

CEAP Scholarship Highlight

BY DALE CARPENTER

Spotlight on Scholarships – Majors in Middle Grades Education

Western Carolina University is committed to recruiting students who will teach in high need areas in North Carolina and to supporting students as they develop. The state needs many more teachers of middle grades, grades six through nine, and Western has an excellent program with award-winning faculty. The following scholarships are available just for middle grades teacher education students.

Beth Tyson Lofquist Scholarship was established in 2012, it began providing scholarships for the 2014-2015 academic year. Including 16-17 this scholarship has awarded over \$1,500. Dr. Elizabeth “Beth” Tyson Lofquist created this fund to reflect gratitude for scholarship support she received as a student and to support her passion for middle grades education. Dr. Lofquist has three degrees in education from WCU, and served as a tenured faculty member, Department Chair, Associate Provost, and Interim Provost before retiring from WCU in 2012.

Teach for Tomorrow Scholarship was established in 2014, it began providing scholarship for the 2014-2015 academic year. Including 16-17 this scholarship ...Continued on Page 2

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Education is the Family Business for the Hendersons

- BY ALYSSA RAGGIO

Western Carolina University faculty and staff members have always prided themselves on creating a family like environment, and for some of them they actually are family. The Henderson family has truly become a part of WCU’s atmosphere. Dr. Bruce Henderson, Dr. Holly Henderson Pinter, and Professor Heidi Henderson Buchanan have certainly made their mark on WCU’s history through the countless students they have influenced and assisted in the pursuit of their goals.

Dr. Bruce Henderson first moved to Cullowhee in 1978 after accepting a job as professor of psychology. When looking for a job after completion of his Ph.D., he was drawn in by WCU’s advertised job “in the Smoky Mountains”. He and his wife, Judy, decided it would be a great experience, “at least for a little while”, and have been here ever since. Dr. Henderson says that their main attraction to this area was that it is a great place to raise a family. His daughters Holly and Heidi, along with their brother Bobby, both grew up here and consider WCU’s campus to be like home. Many faculty members still remember seeing the two of them on campus as children playing games in the psychology department’s library and participating in multiple research studies as volunteers for graduate students. Heidi says that growing up she referred to the Killian building as “Dad’s work.” Holly attended WCU as an undergraduate and as a graduate student where she and her father started a weekly dad/daughter lunch tradition. Now Holly and Heidi are both faculty members at WCU, and this tradition has continued for the three of them with Heidi referring to the weekly meeting as the “Henderson Caucus” in her calendar.

Dr. Henderson has now worked at WCU for 38 years as a professor of psychology. Professor Buchanan has been employed here for 15 years in Hunter Library where she is a Research and Instruction Librarian. Dr. Pinter is on her fourth year here working as a professor in the School of Teaching and Learning. Bruce and Holly even published an article together in 2007 in Research in Higher Education. Heidi has written two successful books and was the first librarian to become a full professor through the ranks. The Henderson family is widely respected at WCU through their many accomplishments, and Holly says that she definitely has an intrinsic motivation to live up to the Henderson name being that her sister and father were already very esteemed faculty members when she began her career here.

When asked to highlight their favorite things about WCU, each have passionate responses. Bruce explains that after moving here in 1978, he has never wanted to leave. This place provided an excellent area for him to raise his family. Holly states that this university is simply home for her, and that she couldn’t imagine living anywhere else. She appreciates WCU’s supportive environment and feels that she is always encouraged to grow and thrive. Heidi’s favorite thing about WCU is the campus community and she feels that Cullowhee truly is a special place. She believes that once you have lived here it’s hard to leave, and says that the mountains will always call you home. Needless to say, WCU is very thankful that for the Hendersons education is the family business.

Student, Alumni and Faculty Highlights



Savannah Marino *Undergraduate Student Psychology, B.S.*

My name is Savannah Marino and I am double majoring in Psychology and History at Western Carolina University (WCU). This is my third year at this amazing institution and I will be graduating a year early in May 2016.

I am from Tryon, North Carolina, which is located in the foothills surrounded by beautiful mountains. Tryon is a small town filled with artists, equestrian lovers, and outdoor enthusiasts. It was a great place to grow up and is an even better place to travel to during school breaks. My love for the mountains is one of the reasons why I chose to attend WCU. The high school I attended, Polk County High School, had a similar environment to WCU. Small class sizes allowed individuals to excel and it also enabled teachers and students to have a more personal relationship. After coming from that type of learning environment, I knew that I wanted to attend a college that provided small class sizes with professors who were willing to invest in their students.

