



Education Programs Shift Toward Leadership, Educating Whole Leader

During the spring of 2012, the College of Education and Allied Professions put together a committee to develop a new conceptual framework for education programs. The committee chose to envision our new conceptual framework document with a stronger focus on leadership and the promotion of educating the whole learner by

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Newsletter Editor – Lydia Cook



Ron Morrow Lecture Series Brings Speaker on Bullying to Campus

Dr. Ron Morrow, a 1978 graduate of WCU's Health, Physical Education and Recreation Department, recently made a donation to fund a scholarship in health and physical education and to establish a speaker series that would bring experts to campus to present lectures on diversity as it relates to homophobia and heterosexism.

In October, Dr. Richard Spurling, superintendent of the Mitchell County Schools, presented the 2012 Ron Morrow lecture. His lecture was based on his book, "It Is Time ... To Be Bully Free!: An Anti-Bullying Guidebook for School Leaders." The lecture was attended by approximately 75 WCU students, CEAP faculty, and faculty and administrators from the Jackson County Schools. Dr. Spurling contends that no one should be allowed to be the target of bullying behaviors in our schools. Bullying has literally destroyed children's lives and cannot be ignored or excused. Ending this practice requires a schoolwide culture that does not condone bullying.

Similarly, the students receiving the Morrow Scholarship make a commitment to conduct research on diversity as it relates to homophobia and heterosexism in the HPE setting. The Morrow lecture fund will allow us to award scholarships to HPE majors and to bring speakers to WCU for two more years.



TRACS Works to Centralize Development Functions

The Teacher Recruitment, Advising and Career Support (TRACS) office seeks to develop a college-wide system of support by centralizing the functions related to recruitment, preparation, induction and professional development, creating a seamless continuum for the ongoing development of professional educators. TRACS planned several events of interest for spring of 2013:

- Jan. 16, Biltmore Park – Workshop for Beginning Teachers: Classroom Management, presented by Amy Dean
- Feb. 22, University Center – Mid-Year Symposium: Differentiation, “Brain Research and Common Core”
- March 22, University Center – Middle School Teachers of Tomorrow Conference

Other events to watch out for include the WCU and WRESA Job Fairs, the WHEE Teach Phone-a-Thon, mentor interviews and selection for the next freshman class of the WHEE Teach Living/Learning Community, and online professional development for beginning teachers in our region.

Education Programs Shift Toward Leadership, Educating Whole Leader *continued*

maintaining and promoting healthy lifestyles and the development of global citizens. The new framework includes five elements: the mission and vision of the university and the college; the philosophy, purposes and goals of the professional education unit; the knowledge bases that inform the conceptual framework; the candidate proficiencies developed through our programs; and the system of assessment by which we document candidates' attainment of those proficiencies and the operation of the college as a whole. The mission of the professional

education programs at Western Carolina University is to prepare highly effective and ethical graduates who are inspired to be lifelong learners, engaged in the community and empowered to become leaders who strive to transform the future. Professional education programs at WCU include preparation programs for teachers, administrators, counselors, school psychologists and child and family development professionals at the undergraduate, graduate and doctoral levels. For more information, please visit www.wcu.edu/3053.asp.

WCU AFTER SCHOOL

In the spring semester of 2013, WCU's CEAP launched "WCU After School." This new community outreach project is held in cooperation with Cullowhee Valley School and the Cullowhee United Methodist Church. The program provides after-school activities for ESL students from Cullowhee Valley School and is held Monday and Wednesday afternoons at Cullowhee United Methodist Church, on the WCU campus.

The instructors supervising the program are students in WCU's teacher education programs. The goal of the program is to provide a safe, structured, educational experience for school-aged children in the Cullowhee community while affording WCU CEAP teacher education students the opportunity for interaction with school-aged children, some of whom represent diverse populations. The response to the program from families at Cullowhee Valley School has been overwhelmingly positive. This program is currently serving 28 children. While the program is in its infancy, ideas for expansion and growth are being explored. If you'd like to learn more about this exciting new program please contact program director, Judy Fleming, at jefleming@wcu.edu.

