



Travel Course to Germany Broadens Perspectives for Teacher Candidates

BY NANCY LUKE AND DAN GRUBE

“My first experience out of the country was a success. Although at first it was a bit of a culture shock, I adjusted quickly and learned so much,” said Erin Phillips, an elementary education major. Erin was one of eight



WCU students who traveled to the Baden-Württemberg region of Germany from May 10-26 as part of a travel course co-led by School of Teaching and Learning faculty members Dan Grube and Nancy Luke.

The student group was comprised of elementary, inclusive, and health and physical education students who, in addition to having a rich cultural experience, also took a course in their major taught by Grube and Luke. As Ashley Coleman, health and physical education student, reflected, “The trip in its entirety was a new and educational experience for me. This was my first time out of the country and my first time taking a class outside of a traditional curriculum. Getting to be a part of a different culture was challenging, but with that came rewards. I was

able to make new connections with different people from Western Carolina and from Germany.”

The group arrived in Stuttgart, Germany, and traveled by train to Ludwigsburg, the town which served as home base for study and travel. WCU has a strong partnership with Pädagogische Hochschule Ludwigsburg (PH-L), a German university in Ludwigsburg for teacher education. One of PH-L’s educational missions is to prepare future educators for teaching English as a Second Language to German school children. PH-L sent a small group of their teacher education students to welcome us at the airport and at that point friendships began between WCU and PH-L students.

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Travel Course to Germany Broadens Perspectives for Teacher Candidates

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As the WCU students settled into their apartment in a Ludwigsburg neighborhood, they immediately got a glimpse of daily life by negotiating the bus and train systems and by shopping in local grocery stores. They sampled a wide array of breads and pastries - for which Germany is well known - in numerous bakeries around town and at the Hauptbahnhof train station. Kaitlyn Howard, an elementary education major, observed that “with a perfectly good public transportation system, kids can get to school and adults can get to work without the hassle of driving.” At the start of the travel course, we met our PH-L partners at their university to set up electronic devices for use on the campus. We joined them that evening for a traditional German meal at the Bad Garten, a lovely outdoor beer garden and restaurant.

The WCU students had diverse experiences related to their professional preparation as future educators, including a required college course in their major; visits and observations in German schools; and, for some of the students, collaboration and co-teaching

experiences with German and Turkish student teachers. Health and physical education students took the Adventure-Based Physical Education class from Dr. Grube with English-speaking German teacher education students studying physical education at the PH-L. American and German students studied and learned together in class and collaborated in a capstone group activity which they facilitated and presented together for their course peers. As Jon Matheson observed, “It was a lot of fun interacting with people from a different culture in both a professional and a leisure environment. I wish that every class had this level of diversity because it brings so many different ideas to the table and creates a very unique experience that few people in the world get to have.”

Elementary and inclusive education students took a Digital Literacy class with Dr. Luke. In addition to learning about technology tools to support American classrooms, through visits to German schools in English-speaking classrooms, they observed the status and use of technology and other pedagogical

strategies in German ESL classrooms. Georgia Battles, an inclusive education major, observed that “the one thing I have learned when observing these teachers in America and Germany is that no matter the accessibility of technology, it’s the teacher that makes the difference.”

Many of the WCU teacher education students agreed that their participation with the German schools was a high point of the travel course. In addition to visits, the elementary and inclusive education students collaborated with German ESL teachers and student teachers from the PH-L to plan and teach a lesson to German students in English. Their student teacher colleagues were both German and Turkish, part of a partnership initiative at the PH-L to bring teacher education students from these two countries together. The WCU students were fortunate to play a small but important part in this program. As Jamie Adams remarked, “I absolutely loved working with these students, teachers and student teachers. This is an experience that I will take with me in all my future



teaching efforts. Simone [one of the German classroom teachers] was an amazing person to collaborate with and the student teachers were so encouraging and helpful. They all really made us feel at home and welcome in their school.”