The Psychology Department has truly been my

home away from home. Attending Western and majoring in psychology has been one of the best decisions I have made. Not only has my knowledge and love for psychology increased, I have also been able to conduct research, attend conferences, and truly be a member of this program. My future plans are to attend a Master's program to earn a degree in Clinical Psychology and after that, pursue my Ph.D. in Clinical Psychology. I would love to have the opportunity to work with children and veterans. These two groups hold such a special place in my heart, and with the education I have received at Western, I am one step closer to achieving my goals.



Lydia Cook *Graduate Student Gifted, Creative, and Innovative Education, M.A.Ed*

I was raised in Murphy, NC, a small town nestled in the southern tip of the Appalachian Mountains. I was drawn to WCU for its affordable tuition cost and being ranked one of best education programs in the state. I earned my bachelor's degree in Middle Grades Education - science and social studies content areas. As an undergraduate student, I was

exposed to a variety of learning opportunities including being selected to participate in the Urban-Rural Exchange program with NCA&T and various field trips. After completing student teaching, I realized there was still more to learn about educating diverse learners and decided to pursue a master's degree. For the past four years I've worked full time, in a non-educational setting, while taking online classes. Taking online classes did come with a learning curve but I caught on quickly and enjoyed the flexibility that online classes gave me. All of my classes, undergraduate and graduate, have been an incredible experience and has provided me with a variety of knowledge and resources to inspire a diverse and engaging learning environment.

I have found it amusing that educators that educate future educators are among the most fascinating professors to learn from. The same reason I desire to become a teacher (to positively influence change in someone's life) is the same reason they are teaching. I could always tell that the professor, even through an online class, was genuinely passionate about the curriculum. Passion is contagious which made learning and implementing research, assessments, and numerous philosophies, and techniques exciting.

I am thrilled to be graduating this May with a master's degree in Gifted, Creative, and Innovation Education. I am thankful for all of the professional connections I have made throughout the program, not only with the professors but also with my fellow classmates. As I continue to build towards a career as a professional educator, I know if I ever have a question, any of the CEAP faculty would be excited to speak with me and continue to share their love for education.

...Continued from cover

has awarded over \$2,550. In 2014 the Teach for Tomorrow Scholarship was established by David and Brenda Warlick. The Warlicks and their daughter Ryann are graduates of Western Carolina University. This scholarship celebrates the lifelong commitment of the Warlick family to the advancement of learning.

Capps Family Memorial Scholarship

was established in 2004 it began providing scholarship for the 2005-2006 academic year. This scholarship has awarded \$8,996. The award is named for Professor Emeritus, Barbara H. Capps. Dr. Capps' influence in middle grades education is felt across Western North Carolina and beyond.

Carolyn Mae West Scholarship was

established in 2012 it began providing scholarship for the 2014-2015 academic year. This scholarship has awarded over \$1,600. This scholarship has been established in honor of Carolyn West's retirement as a public school teacher by her husband Norman West. Her dedication as a teacher has touched the lives of so many and with this scholarship her legacy will continue.



Emily Shapiro
Parks and Recreation Management,
B.S. '14

The Decision to live with Passion

Alice Waters once wrote that “the decisions you make are a choice of values that reflect your life in every way.” Thinking back to being a twenty year old transfer student on the cusp of a new life in Cullowhee, North Carolina, I couldn’t possibly credit myself to having even the slightest inkling of understanding for what Mrs. Waters was talking about. To be honest, I was always an indecisive care-free spirit who found the ultimatum of decision making to be conforming and rather claustrophobic. I entered into Western Carolina with my continuing major of pre-medical biology. As I sat in each lecture, and formulated each lab report and paper, I could feel myself beginning to lose the light that once drew me into the major in the first place. Though I had a great appreciation for the knowledge, I couldn’t help but wonder if entering into the “real world” simply meant a loss of my true passions and ambitions. It wasn’t until I spent a summer working for AmeriCorps in which I worked at a camp for Youth at risk in Philadelphia as well as Alaska and Hawaii that I felt myself begin to awaken. It was hard to describe the feeling exactly, but more or less, it felt as though I were a cog intended for a machine and I had finally found my place within its intrinsic workings. Upon my return from the summer with AmeriCorps, I felt myself toss and turn over the decision to pursue passion, or the temptation to be overcome with a worldly and falsified sense of prestige and importance.

