

Spring 2013

CEBS Magazine, The College of Education and Behavioral Sciences at WKU, Spring 2013

Charles S. Evans, Dean

Western Kentucky University, sam.evans@wku.edu

Pam Pierce, Editor-in-Chief

CEBS, Western Kentucky University, pam.pierce@wku.edu

Follow this and additional works at: http://digitalcommons.wku.edu/cebs_pubs



Part of the [Educational Administration and Supervision Commons](#), [Higher Education and Teaching Commons](#), and the [International and Comparative Education Commons](#)

Recommended Citation

Evans, Dean, Charles S. and Pierce, Editor-in-Chief, Pam, "CEBS Magazine, The College of Education and Behavioral Sciences at WKU, Spring 2013" (2013). *College of Education and Behavioral Sciences Publications*. Paper 18.
http://digitalcommons.wku.edu/cebs_pubs/18

This Magazine is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in College of Education and Behavioral Sciences Publications by an authorized administrator of TopSCHOLAR®. For more information, please contact todd.seguin@wku.edu.

CEBS

THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES AT WKU

MAGAZINE

SPRING 2013



**Fuse Grant Recipient
Spreads Message of Peace
with Mural**





Dean's Message

As another academic year is coming to a close, faculty, staff, and students continue to be engaged in a variety of activities that positively impact not only the university community but also the larger community in which we live and work. With a mission of empowering individuals to lead and serve our dynamic world, the College is committed to providing students with the necessary skills for success in their future careers and to also providing services to the larger university community. Faculty and staff serve as role models for students and are engaged in a variety of service oriented experiences and settings. Those who study and work in the College touch the lives of individuals

in many ways from working in practicum settings, providing professional development, to conducting research on problems and challenging issues with the potential to impact individuals across the lifespan. As individuals contribute to the well-being of others, they also enhance their own knowledge and level of skill development.

Those who serve others are also developing their ability to lead. As students are preparing for their chosen careers, the leadership skills they develop and the caring attitudes they convey when working with others helps convey WKU's motto "The Spirit Makes the Master." From the message conveyed by the mural developed by the



Honors student as part of the Kid's Guernica International Children's Peace Mural Project to the findings from student and faculty research projects, individuals in the College are working to improve the environment in which we live and the lives of those with whom we interact. They are leading by example and helping others as they work to achieve their individual and professional goals.

In numerous instances, faculty and students are working together on research initiatives and faculty members are working with other professionals outside the university setting. While the impact of the work of students and faculty may not be immediately obvious, the excitement conveyed as they

share their work with others is contagious. This was true as students were sharing their research at a recently held student research conference in Gary A. Ransdell Hall, at the Kentucky Educational Leadership Doctoral Symposium, to students participating in the Kentucky Leader in Me Symposium held at WKU. As students and faculty continue to lead and serve, they are being recognized for their accomplishments by colleagues across the state, nation, and world.

As we provide learning experiences that empower our graduates to lead and serve our dynamic world, we continue to expand opportunities for engagement for students, faculty, and staff. The end of an

academic year is a time when we acknowledge the accomplishments of those in the university community and it is an honor to say "Thank You" and "Congratulations" to many individuals for their accomplishments and contributions. Likewise, many of you have contributed to the successes of our students and other members of the university community and to you I say "Thank You." As we work together, the knowledge and skills developed through our accomplishments can be impactful and in some cases life changing.

Sam
Sam Evans, Dean



FUSE Grant Recipient Spreads Message of Peace with Mural

Megan McDonald (Elementary Education major - Louisville, KY) was awarded a Faculty-Undergraduate Student Engagement (FUSE) grant and an Honors Development grant for her Honor's thesis project, *Using Art to Promote Peace in the Lives of Elementary Aged Students*. McDonald has been interning at Hartstern Elementary in Louisville, KY where she has been working with 60 fifth grade students on her thesis project. The main focus of her project has been to register Kentucky as a participating state in the Kid's Guernica International Children's Peace Mural Project. The completed "Guernica" size mural, 27 ft. by 12.5 ft., is

featured on the front cover of this edition of the CEBS magazine.

"I am so thankful to have been given the opportunity to partner with Hartstern Elementary for this project. Their wonderful Arts and Humanities teacher, Debbie Rutledge Lockyear, and I have been working together since last May in order to make this project possible," McDonald said. "The idea of the mural project is that the painting would travel, much like peace should, throughout a community."

The mural has been selected by the Kentucky Center for Performing Arts to be displayed throughout the year at various locations throughout the state.



Upcoming locations of mural:

April/May - Kentucky Performing Arts Center, Louisville, KY

September - Hartstern Elementary, Louisville, KY

October - Greathouse Elementary, Louisville, KY

November: Kosair Children's Medical Center, Louisville, KY







Studies of Caring for All Humanity

By Dr. Sam McFarland

Professor Emeritus, Department of Psychology, Sam McFarland has long been fascinated by individuals who put their lives—and the lives of loved ones—at risk in order to save people of a different race, ethnicity, or religious group. Dr. McFarland’s article “All Humanity is My Ingroup: A Measure and Studies of Identification with All Humanity,” was published in the November 2012 edition of the *Journal of Personality and Social Psychology*.

Late one night in the winter of 1940, in the small French village of Le Chambon, a shivering Jewish woman, fleeing from the Nazis and desperate for food and shelter, knocked on the door of André and Magda Trocmé, the local Lutheran minister and his wife. Magda quickly took her in, fed her, and started thinking how to help her. The woman needed false identification papers and a place to hide. Across the next few weeks, Magda and André talked with their parishioners and other villagers, and soon the entire community was providing refuge for fleeing Jews. Some were smuggled to safety in Switzerland. Others were given false identities and hidden on the farms near Le Chambon. Many were children. Despite a Gestapo camp nearby and one murderous Gestapo raid that killed several members of the community, during the next four desperate years Magda and André led Le Chambon in saving about 3,500 Jews from the Holocaust. When André was arrested and told to name all the Jews he had helped and warned of dire consequences if he did not, he responded, “We do not know what a Jew is; we only know human beings.”



Psychologists who studied those who rescued Jews during the Holocaust found that, like the Trocmés, they usually believed that all human beings belong to one human family. They made no distinction based on race, religion, or nationality.

Classical psychologists Alfred Adler and Abraham Maslow viewed this sense of one humanity a manifestation of psychological maturity. Adler often discussed “social interest,” a genuine caring for others. He believed that as one becomes more psychologically mature, the range of that concern expands. Persons with immature social interest may sincerely care about one’s family, community, or nation. However, those with mature social interest also care for all humanity. Their lives are aimed, Adler said, at “helpfulness to all mankind, present and future.” In his famous theory of “self-actualization,” Maslow found that fully self-actualized individuals have a deep “feeling of identification with mankind,” think of themselves as “members at large of the human species,” and have “a genuine desire to help the human race.”

Because neither Adler nor Maslow, nor any other psychologist has tried to measure this caring and study it intensely, I, with the help of graduate students Matthew Webb and Derek Brown, developed and tested an “Identification With All Humanity Scale,” abbreviated as IWAH. The IWAH consists of nine items like this one:

1. When they are in need, how much do you want to help:
 - a. people in my community.
 - b. Americans.
 - c. people all over the world.

The sum of the c. items constitute the IWAH. Identification with one’s community and nation (the a. and b. items) are used for comparison and statistical purposes. On the five-point response scale from 1 (not at all) to 5 (very much), the average response across many samples is about 3 (labeled “somewhat”) on the c. items; it is usually higher for the a. and b. items.

We have now conducted about 15 studies using this scale. As one would expect, those who identify with all humanity have little prejudice toward any group we have studied, from African-Americans to any foreign group. Still, identification with all humanity is more than the absence of prejudice. One could be free of prejudice and still care little for humanity. So perhaps more importantly, on a subtle measure, those who strongly identify with all humanity value equally the lives of all humans, for example, whether they are fellow Americans or Afghans.

Caring for all humanity (as measured by the IWAH) is related to a number of positive qualities, such as empathy (both concern for others’ suffering and an ability to see the world from another’s point of view), and high moral reasoning. It is somewhat related to open-mindedness, a bit less to being a nice, agreeable person, but not at all to whether one is outgoing or shy.

Those who score high on the IWAH value global, humanitarian goals over nationalistic ones. Low scorers, for example, tended to rate “maintaining a strong American military” as more important than “ending child prostitution worldwide,” but high scorers rated the latter as more important. High and low scorers also differ in the importance they ascribe to protecting human rights worldwide. For example, when asked what the U.S. should have done about the 1994 genocide in Rwanda, low scorers tended to select the response, “not become involved if no vital American interests were at stake,” while high scorers would have preferred to “send American troops along with other nations to stop the genocide.”

High scores on the IWAH predict greater knowledge of global concerns. High scorers are more likely to know that AIDS is most devastating in Central and Southern Africa, that a genocide had occurred in Sudan in 2004-2005, and that the U.N. Millennium Development Project is trying to reduce by half the

world's worst poverty by 2015. Why do high scorers know more? They want to. In two studies, we asked participants to read the titles of sixteen articles and select their top choices to read and evaluate for a new magazine. These articles ranged from sports ("Is Pay for Professional Athletes Too High?"), to personal finance ("Making a Good Retirement Plan Even Better"), to daily life ("The Perfect Christmas Party"). Four of the sixteen article titles were on humanitarian concerns, such as "Can Extreme Poverty be Eliminated?" or "The Universal Declaration of Human Rights: Making it Work." For both samples, those who scored high on the IWAH were much more likely to choose to read the humanitarian articles over the others. Low scorers chose not to read these articles.

In three studies, high scores on the IWAH predicted a willingness to give to international disaster relief. In one, participants were asked if they would like to pledge money to support UNICEF relief for the terrible earthquake in Haiti. Those who scored high on the IWAH were more likely to give, and they gave more than did low scorers.

Why do some people develop a strong caring for all humanity while others do not? Does it arise from sincere religious faith or early child rearing? Our evidence so far offers little support for either of these.

In our studies, atheists and sincere Christians do not differ in how much they care for all humanity on the IWAH. However, the manner of one's Christian faith does make some difference: Those whose faith emphasizes moral condemnation (e.g., of homosexuality) identify less with all humanity than do other Christians. However, staff and supporters of Church World Service, a Christian organization that works to eradicate world hunger, do score much higher than average on the IWAH.

As for child rearing, a large adult sample completed 54 items with the stem, "When I was a child, my parents, on the whole. . ." These items measured parents' behavior on seven dimensions, including affection (e.g., "were very affectionate,"), human concern ("had concern for suffering people"), intellectuality ("encouraged me to think about global issues"), punitiveness ("used physical punishment quite a bit"), religiousness ("wanted me to be devoutly religious"), patriotism ("were very patriotic"), and leniency ("were very lenient"). However, none of these seven qualities of their parents' child rearing predicted at all the participants' identification with all humanity. Nothing we measured was found to contribute to it.

