A Duty to Discover
THE ROLE OF RESEARCH AT COEHS
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JOURNEYS magazine is an online publication produced twice a year in the College of Education and Human Services. Its mission is to support the College and expand the threefold purpose of instruction—Research, creative activities, and public service—to which Southern Illinois University is committed. Within this context, Journeys also supports the College’s mission in the preparation of persons for leadership roles throughout the human services professions, including those in education, health, leisure, rehabilitation, social work, business and industry.

Our Vision is to explore stories that showcase how our students, staff and faculty are changing lives through their affiliation with the college. They are promoting the possibilities as they aim for greatness and fulfill dreams with the ultimate goal to prepare our graduates to change lives in their careers in education and human services.

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From the Desk of the Dean

Breaking New Ground

One of the hallmarks of Southern Illinois University and the College of Education and Human Services is our strong tradition of expanding the boundaries of our various disciplines. In fact, here in the College, research is generated and pursued by scholars at every level of their careers, from undergraduate students through tenured faculty. These investigations result in academic articles to be sure, but they also lead to new teaching methods and a wide range of new teaching technologies.

The theme of this issue of Journeys is “research”. In it, you will find examples of the broad range of investigations with which our faculty, staff and students are involved. Here in the College, we recognize research as a tool for developing students as well as developing knowledge. Having faculty and students working together on real world problems not only broadens the perspective of the research, but also deepens the educational outcomes of the students. Our students test new ideas by considering deeply the things they have learned in the classroom, as well as by looking outside of their disciplines for new perspectives on the world they observe.

In this issue, you will be introduced to a member of our faculty who has taken a classroom observation and used it to develop research. Research that provides data to medical researchers and options to families around the globe with children whose health conditions were thought to be beyond hope. You will read about a research project that is creating ways to monitor student anxiety during testing, and about a “classroom in a box” that makes it easier to evaluate professional training in realistic settings and may be a “game changer” in remote African regions. You will discover how presentation software is being repurposed to help autistic patients prepare for job interviews, how computer games are being used investigate the nature of expertise, and how a Hollywood special-effects technique is being used to facilitate physical rehabilitation.

I hope you enjoy reading about these and other projects that are being investigated here in the College, and about the creative, industrious people whose curiosity make it possible. If you would like to learn more, I invite you to explore the college’s website at ehs.siu.edu.

Peace,

Keith B. Wilson, Dean
Tracking Rare Incidence Syndromes Project:
Helping Parents Advocate for Children with Rare Medical Condition

Over the last ten years, Dr. Deborah Bruns, Associate Professor in the Department of Educational Psychology and Special Education, has published in a wide range of professional and medical journals regarding children with rare trisomy conditions such as trisomy 18 and trisomy 9 mosaic. Dr. Bruns is also an expert in the area of feeding issues for children with disabilities, having recently co-authored a book on the subject. She is active in state and national organizations advocating for children with disabilities and their families, and is the Principal Investigator for the Tracking Rare Incidence Syndromes (TRIS) project, which has collected longitudinal health, medical, developmental, family support and demographic information from over 500 families from around the world.

Her career began in New York City, where she took a job as a classroom teacher working with children with multiple disabilities. Among these children were several who had been diagnosed with trisomy 18. Trisomy conditions are a genetic anomaly in which a gene pair, the blueprint for how the body develops, includes a redundant copy. The most common form of the disease is Down’s syndrome, where this occurs on chromosome 21. However, the condition can involve other chromosomes. Dr. Bruns research has centered on the “orphaned” conditions, particularly trisomy 18, 13, and 9 mosaic.

“It sometimes surprises people to find out that we’ve come to this field through special education, rather than genetics or some medical field. But special ed is where a lot of the difficulties come to light regarding how these conditions interact with everything else that a person is: their emotional self, their cognitive self, their physical self,” Dr. Bruns recently reported. Her background as an educator has occasionally created difficulties. “Sometimes at conferences I am at a disadvantage because I’m not from that medical background, and people may question whether I should be playing with the ‘big boys.’” However, her focus on the children has allowed her to connect with many families that include a member with one of these conditions, which, in turn, has led to a steady stream of introductions to additional participants.

“My sensibilities are more at the family level. Most parents, if they take out a picture of their child, get a response along the lines of ‘She’s so cute’ or ‘He’s adorable.’ The parents I work with frequently get silence and stares because people don’t have a frame of reference for how to respond.”

One of the more important aspects of the project is educational, not just of parents with affected children, but also of medical personnel who may never have come across a patient with one of these conditions before, or who are not aware of the range of outcomes parents have experienced. “There’s a mother, who’s an anesthesiologist in Norway whose child with trisomy 18 lived for just three days. In Norway, they usually don’t want to treat a child like that at all. They’re very hands off. But, this time, they messed with the wrong mom. Now, even though her daughter is not with us anymore, she’s working with a group of us, internationally, to change the perspective of the medical profession so that they see these children as children, and not just as diagnoses.” The mother has taken her daughter’s information and data from the TRIS project and is disseminating it through the medical community there.

“Our [TRIS project] literature is out there. Parents take it with them to meetings with their doctors.”

Medical professionals and new parents are...
becoming aware of Dr. Bruns and the project. “We’re being called on to consult in cases, and even when we don’t get the result we would want for a family, the network of parents keeps expanding as parents we’ve worked with put other parents that they meet in touch with us. Sometimes, parents come up against an authority that wants to deny some treatment because they say it won’t work such as cardiac surgery, but we have evidence of cases where it has.”

The TRIS project has been collecting data on children in these circumstances for seven years. Most published studies on children with these diagnoses have been case studies based on a single patient that a doctor has seen. Often, they have only followed the patients until they went home from the hospital. Since the patient may not follow up with that same doctor or clinic, these authors may not know the ultimate outcome. There hasn’t been this kind of longitudinal data available that the TRIS project collects. We contact parents annually for updates on their living child regarding changes in medical status, educational and therapy services, family changes and developmental progress.

Currently, there are three people working on the project, Dr. Bruns, her undergraduate research assistant, Emily and Shirley, the mother of an adult with a rare form of trisomy living in California (partial trisomy 6p). Shirley takes care of following-up with project participants through the project’s website and other electronic means.

“From our data, we’ve found amazing things, like two families living in the same hamlet in the Netherlands. In a community with, maybe, 200 residents, these families have children with the same condition and who are just two years apart in age, yet they didn’t know each other. We’ve found several pockets of children with these diagnoses in the United States, as well. There’s one in Texas and another one up in the Chicago area.“

Funding for TRIS has come from family support organizations and individual donations, because the larger organizations, such as the NIH, tend to favor projects coming from the medical community. “We keep going with small donations here and there.”