Association Recognizes Strahan as 'Outstanding'

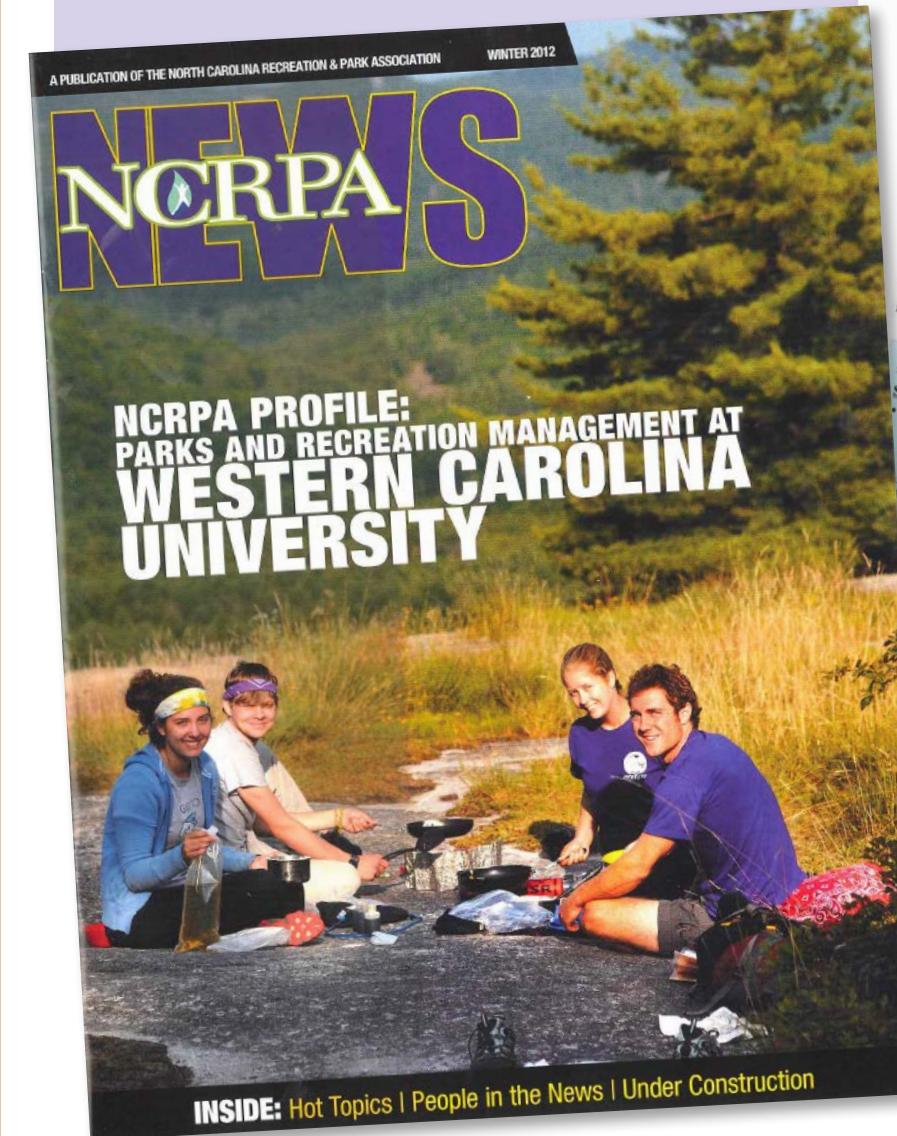


Dr. David Strahan, the Taft B. Botner Distinguished Professor for Middle Grades education, was given the "Outstanding Middle Level Professor"

award for 2012 by the National Association of Professors of Middle Level Education. Dr. Kim Ruebel, associate dean of the college, was the recipient in 2011.

Parks & Recreation Management Program Featured in State Publication

The Parks and Recreation Management Program at WCU is the focus of the feature article and cover photo of the winter edition of the North Carolina Recreation and Parks Association News. NCRPA is a nonprofit education and advocacy organization, dedicated to the advancement of the park, recreation and leisure profession in our state.



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Parks and Rec Students Take Charge of Adventure Conference – By Trent Rogers, PRM 361

This past November, the 20th annual Adventure Education Conference returned to its founding institution, Western Carolina University. A committee of parks and recreation management professors and students began the initial planning process in the spring. Thanks to the previous experiences of Dr. Maurice Phipps and Dr. Ben Tholkes with planning the past conferences, it made for an easier adjustment into planning the event.

Dr. Phipps created a PERT chart, which every PRM major learns in class and implements, and posted it on a wall. We followed this chart to meet deadlines and to keep everyone on track with our progress. Responsibilities were divided among the staff and students and meetings

were planned for every two weeks at first, to update the committee and to see where more attention should be applied. Some of the responsibilities included allocating participant parking, creating a T-shirt design, collecting door prizes and communicating with Aramark for food and with the U.C. for room reservations and equipment. Most of these responsibilities were carried out by students who volunteered for this wonderful opportunity to gain event planning experience.