After coming to the hard and sobering realization that my fear to change career paths came from a place of pride and an overarching sense of others pride in me, I decided to have the courage to follow my dreams. It was with this realization (and much advice) that I decided to change my major to Parks and

Recreation Management. In the next four years my life was filled with professors who invested in getting to know me and to advise me not just in my career, but also in being the best version of me possible. They gave me tangible and irreplaceable education and they took the time to invest in my needs and learning styles. It is this education that has now landed me in a job with a well-known Global non-profit agency (HOPE worldwide). Because of the education I received I have now been able to travel to Africa, Germany, Hawaii, Alaska, Paris, Dubai, Jamaica and most recently, to Nepal where I was privileged to lead a team of doctors, nurses and engineers to do earthquake disaster relief. It is by no means of my own that I have been privileged to do these things, but rather, it is a symbol of gratitude that I have for those who have educated me and encouraged me to take my passions seriously. If there is anything that I have learned since graduating from college it is this, everyone must find their own good and unique work to do for the betterment of this world, and one must never, ever do it without passion.



Austin Holloway
2014 WCU UP Program Graduate
Winston-Salem, NC

Since graduation, Austin has been employed part time at Riverside Kennel in Winston-Salem, NC. She helps with cleaning, walking dogs, feeding the animals, and other duties around the kennel. Austin also has kept up her neighborhood pet sitting business. Working at Riverside Kennel has been a great job for Austin as she loves animals and enjoys working with them. Over the summer of 2014, Austin passed her driver’s license test and has been doing driving practice in preparation for driving on her own. She would eventually like

to have her own car. Austin is still active in Tae Kwon Do and enjoys hanging out with her friends. She also enjoys spending time with her family and friends, going to baseball games, weddings, and family trips.



This year Dr. Patricia Bricker, Associate Director for the School of Teaching and Learning, received the Robert L. Sigmon Service Learning Award from NC Campus Compact. She was also recognized by the UNC Board of Governors for being nomination for the 2015 Governor James E. Holshouser Award for Excellence in Public Service for exceptional service to the University and the State.



Lisa Bloom, professor of special education, was appointed to the Jay M. Robinson Distinguished Professorship in Educational Technologies on March 11 by the WCU Board of Trustees. The Robinson professorship is designed to attract and support experts in using technology to enhance teaching and learning.

School Psychology Graduate Program

BY LORI UNRUH



The School Psychology graduate program is a three year, 72 credit hour program that provides a Specialist in School Psychology (SSP) degree. School psychologists are uniquely qualified professionals, employed in public schools and other settings, who apply expertise in mental health, learning, development, and behavior in their services for children. School psychologists are trained in assessment, counseling, mental health and academic interventions, consultation, program evaluation, and crisis response. School psychologists also partner with families, teachers, school administrators, and other professionals to help children succeed academically and socially. For several years, "School Psychology" has been listed among the top 25 jobs in U.S. News & World Report's "100 Best Jobs" and is #1 among best social services jobs.

psychologist and one semester in the WCU McKee Psychological Services Clinic under the supervision of WCU faculty. These two practica provide experience related to comprehensive assessments, counseling, and academic or behavioral consultation including interventions. After the completion of these practica, the students participate in a one year internship working full time as a school psychologist under the supervision of another school psychologist. These internships can occur in any setting that is able to meet the programs internship requirements, locations in many different states. The success of our students in these internship settings can best be seen by the high percentage who are offered jobs in the same settings following the completion of their internship.