One obstacle this causes relates to travel. “In order to go to the conferences each year, I have to fund that travel through the project. Many of the conferences are medically oriented. Since I don’t quite fit their profile, even though we’re collecting data that we know they need, I don’t always have the option of formally presenting our findings, which limits the avenues I have for funding my attendance.”

Because the project has become the hub of a community of families, it has created opportunities to encourage people touched by Trisomy conditions to tell their story. “I’ve been in touch with the mother of one of our children who is a medical ethicist, specializing in palliative care. I’m hoping we can get her to write up her case because she can speak with authority from both the parental and the medical perspective.”

Sometimes, Dr. Bruns will be recommended to a pregnant woman whose child has been diagnosed in utero. This can create a delicate balancing act. “I have to let them know that their child might not make it, while at the same time giving them ammunition to go in with if their doctor doesn’t know that trisomy cases are not by definition hopeless. Working from hospital or insurance standards, a doctor may not want to treat a child with trisomy 13, particularly if they are also presenting certain other conditions.” This can leave a pregnant woman, who is dealing with the stress of what the trisomy condition will mean for her child and her family, having to prepare to advocate that child’s
An Interview

Learning The Ropes: An Undergraduate’s Introduction To The Craft Of Research
by Alan Overton

Emily Campbell is a fifth year senior in the COEHS studying Special Education. She is also the research assistant to Associate Prof. Deborah Bruns in the Department of Educational Psychology and Special Education. I recently had the chance to sit down with her to discuss what it was like to work so closely with a professor on a research project while still an undergraduate student.

How did you start working with Dr. Bruns’ and her Trisomy project?

EMILY Dr. Bruns came in to one of my introductory special education classes and gave us a five-minute spiel, saying that she was looking for a research assistant. She said that if any of us were interested in the position and wanted to put in an application, we should come by her office.

What made you want to tackle this kind of research?

EMILY When she talked about it, I didn’t really understand all it would entail, but I thought it sounded interesting, so I decided to give it a shot. I credit taking this position with actually spurring my interest in research. Are there any particular skills that you have had to develop to use in research beyond what you use as a student?

Honestly, I was never much of a writer before, but, since I started working on the TRIS project (SEE PREVIOUS STORY) I’ve seen my writing skills improve significantly, and have had professors in my other classes comment to that effect. Dr. Bruns has also asked me to maintain the project’s spreadsheets, so I’ve been called on to do some data mining and create graphics for presentations.

Have you had to add any Math courses to handle data analysis?

EMILY So far, because of the type of data we’ve been collecting and the kind of questions we’ve been asked, most of the Math we’ve had to do has been along the lines of sorting counting, and calculating simple averages on our data.

Do you see yourself continuing in research as a career?

EMILY Definitely. Last year I was a part of the undergraduate symposium that’s held here on campus every year in April. This year I’m on the board of the committee that’s putting the symposium together for students here at SIU. Last year, I was talking with my father about how I had made a poster and done a presentation, and he sort of dared me to take it to the next level. He texted me and said, “I can’t wait for Dr. Emily Campbell to come home.” My immediate reaction was that it sounded ludicrous, but, after thinking about it, I decided, “I want to do that!”

Do you think you will continue to do research into disability and special education?

EMILY I’m not sure. I love the research that we’re doing now. I love the families and the people we’re involved with, and my brain is in that mode now where I wake up thinking, “I could do this, or I could do this,” but I don’t really know where I want to go. It may take some more searching to find that, I think.

My major is Special Education, and I think that once I get out into the world, I’ll be better able to see what my strengths and interests are, and see where I might best be able to help expand on what we know. Since I’ll graduate in December, I would probably be limited to substitute teaching for the
first few months after I finish this degree. I'll have some time to get my bearings. One thing that's always interested me was the Peace Corps, so I need to decide whether I would want to do that right out of school or, whether I should try to find a teaching position. My timeline for returning to school will probably depend on what opportunities present themselves.

Was research something you expected to study when you first came to college?

EMILY When I first got to college, I didn't understand how many new things to which I would be exposed. I started out at the Culinary Institute. When I switched to the College, here, it was to prepare to be a high school Chemistry teacher. Later, as I found out more, I considered Special Ed. But it feels that everything that I've done has gone into building the me who I am now.

So, what specifically are you working on this semester?

EMILY We have a list of case studies to document, and I’ll be doing one each month through the end of the year. We’re in touch with a lot of families who will call us up and say something like, “My kid has asthma. How many other kids with Trisomy 16 have asthma?” They ask just so that they can figure out whether or not the asthma is related to their trisomy diagnosis. We’ve collected a lot of data like that, so we can try to compile it for them to answer specific questions like that. So we’re pulling those ad hoc reports together to present to a wider audience.

Do you have any advice for undergraduates who might be considering getting involved in research at this level?

EMILY Well, this is my favorite job of the ones I’ve had, but you really have to have the mindset that you want to help other people by progressing a whole field of inquiry. You can’t be scared of exploring uncharted waters. You can’t be afraid to make mistakes. Sometimes I’ll write up something for Dr. Bruns and I’ll get it back covered in red ink. That doesn’t even faze me anymore. You have to be resilient and willing to learn from what other people say about your writing.

Dr. Bruns joined the discussion, and I asked her to comment on whether there were any differences between graduate and undergraduate researchers.

Dr. Bruns Students, particularly undergrads are open to new ideas. I can throw something at them and say, “Give it a shot,” and they’ll dive in. They’ll try anything. My assistants have all been willing to be mentored and supervised, but they still have that motivation and initiative that comes from the novelty of the whole situation. The best student researchers I’ve had have been confident enough to give me a poke to get something done if it’s holding up the next step for them. For me this is good because I’m always juggling multiple projects and can lose track of what I need to do, even if I’m carrying the article I need to work on around with me.

On the TRIS project, we work with many of our parents over Facebook, and Emily has never had any issue with jumping online with a parent. She understands the project and she knows when to ask for help, so if she gets back with a parent first about a question, that’s fine. If someone needs data that she can put together, she does it. She’s even leading one of our family groups. I see great things in her future.
During the Fall 2013 semester, students from COEHS participated in a creative arts and cultural enrichment project with the Herrin Elementary School and the Herrin City Library called “In My Neighborhood.” The semester-long project allowed 240 fourth graders to work with local educators and professionals to explore the idea of neighborhoods, to investigate local history, architecture, and to express themselves through writing and visual arts.