In tandem with taking a course for their major and observing and working in German schools, the group took full advantage of the opportunity to travel in the region and see many cultural and historical sites. Additionally, students immersed themselves in the daily life of the country. As Jamie Adams stated, “The culture and sights in Germany are something that the citizens are proud of and rightfully so. The buildings are beautifully constructed and the sights are amazing. I have really enjoyed just riding on the bus or train and walking through the streets looking at all there is to see.” Students also partook of a variety of Germany’s food and beverages, including meals at an historic gasthaus and local biergartens, ice cream at Eis Cafes, and a full German breakfast at the hotel while visiting Munich. Kaitlyn Howard summed it up for the

group: “The food from Germany is one of the things [we] will most miss!”

Students remarked that the group visit to Dachau, a concentration camp outside of Munich, was one of the most moving experiences of the trip. They were interested in learning about and seeing firsthand one of the sites from this significant time in history. Taylor Furr, an inclusive education student, observed that it was both humbling and astounding that “something so cruel happened on the grounds I was walking on.” She further commented that even though “Dachau is a place where many lives were lost, I felt that there was [a sense of] peace” in the way the memorial respected and honored those who were killed, while still presenting accurately the horrors of this time in German history.

In addition to Dachau, students toured a variety of historical and cultural sites in Munich such as the Deutsches Museum of Science and Technology, Marienplatz and the Olympic Park. They also visited local sites in and around Stuttgart and Ludwigsburg,

including the Ludwigsburg Schloss (Palace) and grounds, the Porsche Museum, the MarktPlatz (marketplace), and the Ritter Sport Chocolate Museum in the nearby village of Waldenbuch. Georgia Battles summed it up in her statement “My journey to Germany was a tremendous and amazing historical experience.”

Students were open to a variety of cultural experiences and these shaped them both as future teachers and as citizens of the world. As health and physical education student, Lindsay Crudele stated, “Being in Germany allowed me to learn and experience things that I would not be able to learn in a classroom. Using their transportation system and their currency, and learning their culture is something that cannot be done in a classroom setting. Getting the real experience is something I will treasure forever.” Taylor Furr said, “Memories made on this trip will last a lifetime, and I cannot wait to share them. This is a great trip for college students and I would recommend it to anyone.”

Articles from Students, Alumni, & Faculty Members



BETH ARNEY
Undergraduate Student
Health and Physical
Education, B.S.Ed

As a Teaching Fellow Scholarship recipient, I selected WCU as one of my top choices and it has been the best fit I could have asked for. I have been a resident assistant, orientation counselor and campus tour guide. I have

enjoyed volunteering on and around campus at different races, during Mountain Heritage Day and the Tuck River Clean Up. I have also been involved with various organizations.

During my junior year, I was given the opportunity to go to Washington, D.C., to attend Speak Out Day, a mini-conference put on by SHAPE America, the national organization for health and physical education. At the conference, I spoke with members of the U.S. House of Representatives on Capitol Hill about the importance of health and physical education in schools. I also met the president-elect of SHAPE America's Southern District, governing 13 Southern states. She asked if I wanted to come on board with her as president-elect for Future Professionals (students) for the 2014-15 year, and become the president for the 2015-16 year. I agreed and have now been able to attend conferences and meetings with a national organization. This past year I received SHAPE America's national Majors of the Year award. I was also selected as the recipient of WCU's Ron Morrow Scholarship and recognized as the Physical Education Major of the Year for 2015.

My goal for the future is to teach students how to be healthy individuals throughout their lifetime. It is important for students to know how to be healthy so they can participate more in school activities, retain more information, live longer and fuller lives and feel good about themselves. I plan on eventually earning a master's degree after I have taught for a few years and possibly teaching at a university or in a regular classroom while incorporating my health and physical education beliefs into the curriculum.



KATY WORMLEY
Graduate Student
Clinical Psychology, M.A.

I was born and raised in Charlotte. I received my bachelor's degree in psychology from the University of North Carolina Wilmington in May 2013. I chose to attend graduate school at WCU to help prepare me for a doctoral program in

clinical psychology. The university has given me the opportunity to take graduate-level courses as well as gain more research experience. This will allow me to be a more competitive applicant for doctoral programs.

