers and

their creativity to think outside the box.” Elementary Education major, Sydney Watson agreed and was impressed with the level of student engagement in the forest kindergarten, “The instructors hold class outside - no matter rain or shine - and teach the students how the world works...This kind of learning is very hands on and I think that most children thrive off of it.”

One of the primary differences between the Realschule and the Waldkindergarten (mostly due to the age and school experiences of the students) was the ability or lack of ability for the students to speak English. Initially, the WCU travelers were nervous in both settings but particularly in the Waldkindergarten where none of the children spoke or understood English. This challenge, however, was quickly overcome and as CSD major, Elisabeth Mann remarked, “They did not speak any English, but that did not stop any of us from making wonderful connections with them. It truly is amazing how you can make a friend even without speaking each other’s native language.” Mary Kenny, an Elementary Education teacher candidate, also formed immediate bonds with the children and, in one of her reflections, said that the visit and interaction with the children helped further affirm her desire to be a teacher and work with young children. She made these observations about the experience, “It did take the children a little bit of time to warm up to us but once we made it to the learning area, they really opened up. I watched the children play in a sandbox, make bracelets [out of yarn], and build things out of sticks. It was such a relaxed and open environment. I got the impression that the kids had a lot of freedom. They all looked so happy to be learning outdoors. It was simply beautiful.”



When asked, many of the WCU students travelling said that in addition to the sobering but important visit to the Dachau concentration camp memorial and days spent in Tübingen and Berchtesgaden, the visit to the Waldkindergarten was one of the most meaningful aspects of the trip. Elementary Education major, Alexa Teague summed it up by writing that although these children “speak an entirely different language, they can leave such a big imprint on our lives...While we walked through the woods, we would come to multiple spots where the kids made little teepees or fire pits; these spots were the kids’ playgrounds.” The travelers agreed that the opportunity to observe children in this setting as these preschoolers engaged in nature through authentic and experiential learning was a high point of their travel course experience.

According to their reflections in conversation and their travel blogs, the consensus among the group was that the travel course to Germany was a life-changing experience and well worth the time and money. As Crista Bova states, “This trip not only helped me grow as a person but as a teacher. I got a chance to see how important it is to be culturally aware of other [people] and even environments. This lesson is not only vital when traveling but when you are teaching in a classroom since not every student is going to come from the same background, place, or even mindset. This gives me a chance as a teacher to open the minds of my students and show them that it is okay to be different from your peers.”

And finally as a means to grow both personally and professionally, Brooke Plank, Elementary Education teacher candidate offers this advice, “I do feel it is important to understand other’s cultures and ways of living. With this being said... go to Germany and experience this amazing culture for yourself.”



# Scholarship Highlights

## Hattie M. Strong Foundation

About Hattie M. Strong

Hattie Maria Corrin was born in 1864 in South Coventry, Connecticut. After living a comfortable life during most of her childhood, the family's fortune was affected by the business recession of 1877 and the death of her father. The family moved in with relatives and Hattie taught piano to help support her family. Later, in 1888 she married Lester B. Lockwood and moved west to the Territory of Washington. Her son, Lester Corrin was born in 1892. In 1897 the marriage dissolved and Hattie found herself with a young to support with very limited means to do so.

During the late 1890's the Alaska gold rush was a new discovery that many were taking advantage of. Hattie and a friend combined their possession and headed toward Skagway, Alaska to establish a hospital-hotel combination to treat sick and injured gold miners. Along the way, the women were shipwrecked in a blizzard and unfortunately lost all of their supplies and resources. After making it safely to Alaska, Hattie was able to support herself and her young son in a variety of jobs, including nurse, assistant to a physician and steamship ticket agent. After the cold northern temperatures affected her health, Hattie and her son moved to California, where in 1905, she met and married Henry Alvah Strong, co-founder and the first president of Eastman Kodak Company. Henry legally adopted young Lester and the family lived happily together until his death in 1919.

After progressing from a life of hardship to one of luxury, Hattie devoted the rest of her life to serving others who were less fortunate. Her charitable activities and honors includes the establishment of a retreat near Paris for face-wounded veterans of the French Army (for which she received the Legion of Honor), gifts of various buildings to hospitals, educational institutions and social service agencies in the United States, Europe, Asia and Africa, and of course, the 1928 establishment of the Hattie M. Strong Foundation. Through all of her generous giving Hattie always had the desire to help others help themselves. She appreciated and tried to instill the value of hard work, dedication, and strength of character. Hattie passed away on June 6, 1950, in Winston-Salem, North Carolina.