The School Psychology program at WCU is recognized as an Approved Program through the National Association of School Psychologists. It is based on a child advocacy model. In this model, the needs of the child are at the center of all activity engaged in by the school psychologist. Students are trained to facilitate growth in the development, behavior, and learning of children and youth. The assessment and intervention training provided

by the program has an ecological and systems-level perspective and focuses on a cognitive-behavioral orientation. The program emphasizes the importance of understanding diversity and individual differences when providing services to children and youth

Application of skills and engagement in the community and local school settings are important components of this program. Students are given opportunities to engage in service learning in several of the program's classes. Several students have received guardian ad litem training and used that training to fulfill their service learning requirements. The program includes two semesters of practica experience including one semester in a school setting working under the supervision of a school

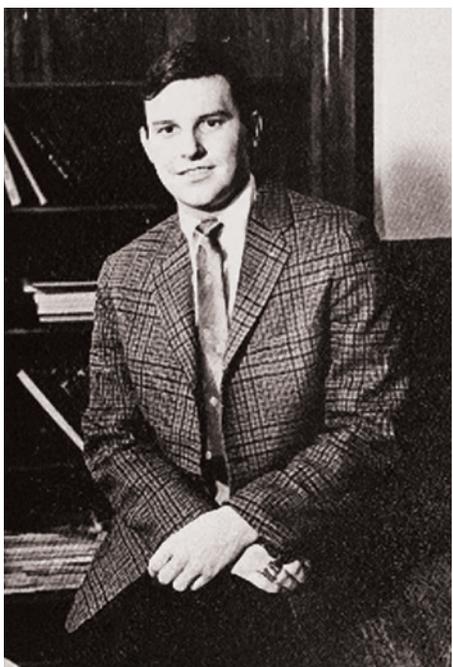
The development of research skills is an important component of the school psychology graduate program. School psychologists need to understand research and statistics so that they can access information from the research literature, share research findings with school or other agency personnel, and conduct and/or assist others in completing and interpreting research at the school and agency level. These skills are taught through numerous courses and the students are expected to complete either a thesis or a research project and opportunities to do this research within school settings are provided through contacts with the many program alumni who continue to work in the area.

The WCU School Psychology graduate program is proud of our alumni and the work that they are doing in schools across North Carolina and beyond to other states. Several alumni have gone on to get doctoral degrees, others are actively involved in state associations, and others have been strong leaders in their own schools. It is clear that the training provided by this program has had a significant positive impact on many schools, families, and children.



A Catamount Connection with 1967 alumni, Riley Oakley Jr.

- BY LYDIA COOK



If you ever have the opportunity to speak with Riley Oakley Jr., you will immediately notice he is a true Catamount. His love for Cullowhee, NC and especially for Western Carolina University is contagious! He chose WCU because it was the furthest distance he could travel and still pay in-state tuition, as well as the beauty of the area and excellence in education. His life as a Catamount started when he enrolled as a student double majoring in History and Secondary Education. He was heavily involved with extracurricular activities around campus and in his fraternity. Since graduating in 1967, a lot has changed but his love for the area continues to grow. He enjoys being able to return to campus to see all the new changes and speak with fellow Catamounts following in his paw prints.

Directly from Mr. Oakley

LC: As a WCU graduate, what do you feel has been your greatest accomplishment?

RO: “Well, I have no idea. I immediately went into the Peace Corp and served. I am still very active with my Peace Corp group from Korea. I have been a teacher and have been named Teacher of the Year-Outstanding Educator. I have served on boards in my community. I am currently very active in my church that I attend which is the Roxboro Presbyterian Church. So I have a variety of things.”

LC: If you could provide our current students with any “words of wisdom” what would you like to share with them?

RO: “I would say look around you constantly and see the beauty because you can carry that with you always. Also, be interested in more than just one specific area of study. Open your life to many diversified areas.”

LC: Do you have anything else you would like to share?

RO: “I stay in contact with my fraternity brothers and some of us get together periodically; I actually spoke with one yesterday on the phone. You [students] have the opportunity to make lifelong friends from Western Carolina; make sure you get to know people while there. It’s a suitcase campus, stay there on the weekends and take advantage of the activities that the University offers.”

It has been an inspiring opportunity to have connected with Mr. Oakley, an alumni that shares my passion for the education profession. We spoke for a while about the various educational philosophies and his experience as an educator. He was interested to hear how the College has continued to modify their programs by implementing researched based strategies in order to provide an excellent education to students. It has been 49 years since Mr. Oakley graduated and I could still hear the passion he has for learning, educating, and making a difference in his voice. It is exciting to hear and see the same passion throughout the programs in the College of Education and Allied Professions.

Once a Catamount, always a Catamount!

DID YOU KNOW?

► Program completers consistently rate highly the quality of faculty and staff in the college.