The project was funded by the Ezra Jack Keats Foundation, which was instituted by the late Ezra Jack Keats. Keats was the children’s author and illustrator responsible for such classics as the Caldecott award-winning book, The Snowy Day, and is often credited with introducing multiculturalism to children’s literature. He is known for his setting his stories in urban environments and for his use of collage in his illustrations.

Over the course of the Fall semester, COEHS students Lenzi Dean, Courtney Grandfield, and Brad Moore, Art Instructor from Herrin Elementary, is showing finished artwork made during this project.

James Lockhart assisted Herrin City Library children’s librarian, Irena Just, SIU College of Architecture professor, Jon Davey and local architect, Gail White as they worked with students on a variety of projects. In one, the fourth graders were asked to compare historic buildings in the Herrin downtown district with their contemporary counterparts. The students also had the opportunity to construct a mini-dome after the iconic designs of former SIU professor, Buckminster Fuller, and to create collages of local buildings using the techniques Keats used in his works.

The students’ artwork will be on display over Memorial Day Weekend at HerrinFesta Italiana, in Herrin, Illinois. A video about the “In My Neighborhood” project was produced by SIU Radio, Television and Digital Media student, Kristopher Lewis, which can be found at: http://www3.wsiu.org/learning/inmyneighborhood/ and additional photos can be found at: http://facebook.com/wsiuliteracy.
Teaching children how to survive in the world has always been a fundamental goal of education. In recent years new concerns have arisen about not only the survival of the next generation, but also whether the environmental, cultural and economic world they enter will be stable enough and provide the resources they need in order to thrive. Dr. Cathy Mogharreban, Associate Professor and Associate Dean for the College of Education and Human Services, and her graduate assistant, Shannon Green, are on the front line of a new educational movement, called education for sustainability that is exploring these questions.

Following the World Summit on Sustainable Development in 2002, the UN Decade of Education for Sustainable Development was declared, during which participants explored how best to reorient education to encourage a sustainable future for all people. The initiative acknowledges the interconnectedness of environmental issues with cultural and economic practices, and how different priorities and traditions around the globe add to the complexity of coordinating international efforts.

In 2008, the Gothenburg Recommendations on Education for Sustainable Development were published. These were drawn up by twenty-two delegates from eleven countries at a conference at the University of Gothenburg in Gothenburg, Sweden in 2008. They were designed to codify the results of international discussions that had been ongoing since 2001. The document comprises eight general recommendations, representing priorities for education, as well as specific recommendations for different audiences, including early childhood education, higher education, teachers and educational institutions, and non-formal education.

In order to begin a global conversation about what sustainable education should address in early education, a summit was held in Gothenburg, Sweden in November of 2012. From there a team of 11 researchers created a pilot research project that would look at how sustainability was regarded and taught in five prekindergarten classrooms in each of eleven countries. As an Executive Council member for the World Organization for Early Childhood Education (OMEP), Dr. Mogharreban served as the North American representative on the team of eleven. Piloting the Environmental Rating Scale for Sustainable Development in Early Childhood, developed by Dr. John Blatchford, researchers in each country evaluated how sustainable concerns are currently addressed across a range of subjects, including:

- Ecological concerns, such areas such as water and air quality, and the environmental effects of industry and agriculture;
- Cultural factors, such as tolerance, interdependence and self-determination, and;
- Economic concerns, such as water and power conservation, resource depletion and “Global Frugalness.”

The US portion of the study is being conducted and documented by the SIU team. According to Dr. Mogharreban, “the purpose of this study is to start a global conversation on what sustainable education looks like, especially in the early years where the foundation for learning is established, so that we can make sure that students learn how wide-ranging these issues are and the impact that individual actions can take in promoting a healthful and just world. We want to help children envision a prosperity that includes cultural and ecological wealth, as well as economic wealth.”

Dr. Mogharreban and Ms. Green have concluded the U.S. portion of the research, and are presenting their findings at several Education conferences this year in the United States, Shanghai, Canada and Ireland. Dr. Mogharreban is contributing the chapter on the United States to the book being prepared to document the study’s findings, which will be published later this year by Springer. Ms. Green recently received a grant from the Sustainability Green Fund to develop sustainable curriculum in the Child Development Laboratories on the SIU campus using the Environmental Rating Scale developed for the multi-country project.

Available at: http://omep.org.se/uploads/files/educationforsustainabledevelopment_090209%5B1%5D.pdf
Helping People with Disabilities Acquire a Job

The Evaluation and Developmental Center (EDC) is a direct service component of the Rehabilitation Institute in the COEHS at SIUC. EDC prides itself on providing innovative transitional and vocational rehabilitation services to individuals with disabilities. Our goals and objectives center on providing individuals with both technical and social skills in order to facilitate participants' ability to live and work independently in their community. Part of EDC's mission is to provide "research opportunities to continually develop innovative rehabilitation practices." This is accomplished through an interdisciplinary collaborative approach with faculty and students throughout campus. An example is research currently being conducted by students in the Behavior Analysis and Therapy program in the Rehabilitation Institute. A team of behavior analysis students from Dr. Ruth Anne Rehfeldt's laboratory have conducted a variety of applied research studies in collaboration with EDC. For example, students are currently conducting a pilot study for an interactive "social skills for the workplace" class in which teachers and peer-led instruction, video modeling, role-plays, and constructive group feedback combine to enhance participant's problem solving, stress coping, and workplace relationships. In addition to workplace skills, a focus is placed on identifying students' individual values (i.e., what they want to work toward) and identifying short- and long term goals. Participants then outline a plan of "committed action" in which they identify potential obstacles and how they can stay on the path toward their goals.

One of those obstacles is often the acquisition of a driver's license. In addition to driving simulators and hands-on driving instruction, a study is being conducted in order to test computer-based procedures aimed at effectively and efficiently teaching the meaning of road signs, markers, and other basic knowledge required to pass the written state driver's examination. Another major obstacle that presents itself to all those seeking employment is the job interview. The interview can be a stressful and anxiety-provoking process and teaching interview skills to young adults with intellectual disability can be a time consuming and arduous task. For example, one might possess all the necessary professional attributes and yet a poorly executed interview can result in an individual being passed over during the selection process. It follows that considerable human resources are committed to teaching these skills to individuals with disabilities in the vocational training arena. In an attempt to attenuate this issue, a series of studies have focused on the development and testing of computer-based interview training software. This software provides real-time audio and visual feedback to participants and ensures that the participant practice multiple answers in relation to their specific background and experience. The program has proven effective in teaching multiple relevant answers to typical interview questions and serves the purpose of establishing basic interview skills that can be refined through direct interactions with vocational staff. One such study has been accepted for publication at a flagship behavioral journal called The Analysis of Verbal Behavior and a second manuscript is in preparation.