In short, the question of why some develop a strong sense of caring for all humanity while others do not is unanswered.

That unanswered question merits serious study.

Can teachers teach young students to care for all humanity? Perhaps, but we know of no programs designed to do so. In the 1970s, a children's television series, *Big Blue Marble*, named for a photo of the Earth surrounded by black space, tried to teach it. Its theme song contained the refrain,

"Folks are folks and kids are kids, we share a common name,

We speak a different way but work and play the same."

Perhaps sharing stories like that of Andre and Magda Trocmé could inspire students to think as they did. For junior high and high school students, I encourage teachers to have their students read and discuss the "Universal Declaration of Human Rights", available at countless websites, to understand the valuing of all humanity it embraces.

We have been fortunate that portions of this research have appeared in leading psychology journals, including the *Journal of Personality and Social Psychology*, *Journal of Personality*, and *Current Directions in Psychological Science*. Comments, suggestions or questions regarding this research will be welcomed.

Dr. McFarland may be reached at sam.mcfarland@wku.edu.



Student Achievements

FUSE Grant Recipients Study Emotion Skills Across the Lifespan

Kaitlyn Snyder (Honors Psychology major - Bowling Green, KY) and Lindsey Burke (Gatton Academy student - Louisville, KY) were each awarded Faculty-Undergraduate Student Engagement (FUSE) grants to study the emotion recognition skills of younger and older adults during the Spring and Summer 2013 terms.

Snyder and Burke are working with Dr. Elizabeth Lemerise and Dr. Andy Mienaltowski in the Department of Psychology to determine if younger adults (age 18-30) and older adults (age 60+) differ in their ability to recognize emotion in the faces of others. Participants will view photographic stimuli and make comparisons to correctly match the emotions being displayed.

The FUSE grants awarded to Kaitlyn Snyder and Lindsey Burke will allow the pair to work together to conduct their research. The grants also set some money aside for student travel, so Snyder and Burke can present their findings at a research conference and share their insights with other scientists studying emotion. Dr. Lemerise and Dr. Mienaltowski are both excited for their students, and the entire team appreciates the resources that WKU and the College of Education and Behavioral Sciences have offered to Snyder and Burke.

"This new grant program has been helpful for encouraging students to remain involved in research projects in our labs for multiple semesters," said Dr. Mienaltowski. "Students are included in all aspects of the research process, and the generosity of the university and our college gives the students an opportunity to share their work with researchers all around the country."

School Psychology Students Excel on Exam

The National Association of School Psychologists published the cumulative Praxis psychology exam scores for all the programs in the country. We are excited to announce that Western Kentucky University's Psychology department has received a 100% pass rate.

Student Teachers Lead Project in Economics

Amelia Spinks and Donna Causey (both Elementary Education majors—Bowling Green, KY) recently worked with fifth grade students at North Warren Elementary on a leadership project during their semester of student teaching. Their project focused on starting an economics club that enabled the students to learn about marketing and retail sales. The students who joined the club named their project "The Shop" and decided to design, produce, market and sell products to their fellow classmates. The project started Jan. 15, 2013 and ended with a big sale on Feb. 7 and 8—earning the students \$100 profit. After paying for their expenses, the students donated \$80 to North Warren's Family Resource Center.

WKU Army ROTC Cadet Ranks Among Top 10 in Nation

Army ROTC cadets from around the country hold their collective breath each fall as they await news of the release of the national Order of Merit List (OML). WKU Army ROTC cadet Rachelle G. Boucher learned last fall that she had captured the number eight spot in the prestigious top 10, out of almost 5,600 graduating cadets.

The OML ranks all Army ROTC seniors across the nation, with the top 20 percent earning the designation of Distinguished Military Graduate. During 2012, there were 1,119 Distinguished Military Graduates.

Boucher, the daughter of Henry Boucher of Bowling Green and Maureen Boucher of Tampa, Fla., is a 2006 graduate of East Lake High School in Tarpon Springs, Fla. Already the holder of a Bachelor of Science degree in Exercise Science from WKU (2010), she is pursuing a Masters in Sports Administration degree. She is on track to receive her degree and be commissioned in May 2013. Cadets are ranked on the Order of Merit List by achieving superior grade point averages, strong athletic performance in the Army physical fitness test and college athletic participation, proving their worth as exceptional leaders in their college ROTC training, and their performance at the Leader Development and Assessment Course at Joint Base Lewis-McChord outside Tacoma, Wash.

In addition to her accomplishments in those areas, Boucher is quick to attribute her success to her family and her faith, and to the support of the WKU Army ROTC staff and fellow cadets.

"I am blessed to have great cadre at Western Kentucky University. They have done everything in their power to teach and mentor all of us cadets to become great leaders for our country," she said.

Graduate Students Successful at SACSA Conference

Amber Sellers and Samantha Hartman, both graduate students in the master's degree program in Student Affairs in Higher Education, placed second in the SACSA (Southern Association for College Student Affairs) Case Study Competition at the annual conference in Memphis, Tennessee, November 3 - 5, 2012.

There were 15 teams in the competition; first place went to Clemson University and third place was awarded to Florida State. The case study, "A Virtual Dilemma," dealt with how to respond to a challenge that arose with student involvement in social media. There were six judges for the competition. "What set the WKU team apart from the other graduate students was their knowledge of case study law related to social media," one of the judges noted. "They did an amazing job."

The annual case study competition provides graduate students with the opportunity to respond to a case that could actually happen on today's college campus. It challenges participants to assess the situation, think critically, and apply theory that relates to the case.

ACT Scores Continue to Rise for Elementary Education Majors

During the 2011-12 academic year, incoming Elementary Education majors proved to be excellent students with an average ACT score of 23.50. This academic year, the average ACT score for incoming Elementary Education majors has risen 3.45% over last year's score—elevating the group's average ACT score to 24.31. According to Enrollment Management, freshmen who enrolled in WKU during the fall 2012 semester had an average ACT score of 22. By surpassing this average score, Elementary Education majors are making strides to excel academically as they pursue their dreams to become future educators.

RESEARCH: EXPANDING KNOWLEDGE AND HORIZONS

Research on Ethical and Social Topics Laboratory

W. Pitt Derryberry, Ph.D., Professor of Psychology



The research conducted by Dr. Derryberry and his students in the Research on Ethical and Social Topics (REST) Laboratory focuses on moral develop-

ment. There are two moral developmental areas that are emphasized including moral judgment development and moral self-understanding.

The purpose of morality is to provide an implicit social guide. Our moral judgments (i.e., the moral decisions we make as a result of our reasoning) and their continued development is a chief aspect in illuminating this guide. There are not always laws, norms, or codes of ethics to inform us about the moral course of action. Similarly, societal conventions and laws are not always fair or just. Moral judgment development is of great importance in such instances because its development ultimately enables determination of the principled course of action. Limited moral judgment development leaves us deficient and dependent in deciding what to do, which can lead to immoral and amoral behavior. Our development from dependent to independent in our moral judgment is of critical importance to any social system.

As has long been understood, thought does not necessarily translate to action. There has to be something that serves as a bridge to action, and the moral self has been identified as this bridge. Principally, the moral self is that element of self-understanding that identifies and prioritizes moral and ethical concerns as fundamental to the self. Hence, the moral self is thought of as the motivational component that facilitates the translation of thought into action.

Center For The Study of Lifespan Development

The WKU Center for the Study of Lifespan Development serves to coordinate, support, and further develop the research, education, and outreach activities of WKU faculty who have an interest and expertise in lifespan development. Research in lifespan development focuses on changes in perception, cognition, emotion, and social behavior from conception to death, with the primary goal of identifying and describing the processes that account for this change. Outreach activities involve applying research in lifespan development to improve the psychological, behavioral, and educational well-being of children and adults in the Commonwealth of Kentucky.

The Center for the Study of Lifespan Development supports the educational mission of WKU in several important ways. Center faculty members offer undergraduate and graduate courses in child and adolescent development, and in adult psychology and gerontology. Moreover, the Center provides an arena for the continuing inclusion of undergraduate and graduate students in the creative activity, research, and scholarship of its affiliated faculty and serves as a vehicle to promote opportunities for faculty collaboration and interdisciplinary research.

Risk Behaviors Laboratory

Amy Brausch, Ph.D., Assistant Professor of Psychology



The Risk Behaviors Laboratory is up and running this year and has been busy with multiple research projects. Dr. Brausch and her students are investigating risk and protective factors associated with suicide and non-suicidal self-injury in college students and adolescents. They are examining how body image, disordered eating behaviors,

family relationships, depression, anxiety, ability to manage distress, and interpersonal needs are associated with self-harmful behaviors, and recently collected data from WKU students. The next phase of this project will recruit participants from the Gatton Academy and assess students on these same factors to allow for comparison between traditional college students and high-achieving high school students. An additional project that will begin this spring is to assess middle and high school students from the Bowling Green City Schools on similar factors to provide even more data on younger adolescents' experiences with mental health issues and risk behaviors.

Students involved in this research have presented at national and regional conferences, contributed to papers published in scientific journals, and continued on to graduate programs in clinical psychology, counseling, social work, and art therapy.

Lifespan Social Cognition Laboratory

Andrew Mienaltowski, Ph.D., Assistant Professor of Psychology

In the Lifespan Social Cognition Laboratory, Dr. Mienaltowski and his students examine the influence that aging has on social decisions



and everyday problem solving. Everyday experience is influenced by the emotions felt by individuals or perceived in others. As people age, techniques for coping with emotions evolve, partly due to changing perceptions of what is important to them as they approach their twilight years and partly due to changes in how their bodies react to stress. Dr. Mienaltowski and his students investigate how both the losses and gains that people experience as they age (e.g., cognitive slowing versus accumulated life experience) interact to shape

their social functioning in older adulthood.

Part of their research involves asking people to consider hypothetical stressors to simply asking people to judge the emotions found in photos of facial expressions. The lab has found evidence to refute the inevitability of age-related losses in one's ability to decode emotions in the faces of others.

Currently, they are developing studies that will allow them to examine how potential age differences in neurophysiological reactions to emotional stimuli contribute to younger and older adults' divergent reactions to emotional expressions.



Children and Families Laboratory

Diane Lickenbrock, Ph.D.,
Assistant Professor of Psychology



In the Children and Families Laboratory, Dr. Lickenbrock and her students examine social and emotional development, beginning in infancy, by

focusing on the dynamics of the family. Their research seeks to understand why some children are better than others at regulating their emotions. The ability to effectively regulate emotions is a critical component of social functioning, and this ability begins to develop early in infancy. It is through the parent-child relationship that infants begin to learn how to regulate their emotions. There are additional factors that contribute to the development of emotion regulation and parent-child

relationships, such as what the child brings to the relationship as well as aspects of the parent that can affect the parent-child relationship and the subsequent development of effective emotion regulation.