► 93% of Student Teachers or Intern II’s rate their Cooperating Teachers in the classroom as Excellent or Very Good

► According to the annual principals’ evaluation of beginning initial and advanced licensure teacher survey: When asked “In your opinion, compared with other initial licensure beginning teachers from other North Carolina institutions, overall, how well prepared are WCU’s beginning teachers?” principals rated WCU teachers Above Average at 68.52%



CULLOWHEE TO KENYA, 7,897 MILES OF LEARNING

- BY RUS BINKLEY

For Hannah Whitehead, a senior elementary education major, “global experience is the best thing that happened to me as an individual and as a teacher.” Hannah was one of seven education students (all young women) who traveled for 15 days to Kenya. We went over WCU’s fall break and we stayed for an additional week.

We began the Nairobi phase in a quiet neighborhood in a guesthouse run by a Kenyan couple (Serah and Ronnie). The pair are entrepreneurs and community developers who helped to coordinate the logistics of our travel and experience. The students shared bedrooms. The housing came with (simple) meals and lots of family interaction. The WCU students immediately connected with the family’s three young sons. “We were accepted like family,” Hannah added. Taylor Hunter, a senior inclusive education major confessed, “Prior to this trip, I had the typical “village” view of Kenya that is portrayed in multiple films-- mud huts with lions prowling just outside the door. But I was wrong. We landed



in the beautiful city of Nairobi with multi-story buildings and cars swooshing by us as we waited at the curb.”

We started out by touring three of the campuses of the University of Nairobi where Dr. Binkley’s friend from his days at the University of Illinois, Dr. Winston Akala, is



now dean of the college of education. There were lots of formal welcomes and receptions with chai (tea). This trip was also focused on establishing a formal relationship between our universities which we hope leads to faculty and student exchanges.

But students most wanted time to be with children in schools. Hannah adds, “People know that I love children, so it isn’t a shock that the kids stood out to me the most. They were so happy and loving and their smiles are with me forever.” Our students came prepared to observe, co-teach, and teach a few lessons. We started out with a morning at the private school where Dr. Akala’s children attend.

Classrooms held about the same numbers of students we were used to and they were fairly well equipped with furniture and materials. Students sat in on some classes, observing and helping out a bit and checking children’s work. The next day, we went to another campus of the university, which had a kindergarten laboratory school. In this lively and exciting

atmosphere, we participated in classrooms facilitated by incredibly enthusiastic teachers. Smiling children demonstrated what they were learning and sang for us in English and Kiswahili as monkeys watched from the roof. We ended our first week at another city school (Ngong Township) where Dr. Akala’s wife teaches. This experience especially touched us. The school is located on the edge of a slum. Outside the school gates is a huge garbage dump, several city blocks in size, and more than twenty feet high. On that heap, people (and Marabou Storks) pick through the trash for salvageable refuse to sell AND for food to eat. It is also where some of the schoolchildren get their only sustenance of the

day. The trash draws vermin; the trashpickers risk exposure to spoiling food, condoms, and hypodermic needles. The dump is actually on the school's land. The principal, Mr. Alexander Langot has worked to get it relocated, but the government seems not to hear and the trash pile grows.

The education students jumped in and taught what they had planned, and afterward 'winged it', and taught some more. That interaction was really why they came. It was emotionally draining, but powerfully meaningful. "As for my role," Hannah says, "I expected to be an observer. I could not have been more wrong. I was an active participant. I taught. I taught. And I taught. Did I mention that I taught? I literally walked into a classroom and was handed a piece of chalk by a student. No Kenyan teacher ever joined me. I taught 64 students for the span of about two hours. Not at all an observer." We presented the school with about 50 kids' books. Of course, Mr. Langot made a ceremony of it and Dr. Binkley made a speech at the Kenyan flagpole under the Equatorial sun.

Mr. Langat has a vision for his school. He told us if a child faints from hunger or thirst, they are taken to the hospital and their parents are notified to collect them there. "How can children learn if they are thirsty and hungry?" he asks. There was no way our education students could be unmoved. We inquired about the cost for digging a borehole (well) for the school, which would mean kids could drink all they want. Then, Dr. Akala speculated that the school could sell the excess to local people for a few shillings to recover operating costs. The idea of digging a well took hold and now we are pursuing this project with key help from Dr. Lane Perry of WCU's Center for Service Learning. Our Kenyan friends are on board to provide on-the-ground oversight. As we think about continuing our relationship with the University of Nairobi, we speculate about adopting Ngong Township Primary as a model school. Over a number of years, could we help to start school



gardens to feed the kids? Could we initiate professional development for the teachers who already do a great deal with the little they have?