L-R Masters degree students Shawna McPherson and Steven Anbro demonstrate a job skill workstation at the EDC.
Disability Friendly Campus Supports Success
By Stephanie Cox

Writing papers, creating presentations, and writing a Master’s thesis is very stressful for undergrad and grad students, especially the thesis. Now imagine not having use of your hands. That is how it was for me. I am typing this article with my nose as I have zero use of my hands due to severe cerebral palsy.

When I was born I did not breathe for roughly forty minutes. Nobody knows why I had this happened, but the oxygen deprivation caused brain damage that left me severely physically disabled. In fact, I am blessed to even be alive. I am a survivor and a fighter and, I believe, part of a larger plan. This served me well throughout my life as teachers told me I would never achieve my dreams of going to college, let alone graduate school.

I chose SIU to complete my undergraduate work because it was extremely disability friendly. But I was the first student that was severely disabled to attend SIU and enter the early Childhood Education Program. Even though I had transferred from Waubonsee Community College to SIU with a 3.5GPA, I know that some members of the early childhood faculty must have questioned whether I could complete the rigorous requirements of the program. I worked hard to prove to them that I had come to Carbondale to meet that challenge. It must have worked, because they bent over backwards to make sure I had the appropriate accommodations to excel. My husband accompanied me to all of my classes to provide physical assistance during class. I had a note taker for some classes. Professors provided notes and PowerPoint to me in others. Since my speech is very slurred and difficult to understand, my husband was my interpreter. I never felt rushed during class discussions to get out what I wanted to say. And I was extremely outspoken in my classes! Just ask any of my professors or classmates.

For in class presentations and thesis defense I used my speech augmentation device to speak. I had to create a separate text file for my speech augmentation device to read during my presentations. Yes, I did some copying and pasting from my papers and thesis into the text file, but just reading a paper isn’t appropriate for presentations. Neither is reading directly off of the PowerPoint, so I still needed to type new information into the text file to make the presentation interesting and complete. It was hard sometimes, because as soon as I would finish a paper or thesis, I would have to turn around and paraphrase it for the presentation. But that’s life, and it was important to me that I meet the same expectations as were expected of my classmates. In the end, I wound up loving giving presentations because it was another opportunity to teach.

In my undergrad program, practicum work at the Child Development Labs (CDL) was required of all students. The staff at CDL was absolutely wonderful with me. I had a student personal assistant to help me during my practicum work. They helped the children understand that it took me longer to speak. I loved interacting with all the children. I was able to direct my assistant to do what needed to be done with the children. It quickly became clear to the CDL staff that I could handle classroom duties, as well as create and maintain relationships with the children. In fact, after graduating with my Bachelor’s Degree in Early Childhood Education in 2008, I was hired as an infant teacher at CDL.

“I chose SIU Carbondale to complete my undergraduate work because it was extremely disability friendly.”
How do you spot an expert in a field of novices?

“That is an interesting question, really,” says Virtual Reality Lab Director, Dr. Christian Loh, “because in many situations, you can have a similarly successful end result, even though two people have very different levels of understanding of a problem. What we see is that a person’s expertise is often more apparent in their decision making process than in their final decisions.”

One of the many projects being undertaken at the lab addresses this very issue. Dr. Loh and his former student, Dr. I Hung Li, have developed software to track players movements in the virtual setting of a computer game. “The game we’re working with involves finding a series of objects in a forest setting. It’s similar to the orientation tests in which military personnel often must participate in the real world, or the GPS orienteering competitions that are popular in parts of Europe.” In order to view the players’ decision processes from moment to moment, Dr. Li modified a commercial game to trace players’ movements in detail, providing a map of the virtual environment with a graphical record of each turn and path chosen.

“What you see in these is that novices tend to move randomly about the game space, with a fair amount of backtracking and redundancy in their path,” said Dr. Loh. “This results in a thick fill of squiggly lines on the map. Experts show much cleaner traces on average. They seem to have a search pattern in mind from the beginning that they can update if it seems appropriate. They may have greater confidence in their understanding of the problem. They don’t seem to update their search grid as often as novices.”

Their research has brought out interesting information about how people transition from novice to expert status. “In the search and rescue scenarios, we’ve seen that there’s a drop in performance at the outset of training. This seems to be a consequence of abandoning an “intuitive” method and trying new strategies that may not be as comfortable, or may require more thought initially.” With practice, familiarity with these new strategies leads to improved performance. “You have to start from that willingness to try something new and tolerance for poor performance in the short run, if you want to become an expert.”

The role of computers in education is changing. “Initially, computers were just used as a substitute for paper,” Dr. Li explained. “We weren’t doing anything more than traditional pre-tests and post-tests. Now we are beginning to explore ‘in situ’ data collection, where we not only take peoples’ responses to questions, but can also observe some of what happens as their decisions are made, how they move through a series of tasks, where their visual focus rests, and so forth.”

The researchers working in the Virtual Reality Lab come from backgrounds including engineering, software coding, and education. Dr. Li began has training in electrical and computer engineering, but made the switch to the College of Education and Human Services after working with Dr. Loh. “Assessment can be a challenge. I found that I enjoy the integration of the engineering a problem solution
combined with the educational concerns of reliable, meaningful, cognitive evaluation.”

Master’s student Jae Hwan Byun is testing eye-tracking hardware and software to assess its ability to follow a user’s focus on a primary object in an environment that is changing or moving. “The question I’m interested in is how focus is related to game play style and what that may tell us about a person’s decision making more generally,” Byun explained. “We’re working in a gaming environment now, but this question is important in fields like medicine, where virtual training is becoming more commonplace and where differentiating quickly between foreground and background objects is a critical concern.”

Aaron Ekstrand, the lone undergraduate researcher working in the lab right now, is working to give teachers at all levels the ability to create interactive games without having to learn the intricacies of computer coding. Mr. Eckstrand met Dr. Loh while he was still a high school student. “I contacted him when I was looking at colleges. I was looking for advice as to where I should go to learn how to write games.”

“I’ve developed a simplified scripting language that allows teachers to write their own decision-based games.” The games themselves are like the text-based adventure games from the early days of the computer era gaming, but they allow an instructor to follow along with students’ thought processes and see how they work their way to a correct answer. “This platform will do two important things. It will give teachers the ability to create games that reinforce the subject matter they teach in a way that reflects their teaching practices and philosophy; and it will give them tools for extracting more data about how their students understand that material. It’s also an environment that many students find less stressful than a traditional worksheet or quiz.”