While at WCU I have been involved in research looking at cognition and cardiovascular stress, personality and psychopathology, and eating disorders. The professors have been extremely welcoming and personable and made my graduate experience really enjoyable. They have gone out of their way to help me get involved in research, provide me with the resources I need, and have supported me the whole way. I have developed genuine relationships with each professor and they have all taken the time to make sure students get the best education and as much training and professional opportunities as possible. Next fall I will be teaching an introductory psychology course and I am very excited and thankful for the opportunity. I plan to apply to doctoral programs in clinical psychology after WCU. The Master of Arts program in psychology has been a wonderful experience so far and the faculty, staff and students at WCU have all been awesome.



WENDY CUELLAR
Counseling, M.A. '92

I had no idea of the ways Western Carolina University would impact and change my life when I first enrolled in the graduate program in school counseling in 1990. That year I received a graduate assistantship teaching study skills to first-generation college students, which allowed

me to learn about teaching, motivation and working with groups. This experience continues to inform my work with students today.

Prior to graduation, I was offered a counseling job at Erwin Middle School. I was completely panicked and would not have accepted a job before I had finished my last two semesters, if not for the encouragement and support of the faculty at WCU. I remember sitting in the principal's office the first day with my WCU supervisor, Dale Brotherton. I must have been getting a little emotional and overwhelmed because Dr. Brotherton said to my new principal, "You know, the only person who thinks Wendy can't do this job is Wendy." That sentence of support meant a great deal to me.

In 2003, WCU counseling faculty member Mary Deck asked me to be a clinical instructor for a graduate class. I wondered how I could teach what I felt like I was still learning. But Dr. Deck suggested that this was the very reason I might be a perfect teacher. Her support and encouragement led me in a direction I would never have anticipated or seen for myself. I have continued to help teach graduate courses for WCU and other universities and I love watching graduate students learn about the profession.

My full-time job and love is still school counseling. I am a national board-certified school counselor and have received Buncombe County's School Counselor of the Year award twice. I have had the opportunity to supervise more than 20 practicum and internship students from WCU and other universities. I am honored to have the opportunity to mentor future WCU students as they journey through their graduate studies and am proud to be part of their experience.



MALEEK GILLIAM

University Participant
Program '14

During his two years in the UP Program, Maleek loved staying active and worked with the WCU football team, as well as internships in the Campus Recreation Center and Catamount Clothing and Gift Store. Maleek was basically

“adopted” by the students in his athletic training classes, and they spent a lot of time together in and out of the classroom. After he graduated, Maleek moved to Asheville to work with his grandfather’s small business while pursuing a job in a gym or athletic store. He also worked with teens at a summer youth camp. Maleek enjoys working out and spending time with his cousins in Charlotte, where he would like to move eventually. He also has continued his hobby of creating motivational rap videos, which he shares with his friends from WCU on Facebook.



ALISTAIR HARVEY

Assistant Professor, Psychology
Department

Dr. Alistair Harvey was born and raised in southern England and moved to the United States in August 2013. As an undergraduate student in the UK, Alistair studied the social sciences and psychology and received postgraduate training in

experimental psychology, research methods and education, terminating with a Ph.D. in cognitive psychology from the University of Reading in July 2006. He has since held psychology faculty positions at the University of Winchester (UK), the University of South Carolina Upstate and the University of North Georgia. Alistair is an assistant professor of experimental psychology in the WCU College of Education and Allied Professions. He is teaching courses in General Psychology (PSY 150) and Research Design and Data Analysis (PSY 271/272) this year and is excited about developing a new course in Sensation and Perception (PSY 340), which he hopes to offer next year. Alistair’s scholarly research is in the field of human memory and attention, with a current focus on the effects of acute alcohol intoxication on eye movements and the distribution of spatial attention during scene perception, face processing and eyewitness memory tasks. In addition, he has published papers examining theoretical models of human episodic memory and the scholarship of learning and teaching in higher education. Outside of work, Alistair’s passions include travel, reading, watching movies, listening to music and eating out. Having recently moved to Waynesville, both he and his wife Kaylee, a social worker, are excited about improving their new mountain home and about the wonderful hiking opportunities the Great Smoky Mountains have to offer. Their children – Caiden (8) and Isla (6) – love their new mountain life, too, but express a strong preference toward driving uphill!