For our marketing plan, students approached many recreational commercial businesses in the surrounding areas. They met and worked together with business owners to gather more than 50 items to give away for the door prizes! The prizes

ranged from hats to T-shirts, koozies, multitools, gift cards and certificates, a hammock and several Columbia backpacks.

We sent out invitations and sign-up sheets to colleges in the surrounding areas and, including WCU's attendees, we had about 200 participants registered to show up!

We were able to reserve multiple rooms in the U.C. and the U.C. parking lot for buses and cars. We arranged to have breakfast and lunch provided by Aramark, the rock wall in the Campus Recreation Center for



Later in the day, the participants ventured toward the second workshop activities, which included bow drill fires, the WCU climbing wall, and high-angle rock rescue. At both climbing events, certified professionals and professors were on site to observe and supervise the activity.

Dr. Tholkes and his instructors took a group out to Catamount Gap while Base Camp Cullowhee supervised groups in the Campus Recreation Center. After one final short intermission the participants went to their last workshop, with topics including adaptive adventure activities, risk taking as a tool, enhancing wilderness programs and climbing. After all the workshops were completed, the participants all congregated on the U.C. lawn to be instructed on the final activity.

Earl Davis, founder and instructor at Moonshadow Learning services, facilitated the final activity with the help of some PRM students in his high ropes facilitation course. The objective of the activity was a competition to see which team could build the highest standing tower. Only one person could build at a time and for only 30

seconds, and then would rotate. This kept all teams in constant communication and in high spirits! Once time was called, all building ceased and the test to see which tower stood the longest began. Not even 30 seconds passed when a large gust of wind blew down most of the towers, as if Mother Nature herself were waiting for the perfect time to shake their foundations. It was humorous to watch as only a few struggled to stand tall and everyone was left with a smile.



COLLEGES ADOPT HERZOG BOOK AS CLASSROOM TEXT

Professor Hal Herzog's widely acclaimed book, "Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals," is now being used as a college text at Marian University, Valencia College, Eastern Kentucky University and Miami University. Dr. Herzog is a keynote speaker at the annual meeting of the Southeastern Psychological Association this year.

FACULTY AND STAFF

CEAP WAS FORTUNATE THIS YEAR TO HAVE OUTSTANDING NEW FACULTY AND STAFF MEMBERS JOIN THE COLLEGE.

TEACHING FELLOWS/SPECIAL PROGRAMS



Kim Corzine
Director of Special
Programs/Teaching
Fellows

Annie McCord
Administrative
Support Associate

SCHOOL OF TEACHING & LEARNING



Vicki Miller
Administrative
Support Associate

INSTRUCTIONAL TECHNOLOGY



Misty Colton
Administrative
Support Associate

McKee Clinic Providing Psychological Assessments to the Community

Significant changes have occurred in the last 10 years since the Psychology Department began operating the Psychological Services Clinic. From the beginning, there were two goals in mind. The first goal was to provide training for the clinical and school psychology graduate students and the second goal was to provide a much needed service to the community.

Our graduate students have benefited greatly from the opportunity to complete detailed psychological assessments, write reports and provide feedback to clients while under direct supervision of one or more faculty members. This has allowed the students to develop skills that have enabled them to perform at a high level in practicum and internship settings as well as in PhD programs. In addition, the small fee charged for the psychological assessments completed by our students has allowed the psychology graduate programs to maintain an impressive inventory of assessment instruments that are comprehensive and up-to-date. All of the money raised by the clinic has gone back to providing materials and opportunities to our students which, in addition, have strengthened the services we provide to the community.

Our community influence has spread greatly over the years. Referrals have come from the WCU Disability Services Center,

the WCU Counseling Center, regional doctors, regional counselors, Southwestern Community College, Asheville-Buncombe Technical Community College, charter schools, private schools, home-school parents and more. It is not uncommon for individuals in the community to contact us after hearing about our services or seeing examples of our students' work. We frequently have a waiting list.

For the last two to three years we have been completing around 100 assessments each year. We now have contracts for services with four charter schools and provide all special education assessments for them.

In the fall of 2012 the Psychological Services Clinic moved into the space in the McKee Building vacated by the Communication Disorders Clinic. This was the first time that our clinic was more than just a name and a few randomly allocated rooms on the third floor of Killian. This new setting provides us with a much more professional atmosphere, more space for our students to work in, and more opportunities for our staff to provide strong supervision. We have renamed ourselves the McKee Clinic and welcome all visitors.