Modeling real world environments can be a complex problem, however, in the case of cyber-security, the computer environment and the real world environment are frequently indistinguishable. Master’s degree student, Rana Salavich became involved with the lab as a way to broaden her skill set. “I didn’t want to keep focusing just on algorithms.” She is developing training games for teaching students how to protect computer systems from attack. “The aspect of competition inherent in a game setting seems to help students focus and think strategically which adds realism even beyond the fact that the evaluation environment is so similar to a real world environment.”

Learn more about the Virtual Environment Lab, by contacting the Curriculum and Instruction department at (618) 536-2441, or visit the lab’s web page at http://ehs.siu.edu/ci/graduate/lsdt/our-virt-envir-lab.php.
The integration of technology into the educational process has accelerated. Every day, teams of faculty and student researchers at COEHS are exploring questions of how best to integrate the opportunities that new developments in electronics, computer hardware, and software have opened up.

Recently, Project Coordinator Tom Hovatter was kind enough to take me on a tour of the facilities he oversees at the Dunn-Richmond Center. Just off the SIU campus, his workgroups are examining a range of applications that apply cutting edge technology to training and evaluation.

Because his projects include graduate students from across the University, Tom has a great deal of flexibility with regard to the projects he can undertake. “Collaboration is the key here. By putting together students from different disciplines and with different skill sets, we have a deeper pool of perspectives to tackle problems. It also lets us provide our students with a development environment that more closely resembles the ‘real world.’”

At the center, if a tool that a researcher would like to use does not exist, they are likely to be found working to create it themselves. When Andrew Clause, a graduate student in Workforce Education, needed to find a way to measure students’ anxiety in testing situations, he took on the task of developing a mouse that measures galvanic skin responses and other physical indicators of stress. “It won’t be able to tell you the type of emotional state a user is experiencing,” Andrew said, “but we will be able to see the intensity of it. In a testing environment this will allow a researcher to record new data types of, but, it could also be useful in a classroom setting by alerting a teacher if a student’s anxiety is so high that it could have an impact on their score. It could also in a computer testing environment to trigger a computer response designed to lower that anxiety.”

Dr. Hovatter has also coordinated the development of a green screen studio, which provides tools to explore a range of video technologies and how they can be used by educators and researchers. He explained that the Center’s equipment has already been used to create training videos where speakers appear in virtual settings. “Video production may be the first things people think of when they hear ‘green screen’ but there are many more ways that we are finding to use it in a learning environment,” Tom said. “For instance, we can take a system like this, and create training programs that measure a user’s posture, positioning and motion while they are performing an action and compare them to desired performance levels in real time. The information we generate that way can give key insights into skills development and physical functioning that weren’t easily generated before to rehabilitation staff, kinesiology researchers, or athletic trainers.”

One recent addition at Dunn-Richmond is an accredited Pearson Testing Center. Eric Essen, a...
graduate student in Curriculum and Instruction runs the Testing Center. He explained the synergy of co-locating the center with the University. “Pearson is the largest testing service of its kind and offers the highest level of testing environment integrity, with established procedures for monitoring the testing spaces and verifying the identity of test takers. Pearson is trusted with the entry exams required by most graduate programs, such as the GMAT, LSAT and GRE, and administers the licensure and accreditation tests for many of the professional disciplines students join upon graduation. Having these available on campus is most definitely a benefit to our students. We are also working with Pearson to make the center available to the university’s departments for high stakes testing, like the comprehensive exams taken by doctoral students.”

The last stop on our tour was a rectangular cart about four feet tall. Dr. Hovatter explained that it was basically a high-tech classroom in a box. The cart contained 30 iPads networked through a MacBook Pro that can be loaded with a variety of software to simulate various professional environments. Augmented reality creates a training experience that more closely mimics what professionals will encounter in the field. The iPads are connected wirelessly to the MacBook creating a portable network of devices. This provides an instructor with the ability to go into the field without leaving behind the convenience of a modern classroom. For example, it has been used in training classes for Certified Nursing Assistants because it provides experience with the kind of mobile technology that is becoming common with healthcare providers, and also allows testing in a simulated work environment.

At the end of the day, all of the equipment can be loaded into charging stations in the cart, requiring that only one cord be plugged in to charge all of the equipment for the next day. This idea is proving popular. “We’ve helped others develop similar setups for teaching throughout the country and the world. Not to long ago, we demonstrated it for a visiting administrator who is responsible for a number of schools in a very rural district in Africa,” Tom said. “He expressed his fervent belief that teaching students how to work with and create modern technology are among the most important things that can be done to encourage economic development for the individuals and communities he sees every day. He was very excited both by the relatively low cost power needs of a setup like ours and by its ability to take such equipment to schools that might not have the basic electrical infrastructure needed to power a more traditional computer-based classroom. He told me, ‘So little power has to go in . . . but so much comes out.’ This project is already having a global impact.”
position with a doctor who may not believe help is possible. “At the same time, I have to prepare her for the possibility that the worst case scenario may come to pass. I try to make sure that she has the evidence she needs in case a doctor pushes back. I also encourage her to find out what her OB will do in different situations, to learn what her insurance will cover, and to prepare her for the fact that the child she will have will not be the child she envisioned before receiving the diagnosis.”

The project tries to find answers when parents call to find out whether a particular medical issue is related to their child’s trisomy diagnosis. Recently, when a mother was being charged in court with neglect, the project was able to pull data that showed that specific dental conditions are common in children with trisomy 13 and did not indicate neglect. As of now, there is no centralized listing of what dental conditions are commonly seen in these cases, but Dr. Bruns and her assistant are writing their findings up for a specialized dentistry journal.

It is not unusual for a parent’s involvement with the community to continue even after the death of their child. A mother in St. Louis found Dr. Bruns shortly after her son’s death. They arranged a meeting where she talked at length about her son and asked Dr. Bruns about survivors. She became very involved in the community, and was on the committee for a recent conference in St Louis. She and Dr. Bruns have spoken at several presentations highlighting her son and her experiences with his care. Dr. Bruns has assisted her in writing a book about her experiences, which was published in 2012.