New technology classroom: Killian 219

Focusing on Diversity

The public face of higher education in the United States is changing and will continue to do so in the foreseeable future. Colleges and universities, including community colleges, watching demographic trends in data from the U. S. Census Bureau are increasingly more focused on diversity. For institutions of higher education, the issue of diversity will be vital if they are to remain true to their missions of serving the residents of their states and preparing students for the workplace.

In plans for the 2015-16 academic year, the College’s Diversity Committee, co-chaired by Drs. Lisa Bloom, professor of special education, and Adriel A. Hilton, assistant professor and director of the higher education student affairs program, features diversity as its theme. A host of activities, seminars, presentations and rich discussions will take place. During the first event, held August 12, Dr. Rajni Shankar-Brown, associate professor and the Jessie Ball DuPont Chair of Social Justice Education at Stetson University, facilitated a training session for faculty and staff of the college. For a full list of events, please visit CEAPdiversity.wcu.edu.

Scholarship Highlight

Dixie L. and Miles S. McGinty Scholarship

Dixie L. McGinty, Ph.D., was an associate professor of research in educational leadership and foundations. She was involved in the Educational Leadership doctoral program from its inception and provided strong leadership and support for the research required in doctoral level work. Dixie was also an accomplished pianist and artist who shared her many talents in a quiet, unassuming way. She was fluent in German, having studied abroad in her early educational career. She shared this passion for language with her husband, Miles S. McGinty, Ed.D., who was an instructor in German in the Modern Foreign Languages Department. He was a strong teacher and mentor to his students and was a lover of all living things. In over 10 years at WCU, they had a positive and lasting influence on students, colleagues, and the community. This scholarship was established in 2009 by Dixie’s parents in memory of both Dixie and Miles. It is awarded to an outstanding doctoral student to support research.

New Faculty/Staff

School of Teaching & Learning



Maya Bennett
Instructor in the Office
of Field Experiences



Natalie Boone
Instructor



Holly Brigman
UP Coordinator



Leigh Hilger
Instructor



Megan McLaughlin
NCCDD Grant
Coordinator



Charmion Rush
Assistant Professor

Suite 201



Adrienne Stuckey
Assistant Professor



Cyndi Calhoun
LEAP Grant Coordinator

Psychology



Marilyn Beck
Administrative Assistant



Alistair Harvey
Assistant Professor



Amy McLean
Assistant Professor



Nathan Roth
Assistant Professor

Human Services



Cassie Dickenson
GEAR UP



Jennie V. Dowdle
Project Discovery



Meghan Pendergast
Assistant Professor



Debby Singleton
Instructor



Golf Tournament

It is our pleasure to announce that this year's CEAP Golf Tournament was a success, raising over \$2,300 toward scholarships! We thank all of the players and sponsors for taking the time to invest in our students and their futures. We look forward to seeing the crowd again at next year's 4th Annual Golf Tournament. If you would like to participate or make a contribution, please contact David Claxton at 828-227.3556, claxton@wcu.edu or visit ceapgolf.wcu.edu.

Tournament sponsors include Cardwell Family Dentistry, Cullowhee Real Estate, Haldman & Irvine Orthodontics, Wolfe State Farm Insurance, Norman West and Dick Lankford.



Catamount Community Dance

The Catamount Community Dance raised over \$300 for the Phipps-Tholkes-Singleton scholarship for Parks and Recreation Management students. Forty-five guests attended the dance, which was held April 23 in Reid Gym. Students in PRM 461, faculty members Heidi Turlington, Maurice Phipps, Ben Tholkes, and Debby Singleton, and alumnus Aaron Caldwell all helped plan and carry out the event.

2015 TASKSTREAM CollabEx Live!



TASKSTREAM EXTREME

Lee Nickles and Misty Colton, instructional technology support staff members, presented at the CollabEx Live conference held June 23 in New York City. Their presentation, "Preparing Students for Video Assessment," focused on strategies to help students working on Task 2 of their edTPA portfolio. The conference was sponsored by TaskStream, which gave workshops and a preview of upcoming features in the e-portfolio system used by the college.