For more information contact clinic coordinator Lori Unruh at lunruh@email.wcu.edu or 227.2738.



CEAP Scholarships

Increasing the number of endowed scholarships to help students with their expenses while studying at WCU is a major objective of WCU Chancellor David Belcher. It also is a major objective of the College of Education and Allied Professions. And it's working.

The College of Education and Allied Professions is currently providing scholarships from 32 different endowed scholarship funds. An endowed fund is one that has generated a minimum of \$10,000 in donations. At that point, interest and earnings from the endowment are given to the scholarship recipients according to the criteria established by the donor. Scholarships can be given based on financial need, academic success, the student's major, or a combination of these factors.

In the College of Education and Allied Professions, 14 endowed scholarships are available to any student in the College. Eight scholarships are available exclusively for elementary and middle grades education majors. Two scholarships go to special education majors, two to health and physical education majors, four to counseling majors, one to early childhood majors, and one to a psychology major. In addition to these 32 endowed scholarships, 10 others have been started, and are building to the \$10,000 mark.

Scholarships are established for different reasons. Scholarships have been set up to commemorate the loss of a loved one, to celebrate the retirement of a beloved faculty member, to recognize the contribution made to the teaching profession by a former teacher and by retiring faculty and administrators themselves to honor their programs, colleagues and students.

For information about how to contribute to a CEAP scholarship, please contact David Claxton, the assistant to the dean for development, at Claxton@wcu.edu.

NATIONAL BOARD for Professional Teaching Standards®

WCU Ranks Among Top Universities With New Board Certified Teachers

Twenty-two alumni of Western Carolina University earned National Board Certification as teachers in 2012, ranking it at 36 of the top 50 universities with new National Board Certified Teachers. WCU is one of eight UNC system universities on the list.

School of Teaching and Learning to Send First Interns to Finland in Spring 2013

– By Russell Binkley

Finland's education system has made international headlines for its remarkable quality and success while operating in ways counter to American practices. Since implementing reforms 40 years ago, Finland has consistently ranked among the top internationally in literacy and math. A few of the many differences between the two systems are: Finnish high school graduates compete to be in the top 10 percent admitted to teacher education and inducted into a highly respected profession; all teachers must earn a master's degree; children begin school at age 7; school days are shorter; children take no standardized tests until they are about to leave high school; and there are no private schools.

This past October, Dr. Lois Petrovich-Mwaniki, director of the Office of International Programs, led four faculty members from the School of Teaching and Learning of the College of Education on a reconnaissance trip to Oulu (pronounced 'oh-lou'), Finland. Dan Grube, Roya Scales, Marissa Ray and Russell Binkley visited the Oulu International School and the University of Oulu's education department to plan for our first group of students to participate in and learn from the Finnish system.

We visited both the international school and the university and we saw well-appointed, warm, bright institutions furnished with the latest technology, musical instruments,

art, industrial education, and home and culinary sciences equipment. Though many streets were quaint brick and cobblestone, Oulu, a modern city of about 130,000, presented itself as technology-savvy and safe with many pedestrians and bicyclists.

The faculty delegation worked out preliminary plans for establishing relationships with the international school and the university. They arranged for student and faculty housing and explored the logistics of how our visiting students will maneuver through student life in Oulu. The plan is for WCU students to live in suites with Finnish students in various parts of the accessible city and to commute either to the university or the international school.

Dr. Binkley will help Dr. Scales with supervision and will lead 16 elementary education and special education candidates who will have completed their full-time student teaching in schools in Western North Carolina. They will then complete a two-week internship with a Finnish cooperating teacher in the English language Oulu International School.

In addition, they will spend a week in classes with their Finnish counterparts at Oulu University. We believe that this first foray into Finland will begin a historic relationship between our regions.



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Asberg Receives National Early Career Award, Recognized for Violence Research



Dr. Kia Asberg, assistant professor in psychology, has been given the Early Career Award for Excellence in Violence Research by the Association for Behavioral and Cognitive Therapies. ABCT is

an interdisciplinary organization committed to the advancement of a scientific approach to the understanding and amelioration of problems of the human condition.

The Office of Naval Research awarded a three-year, \$120,000 grant to two professors at the University of Central Florida, with Asberg as a collaborator. The project, titled "Architecture for Stress, Performance, Inoculation, Resilience, and Endurance," seeks to address the Marine Corps' priority to enhance psychological resilience (i.e., ability to adapt to stress), and the effort will assist with the development of computer-based resilience training tools.

CEAP News

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