The Children and Families Laboratory also utilizes multiple different types of methodologies to examine research questions. Currently, Dr. Lickenbrock and her students are objectively rating parent affect (facial and vocal expression) during a parent-infant play task when infants are 3-months and 5-months of age. Additionally, Dr. Lickenbrock recently received a Research & Creative Activities Program Category I award from WKU's Office of Research in order to examine parent cardiac physiology during a similar parent-infant play task at 3 time-points across early infancy. In this study, parents will also complete various questionnaires about their infant's temperament as well as themselves. The Children and Families Laboratory relies heavily on families in the community who are willing to participate in their research studies.

Social Development Laboratory

Elizabeth Lemerise, Ph.D.,
University Distinguished
Professor of Psychology



peers. A major research question that has been examined is how emotion cues and emotional ties influence the kinds of social judgments children make in challenging social situations. Their work suggests that children's understanding and control of their emotions in social situations is fundamental to getting along with their peers.

The preschool period is a key time for developing emotion understanding and control skills, making it an important time to put interventions in place to enhance children's social development. Recently, the lab worked with WKU's Campus Child Care to provide teacher training to enhance

preschool teachers' skills in supporting and promoting children's emerging abilities to understand their own and others' emotions and to control and manage their own emotions.

The research in the Social Development Laboratory provides students with opportunities to learn about the research process, to make presentations at national and international meetings, and to publish papers in scientific journals. Graduates from the lab have gone on to earn advanced degrees and currently work as school psychologists, social workers, psychology professors, and researchers.

Cognition Laboratory

Sharon Mutter, Ph.D.,
University Distinguished
Professor of Psychology



The ability to detect relationships between everyday events is a central aspect of human cognition. Are accidents more likely on this highway? Does this grocery store typically have the

best prices? Is this person trustworthy? To answer questions such as these, individuals must acquire, either through direct or indirect experience, knowledge of the contingency and causal relations between two classes of events. In the Cognition Laboratory, Dr. Mutter and her students focus their research on how age-related changes in basic learning and memory processes affect the acquisition and retrieval of contingency and causal knowledge. They are especially interested in determining when these changes do and do not impair older adults' ability to judge probable cause and make accurate cue – outcome predictions.

Across several studies, their research has discovered that age-related deficits in associative learning and memory reduce older adults' acquisition, retrieval, and use of novel contingency and causal relationships, but there is little decline in their judgment and prediction accuracy when they can use pre-existing knowledge of these relationships. Moreover, although older adults have some difficulty learning preventative causal relations, in which either the causal cue or the outcome does not occur overtly in the environment (e.g., flu shot → no infection), they show little

change in their ability to learn generative causal relations, in which both events do occur overtly (e.g., flu exposure → infection). Until recently, research in the Cognition Laboratory has employed behavioral techniques to study age differences in contingency and causal learning; however, Dr. Mutter and her students are now beginning to explore how these differences are related to changes in the brain. In addition to increasing understanding of the neural mechanisms that underlie this important form of human cognition, this new research direction gives students the opportunity to study the neuroscience of aging.



Gustav Fechner Vision and Haptics Laboratory

Farley Norman, Ph.D.,
University Distinguished
Professor of Psychology



In the Gustav Fechner Vision and Haptics Laboratory, Dr. Norman and his students research the human perception of distance, spatial relationships, motion, and the

3-dimensional shape of environmental objects. They examine both the visual and haptic perception (i.e., through active touch) of 3-D object shape, since vision and haptics are the primary sensory modalities by which human beings perceive shape. They also use behavioral and psychophysical methodologies to investigate how human observers perceive 3-D shape. This research is basic in nature and is concerned with determining how humans (and many other animals as well) perceive the shape and 3-D location of objects in their environment. Biological perceptual systems have excellent capabilities to rapidly perceive depth and 3-D object

shape; if this were not the case, animals and people would not be able to find and locate food, interact with objects, make tools, or navigate effectively in complex or cluttered 3-D environments.



This photograph shows Dr. Norman preparing for an experiment; the objects on the table are solid copies of bell peppers. In this experiment, the participant's task is to feel a randomly selected object under the table and indicate which of the twelve visible objects possesses the same 3-dimensional shape.

Cognitive Development Laboratory

Kelly Madole, Ph.D., Professor of Psychology



In the Cognitive Development Laboratory, Dr. Madole and her students research how cognitive developmental changes impact the way that

infants, children, and adults understand and interact with their world. Much of the lab's research has focused on categorization, an ability that is fundamental to many other behaviors. Whether an individual is interacting with artifacts, natural objects, or people, categorization is essential for reducing and organizing the overwhelming amount of information that is encountered each day.

Research in the Cognitive Development Laboratory has centered on three main areas. First, Dr. Madole and her students have explored the development of object categorization, with a focus on developmental changes in the way infants and young children categorize artifacts and natural objects. Second, they have

explored the early development of social categorization, with a focus on when young children attend to and make use of social categories such as gender and race. Finally, and most recently, they have begun to look at how individuals' religious beliefs impact the way that they categorize, and reason about, people and events. These research questions have proven to be ideal for student involvement, both theoretically and methodologically.

Adult Learning Laboratory

Matthew Shake, Ph.D., Assistant
Professor of Psychology



In the Adult Learning Laboratory, Dr. Shake and his students examine the impact of cognitive aging on reading, language, and learning abilities. More specifically,

they investigate the structure and function of lifespan changes in the ability to attend to and comprehend information read.

This area of research is highly important because language ability is a crucial skill throughout the entire lifespan, not just in childhood and young adulthood.

Currently, they are investigating age differences in lapses of attention during reading, to better understand how these might affect outcomes such as memory in older adults. In their research, they employ numerous experimental and quantitative methods to investigate research questions, including eye-tracking equipment. As with most research labs that study aging, the Adult Learning Laboratory relies on older volunteers from the community.

Department of Educational Administration, Leadership, & Research (EALR)

Explores Collaborative Investigations

An interdisciplinary team of researchers, centered in the Department of Educational Administration, Leadership and Research, is exploring the possibility of collaborative investigations with the Kentucky Department of Education and the Kentucky P-20 Initiative. The group

includes Drs. Kyong Chon, Steve Miller, and Jie Zhang from EALR; Dr. Doug Smith, Dept. Head of Sociology; and Dr. Tony Norman, Director of the WKU Ed.D. Program and Interim Dept. Head for EALR. Current efforts are focused on three objectives:

(a) Working with the Kentucky TELL Survey data to explore student outcomes in GRREC districts (a grant through the Doctoral Program by the EALR team with Chunling Niu, one of the Ed.D. students, conducting the study under the supervision of Dr. Zhang);

(b) Updating the data base for Scholastic Audits from 2006-2011 so that long term analyses of school improvement based on Kentucky's Standards and Indicators for School Improvement could be conducted (grant application by Drs. Miller and Smith in progress);

(c) Collaboration with Kentucky's P-20 Initiative to examine relationships among the multiple data bases that are being pulled together in the project. Dr.

Tony Norman is leading efforts by the entire team to work with P-20 state personnel to investigate longitudinal outcomes related to various student outcomes that span preschool to university and even workforce data. These studies have the potential to increase understanding of lifelong interactions between education and the socio-demographic factors that underlie all school improvement efforts.

Coaching Protocol for School Administrators



Dr. Gary Houchens of EALR has been engaged in ongoing research with area school principals to develop professional coaching protocols designed

to assist principals in improving their

instructional leadership. He and his co-authors (including Dr. Rebecca Stobaugh of School of Teacher Education) have fashioned a coaching protocol based on the theories of practice framework first developed by Chris Argyris and Donald Schön back in the 1970s. Theories of practice are "mental maps" that help the school principal trace both the action strategies he/she is using to help raise student achievement and the underlying thinking patterns the principal is using that may be shaping the results. By uncovering the role of the principal's own thought processes in shaping school outcomes, they increase their capacity to innovate new and creative approaches to instructional leadership. Dr. Houchens presented the basic framework for this study at the American Educational Research Association national conference last April, and results from the first phase were published in *Qualitative Research in Education* (October 2012, Vol 1, Issue 2).

FACULTY PUBLICATIONS 2012-2013

*Indicates WKU student

Brausch, A. M., & Muehlenkamp, J. J. (in press). Self-harm and suicide. In J. Rogers & D. Lester (Eds.) *Understanding and Preventing Suicide*. Santa Barbara, CA: Praeger.

Brausch, A. M. (2012). The choking game and self-injury. In B. Walsh (Ed.) *Treating Self-Injury, Second Edition*. New York: Guilford.

Brausch, A. M., & *Girresch, S. K. (2012). A review of empirical treatment studies for adolescent nonsuicidal self-injury. *Journal of Cognitive Psychotherapy: An International Quarterly*, 26, 3-16.

Cangemi, J.P., & Kowalski, C.J. (2012, April/May). Some *unwanted* advice for coaches of young athletes. *Mensa Bulletin*, Issue 554, 20-24.

Ekas, N. V., Lickenbrock, D. M., Braungart-Rieker, J. M. (in press). Examining developmental trajectories of emotion regulation across infancy: Does age and social context influence temporal patterns? *Infancy*.

Horhota, M., Mienaltowski, A., & Blanchard-Fields, F. (2012). If only I had taken my usual route....: Age-related differences in counterfactual thinking. *Aging, Neuropsychology, and Cognition*, 19, 339-361.

Hughey, A. W., Manco, C. M. (2012). An examination of the potential relationship between technology and persistence among at-risk college students. *US-China Education Review*, (5th ed., vol. A, pp. 544-550).

Hunt, M., Hughey, A. W., Burke, M. G. (2012). Stress and violence in the workplace and on campus: A Growing problem for business, industry and academia. *Industry and Higher Education*, (1st ed., vol. 26, pp. 43-51).

Lemerise, E. A., & *Harper, B. D. (in press). Emotional competence and social relations. In K. Lagatutta (Ed.),

Children and emotion: New insights into development affective science. Karger.

Mienaltowski, A., Johnson, E. R.*, Wittman, R.*, Wilson, A.*, Sturycz, C.*, & Norman, J. F. (in press). The visual discrimination of negative facial expressions by younger and older adults. *Vision Research*.

Morrow, D., D'Andrea, L., Stine-Morrow, E., Shake, M.C., Gao, X., Chin, J., Bertel, S., Connor Garcia, T., Graumlich, J., & Murray, M. (2012). Health knowledge and older adults' comprehension of multimedia health information. In J. Holsanova (Ed.), *Multimodal Methodologies: Special Issue of Visual Communication*, 11(3), 347-362.

Muehlenkamp, J. J., Brausch, A. M., *Quigley, K., & Whitlock, J. L. (in press). Interpersonal features and functions of non-suicidal self-injury. *Suicide & Life-Threatening Behavior*.