HUMAN SERVICES UPDATE



Dale Brotherton transitions into phased retirement after serving as head of the Human Services Department for six years. **Dr. Phyllis Robertson** will be stepping in as interim department head.

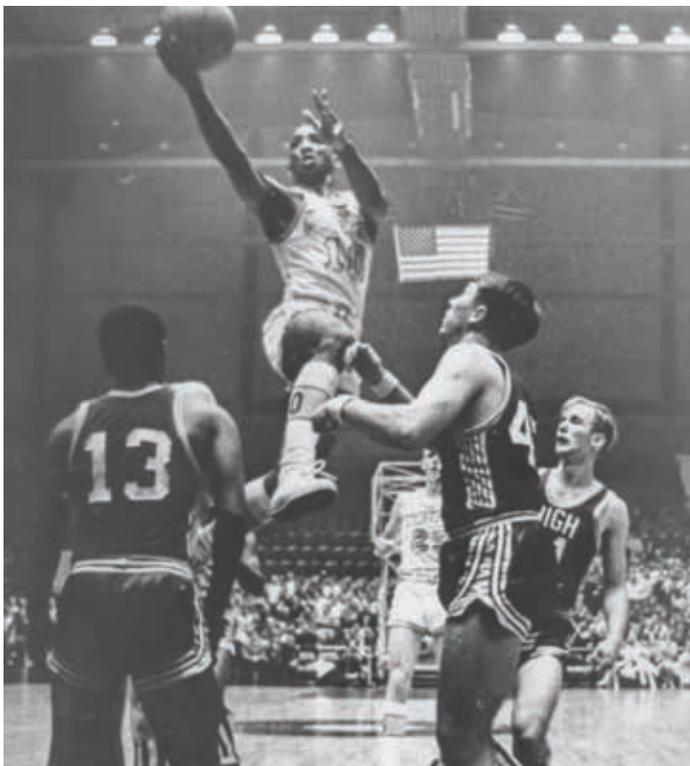
The College Student Personnel program has a new name - the Higher Education Student Affairs program. For a closer look into the program, please visit HESA.wcu.edu

For more Human Services news, please visit: PRMnews.wcu.edu and CounNews.wcu.edu

DID YOU KNOW?

COLLEGE OF EDUCATION & ALLIED PROFESSIONS

- Over 60 scholarships, made possible by donors, were awarded to deserving students by the college in the 2015-16 academic year.
- The college offers 14 undergraduate programs, four minors, 16 master's-level programs, one post-master's program and one doctoral program.
- Last year's enrollment included over 1,600 undergraduate students and nearly 600 graduate students.
- Our School Psychology program is accredited by NASP and school counseling program is accredited by CACREP
- Reid Gymnasium was the site of basketball games featuring former WCU student Henry Logan, the first African American to play for a predominantly white public college in North Carolina.



- The first three-point shot of the National Collegiate Athletic Association was made by Ronnie Carr in a game against Middle Tennessee State held in Reid Gymnasium in 1980.

SCHOOL OF TEACHING AND LEARNING

- The average GPA for admission into the undergraduate teacher education program is 3.4.
- The Office of Field Experience placed over 770 students at 93 different schools for internship/field experiences during the 2014-15 academic year.

NATIONAL BOARD *for Professional Teaching Standards*

- Four of our adjunct university supervisors for student teachers in the fall 2014 semester held certification from the National Board for Professional Teaching Standards, and no supervisor had fewer than 25 years of experience in teacher education.



- The MAEd Elementary Education program is ranked 7 of "20 Best Online Master in Elementary Education Degree Programs" by TheBestSchools.org.