Sigrid Reynolds (left), Vice-President and Board of Directors member of the Hattie M. Strong Foundation visits with Strong Scholar and Bobbie Fund recipient Kayleigh McAlister at Canton Middle School in Canton, North Carolina. Kayleigh is currently a 7th grade language arts teacher and used the money she received as a Bobbie Fund recipient to purchase books and other supplies for her students that would not have been available otherwise.

The Hattie M. Strong Foundation, managed by executive director Robbin Tanner, consists of the administration of a scholarship and grant program. The Strong Scholars Scholarship Program supports college students enrolled in teacher-training programs at select partnering institutions, including Western Carolina University. The scholarships are awarded to promising students who are likely to become excellent classroom teachers. Awarded during their student teaching semester, the scholarship aims to help ease the financial burden that occurs with the rigor of full-time classroom work. A second scholarship program, The Barbara B. Cantrell Classroom Support Fund (the Bobbie Fund), named after Tanner's mother, provides classroom supplies up to \$500 to recent Strong Scholars in order to enhance learning in their classrooms.

In the fall of 2015 Western Carolina University was selected to participate in the Strong Scholars Program. Two deserving students, Amy Cochran and Kayleigh McAlister, became the first Strong Scholars during the spring 2016 semester. Since that time, six additional students have been awarded a Strong Scholars Program Scholarship. The College of Education and Allied Professions is grateful for the continued support and partnership with the Hattie M. Strong Foundation. As we prepare more students to enter the teaching field, we know the impact scholarship programs like this one can make to a student entering the classroom for the first time.

For more information on CEAP and other university scholarships please visit [scholarships.wcu.edu](http://scholarships.wcu.edu)

### Words from the recipients-

**Kayleigh McAlister-** *"The Hattie Strong Scholarship, and the education I received from Western Carolina University gave me the appropriate skills and the opportunities I needed to serve my students every day and I will be forever grateful."*

**Caleb Parham-** *"With this scholarship, I was able to worry less about my finances and worry more about the students that I was teaching on a daily basis. It freed up my thoughts so I could do the responsibilities that I was tasked to do. This is why I believe scholarships like these are a great thing. It allows the scholarship winner to apply their efforts towards more necessary components of their education. For that, I am truly grateful. I am a fifth-grade teacher at Cherokee Elementary School and have been since my graduation in December of 2016. I plan on staying with Cherokee for the long haul. At the same time, I am working with community members to help create safe and positive environments for the youth in our community."*

**Amy Cochran-** *"I am very thankful for the generous gift from the Hattie Strong Foundation. I already had student debt, and this allowed for some of that to be covered. Without receiving this scholarship, I probably wouldn't have been able to complete the final semester, due to financial hardships. I am currently an English teacher at Cherokee High School. I have been commissioned to teach the first ever academic prep/reading intervention class. My past experience as a teacher assistant and all of the English courses I took at WCU really prepared me for this position. I absolutely love my job, and hope I am a great example of accomplishment for my own children, as well as students."*



## WCU opens the Catamount School

*The Catamount School vision is to be a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment.*

Situated on the campus of Smoky Mountain High School in Sylva, NC, the Catamount School (TCS) opened its doors for the first time on August 22, 2017 to 57 students in grades 6, 7 and 8. TCS is operated by Western Carolina University, in partnership with Jackson County Schools, and is built upon a "whole school, whole community, whole child" approach.

WCU is one of at least nine University of North Carolina system institutions identified to establish and operate laboratory schools serving students in kindergarten through eighth grade, as required by a provision in the 2016-17 state budget enacted last July. Under the legislation, the lab schools must be located in public school districts where at least 25 percent of schools have been classified as low-performing, based on student achievement data. They will

operate as public schools of choice, with a mission to improve student performance in eligible school districts and provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings.