Muehlenkamp, J. J., & Brausch, A. M. (2012). Body image as a mediator of non-suicidal self injury in adolescents. *Journal of Adolescence*, 35, 1-9.

Mutter, S.A., *Atchley, A.R., & Plumlee, L.F. (2012). Aging and retrospective reevaluation of causal learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 102 – 117.

Nicholson, T. J., Duncan, D. F., White, J. B., Stickle, F. E. (accepted 2012). Focusing on abuse not use in drug education. *Journal of Substance Use*.

Norman, J. F., *Holmin, J. S., Beers, A. M., *Cheeseman, J. R., Ronning, C., Stethen, A. G., & Frost, A. L. (2012). Aging and the discrimination of 3-D shape from motion and binocular disparity. *Attention, Perception, & Psychophysics*, 74, 1512-1521.

Perone, S., Madole, K.L., & Oakes, L.M. (in press). Learning how actions function: The role of outcomes in infants' representation of events. *Infant Behavior and Development*.
 Sauerheber, J. D., Hughey, A. W., Lara, T., Burke, M. G. (2012). Areas of Marital Dissatisfaction among Long-term Couples. *Adultspan*. 11 (1), 39-54.
 Shake, M.C. & *Perschke, M.K. (in press). Investigating the effects of veridicality on age differences in verbal

working memory. *International Journal of Aging and Human Development*.
 Thoma, S.J., Derryberry, W.P., & Crowson, H.M. (in press). Describing and testing an intermediate concept measure of adolescent moral thinking. *European Journal of Developmental Psychology*.

International Student Teaching Program Thriving at WKU

Drs. Ric Keaster, Sharon Spall, and Fred Carter have collected data from two groups of students who have completed their student teaching assignments in foreign countries. These students were the first two groups to experience this trans-cultural challenge as they first spent 12 weeks in local Kentucky schools and then spent four weeks in their international settings.

Across two different semesters (fall of

2011 and spring of 2012), students were placed within schools in the countries of Germany, Ecuador, South Korea, Spain, Sweden, and the United Kingdom. The data collected are being analyzed with two primary focuses: 1) What are the cultural and educational differences between American schools and international schools as observed by the students? and 2) How can the Office of Student Teaching use this information to improve its efforts to effectively prepare for the students' international experiences? The results of the data analysis for the first question

will be submitted for publication and the results for the second question will be used for program evaluation and improvement. Overall, positive feedback was received from the students. The students commented that they were able to broaden their knowledge about the education systems in other countries and that they learned teaching strategies that will enable them to help their future students.

The International Student Teaching program continues to grow each year. Since its inception in 2009, 113 students have participated in the program.



Members of the World Council for Gifted and Talented Children's Executive Committee had dinner with WKU President Gary Ransdell (far right) and donor Dixie Mahurin (third from left) at the Downing Museum in the Baker Arboretum on July 17, 2012 during a visit to the organization's international headquarters at WKU. Members of the executive committee are (from left): Treasurer Julia Link Roberts, WKU; Leslie S. Graves, University College Dublin, Ireland; Vice President Ken McCluskey, University of Winnipeg, Canada; Umit Davasligil, Maltepe University, Turkey; Secretary Klaus K. Urban, Leibniz University, Hannover, Germany; Leonie Kronborg, Monash University, Australia; and Executive Administrator Tracy Harkins.

World Conference for Gifted Education will be held Aug. 10-14 in Louisville

Local educators and parents will have a unique opportunity this summer to learn from the world's leading experts in gifted education, and they won't have to drive across the country or fly around the globe to do it.

The World Council for Gifted and Talented Children will host its 20th Biennial World Conference, "Celebrating Giftedness and Creativity," Aug. 10-14 at the Galt House Hotel and Conference Center in Louisville.

Cities such as Barcelona, Spain; Sydney, Australia; Istanbul, Turkey; and most recently, Prague, Czech Republic, have

hosted the conference. The United States has not held it since 2005 when New Orleans hosted.

"Holding the 20th Biennial World Conference of the World Council for Gifted and Talented Children in Louisville provides a remarkable opportunity to learn with scholars and practitioners from around the globe," Dr. Julia Roberts said. "I hope many Kentucky educators, parents, and interested citizens will come to this conference and join in the conversations about children and youth who are gifted and talented."

This summer's conference will focus

on several areas relating to the theme of creativity in giftedness. These include innovation education; moral education, values, and social conscience; developing future leaders; assessment, screening and identification approaches; and home-schooling and parenting, among others.

To register for the 2013 World Conference, visit www.worldgifted2013.org; WCGTC members receive a discount on conference registration. For information about joining the World Council for Gifted and Talented Children, visit www.world-gifted.org.



Roberts named to Girl Scouts' list of 100 Women of Distinction

Dr. Julia Link Roberts, Mahurin Professor of Gifted Studies, recently joined a list of inspiring women including Barbara Kingsolver, Martha Layne Collins and Ashley, Naomi and Wynonna Judd.

All were among the Girl Scouts of Kentucky's Wilderness Road's 100 Women of Distinction, named as a part of the Girls Scouts 100th anniversary celebration.

The Girl Scouts of Kentucky's Wilderness Road noted that the honorees were women who have made a significant contribution to the lives of Kentuckians in northern, central and eastern Kentucky and whose professional accomplishments make them positive role models who inspire girls to achieve their own goals and dreams.

Roberts, who is also executive director of The Center for Gifted Studies, and the Carol Martin Gatton Academy of Mathematics and Science, was recognized for her work as an educator and advocate for gifted and talented children. She has led The Center for Gifted Studies during its entire 30-year-plus history of offering summer and Saturday programs for students nationwide and beyond. She also spearheaded the 10-year advocacy campaign that resulted in the Gatton Academy being named the No. 1 high school in the nation by Newsweek magazine in 2012. Roberts was the first recipient of the David W. Belin Advocacy Award from the National Association for Gifted Children in 2001, and in Prufrock Press's 2004 "Profiles of Influence in Gifted Education," she was described as one of the 55 most influential people in the field of gifted education.

Roberts was one of fewer than 10 educators on the 100 Women of Distinction list, which included such notable names as Loretta Lynn, Sallie Bingham, Heather French Henry and Nancy Holliday.

"Being included in the Girls Scouts' list of distinguished women for the past century is truly an honor," Roberts said. "I support the many ways the Girl Scouts are providing opportunities for girls to build their leadership skills and develop their talents."

WKU ASCD Hosts Professional Development Event



(left) Dr. Rebecca Stobaugh and her ASCD students stand with the three local teachers that led the Professional Development event on November 8th in Bowling Green.

(right) Students talk with Kelly Reynolds, a special education teacher at South Warren High School.



WKU's chapter of ASCD (Association for Supervision and Curriculum Development) held a professional development event titled "Classroom Diversity." Dr. Rebecca Stobaugh and her secondary education students organized the event. WKU teacher candidates were able to talk with local special education teachers and with an intensive language teacher on how to prepare for diversity in the classroom.

Kim Bowman, a teacher of intensive language at Henry F. Moss Middle

School, talked to WKU students about the refugee students from multiple countries that she interacts with daily. Bowman offered students advice on ensuring that ELL students are learning the same material all other students are learning. Bowman also stated that if you "differentiate for the ELLs then you are differentiating for everyone."

Kelly Reynolds, a special education teacher at South Warren High School, answered questions about working with students that have special needs. Reynolds talked about the collaboration classrooms she works in, assisting students during instruction, and helping the teacher modify assessments.

Allison Siddens is a special education teacher at Potter Gray Elementary. She spoke much on her experience working as a one-on-one aid with a child who has autism. Siddens emphasized that the most effective way to work with diversity in the classroom is to ensure that students know



Kim Bowman of Moss Middle School talks to WKU students about her experience working with refugee students.

teachers are looking out for their best interests. Siddens also brought up Maslow's Hierarchy and its significance to student learning.

In addition to the teachers' sharing their own experiences, WKU teacher candidates were able to engage in a question and answer session on classroom concerns in dealing with student diversity. Dr. Rebecca Stobaugh is the faculty advisor for WKU's ASCD.



Allison Siddens tells students about her experience with diversity in the classroom.

Alumni News:

Teacher Achievement Awards

The Kentucky Department of Education and Ashland Inc. selected 24 outstanding Kentucky educators as recipients of the 2013 Ashland Inc. Teacher Achievement Awards (TAA). Among these award winners were Angela Gunter, Daviess County High, and Carolyn Shelton, Muhlenberg County High.

Angela Gunter received her Master of Science in Library Media and her Doctorate in Educational Leadership from WKU.

Carolyn Shelton received her bachelor's degree in Middle Grades Social Studies and English, her Master of Arts degree in Middle Grades Education, and her Rank I from WKU.

Local School Finalist in Contest

Edmonson County Middle School was selected as a finalist in the Samsung Solve for Tomorrow contest. Under the direction of Kyle Cassidy, Principal, and Charla Caudill, Library Media Specialist, the students studied wood frogs at Mammoth Cave National Park. They filmed their research and submitted it to the contest. Edmonson County Middle School was one of 15 schools in the United States that were chosen as finalists in the contest. Both Cassidy and Caudill are WKU alumni. Cassidy received his bachelor's and master's degree from WKU. Caudill received her bachelor's degree and completed her Rank 1 program at WKU.

Teacher Receives Statewide Honors

Ann Gowen-Castner of Richardsville Elementary received the Financial Literacy Teacher of the Year Award from Kentucky JumpStart and received \$250 from the JumpStart program to spend on financial learning materials.

Ms. Gowen-Castner was one of three teachers chosen for the honor in Kentucky. She says it's important for young children to understand finances, since they, today, tend to be more frivolous with their money. "It's a good way to teach the value of what to spend it on. How to save, and just bring in that real-world experience for them," Gowen-Castner said.

Ms. Gowen-Castner completed her bachelor's degree, master's degree and Rank I program at WKU.

MSIP Intern Selected

Alvin Lee Garrison, Jr., Principal of John Hardin High, Hardin County, has been selected to participate in the Minority Superintendent Internship Program (MSIP), an initiative designed to identify and train a pool of highly-qualified and highly-effective ethnic minority superintendent candidates for Kentucky's school districts.

Garrison has been principal of John Hardin High for the past six years. He also served in the role of assistant principal and social studies teacher. Garrison completed his bachelor's degree, master's degree, and Rank I at WKU; he holds the Professional Certificate for Instructional Leadership-School Superintendent.

Three Selected for Teacher Hall of Fame 2013 Induction Ceremony

Members of the sixth class of the Governor Louie B. Nunn Kentucky Teacher Hall of Fame have been selected. The three chosen by a state-wide selection committee are Eloise Hadden, Anne Padilla and Juanita Park.