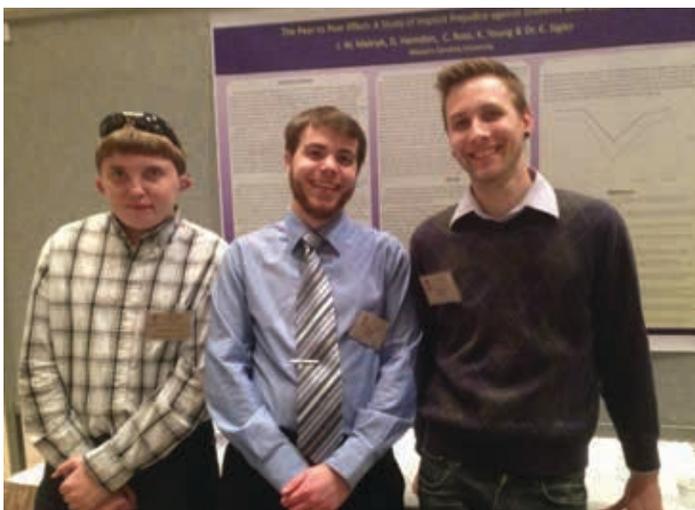
HUMAN SERVICES

- Human Resource students work collaboratively with nine nonprofit organizations in North Carolina and Tennessee.
- Counseling students provided over 250 hours of supervised group leading in 10 public schools and four community mental health agencies.
- Project Discovery works with 727 underserved youth in the public schools in our region. Ninety-nine percent of the students they work with graduate from high school and 78 percent go on to college.
- With the encouragement and direction of faculty members, students in the Human Services department have submitted 12 manuscripts for publication.
- Human Services students made four national, 16 regional, 30 state and 42 local presentations on their research during the 2014-15 academic year.



PSYCHOLOGY

- Over 100 psychological assessments were completed in the McKee Clinic by 21 students under the supervision of psychology faculty members during the 2014-15 academic year.
- The average GPA for incoming clinical psychology graduate students is 3.7, representing roughly the top of the graduate applicant pool.
- During the 2014-15 academic year, 100 percent of current clinical students were first authors on presentations at regional and/or national research conferences, and 100 percent of first-year students participated in the graduate research symposium.



- Of the 2015 graduating class, consisting of six students, three were accepted into PhD programs in clinical psychology and three secured jobs in the field immediately following graduation.
- Over the past three years, students in the general-experimental program have co-authored 11 published papers.

CEAP Snippets

BY LEE NICKLES

Kim Winter, associate dean, was one of 36 women in the state selected to participate in the BRIDGES program of UNC's Friday Center. BRIDGES is an intensive professional development program for women in higher education who seek to gain or strengthen their academic leadership capabilities.

Multiple CEAP faculty gave presentations at the annual meeting of the American Education Research Association held in Chicago April 16-20. They included Eleanor Blair, Robert Crow, Kofi Lomotey, Kathleen Jorissen, Eleanor Petrone, David Scales, Ellen Sigler, David Strahan and Kelly Tracy.

Dr. Andrew J. Bobilya, associate professor of Parks and Recreation Management, co-authored two papers, "Changing Landscapes: Trends in North American Adventure Programming" and "Autonomous Student Experiences: Are They Too Risky for Today's Outdoor Adventure Program," in the recently released textbook *Adventure Programming and Travel for the 21st Century*, published by Venture Publishing.



Students in the University Participant Program and students enrolled in SPED 315 joined Kelly Kelley, special education faculty member, for presentations at a conference of the N.C. Division on Career Development in Transition held in Greensboro April 23. The presentations covered peer teaching of social skills, personal development, community living and functional academics.

Brandi Hinnant-Crawford (Educational Leadership) presented "Womanist Leadership: What I Can Learn About Leadership from Sisters in the Black Freedom Struggle" at the inaugural Women's Leadership Conference held at WCU March 28. Debby Singleton (PRM-HPE), Jennifer Bennett (PRM alumna), and Emily Turke (PRM alumna) presented "Leisure & The Work Life Balance Equation." Bennett is currently with the Jackson County Recreation Department and Turke is with Clemson University.