People ask Dr. Bruns about life expectancy, but, at this point, she doesn’t feel she can answer those questions. “Articles and other literature suggest that there is a less than a 10% likelihood of surviving the first year in these scenarios, but we seem to be pulling in a lot of those 10%, if that’s the case.” Nothing in the data gives a definitive answer of why this should be. It may be the treatment they receive, or the lack of certain complicating factors “There’s a brain anomaly issue and a heart issue that we know have an effect in the trisomy 13 cases. But with the 18’s, it’s less clear. Some have a heart problem that has been know to resolve on its own without surgery. I do not know why my sample would be so biased, but I have more kids in the program who are alive than I do that have passed.”

The TRIS project has completed surveys on over 300 children and adults with rare trisomy conditions that lived more than two months (with over 70% still alive at survey completion) and approximately 170 surveys completed for infants who have passed (stillborn or within 60 days of birth). “One of the girls in the study had her Sweet 16 last year, and will be 17 soon. We’ve got a whole bunch of teenage girls right now. It is difficult to know how representative the project’s sample is. Parents who are grieving,” Dr. Bruns notes, “who lost their child before they heard about the project, are unlikely to fill out a survey.” Despite that issue, the project has a great deal of data on a relatively large sample of children. “We have 75 children and adults who have full trisomy 18, as opposed to mosaic or partial forms which are less severe, so just running that demographic data . . . well, if I could afford three more assistants we could be churning research out like crazy. Instead, right now, we have to pick and choose what studies we have the resources to complete. Comparable studies typically focus on hospital registries or country-wide data collection on live births and deaths for these groups.”

Until the day that funding becomes available, Dr. Bruns and her assistant will keep trying to answer parents’ questions when they call.

If you would like additional information on the Tracking Rare Incidence Syndrome project, please visit the project’s website at: http://web.coehs.siu.edu/grants/tris.
However, I did have to do one practicum at a public school during my undergrad program and that teacher did not understand how to take my physical limitations into account when evaluating me. I had a student assistant help me during the practicum, so I had a witness to my performance and interactions with this teacher. I talked with my supervisor and the professor overseeing that part of the practicum and, at one point, very briefly, even considered giving up on the program, but I felt I had to carry on. On the final day of my practicum, my professor and supervisor came to the class to personally observe my final evaluation. They made sure that I was graded only on my ability as a teacher, and renewed my desire to work in a classroom.

I am grateful that the professors in the Early Childhood program were able to look through my cerebral palsy to see the “real me.” Graduate school was the same. I even had the opportunity to work with two professors during my grad program to write my new book, Gentle Firmness. It was written and edited while I took classes and completed my thesis. Typing with my nose, it takes me about an hour to type one page of text. That meant that I never had the luxury of procrastination. I think I was usually the first of my classmates to finish assignments. Thanks to those habits, I was able to complete my thesis in just six months even with the book editing I had to do for my publisher. My dear husband deserves so much credit as he cared for me 24/7. He helped me physically when I needed it and kept me from quitting. When writing a thesis, every time you think you’ve got it right, more changes must be made. I felt like that thesis would never be done. I am eternally grateful for my advisor and my faith in God, the two things that saw me through this journey. I graduated in December 2013, Summa Cum Laude, with my Master’s Degree in Early Childhood Education.

Without all the knowledge that I have gained from the undergrad and graduate early childhood programs, I would have the career I do today. I’ve also learned to appreciate the toughness of your professors. They had to have both my, and my eventual students best interests at heart. Children and families need us all to be the best we can be!

Are you one of the 68,000 alumni representing the College of Education and Human Services (COEHS)? Then you know our college has played a vital role in the development of the university. From SIU’s humble beginnings as a Teachers College to today’s status as a comprehensive research institution, COEHS has been central to the university’s mission. Accounting for 24% of SIU’s living alumni and the largest amount of outside funding of any program in the University, we truly are the flagship college of Southern Illinois University.

Our students are performing remarkably because of the support of top-notch faculty. Your commitment makes this possible!

There are many ways to give back to SIU and the College of Education and Human Services. One way is by purchasing COEHS apparel and products on-line. A percentage of all sales goes back to the College. Not only are your purchases contributing to the future success of students, but you are telling the world you are proud to be a Saluki! Go dawgs!
When COEHS professor, Dr. Crystal Shelby-Caffey, needed to find collaborators for her article in the May 2014 issue of Voices from the Middle, she didn’t have to look any farther than her own front yard.

For her article about how students today use multimedia technology in the classroom, Dr. Shelby-Caffey turned to a trio of experts in her own home, her daughter and two sons. “The Promise of Remix: An Open Message to Educators,” discusses the opportunities and pitfalls of an increasingly common classroom phenomena, and includes material Dr. Shelby-Caffey collected when her children spoke to her graduate-level literacy methods course.

In her article, Dr. Shelby-Caffey discusses how students today are often more comfortable with and knowledgeable about the potential of today’s multimedia tools than are their teachers. Often, along with their production skills, these students bring the sensibilities of the popular media culture they inhabit. These may include various forms of remixing, ranging from photoshopping, to remixing video footage. In “photoshopping,” artists mix images from different sources into a single finished image. In the form called “fan fiction,” a writer uses characters and situations from popular fiction to explore new ideas by extending the characters’ stories in new original works. The technology for “moving image remixing” has become sufficiently commonplace that students can use readily available software on standard home computer equipment to replace the soundtrack or dialog of an existing piece of video or even edit together bits of video to make people and characters from different sources appear to be interacting with one another.

Embracing these popular forms can lead to classroom conversations about a range of sophisticated subjects, such as copyright and intertextuality, that at one time would have been reserved for university level classes. Students today are able to produce a wide array of multimedia assignments with a level of sophistication not available to earlier generations. Increasingly, however, students may be feeling overloaded as they try to meet new standards for classroom presentations that technology has made possible. They are having to negotiate more group projects than before, which entails both the politics of working with peers, as well as the logistical challenges of coordinating the schedules of busy students relying on computer resources that may be shared with other family members.

Dr. Shelby-Caffey suggests that, while there are many benefits to incorporating these new forms of expression and participation in the classroom, teachers must understand the limits to each student’s time and resources, and have a solid plan as to how incorporating such projects that will enhance their students’ learning. Otherwise, they may become a distraction from learning and be seen as just one more stressor for students.

For more information, please contact the Curriculum and Instruction Department at: (618) 453-2441.
Sculpture and Performance: Kinesiology Professor Performs with Artist’s Work

On Monday, March 24, 2014, Prof. Donna Wilson from the COEHS Department of Kinesiology participated in an interdisciplinary art exhibit with SIU Artist in Residence, Sophia Jung-Am Park. The performance piece, “Until You Make It” brought together dance and sculpture to evoke images of struggle and acceptance.