The Kentucky Teacher Hall of Fame was created in 2000 through a gift by former Gov. Nunn, who hoped to recognize the vital role that primary and secondary teachers in Kentucky play in the education of young people and the positive impact education has on the state's economy. WKU was selected as the home of the Kentucky Teacher Hall of Fame because of its more than 100-year history in teacher education.

Eloise Hadden



A native of Raywood, Texas, Eloise W. Hadden taught Home Economics for 33 years in Logan and Simpson counties. She taught at Auburn High School from 1954 to 1982, Logan

County High School from 1982 to 1985, Logan County High School Homebound Teacher from 1985 to 1987, and Martha Layne Collins Pilot Project Career Ladder in Franklin in 1987. She received her bachelor's degree in 1956 from WKU.

Hadden, known as "Mrs. Auburn" for work in the Logan County community, wrote grants to start the Auburn Historical Society and Auburn Museum and led the effort to get 136 homes and buildings in Auburn listed on the National Register of Historic Places. She has served on the Auburn City Council and the Logan County Tourism Commission.

Her numerous awards and honors include Logan County's "Teacher of The Year" and first-runner up in the state competition in 1980, recipient of the 1995 Jefferson Award given by WBKO-TV and Daily News for public service and volunteer work in South Central Kentucky and WBKO's "Hometown Hero" in 1999 for work with Auburn Library and Museum. Hadden has received several awards from WKU's Department of Family and Consumer Sciences.

Anne Padilla



A native of New York, Anne Hardie Padilla has taught English and Composition for 34 years, including the past 28 years at Bowling Green High School. Padilla taught three years in New York

City, three years in Illinois, and nine years as an Adjunct Professor at WKU teaching English and ESL before joining the faculty at Bowling Green High School in 1985.

Padilla received her bachelor's degree in English in 1962 from Hunter College in New York City, master's degree in English in 1966 from University of Illinois and completed her Ed.S. in Secondary Education at WKU in 1987, with a concentration in Applied Linguistics/ESL.

Her awards include Bowling Green Independent School District Teacher of the Year in 1996 and 2002, nominee for DisneyHand Teacher Award (Creativity in Teaching) in 2004, and University of Chicago Outstanding Teacher Award in 1995. In 1992, Padilla was part of the original group trained in implementation of the Kentucky Educational Reform Act. She has served as a consultant for Advance Kentucky's AP English Literature and Composition program, as a consultant for the WKU Writing Project, and as an AP Reader and Table Leader from 1995-2011 for AP English literature and Composition.

Juanita Park



A native of Louisville, Juanita Kennedy Park began her teaching career in 1944 in Ohio County and continued to work with student teachers at WKU until 2012. Park spent the first 20 years of her 67-year teaching career at

Rockport Elementary and High School teaching first through eighth grade from 1944 to 1965. In 1965 she taught first-graders at Western Kentucky State College's Training School. Park's career continued in 1966 at WKU's Jones-Jaggers Laboratory School and then in WKU's Teacher Education program where she supervised student teachers and conducted student teaching seminars until retiring earlier this year.

She attended WKU where she received a bachelor's degree in 1957 and a master's degree in 1959.

Park served as president of the Kentucky Association of Classroom Teachers in the mid-1960s and received several awards for her service with the Kentucky Education Association.

Other awards include the Kentucky Association of Teacher Educators (KATE) Presidential Award in 1988, Kentucky Federation of Business and Professional Woman's Club "Young Careerist" Service Award in 1981, Kentucky Federation of Business and Professional Woman's Club President's Decathlon Award in 1980 and Kentucky Association of Supervision and Curriculum Development (KASCD) President Unit Award in 1978.

Call for Nominations

Governor Louie B. Nunn Kentucky Teacher Hall of Fame

Nominations are now being accepted for the 2014 class of inductees into the Louie B. Nunn Kentucky Teacher Hall of Fame. The deadline is July 15, 2013. Please refer to the following URL for information about the Hall of Fame and to obtain the nomination form: <http://www.wku.edu/kythf/>

Inquiries and/or additional information also may be directed to Mrs. Tammy Spinks, College of Education and Behavioral Sciences, Western Kentucky University, 1906 College Heights Blvd., #11030, Bowling Green, KY 42101-1030 or tammy.spinks@wku.edu (270-745-4664).

Spirit of WKU

other awards presented

WKU President Gary Ransdell presented the annual Spirit of WKU, diversity, service and sustainability awards at the 2012 opening convocation at Van Meter Hall.

11th annual Spirit of WKU Award

Dr. Julia Link Roberts, Executive Director of The Center for Gifted Studies and Mahurin Professor of Gifted Studies, received the 11th Spirit of WKU Award. The award recognizes an individual who represents enthusiasm for WKU, loyalty to the institution and principles of the WKU experience and its motto “The Spirit Makes the Master.”

12th annual President’s Award for Diversity

Dr. Aaron Hughey, Professor in the Department of Counseling and Student Affairs. The award recognizes recipients who represent a clear demonstration of exemplary leadership and achievement in promoting diversity at WKU and the communities it serves.

2nd annual President’s Award for Service

Sarah Hagan, a December 2011 psychology graduate, co-founded the Senase Project to improve the education system in the village of Akatim in Ghana. Hagan was featured in the summer 2012 edition of the CEBS magazine.

2nd annual President’s Award for Sustainability

Dr. Terry Wilson, Director of the Center for Environmental Education and Sustainability, has spent most of his career specializing in teacher and leadership training in the area of environmental education.

Faculty award recipients

Virginia “Ginny” Pfohl, Department of Psychology, received the University Award for Excellence in Student Advisement.

Dr. Kay Gandy, School of Teacher Education, received the Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education.

Carter Receives KASA’s Distinguished Service Award

Dr. Fred Carter, Director of the Office of Teacher Services and School Relations, was selected as the recipient of the 2012 Kentucky Association of School Administrators’ Distinguished Service Award.

This honor is bestowed on an emeritus member of the education community who advances the objectives and purposes of KASA and has served the education community throughout his/her education career. Winners of the award are prominent and celebrated members of the education community.

Carter has served the education community since 1975 when he taught English at Warren East High School. Since that time, he has held numerous positions, including assistant principal and instructional supervisor in the Warren County Schools, principal at Bowling Green High School, and superintendent of Glasgow Independent Schools. Prior to joining WKU, he served as deputy secretary of the Kentucky Education Cabinet. Carter was named Kentucky Principal of the Year on two occasions and remains one of the state’s most winning basketball coaches, maintaining a 20-win season average during 14 years with the WEHS Lady Raiders. He is a past president of KASA and serves as an executive coach, mentoring new superintendents.

Shoenfelt Receives SIOP Award

Dr. Elizabeth Shoenfelt, Professor of Psychology, has been named the recipient of the 2013 Society for Industrial & Organizational Psychology (SIOP) Distinguished Teaching Contribution Award. This award is a lifetime achievement award for teaching, advising, and mentoring. The award was presented during the SIOP meeting April 11-13 in Houston, Texas.



Educators Honored by National Association for Gifted Children

The National Association for Gifted Children honored Dr. Julia Link Roberts, WKU Mahurin Professor of Gifted Education, with its Distinguished Service Award, and Dr. Nielsen Pereira, WKU Assistant Professor of education, with an Outstanding Doctoral Student Award. Both accepted their recognitions at a reception Nov. 15, 2012 during the NAGC’s national conference in Denver.

The organization presents the Distinguished Service Award annually to an individual who has worked in the field for more than 10 years and made significant contributions to the field of gifted education and to the development of the NAGC.

“Being honored by one’s colleagues is very rewarding,” Dr. Roberts said at the award ceremony in Denver. “I am most appreciative of the recognition by the National Association for Gifted Children.”

The organization recognized Dr. Pereira with an Outstanding Doctoral Student Award, which honors those who have demonstrated exemplary work in research, publications, and educational service, as well as their potential for future scholarship.

“Receiving this award is an honor because it is a recognition of all of the work I did while I was a graduate student,” Dr. Pereira said. “When you look at the list of past award winners, you see some of the current leaders in the field of gifted education, and I hope to continue contributing to the field through my research, service and work with gifted students and their teachers.”

Burke Receives Award from Southern Association for College Student Affairs

Dr. Monica Burke, Assistant Professor of Counseling and Student Affairs, has been honored by the Southern Association for College Student Affairs.

Dr. Burke is the 2012 recipient of the Howard Davis Sr. Award, which recognizes outstanding service rendered to SACSA and is the highest honor given for service to the organization and the profession.

“Dr. Burke has been active in the Southern Association for College Student Affairs for several years,” said Dr. Aaron Hughey, program coordinator for the Department of Counseling and Student Affairs. “She routinely helps to plan the conference, oversees events and activities related to graduate students, and helps to facilitate educational sessions and social events. We are very proud of Dr. Burke and her accomplishments. She represents WKU exceptionally well in all she does.”

Retirement



On October 25, 2012, Cathie Bryant, Office Coordinator for CEBS, was honored with a Retirement Reception for her 40 years of service at WKU.

Ms. Bryant is spending her retirement in Colorado Springs, Colorado where her daughter, son-in-law and grandson reside. We wish her much happiness and luck as she embarks on this new chapter in her life.

Departmental News and Notes



Dr. Joseph P. Cangemi, Emeritus Professor of Psychology, was selected National Chairman, Board of Visitors/Advisors, School of Education, Syracuse University.



Dr. Jim Berger has been appointed by the Commission of Adult Basic Education (COABE) as editor of the *Journal of Research and*

Practice for Adult Literacy, Secondary, and Basic Education, an international journal focusing on issues common to adult educators and learners in the field.

Since January 1, 2012, the *Journal* has been co-published by WKU and COABE. Led by Professor Jim Berger; coordinator of the Adult Education Master's Program in the Department of Educational Administration, Leadership, and Research; long-time COABE board member, and *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* consulting editor; the newest version of the *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* will focus more specifically on adult educators and will better serve the needs of the adult education field.



Dr. Nielsen Pereira, Assistant Professor in the School of Teacher Education, recently presented at the fifth biennial meeting of the Brazilian Council

for Gifted Education (ConBraSD) in Rio de Janeiro, Brazil.

Dr. Pereira presented two paper sessions and also participated in a roundtable with three other Brazilian researchers/educators, who discussed their experiences working with gifted students in the United States. Dr. Pereira talked about his experience as an administrator and educator in out-of-school, university-based gifted programs. Gifted programs are still not widely available in schools and universities in Brazil; Dr. Pereira encouraged Brazilian educators and administrators to offer university-based programs such as the ones offered by The Center for Gifted Studies.

The theme of this year's ConBraSD meeting was "Culture, Science, and Technology." Dr. Pereira also talked about the STEAM Labs™ program and the Rube Goldbergengineering class, which he helped develop and taught in the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) this summer. He plans to train educators in Brazil to use the STEAM Labs™ curriculum, so that similar courses can be offered in Brazilian schools.