For our second week, we drove about five hours southwest for five days in Wongonyi, a picturesque village atop a mountain, surrounded on three sides by Tsavo National Park. There, we slept in summer camp-like conditions and were waited on almost hand-and-foot by the local residents. Hannah noted of both Nairobi and the village "I was pleasantly surprised by the culture I found in Kenya. It was inviting and happy and loving." The village is where Ronnie, the young father at the homestay in Nairobi, grew up. He had gone to university in Canada and he has grown a successful project into the Ronnie fund, (<http://www.theronniefund.org/>) working on sustainable development in Kenyan communities. He has initiated a health clinic, greenhouses, beehives, fish farming, craft cooperatives, a dried banana flour industry, a special education classroom, and fresh running water, among other things. We worked at their primary school and our students again did a good amount of teaching. Our student teachers were open to working in any classroom, even in older classes with which they had less experience.

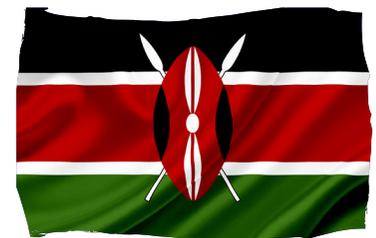
Before we left the area to return to Nairobi, we spent a night at a safari lodge and went on two game drives. We saw countless elephants, giraffes, and zebras. Altogether we saw more than 20 lions, including one pride with a lone male, several lionesses, and two generations of cubs. This safari was bonus at the end of a great trip.

It was a rich and wonderful experience, but certainly no vacation. Lots of work precedes



such a trip: planning, getting university approval, recruiting students, and meeting for orientation, although Taylor commented, "I don't think any amount of orientation could have prepared me for the emotional aspect of this trip. I have never in my life made connections with students in such a short amount of time." In addition, travelers are required to get inoculations against yellow fever, typhoid, and hepatitis and be on a regime of malaria prevention. The whole picture is one of observing, appreciating, and diving into another culture. Our hosts, without fail, were warm and kind. Food was simple, but healthy. We ate lots of vegetables stews and chapati, the flat bread, an Indian contribution to Kenyan cuisine. We rarely had dessert with a meal, other than fresh local fruit. We enjoyed one British colonial influence, daily pauses for teatime.

Will the trip's lessons endure? Hannah answered, "As an elementary teacher I hope I can spread the love that I found in that country to my students here. I hope that I can show them what other cultures are like so that they too can find a deep appreciation for what they have." Taylor concluded simply, "I am forever changed."



CEAP Snippets

by Lee Nickles

▶ Alvin Malesky, psychology, and Robert Crow, educational leadership, are featured in a recent Chronicle of Higher Education article about their research into online cheating companies. The colleagues developed a fake online course as part of an experiment to see how easily a student volunteer “taking” the course could successfully employ a cheating company and determine the quality of those companies’ performance. The research will be published in the journal College Teaching.

▶ Two activities in CEAP have been named STAR Community Engagement Projects by the WCU Center for Service Learning. These are “Hands-on Learning as an Investment of the Heart and Mind” headed by Robert Beaudet, health and physical education, and “Pro Bono Human Resources Consultants Engage in Real World Projects” headed by Marie-Line Germain, human resources.

▶ Carrie Rogers, elementary education, and Ashley McLendon, MAED 2014, published an article in Multicultural Perspectives, the peer-reviewed journal of the National Association for Multicultural Education (NAME). The article is titled “Shayla: A Portrait of the Schooling Experiences of an Eastern Band of Cherokee Indian Youth.”

▶ Dale Carpenter and Kim Winter, dean and associate dean, wrote an op-ed for the Asheville Citizen-Times titled “Thanks to teacher education program, today’s teachers are better than ever.” The article covers the quality of teacher education students and academic programs at WCU.

▶ Three faculty and one alumna co-authored an article published in Science and Children, a peer-reviewed journal of the National Science Teachers Association. The article, “Poetry Rocks,” describes a project where first graders write poetry about rocks and earth materials. The authors are alumna Melissa Faetz, teacher at South Macon Elementary, and faculty members Patricia Bricker, Kelly Tracy, and Nancy Luke.