The sculpture series Ms. Park exhibited reproduced natural plant forms in metal with textile and other material used to portray flowers. Ms. Park’s metalwork has included jewelry, and these larger pieces are an extension of that experience. Designed to work with the body in performance, the sculpture extends and contorts the lines of the dancers to express specific types of stresses experienced.

The inspiration for the pieces and the performance came from the tradition of bonsai, where the growth of ornamental trees is controlled by the gardener, in order to create a miniature, idealized model of natural forms, rather than allowing the tree to reach its full potential size. The sculpture and performance beautifully depicted the conflict between the inner impulse to expression and the imposition of external constraints. Professor Wilson’s controlled movement as she danced repeatedly portrayed growth that reached skyward but was turned back on itself.

Evoking images of struggle and acceptance Professor Wilson’s controlled movement as she danced with the performance piece, “Until You Make It”.

The inspiration for the pieces and the performance came from the tradition of bonsai, where the growth of ornamental trees is controlled by the gardener, in order to create a miniature, idealized model of natural forms, rather than allowing the tree to reach its full potential size. The sculpture and performance beautifully depicted the conflict between the inner impulse to expression and the imposition of external constraints. Professor Wilson’s controlled movement as she danced repeatedly portrayed growth that reached skyward but was turned back on itself.

As asked how she came to be involved in the performance, Professor Wilson replied, “Sophia had contacted the Kinesiology Department for assistance in staging this production. I thought that what she was trying to portray was very interesting, and appreciated the opportunity to collaborate across these disciplines. It’s been an honor to work with her and these beautiful pieces.”

An earlier performance of similar works can be seen at: https://www.youtube.com/watch?v=K716sk96dpM. To view a selection of Ms. Park’s work, visit her webpage at: http://sophiapark-jewelry.blogspot.com/.
The effects of work conditions on the health of uniformed sanitation workers in New York City, VD education in schools, a cost/benefit appraisal for the Board of Trustees of Springfield (MA) College, and a study of Health Education teaching via television were all among the research subjects studied by Dr. Elena M. Sliepcevich more than six decades ago.

From this eclectic array of research methods, target populations, and findings emerged a woman destined to lead the evolution of an academic discipline. Dr. Sliepcevich was familiar with breaking new ground. A native of Anaconda, at the age of 17 she was the youngest student in Montana to receive an elementary teaching credential. In 1955, she became the first female recipient of a D.P.E. in Interdisciplinary Studies from Springfield (MA) College. She eventually would be instrumental in guiding what is widely considered to be the seminal work in School Health Education curriculum development.

The conceptual model she developed in the School Health Education Study (SHES) (1961–1972) remains relevant over 50 years later. Without federal funding, SHES was a comprehensive curriculum development project, cited as the largest such project in the history of the profession. Its conceptual approach has remains a benchmark for developing learning opportunities to meet the goals of both public health and education. According to the website of the Elena M. Sliepcevich Centre for Health Education Studies, “Most health education curricula developed since have been based on the 10 conceptual areas identified by the School Health Education Study.” More recently, in March 2014, ASCD and the Centers for Disease Control and Prevention launched their Whole School, Whole Community, Whole Child (WSCC) initiative for the nation’s schools. Central elements of this model reflect the formative work of SHES.

Her biography on the Centre’s website dedicated to her memory includes that “Dr. Sliepcevich was a prolific writer, visionary, pioneer in development of patient education, recognized for her extensive research, mentor to colleagues and numerous doctoral (PhD) and Master’s degree students, and recipient of many highly respected national awards.”

After her tenure at The Ohio State University (1956–1961) and in Washington, DC as Director of the SHES, she was recruited by then Department Chair Dr. Donald N. Boydston to serve as a key leader in the growth at SIUC as one of the leading doctoral programs in HED. Dr. Sliepcevich was Professor of Health Education and the School of Medicine at SIU from 1973 until her retirement in 1992. Fondly known as “Dr. S,” she similarly guided colleagues across COEHS departments as well as other Colleges in conceptualizing their research agendas and acquiring appropriate funding.

One example of Dr. Sliepcevich’s legacy can be seen in the widespread integration of qualitative research methods throughout the COEHS. Quantitative data collection and statistical analysis methods were long established to be the norm for student and faculty research. The College of Education Dean, Dr. Donald L. Beggs, was considered among the nation’s premier educational measurement and statistics experts.

Within this context, Dr. S articulated the relevancy of qualitative methods for social science studies, based on extensive interdisciplinary awareness from her prolific reading in “hard” sciences and futurism journals. She frequently encountered protests and challenges from colleagues who believed solely in the value of quantitative measures. Ultimately, these colleagues became regular members of PhD dissertation and
They became “believers” in the rigor and validity/reliability-equivalent standards for naturalistic inquiry and qualitative research. Elena’s skills in acquiring funding for practical and research projects are perhaps best exemplified by her successes maintaining support for the national curriculum development project. “The School Health Education Study (SHES), supported entirely by funds from private sources, received $327,000 from the Samuel Bronfman Foundation, New York City, from 1961-1965; $10,000 from other national sources, and $751,000 from the 3M Corporation, St. Paul, MN during 1965-1972. [Total $1,088,000.]”

This abbreviated overview of Dr. S and her career (1939-1992) typifies a generation of exceptional individuals who were instrumental in the “birth” and growth of Health Education. She was a professional treasure for Health Education as well as SIUC. In addition to interest in her personal contributions, apprehension was growing that the history of Health Education (documents; oral history; and so on) was being lost. Professional associations and leaders became concerned about capturing such contributions and historical resources. These groups, and colleagues at university campuses across the country, initiated several projects to document this history.

At her death in 2008, the creation of a Centre at SIUC that acknowledged Dr. Sliepcevich’s visionary abilities and leadership was deemed an appropriate tribute. A Centre was created that would serve as a centralized resource of primary and virtual resources. The Centre would reflect the guidance in research she provided to many colleagues and mentees. Collaboration among the College of Education and Human Services, Special Collections Research Center at SIU’s Morris Library, the University Museum, and the American School Health Association resulted in the Centre’s development and creation. Dr. Judy C. Drolet, Professor Emeritus of Health Education, served as Centre Director from its conceptualization to the present.

In 2013, Dr. Adrian R. Lyde (PhD, 2008) and Dr. Brandy D. Nobiling (PhD, 2010) were selected as the inaugural Sliepcevich Historical Research Fellows. Dr. Lyde, Assistant Professor of Health Education at Illinois State University, and Dr. Nobiling, Assistant Professor and Program Director of Health Education at Salisbury University began conducting historical research on campus using primary documents from the Centre. Their early work is focused on connecting the School Health Education Study to contemporary health education issues. Their paper, The School Health Education Study: Illuminating the Past to Understand the Present and Prepare for the Future, was presented at the national conference of the Society for Public Health Education (SOPHE) in Baltimore, MD (March, 2014). A manuscript with similar focus is in preparation for submission to a national peer-reviewed journal this month. A second round of data collection is planned for August, 2014.