Fall 2012 Graduates of the Educational Leadership Doctoral Program

Margaret Crowder of Cohort III

Kristie Guffey of Cohort IV

Jace Lux of Cohort I

Annette Parker of Cohort II

Greg Ross of Cohort III

Chris Schmidt of Cohort II

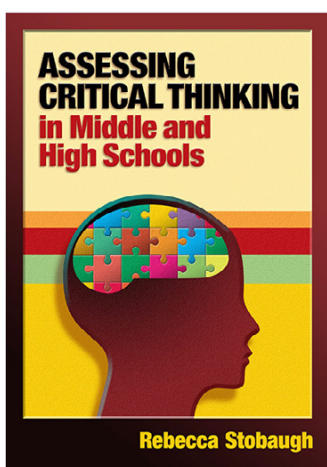
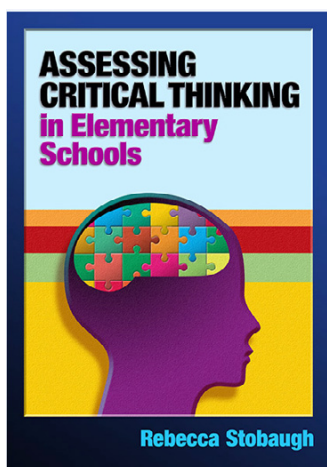
Rhonda Simpson of Cohort IV

Lee Ann Wall of Cohort IV



Stobaugh Publishes Books for Educators

Assessing critical thinking is a timely topic as schools stretch students to meet challenging standards. Dr. Martha Day, Dr. Rebecca Stobaugh, and Dr. Janet Tassell, School of Teacher Education professors, have been leading trainings and publishing on this topic. This spring, they presented at the National Science Teacher's Association and ASCD national conference. In addition, they have recently published an article in *Science Scope* entitled "Creating Science



Assessments that Support Inquiry.”

Dr. Stobaugh is also the author of two new books connected to this topic: *Assessing Critical Thinking in Middle and High Schools* and *Assessing Critical Thinking in Elementary Schools*. Many previous graduates of the School of Teacher Education and current teacher candidates contributed to the books including: Keri Mosier, Josh Bush, Chloe Harper, Nicholas Neiman, Hannah Blakenship, Natalie Crony, Jill Spears, Nathan Maness, Chelsea Elliot, Elliot Bracksierk, Kyle Marshall, Kacey Page, Megan Steen, Amanda F. Cook, Samantha McMahan, Alicia DiTommaso, Bradley Boaz, Aaron Young, Shelby Overstreet, and Adam Spinks. These current teachers and teacher candidates worked in partnership with Dr. Stobaugh to create the assessments profiled in these texts.

The books open by establishing the importance of critical thinking. Since there are many misconceptions on levels of thinking, the books then delve deeper into the revised Bloom's cognitive taxonomy to build greater understanding of each level and its' cognitive processes. Next, prevailing misconceptions about critical thinking and problems associated with trying to design high-level thinking tasks and assessments are addressed. A solution is then provided to increase the level of cognitive complexity in instructional tasks and assessments---using interpretive exercises. The three successive



WKU photo by Clinton Lewis

chapters demonstrate how to incorporate interpretive exercises through using quotes, visuals, and scenarios. Finally, ideas are shared on how to establish a culture of thinking in a classroom along with techniques to embed interpretive exercises into formative and summative assessments. Reading this text will equip educators with knowledge and skills to develop high-level thinking tasks and assessments. These two books are available from Eye on Education (eyeoneducation.com).



WKU photo by Clinton Lewis



WKU photo by Clinton Lewis

H School of Teacher Education Faculty Teach at Harlaxton College

The School of Teacher Education (STE) is partnered with Harlaxton College in Grantham, England to create an international experience for teacher candidates. Each semester, a cohort of WKU students joins students from multiple American universities to study and live in this residential college. They are taught by permanent British faculty and numerous visiting American faculty. Teaching at Harlaxton College is an important component of WKU's efforts to create significant professional international opportunities for its faculty. By teaching and living in an English residential college for a full semester, STE faculty members can learn new pedagogical practices, create or extend an international professional network, deepen their international experience, and possibly pursue research opportunities. Teacher candidates have the opportunity to observe in British schools and to practice teaching to British Students.



WKU teacher candidate, Jacob Edington, at the Teaching Fair.

After many visits, phone calls, and emails, the foundation was laid for one to two faculty members from the STE at WKU to teach each Fall semester at Harlaxton College. Dr. S. Kay Gandy was selected to be the first faculty member

from the STE to teach at Harlaxton College and develop relationships with local schools. She taught History and Foundations of American Education and Teaching Strategies in K-12 Schools during the Fall 2012 semester. In addition, Dr. Gandy arranged observation visits for teacher candidates, hosted a teaching fair for local school children, led a teacher workshop, and provided musicians for a school assembly.

In Fall 2013, Dr. Cassie Zippay will teach the History and Foundations of Education course the first eight weeks, and Dr. Dusty Knotts will teach Introduction to Special Education the second eight weeks at Harlaxton College. STE faculty members can choose whether to teach eight weeks or the entire semester in Grantham. These faculty members are busy recruiting WKU teacher candidates to spend a semester at Harlaxton College, as the STE moves forward to become a department with international reach.



Dr. S. Kay Gandy with the Harlaxton lion

Faculty Direct Collaborative Study Abroad Project

Dr. Jane Olmsted and Dr. S. Kay Gandy directed a collaborative study abroad project in Peru entitled, “Community, Place, and Leadership on the Amazon Frontier.” This collaborative course was designed for doctoral students in the EdD in Educational Leadership and master’s students in Social Responsibility and Sustainable Communities. Both programs are firsts at WKU. The SRSC is the first interdisciplinary Master’s program devoted to sustainability and community leadership. The EdD in Educational Leadership is the first stand-alone doctoral program at WKU. Dr. Olmsted, Professor and Head of the Department of Diversity & Community Studies, and Dr. Gandy, Associate Professor in the School of Teacher Education, received the Collaborative International Activities (CIA) Fund, which supports interdisciplinary, innovative projects that involve collaboration between/ among two or more WKU departments, offices, colleges, or other units. Grants awarded from this fund provide start-up money to initiate creative approaches to internationalization that hold reasonable promise of success and sustainability.

These funds were used to offset the cost of the study abroad for participants.

Gandy and Olmsted collaborated with Dr. Devon Graham, President of Project Amazonas, to provide participants with opportunities to include an international aspect in their program of study and to meet with international leaders and work in international communities. Dr. Graham is an instructor in The Honors College at Florida International University (FIU)

where he currently co-directs the FIU Amazon Study-Abroad Program and also teaches an interdisciplinary course on the Florida Everglades. Objectives of the study abroad in Peru included providing students with an opportunity to examine human-environment interactions in urban and rural settings, employing experiential learning as a means to understand the dynamics of place and community, and developing students’ field research skills through individually designed projects.



Participants pose with children in Comandancia



Dr. S. Kay Gandy in the Belen Market in Iquitos, Peru



Dr. Jane Olmsted and SRSC student Chad Green pose in front of a mural in the Plaza de Armas in Iquitos, Peru.

Teachers from China Receive Certification to Teach in Kentucky Schools

The School of Teacher Education (STE) collaborated with the WKU Confucius Institute and the Hanban, Ministry of Education in China, this past year to develop certification training for teachers in China who would be working in the Kentucky school systems teaching Chinese language classes. Drs. S. Kay Gandy and Lisa D. Murley traveled to Beijing in April 2012 to prepare the Chinese teachers for certification with 30 hours of training. The Chinese teachers were exposed to Kentucky Common Core Standards, successful teaching strategies, differentiation practices, assessment practices, classroom management practices, effective communication, collaboration skills, technology use, and leadership responsibilities.

Each of the Chinese teachers submitted a portfolio to a team of evaluators from the STE and participated in professional oral presentations to the evaluators via Skype in June 2012. Once the portfolios were approved in August, Ellen Gott, Director of Teacher Certification, submitted the Hanban teachers' applications to the Kentucky Education Professional Standards Board (EPSB). As of September 2012, all 17 teachers received Kentucky Professional Certificates for Teaching Chinese K-12 from the EPSB. The Hanban has since invited faculty members from the STE to come back this year to train a new group of Chinese teachers who will be working in Kentucky. This spring, Drs. S. Kay Gandy and Martha Day from the STE will travel to Beijing to train the group.



Dr. Lisa Murley explains an activity to the teachers.



Teachers examine photographs in an activity



Dr. Lisa Murley and Dr. Kay Gandy with the group

Online Courses Receive Prestigious National Quality Matters Recognition

Two CEBS online courses have completed a national peer review process for online course design to meet Quality Matters (QM) standards. The two courses are TCHL 520: Principles of Action Research (developed by Dr. S. Kay Gandy) and PSY 361: Psychological Tests & Measurements (developed by Dr. Sally Kuhlenschmidt).

The Quality Matters Rubric is a set of eight general standards and 41 specific standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

Unique to the Quality Matters Rubric is the concept of alignment. This occurs when critical course components work together to ensure students achieve desired learning outcomes. These eight general standards include course overview & introduction, learning objectives, assessment & measurement, instructional materials, learning interaction & engagement, course technology, learner support and accessibility.



WKU photo by Clinton Lewis

ONLINE PROGRAMS AVAILABLE

Master of Arts in Education Teacher Leader Programs:

- MAE in Elementary Education
- MAE in Middle Grades Education
- MAE in Secondary Education
- MAE in Special Education (Select from Learning and Behavior Disorders (LBD) or Moderate and Severe Disabilities (MSD))
- MAE in Interdisciplinary Early Childhood Education

Master of Arts in Teaching Special Education Learning and Behavior Disorders (new program)

Teacher Certification Endorsements:

- Elementary Mathematics Specialist
- Gifted and Talented
- Instructional Computer Technology

Other Teacher Certifiable Online Degree Programs:

- Master of Arts in Education in Literacy Education
- Master of Science in Library Media Education

CONNECT WITH US



WKU College of Education and Behavioral Sciences



WKU College of Education and Behavioral Sciences



WKU Counseling and Student Affairs



WKU Educational Leadership Doctoral Program



WKU Military Science



WKU Office of Teacher Services and School Relations



WKU School of Teacher Education



WKU Minority Teacher Recruitment Center

Online Programs Not Approved for Certification or Rank Change:

- Master of Arts in Adult Education
- Master of Science in Instructional Design
- Instructional Design Certificate
- International Student Services Certificate
- Leadership Studies Certificate

Send us your news.

If you are a graduate of CEBS, then keep us updated on your promotions, awards, publications, etc. We want to recognize you for all your outstanding accomplishments. Mail us your information (see back cover for mailing address) or send an email to Pam Pierce, pam.pierce@wku.edu.