The school's principal and teachers are employees of WCU and the university's chancellor is responsible for its operation and outcomes. Robert Dinsdale (MSA '08), former Assistant Principal of Smoky Mountain High, has been hired as the Catamount School principal. Other staff include Beverly Carnes- Data Manager, Amanda Clapp- Science Lead Teacher; Beth Poteat (BS '08, MA '16)- Language Arts Teacher Leader, Holly Rowan (BS '96, MA '00)- Exceptional Children Teacher Leader/Coordinator and Amie Broyhill (BS '10)- Social Studies Teacher Leader. The highly qualified master teachers work in

*continued on next page*

## WCU Opens the Catamount School (continued)

partnership with university faculty and pre-service teacher candidates to provide experiential learning toward deep understanding with a focus on the health and well-being of students. Dr. Holly Pinter (BS '05, MAEd '09), Assistant Professor in the School of Teaching and Learning, has assumed the role of math teacher leader at TCS. Dr. Tammy Barron, Assistant Professor in the School of Teaching and Learning, has the responsibility of exceptional child administrator and Nicole Kaysing (MA '14), Instructor of Health & Physical Education, as the Health & PE coordinator. Additionally the school also has contracted Rachel Wittekind as the school nurse, and Katy Elders (BA '10, MPA '12) as the arts and enrichment coordinator.

Kim K. Winter, Dean of WCU's College of Education and Allied Professions says, "The Catamount School is a unique example of partnership and true innovation. We have collaborated with Jackson County Public Schools closely over the past year as we planned for the opening of our school. Many individuals have been involved during this time teachers and administrators from Jackson County, as well as faculty and staff at WCU. We are grateful for the efforts of a variety of units on campus, from Facilities Management to Administration and Finance. The enormity of the task of opening a school cannot easily be described. WCU is committed to this school and our students, and we look forward to the hard work and continued meaningful engagement."



Dr. Dan Grube, Director of the School of Teaching and Learning, and Dr. Kim Winter, Dean of the College of Education and Allied Professions attend the opening of the Catamount School.

### The Catamount School Approach

- Four Essential Criteria** - Academic Excellence, Developmentally Responsive, Socially Equitable, & Organizational Structure - Challenge all students to use their minds well, while remaining sensitive to the unique developmental challenges of early adolescence. Be socially equitable, democratic, and fair by providing every student with high-quality teachers, resources, learning opportunities, and supports. Keep positive options open for all students while establishing norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.
- Community of Care** - TCS will bring together a team of school, university, and community-based professionals with expertise in a number of areas in order support the academic, physical, social, and emotional needs students. The Community of Care team will meet each month to ensure class-wide and unique individual needs are met.
- Daily Physical Activity & Enrichment** TCS students will engage in health and physical education as well as enrichment courses each and every day of the school year.
- Problem-Centered, Flexible Learning Environments** - This approach develops critical reasoning abilities and promotes a deeper understanding of the subject material. Teachers will personalize instruction through use of evidence-based practices which will guide students in processing what they are learning through discussion and reflection. TCS is committed to opportunities for digital learning and innovative classroom designs. Each student enrolled in TCS will be issued a netbook and every classroom set up is dynamic: variety of furniture sizes and seating options, moveable promethean boards to allow for small and large group collaborative learning, and marker boards lining the walls.
- Whole School, Whole Child, Whole Community Approach** - Combines and builds on elements of the traditional coordinated school health approach and the whole child framework by
  - Responding to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.
  - Incorporating the components of a coordinated school health program around the tenets of a whole child approach to education.
  - Providing a framework to address the symbiotic relationship between learning and health.

For more information, contact the dean's office in the College of Education and Allied Professions at 828-227-7311 or the Catamount School at 828-331-1775.



(seated left to right) WCU Intern Elizabeth Vickery, Enrichment Coordinator Katy Elders, (standing left to right) teachers Amanda Clapp and Holly Rowan work with Catamount School students during orientation.