PROGRAM HIGHLIGHT

Birth-Kindergarten – Department of Human Services

The last academic year was a busy one for the Birth-Kindergarten program. We started off the year with approximately 250 students registered for fall and spring classes. We have approximately 40 new students joining us this fall. Enrollment in the program has more than tripled since 2009, when the program moved to an online format. Faculty in the program, along with the Coulter Faculty Center staff, have worked together to bring technology to coursework that builds community among students and instructors and significantly enhances the learning experience. TRACS office advisors Rachel Wike and Annie McCord have been instrumental in providing seamless services to the students in the program from time of admission throughout the program. The advising services they offer are exemplary and we consistently receive positive feedback from students. Advising is essential to student success, because students in the program live all over the state and typically are coming back to school to finish their degree. The majority of these students already teach in the field of early childhood education and are able to share real-world experiences about teaching and working with young children and their families.

We are excited to have Dr. Meghan Pendergast, who was hired in a fixed-term position for the 2014-15 year, join us as a new tenure-track faculty member. We will have a search underway for another tenure-track position in the 2015-16 academic year.

Dr. Lori Caudle received the Taft Botner Award for Superior Teaching in the spring of 2015. She has consistently contributed new teaching strategies as well as technology to the BK program. Myra Watson accepted an appointment as the coordinator for edTPA for the entire college. She has also served as the program liaison in implementing edTPA for BK students. Our students have completed the edTPA portfolio for three semesters, a process successfully and smoothly facilitated by Ms. Watson.

The BK program partnered with the North Carolina Association for the Education of Young Children to offer an early childhood education conference on literacy. The keynote speaker was Ms. Lisa Cleaveland of Haywood County Schools. Breakout sessions were presented by Dr. Patricia Bricker, Dr. Meghan Pendergast, and Ms. Myra Watson, on content related to literacy in the early years. Dr.



Jennifer Barrett-Tatum, College of Charleston, presented a breakout session on technology and literacy. Eighty-seven early childhood teachers, providers and students attended the conference. Participants traveled from as far away as Wilmington.

Over the past academic year, the Birth-Kindergarten program faculty members have been involved in several applied research projects with local schools systems including Haywood and Swain counties. Dr. Caudle and Ms. Watson conducted a professional learning community with six preschool and exceptional children's itinerant teachers in Haywood County. Dr. Cathy Grist and Ms. Watson presented with several students from the clinical psychology graduate and the undergraduate psychology programs on a recent Response-to-Intervention research project, which was conducted at Bright Adventures Preschool Program in Swain County. Students made four presentations at the Southeastern Psychological Association's annual conference on literacy and social-emotional skills. Dr. Pendergast has conducted research in language and literacy development of culturally and linguistically diverse children. Additionally, she examines teachers' practices within early childhood settings and the ways teachers conceptualize and conduct culturally and linguistically relevant read-alouds.

In partnership with Dr. Chena Flood and Dr. Sarah Meltzer, Dr. Caudle and Ms. Watson

are collaborating in an interdisciplinary pilot project which involves implementing a co-teaching model based on the Academy for Co-Teaching and Collaboration at St. Cloud State University. This project was designed to improve the quality of teacher education clinical experiences by conducting a co-teaching model with cooperating teachers and WCU interns at Jonathan Valley Elementary and Tuscola High School in Haywood County. The model that will be implemented was created on research-based best practices across P-12 educational settings. Throughout the 2015-16 academic year, teacher candidates, cooperating teachers, administrators and university/academic supervisors will engage in continued discussion and reflection in efforts to enhance the education of the teacher candidates and the students they serve. This co-teaching model is being implemented across the nation and this pilot study will keep WCU education programs grounded in cutting-edge practices. The first workshop for teachers was conducted in June 2015.

The recent national emphasis on early childhood education has likely contributed to the explosive growth of the BK program over the past five years, resulting in many exciting innovations and engaged research projects. The ability to add outstanding new teacher-scholars to our faculty will support the continued growth and success of this program.

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.

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

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Card # _____

Exp. _____

Name on card _____

Signature _____

Date _____

Mailing Information:

WCU Foundation
Attn: Jamie Raynor
201 H.F. Robinson
Cullowhee, NC 28723

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
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Stephanie Stow
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Soaring High
Jessie Lindsay & John Donovan 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
Kevin J. Bradshaw *

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

Parks and Recreation Management

Phipps, Tholkes, Singleton *

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



**COLLEGE OF EDUCATION
AND ALLIED PROFESSIONS**

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CEAP News

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