2012 Friends of CEBS

Mr. and Mrs. Robert L. Abell
Mr. and Mrs. Andrew V. Adair
Mr. Scott James Aldridge
Mr. John D. Allen
Alpha Delta Kappa KY Nu Chapter
Mr. Steven P. Amundson
Mrs. Kathy Anderkin
Mrs. Carol R. Anderson
Drs. Anne and Carl Angstrom
LTC (Ret.) and Mrs. Richard L. Ardisson
Dr. Nedra Skaggs Atwell
Mrs. Jane H. Baker
Mrs. Loita Sue Baker
Mrs. Melinda Sipes Banks
Ms. Julia Ann Beard
Mr. Stephen Wayne Beck
Ms. Lillian Lawson Beckham
Mr. and Mrs. Ronnie Benningfield
Mr. and Mrs. Larry G. Berrong
LTC James Michael Berry
Mrs. Wendy L. Birch
Mr. Joshua Carter Bishop
Mrs. Julia Desiree Bishop
Ms. Marsha L. Bivens
Mr. and Mrs. Charles B. Blincoe
Mrs. Alice Rebecca Bolster
Mrs. Charlotte R. Bond
Dr. and Mrs. James M. Bowles
Mr. and Mrs. John Paul Brady
Mr. John T. Brady, III
Ms. Mary Brangers
Ms. Brittney Rose Brasher
Leta and David Brewer
Mrs. Eva W. Britt
Ms. Agatha D. Brockie
COL (Ret) Billy T. Brooks
Mr. and Mrs. Edward C. Brown
Ms. Heather Nichole Brunner
Ms. Lelia Bruun
Drs. Barbara and Kenneth Burch
Mrs. Debra L. Burgett
Ms. Janet Lou Burks
Ms. Martha Burn
Mr. Matthew B. Butts
Mrs. Margaret H. Byrne
Mrs. Raymunda Calhoun
Ms. Joyce Lynn Callahan
Col. Sidney C. Carpenter
Mr. Richard Reed Carter
Mrs. Sona Fay Cary
Gina and Keith Cavender
Mrs. Karlotta Katherin Cecil
Mr. J. Bryon Chapman
Mrs. Carolyn B. Chesher
Mr. and Mrs. Edwin Nixon Chisholm
Mrs. Sandra Lynne Clark
Mr. Wesley Emory Clark
Mr. Scotty Lane Clenney

Ms. Tracey Wilkerson Cline
Dr. Rodney T. Cohen
Mrs. Amanda Stacia Colpo
Ms. Connie Lee Colter
Mr. Kenny Conn
COL Doral Glen Conner
Mr. and Mrs. Joel Duncan Cook
Mrs. Wilma J. Coomes
Ms. Nancy A. Coppage
Mrs. Zelma Lorraine Corkran
Dr. and Mrs. Troy Dan Costellow
Mr. Herbert L. Crabb
Ms. Nola M. Crabtree
Mrs. Joanne Sneed Crawford
Mrs. Amanda Tyson Crick
Mrs. Christy M. Croft
Mrs. Katrina A. Crutcher
Mrs. Cheri Dawn Cumberland
Mrs. Emily M. Cunningham
Ms. Susan G. Dalton
Mr. and Mrs. Tim Wayne Davis
Mr. and Mrs. Steve E. Davis
Ms. Willie Mae Davis
Mrs. Catherine Mary Irvin Deddens
Mr. John Anthony Del Piano
Mr. and Mrs. Roger Lee Dennis
Mrs. Martha G. DeYoung
Mrs. Judith E. Mosley Doherty
Dollar General Corporation
Mrs. Fiona Downey
Mrs. Tamara R. Downs
Mrs. Sherry Lynne Drew
Mr. and Mrs. Richard Ashford DuBose, Jr.
Mr. and Mrs. Gerald W. Duff
Mr. and Mrs. Daniel D. Duncan, III
Ms. Lucille James Dunford
Ms. Sharon Ann Eagles
Dr. and Mrs. William Brooks Eckman
Mrs. Eva Shrewsbury Edinger
Mr. Alex Grant Edwards
Christie and Paul Edwards
Mr. Matthew Elder
Mrs. Mary Carolyn Hill Embry
Mrs. Alice C. Englebright
Dr. Jane Dee Englebright
Mrs. Rebecca Ann Englehart
LTC (RET) John William Espey
Mr. Michael Raphael Esposito
Drs. Sam and Mary Evans
Mr. Roy E. Evans
Mr. and Mrs. William Wallace Evans
Mr. Richard Mark Ewald
Ms. Rachel Christina Fairman
Mr. David Wayne Farmer
Mr. Glenn Fedor, Jr.
Mrs. Sandra S. Feldhaus
Ms. Sara Druclilla Ferrell
Dr. Jayray Fiene

Mr. and Mrs. Clifton D. Finney
Ms. Martha Sue Fister
Mrs. Juliet Rose Flood
Mr. William Foley
Ms. Joy L. Fow
Mrs. Jill Englebright Fox
Ms. Debra Rose Free
Mrs. Patti A. Freemyer
Mr. and Mrs. David A. Frieske
James R. and Helen Lee Fugitte
Mr. Bryan Scott Fuller
Mr. and Mrs. Roger L. Fuller
Mrs. Carol B. Garabato
Mrs. Marsha Metcalf Garnett
Ms. Rosemary Garrison
Mrs. Rebecca Huddy Gaynor
Mr. and Mrs. Brent George
Mr. and Mrs. Russell Gary Gibson
Ms. Mary Lisa Gibson
Dr. Michael Brent Gill
Mrs. Rhonda B. Gillham
Mr. Michael Lynn Gipson
Mr. Charles Stan Glenn
Mrs. Cynthia Gnadinger
Mr. and Mrs. Thomas Herman Goff
Golden Peaches LLC
Mr. Daniel L. Gomez
Mrs. Gloria E. Goodaker
Richard and Judy Goodin
Ms. Anne C. Gordon
Mrs. Gay Gorter
Mr. Hugh Warren Gott
Ms. Lou Smith Graham
Ms. Sharon W. Graham
Mr. and Mrs. William W. Gravely
Mr. Edward Graves
Mrs. Susan H. Gray
Mr. and Mrs. Glenn Travis Grayson, Jr.
Mrs. Jeanette Ann Green
Dr. Frederick G. Grieve
Ms. Leigh Yarbrough Griffis
Dr. Anita and LTC Larry Ground
Mrs. Judith B. Hall
Mrs. Dana C. Hammer
Ms. Bonnie K. Harris
Mrs. Helene M. K. Harris
Mrs. Tamera L. Hawks
Mrs. Marci Heard
Mrs. Lily Beth Hedges
Mr. Jerome Lawrence Hedinger
Mrs. Melanie Lee Henderson
Mr. and Mrs. Andrew Reed Hensley
Mr. Kenneth Herrick
LTC William N. Hibbs
Mr. and Mrs. Russell H. Hicks
Mr. and Mrs. James E. Hicks
Mr. David M. Hill
Mrs. Ione Atkinson Hines

Mrs. Cathy Bonneville Hix
Mr. Brian R. Hoette
Ms. Ova McMillin Hollinsworth
Charles H. Hood, MD
Mrs. Sandra A. Hudnall
Mr. and Mrs. Henry Joseph Hughes, III
Mrs. Patricia Miller Humphrey
Mrs. Teresa Kay Humphrey
Mrs. Victoria B. Johnson Hunn
Mr. and Mrs. Danny Hutcherson
IIKT Abatement Contracting Assoc.
Mr. Dewey Daniel Inman
Mr. and Mrs. Jeremy S. Jacobson
Mrs. Pamela Rose Janoski
Mrs. Marina Flory Jenkins
Mrs. Leeann Jessee
Ms. Brenda M. Johnson
Mrs. Kimberly Ann Johnson
Ms. Linda Kay Johnson
Ms. Nita Link Johnson
Mr. and Mrs. Dennis Darrell Jones
Mrs. Elizabeth Lake Jones
Mrs. Emma Clemons Jones
Mrs. Shelly D. Jones
Mrs. Janna O'Dell Jordan
Mr. Joseph B. Josselet
Mr. Robert D. Julius
Lt. Col. and Mrs. Edmund Powell Karr
Mr. Ronald M. Keal
Dr. Richard D. Keaster
Ms. Amy L. Keeling
Ms. Bettie Lou Keeling
Ms. Kenneth R. Keeling
Mr. Robert Keeling
Mr. and Mrs. John M. Kelly
Mrs. Annette A. Keltner
Mrs. Carolyn Ann King
Mrs. Janet Kay Kling
Mrs. Deloris L. Koch
Mr. Michael W. Koehler
Mrs. Nancy J. Koerner
Kraft Employee Involvement Programs
Mrs. Kimberly Sue Krampe
Ms. Susan Kay Krisher
Ms. Melinda F. Kuegel
Mr. David Kurtz, Jr.
Mrs. Kimberly G. Lacy
Mrs. W. Kay Lancaster
Mr. and Mrs. Samuel Wayne Larkins
Mr. Tommy R. and Mrs. Fredonna S. Law
Mr. and Mrs. Jon Lewis Lawson
Ms. Nancy E. Leach
Mrs. Connie M. Lease
Ms. Belinda Michele Ledford
Dr. Albin L. Lee
Mrs. Nan Everson Legler
Mr. and Mrs. Wendell Haynes Lehman
Levi Strauss & Company
Mrs. Doris A. Lind
Mrs. Janet Chaudoin Lindsey
Mr. James Lloyd
Mrs. Kaye Bunnell Logsdon
Ms. Lesley Carol London
Mrs. Sylvia Ann Lovett
Ms. Betty Gay Lowe