▶ Lori Unruh, School Psychology Graduate Program Director, was selected to represent the National Association of School Psychologists (NASP) at the 31st Annual Rosalynn Carter Symposium on Mental Health Policy: “Help Wanted: Reshaping the Behavioral Health Workforce”. This symposium will be chaired by former First Lady Rosalynn Carter and will be held November 12-13 at The Carter Center in Atlanta, Georgia.

▶ Kirk Smith, assistant professor of Human Resources, is co-author of the second edition of a key textbook in the field of Human Resources. The book, “Accountability in Human Resource Management,” will be published by Routledge this spring.

▶ Bruce Henderson, professor of psychology, has instituted a “technology break” in his classes as a result of his research and reading on the use of phones in the classroom. Henderson worked with Dakota Lawson, a graduate student, to publish their research results in “The Costs of Texting in the Classroom” in the journal College Teaching.

▶ Kelly Kelley, Seb Prohn, and David Westling published an article titled “Inclusive Study Abroad Course for College Students with and Without Intellectual Disabilities” in the Journal of Postsecondary Education and Disability. The article focuses on the travel course that took students in the UP program to London and Dublin along with other WCU students.



▶ Tom Watterson & Gayle Wells took four undergraduate Health and PE majors up to Washington, DC for their National Organization’s “Speak Out Day” on Capitol Hill. The group met with the offices of Senator Thom Tillis, and Representatives Patrick McHenry, Renee Ellmers, Robert Pittenger, David Price, and Mark Meadows and advocated for bills that provide students with a well rounded education, address safety and health concerns, and support the effective use of technology in school systems. Left-to-right in the photo: Tom Watterson, Jonathan Matheson, Michelle Provost, Gayle Wells, Jake Thigpen, and Tori Urban.

Western Carolina UNIVERSITY | College of Education and Allied Professions

4th Annual Golf Classic

Saturday, June 11

12pm – Lunch
1pm – Shotgun Start



**Crooked Creek Golf Course
Hendersonville, NC**



**Register by Friday, June 3
CEAPgolf.wcu.edu**



New CEAP Staff Members

CEAP was fortunate this year to have outstanding new staff members join the College.



Rena McKay
Human Services



Melissa Mathews
Suite 201



Jill VanOrder
Suite 201



Preston Springer
Suite 201



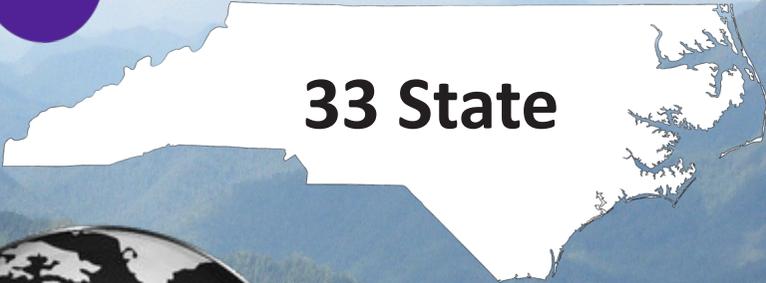
Monica Miller
Instructor/
Office of Field Experiences

Outstanding Catamounts Represent our College at Conferences

(2014-2016)



154 Students Participated
Over 298 Times



33 State



11 Regional



2
International



14 National



At 57 Conferences,
165
Presentations
Were Presented

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. Established during Western Carolina University's 125th anniversary the College of Education and Allied Professions launched 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

Carl Dan Killian Memorial*

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 Donovan Hales
 Dr. Janice H. Holt
 Teach for Tomorrow
 Beta Lambda Sorority
 Reagan Lee Hartley
 Lee C. Phoenix Memorial Honors College
 Lewis J. Smith
 Henry Galloway
 William and Ines Smith

Math and Science Education

Dwight & Jessie Ryland
 Genevieve & E. J. Whitmire

Gifted, Creative and Innovative Education

Sharon Dole, Ph.D.

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

*denotes scholarships that have not yet reached the minimum endowment level.

Ed & Bertha Henson Reed
 Carolyn West

Inclusive/Special Education

Little E. J. Whitmire
 Jane Schulz
 Betty Jo & Mark A. Knott
 Steven C. Jones
 Rosemary Cameron
 Kevin J. Bradshaw
 Dr. John Franklyn Jacobs Graduate

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

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