## School of Teaching & Learning



**Amy Stringer**  
Assistant Professor



**Beth Poteat**  
Lead Teacher  
Language Arts



**Amanda Clapp**  
Lead Teacher  
Science



**Beverly Carnes**  
Administrative Support  
Specialist



**Jennifer Barrett-Tatum**  
Assistant Professor



**Kristy Doss**  
Visiting Assistant  
Professor



**Nicole Kaysing**  
Instructor



**Holly Rowan**  
Lead Teacher/EC  
Coordinator



**Amie Broyhill**  
Lead Teacher  
Social Studies



**David Solomon**  
Assistant Professor



**Greg McLamb**  
Student Services  
Specialist

## Psychology

## Suite 201

## Human Services



**Lihau Xu**  
Assistant Professor



**Heidi Von Dohlen**  
Assistant Professor



**Callie Schultz**  
Assistant Professor



**Cora Flottman**  
Counselor

- The Professional Disc Golf Association Board of Directors has selected **Dr. Justin Menickelli** as its new president. Dr. Menickelli, Associate Professor of Health and Physical Education, has served on the board since 2015. He is also the co-author of *The Definitive Guide To Disc Golf*, a 190-page book about the sport that was released in 2016.
- **Todd Murdock**, Director of Project Discovery, is a recipient of a Great Smokies Health Foundation “2017 Thrift Shop Grant Award” for \$5000. The money will be used to purchase bicycles for use in expeditions with area middle and high school students.
- **Dean Kim Winter** has been selected as one of 17 deans nationwide to be part of the 2017 Deans for Impact cohort. The year-long program equips fellows to lead educator-preparation programs that are more data-informed and outcomes-focused. The 2017 fellowship began in July with a four-day, in-person learning experience at Southern Methodist University and continues over the next year.
- *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration* by **Dr. Kofi Lomotey**, Bardo Distinguished Professor of Educational Leadership, has been selected by Library Journal as one of the Best Reference Books of 2016.
- **Dr. Dan Grube**, Director of the School of Teaching and Learning, received the 2017 Distinguished Alumni Award by his alma mater, Lyndon State College in Vermont. This honor is designed to recognize an alumni who has achieved excellence in their profession and who has served their state and community.
- **Dr. Ellie Blair**, Associate Professor of Curriculum and Instruction, recently published a chapter in *Forgotten Places: Critical Studies in Rural Education* (2017) edited by William M. Reynolds (Peter Lang Publishers).
- **Dr. Gayle Wells**, Associate Professor of Health and Physical Education, along with colleagues in the College of Health and Human Sciences, has published a journal article entitled “Implementation of Competency Based Educational Strategies into a First-Year Seminar for InterProfessional Healthcare Science Majors” in the Internet Journal of Allied Health Sciences and Practice.
- **Dr. Andrew Bobilya**, Associate Professor of Parks and Recreation Management, recently published a paper with Dr. Wally Rude from Ambrose University in Calgary and Dr. Brent Bell from the University of New Hampshire. The study explored the impact of first-year college student participation in an outdoor orientation program at three different colleges and universities in the U.S. and Canada and was published in the latest issue of the *Journal of Outdoor Recreation, Education and Leadership* (JOREL).
- The Break by the Lake Conference for Student Support Personnel was held Friday, September 22 at Lake Logan Episcopal Retreat Center. The conference brought together counselors, social workers and other support personnel from across 11 school districts and charter schools. The conference is a collaborative effort among area counseling professionals to provide quality professional development with a focus on k-12 student issues and concerns. Rev. Michael Carter began the conference with a reflective look at privilege, focusing on gender and race privilege. Break-out sessions covered topics such as poverty, neurofeedback, trauma/anxiety, girl drama, immigrant students, and prescription drug abuse prevention. The conference supports scholarships for the WCU Counseling Program and the Haywood County Schools Foundation.
- **Dr. Patricia Bricker**, Assistant Professor and Associate Director of the School of Teaching and Learning, has been selected for the 2017-18 WCU Women’s Leadership in Action (WLiA) program fellowship. The Leadership in Action program is an intensive, year-long experience in which selected participants will develop and implement a personal leadership plan, work with an individual mentor and a support group of existing women leaders at WCU to refine leadership skills, and attend an external, immersive professional development conference.
- **Dr. David Westling and Dr. Kelly Kelley**, faculty members in the School of Teaching and Learning, were awarded a five-year, \$250,000 per year grant. The funds, awarded from the U.S. Department of Education, will support a project titled “Roads to Learning and Earning: Preparing Personnel to Improve Post-School Outcomes” will focus on graduate level preparation of professional personnel from and for rural school districts in NC.



**COLLEGE OF EDUCATION  
AND ALLIED PROFESSIONS**

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**CEAP News**

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