Colonel (Ret.) and Mrs. Gregory A. Lowe
Mrs. Patricia Ann Mabry
Mrs. Brenda Sue Mann
Mr. and Mrs. John Steven Marcum
Mrs. Heloise B. Marsh
Martin Living Trust DTD 10-4-9
Mrs. Amanda Leanne Mayhugh
Mrs. Kathryn Ann McCarthy
Ms. Patricia S. McCarthy
MAJ Kelly M. McCay
Mrs. Dorothy Elise McDivitt
Dr. Thomas H. McGloshen, Jr.
Mr. William Ray McKinney
Ms. Mary Lane McNamara
Mrs. Deborah J. McQueary
Mr. and Mrs. Trafton Coy Meadows
Mr. David Boyd Melton
Ms. Adell N. Mendes
Ms. Lauren Michelle Menees
Mrs. Cathy W. Merritt
Mrs. Patricia R. Middlestadt
Mr. and Mrs. John D. Millay
Ms. Robin Lynn Miller
Mrs. Sandra C. Milton
Mrs. Ann Shaw Miner
Mrs. Tracy Lynn Mitchell
Ms. Cathy J. Monin
Dr. John A. Moore
Ms. Kimberle M. Morton
Phyllis and Michael Mosby
Mr. and Mrs. Steven G. Moseley
Mr. Michael Peter Murphy
Mr. and Mrs. Carl L. Myers
N. O. Kimbler Memorial Fund, Inc.
Mr. and Mrs. John Samuel Nahm
Ms. Millie Napoli
Ms. Dorothy S. Newbold
Mr. and Mrs. Curtice Lee Newcom, Jr.
Mrs. Peggy Jean Newkirk
Mrs. Lindsey Morris Newman
LTG Theodore C. Nicholas, II
Mr. Clinton J. Niehaus
Dr. Donald R. Nims
Mr. Lynwood Nixon
Ms. Patrice A. Nolan
Mrs. Angela F. Norris
Mr. and Mrs. Tim Norris
Mr. Tyler James Nowka
Mrs. Joan A. Nunn
Mrs. Sarah C. Nunnally
Mr. David Allen O'Bryan
Mrs. Carolyn E. Oldham
Mrs. Donna H. O'Mara
Mr. and Mrs. Paul Edward Osborne
Mr. and Mrs. Don Ousley
Mr. and Mrs. Lynn D. Ozier
Ms. Mary Frances Pack
Mrs. Deborah C. Padgett
Mrs. Sue Carol Palms
Dr. and Mrs. Roger Sam Pankratz
Mrs. Jamie Renee Parke
Pat Ziemer DBA Manga Wave
Ms. Michelle Evon Patrick
Mr. and Mrs. Raymond Leon Patterson
Ms. Nicole E. Patterson

Dr. Edward R. Pauley
Mr. and Mrs. Robert E. Paxton
Mr. and Mrs. Willard Matthew Perkins
Mrs. Jo P. Perkins
Mr. John Casey Perkins, Jr.
Mrs. Nancy G. Perry
Mrs. Sharon M. Peterson
Mr. Heywood M. Petry
Maj. and Mrs. Mark W. Pfefferman
Dr. Clay Mitchell Pickard
LTC. Lawrence Henry Pickett
Dr. Judy S. Pierce
Drs. Sherry W. and Michael T. Powers
Dr. Carrie Pritchard
Mr. and Mrs. Travis R. Propes
Ms. Joan Craft Radford
Mrs. Christine H. Ramsey
Mr. Michael Harvey Ramsey
Dr. and Mrs. Gary A. Ransdell
Mr. and Mrs. Joseph W. Rearden
Mr. James Nelson Reed
Mr. Michael Joseph Reed
Dr. Dorothy and Mr. Lester D. Reeves
Mr. Randy Render
Ms. Brittany L. Rexing
Mr. H. James Richardson, Jr.
Mrs. Joy L. Richey
Ms. Cinda L. Richman
Kelly and Brett Riley
Ms. Joanne Ritchey
Mr. Robert and Mrs. Mildred Sue Roach
Ms. Shirley Marie Roach
Mrs. Betty Alison Robards
Mrs. Janice Lynn Roberts
Drs. Richard and Julia Roberts
Mr. and Mrs. Charles F. Robinson
Dr. Mark P. Robinson
Mrs. Patricia M. Robison
Mr. John W. Rodes
Mrs. Martha F. Rogers
Mrs. Katherine McDowell Ross
Ms. Melisa Ann Saalwaechter
Dr. and Mrs. Joseph T. Sandefur
Dr. Jill Duba Sauerheber
Mrs. Louise A. Sauerland
Mrs. Clarice P. Scarborough
Mr. Donald Schalk
Ms. Laura Lynette Scobee
Ms. Ruth Scruggs
Mr. and Mrs. Matthew J. Seibert
Ltc. (Ret.) Kent Roland Shaw
Mr. and Mrs. Richard Shearer
Mr. Bill Shewmaker
Mr. and Mrs. Darren M. Shipley
Mr. and Mrs. Terry Raleigh Shockley
Dr. Elizabeth Lynn Shoenfelt
Mrs. Helen C. Shores
Mrs. Peggy F. Shoulders
Mr. and Mrs. David E. Shufelt
Mrs. Nora Wheeler Simms
Mrs. Donna I. Sims
Mr. and Mrs. Thomas Frederick Skaggs
Mrs. Deborah Cole Smith
Mr. and Mrs. Elvin Estil Smith, Jr.
Drs. Jennifer and Donald Smith

Margaret and Robert Smith
Ms. Megan Smith
Mrs. Jennifer Lynn Smoot
Dr. H. M. Snodgrass
Mr. Aaron Spalding
Mrs. Barbara Gail Spear
Ms. Roxanne Myers Spencer
William P. Spining
Mr. Michael Kevin Sprague
SPSSI
Dr. and Mrs. John Howard Spurlock
State Farm Companies Foundation
Ms. Roberta Jeanne Steder
Mrs. Frances Kidd Steenbergen
Mr. and Mrs. Robert C. Steenbergen
Ms. Brenda L. Stenger
Mr. Bennie Cornell Stephens
Dr. Ronald M. Stephens
Mary and Richard Steward
Mr. and Mrs. Ronnie Stinson
Mrs. Paula Rene Stone
Mrs. Mary Sue Story
Mrs. Sheila M. Strouse
Mrs. Ronda K. Sullivan
Mr. Dwight Lynn Sutton
Col. and Mrs. Elliott P. Sydnor, Jr.
Mr. Harry Brent Symon
Mrs. Susanne Talley
Mrs. Amanda T. Taylor
Ms. April Nicole Taylor
Ms. Roberta H. Taylor
Ms. Angela Suzanne Tevis
Mrs. Karen R. Thies
Mrs. Dawn Suzanne Thomas
Mr. Ethan D. Thomasson
Mr. Paul Stacey Thompson
Mr. and Mrs. Terry Thompson

Mrs. Gerri Whittaker Timmons
Ms. Eileen Sayuri Townsend
Mr. Thomas B. Tracy
Ms. Janet Kaye Turley
Ms. Robin Knight Turley
Mrs. Doris C. Turner
Mrs. Kathy Jane Turner
Mr. and Mrs. Garnett E. Twyman
Mrs. Jane Vanderburgh
Ltc. (Ret.) and Mrs. Douglas L. Verdier
Mrs. Cathy L. Vinson
Mr. Don and Dr. Linda Vitale
Voit Electric Company
Mr. Charles K. Wade
Mrs. Mary Gemma Wafzig
Ms. Mary Patricia Walden
Mr. Alexander Moore Waldrop
Brittany Lee Walker, Ed.S., NCSP
Mrs. Cherline F. Walker
Mrs. Linda Lou Walker
Mr. and Mrs. Roger Scott Walz
Mrs. Mary Joanne Ward
Mr. and Mrs. Jeffrey L. Wegner
Dr. and Mrs. Richard David Weigel
Mrs. Kathy Sue Welborn
Dr. Steve Carrol Wells
Mrs. Mary Beverly Welsh
Mr. Ralph M. Westmoreland
Mrs. Cheryl L. Whitaker
Mr. and Mrs. David T. Whitaker
Mr. and Mrs. Richard Presley Whitaker
Janet and Phil White
Mrs. Rhonda Lynn White
Mrs. Judith Porter Whitson
Mr. John C. Wiegel
Mrs. Shirley W. Wigginton
Mr. Terry Lee Wigton

Mrs. Juanita T. Wilcher
Ms. Rachel L. Will
Mrs. Linda P. Willhite
Mr. and Mrs. Barry A. Williams
Dr. and Mrs. Charles Stanley Williams
Mrs. Janice H. Williams
Mr. Benjamin James Williamson
Ms. Tiffany Ann Wilson
Mr. Benjamin Foster Wince
Mr. and Mrs. Arthur Jay Wissing, Jr.
Ms. Donna G. Witham
Dr. and Mrs. Edward Ray Wolfe
Mr. and Mrs. Billy D. Wood
Woodlee Appraisal Service
Mrs. Mary G. Woodlee
Mrs. Carol J. Woods
Mr. and Mrs. David V. Woody
Ms. Amanda C. Wright
Mrs. Ruth Larsen Yaeger
Ms. Elizabeth J. Yates
Kathy L. and David L. Yates
Mr. Nathan T. Yates
Mr. Thomas Ybarrola
Mr. and Mrs. Aubrey D. Young
Mr. Behzad Zandieh
Mr. and Mrs. Matthew George Zoellner

**THANK YOU
FOR YOUR
GIFT**



MAKE A GIFT

to The College of Education and Behavioral Sciences

SEND TO:

The College of Education and Behavioral Sciences
Western Kentucky University
1906 College Heights Blvd. #11030
Bowling Green, KY 42101-1030

Name _____ Address _____

Home Phone _____ Work Phone _____ Cell Phone _____

Company _____ (If your company has a matching gift program)

Enclosed is my/our gift for \$ _____ Charge to: Visa Master Card

Total pledge \$ _____ Acct. # _____ Amount Enclosed \$ _____

Exp. Date _____ Balance \$ _____ Signature _____

- I would like to know more about including the CEBS in my estate plans.
 I would like to talk to someone about other ways to support the CEBS (e.g., endowment, scholarships, specific programs, etc.)

*All gifts are tax deductible.

CEBS | MAGAZINE

THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES AT WKU

SPRING 2013

EDITOR-IN-CHIEF

Pam Pierce
*Office of Teacher Services
College of Education and Behavioral Sciences*

COPY EDITORS

Whitney Hall
Tammy Spinks
*Office of the Dean
College of Education and Behavioral Sciences*

ART DIRECTOR

Tom Meacham

PHOTOGRAPHERS

Bryan Lemon
Clinton Lewis

DESIGNERS

Davide Fellini
Stephen Gray

About the Cover

Megan McDonald, an Elementary Education major, displays the mural she and students from Hartstern Elementary in Louisville, KY completed for the Kid's Guernica International Children's Peace Mural Project.

CEBS MAGAZINE is published semiannually for individuals interested in the College of Education and Behavioral Sciences at Western Kentucky University. It is produced by the College of Education and Behavioral Sciences Dean's Office and the WKU Division of Public Affairs.

Western Kentucky University
1906 College Heights Blvd.
Bowling Green, KY 42101-1026



© Western Kentucky University 2013

Printing paid for from state funds, KRS 57.375





College of Education
and Behavioral Sciences
Western Kentucky University
1906 College Heights Blvd. #11030
Bowling Green, KY 42101-1030
ADDRESS SERVICE REQUESTED

NONPROFIT ORG
US POSTAGE
PAID
PERMIT NO. 398
BOWLING GREEN, KY
42101

NEW MAT PROGRAMS

- Master of Arts in Teaching Interdisciplinary Early Childhood Education, Birth through age 5
- Master of Arts in Teaching Special Education Learning and Behavior Disorders

Coming fall 2013:

- Master of Arts in Teaching Middle Grades Education
- Master of Arts in Teaching Secondary Education

School of Teacher Education

270-745-5414

www.wku.edu/ste/programs/graduate