This research extends the innovative work directed by Dr. S to yet another era. Dr. Lyde and Dr. Nobiling represent the next generation of professionals who appreciate the seven decades of contributions and resources available at SIUC for scholarly work and creative endeavors. These, and other researchers, recognize the lessons to be learned from history and their relevance to our times and the future.

Visit the center’s website at: http://elenamsctr.siu.edu
New additions to the COEHS Family

Christopher Hinkle

Christopher is a two time graduate of Southeast Missouri State University with a Bachelor of Science in Education with a major in Social Studies as well as a Master of Arts in Educational Technology. At Southeast he worked as a graduate assistant with New Student Programs, assisting with freshmen and transfer student orientations in addition to helping coordinate freshmen move in day, the Welcome Back Picnic, and opening week activities. Christopher worked as a coordinator in Career Services establishing the career proficiency courses each semester and again helped at orientations, advising students and helping them set up their first class schedule. He worked with departments across campus and the Cape Girardeau Chamber of Commerce to put on several educational career events and job/internship fairs. Most recently you may have seen Christopher at Best Buy selling cell phones and talking up a storm with anyone and everyone. He enjoys spending his free time with friends and family, reading, watching sports (go soccer!) and movies, or going for a jog on a nice day. Christopher can’t wait to start this newest chapter in his life!

Sosanya Jones

Sosanya Jones, Ed. D., joined the COEHS this past fall as an Assistant Professor in the Department of Educational Administration and Higher Education. She teaches the Intermediate and Advanced sections of Qualitative Analysis, as well as a class on Social Policy. In addition to her current study on recruiting diverse students to STEM studies, Dr. Jones academic interests include diversity leadership and the politics of diversity in higher education, students of color retention, transition programs and curricula, state higher education policy and funding, doctoral student support and development and critical qualitative theory and pedagogy. Currently she is conducting research on collaborative writing and research.

Dr. Jones received her doctorate from Columbia University, and her Bachelor’s, Master’s and Specialist degrees from James Mason University. She has had articles published in a range of academic journals, and has presented her research at national and international conferences. Before coming to Southern Illinois, Dr. Jones held the position of Adjunct Assistant Professor at Teacher’s College at Columbia University. Before that, she was a Research Associate at The Community College Research Center, and a Research Fellow at The Center for Institutional and Social Change at Columbia Law School. She also served as both the Assistant Director of Outreach, GEAR-UP/ACCESS VA, and Coordinator of Student Success Programs for The State Council of Higher Education for Virginia.

In her spare time, Dr. Jones enjoys kayaking, karaoke, and movies. She is also the EAHE representative on the college’s marketing committee.

We are glad you joined us.
Congratulations  
2014 COLLEGE EXCELLENCE AWARD WINNERS 
WERE GIVEN TO THESE WORTHY RECIPIENTS:

Jared Porter  
Outstanding Teaching Award  
[Tenure Track]

Yanyan Sheng  
Scholar Excellence Award

Steven Weak  
Outstanding Teaching Award  
[Non-Tenure Track]

Casey Loman  
Administrative Professional Staff Excellence Award

Carrie Acklin  
Outstanding Grad Assistant Teaching Award

Rachel Roth  
Outstanding Grad Assistant Teaching Award

Priyanka Yalamanchili  
Graduate Student Research Award

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Delta Sigma Theta  
Sponsors Third Annual EMBODI Summit

On Saturday, April 19, 2014 young, African-American men between the ages of 13 and 17 from Carbondale Community High School, Carbondale Middle School and Murphysboro High School attended the EMBODI Summit. The summit was presented by the Carbondale Alumnae Chapter of Delta Sigma Theta Sorority, Inc. This year marks the Third Annual EMBODI SUMMIT and the first year it was held at SIU. The theme for this year’s program was “GAME ON: Becoming the Best Defensive and Offensive Player in Life.”

The day’s highlights included several presentations:

- “Being a Gentlemen is Still Cool” was presented by Mr. Alfred McGowan, teacher at Carbondale Middle School,
- “Facts and Concepts about Bullying” was presented by Dr. Karla Horton, Assistant Professor – School of Social Work – SIU,
- “Interesting Facts” was presented by Rose Douglass. This discussion concerned a talented young African-American High School student who has applied and been accepted to multiple Ivy League schools.

Dr. Keith B. Wilson, Dean of COEHS served as keynote speaker for the event, and encouraged the participants to prepare themselves for college by maintaining good grades and participating in extracurricular activities. He also discussed how to dress for success in the professional world, and the importance of volunteerism and community service.

The EMBODI Summit culminated with a tour of the SIU campus. Feedback from the participants was positive, with several students asking questions about attending Southern Illinois University after high school.

-Rose Douglass
ACADEMIC UNITS

CURRICULUM AND INSTRUCTION: The College’s Child Development Laboratories (CDL) is celebrating their recent accreditation by the National Association for the Education of Young Children (NAEYC), a professional organization which promotes excellence in early childhood education.

REHABILITATION INSTITUTE: The Communication Disorders and Sciences (CDS) Master’s program continues its 100% job placement of graduates.

SCHOOL OF SOCIAL WORK: Dr. Karla Horton, faculty in SSW, is the recipient of a Research, Scholarly and Creative Activity Award, recognized at the Celebrate Women Luncheon in March, 2014.

HEALTH EDUCATION & RECREATION: One of its students recently received a prestigious scholarship from the National Recreation and Park Association, the only recipient among 90 accredited programs in the country.

TEACHER EDUCATION PROGRAM: The College’s Teacher Education Program (TEP) earned high marks in a recent independent review by the National Council on Teacher Quality, ranking in the top 9 percent of elementary and secondary programs in the nation reviewed by the Washington, D.C.-based non-profit, non-partisan group.

WORKFORCE EDUCATION AND DEVELOPMENT: Congratulations to eleven Coast Guard (CG) personnel who recently completed Southern Illinois University Carbondale’s Workforce Education and Development off campus degree program at Joint Base Charleston, SC.

Congratulations to WED’s Glen Blackstone who received the Excellence in Teaching Award from the National Society of Leadership and Success at its induction ceremony on Wednesday April 30, 2014.

We welcome Springtime...