Sometimes... It Takes A Region
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 exploring stories that showcase how our students, staff and faculty are changing lives through their mission to 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.
From the Desk of the Dean

Keith B. Wilson, Dean

WHAT IVORY TOWER?

One traditional view of a university imagines a protected space where academics are cloistered away from any distractions while they pursue answers to arcane questions. Nothing could be further from my experience at SIU’s College of Education and Human Services (COEHS).

The theme of this issue of Journeys is “engagement.” Within its pages, you will find stories that speak to this core aspect of our mission. Education and Human Services are fundamentally about reaching and interacting with others. By listening, learning, teaching, and serving, we embody the highest ideals of the College’s mission. In the articles that follow, you will find many examples of one simple fact: Within this college, we engage the world around us every day.

For example, we are engaged with each other through centers such as the Center for Autism Spectrum Disorders that brings together students and faculty from different disciplines to work with children who have atypical ways of interacting with their environment. We are engaged with our communities through students who take what they learn in the classroom and put it to use in local organizations and schools. We are engaged within our disciplines, with scholars from our faculty and student body sharing their insights and expertise at national conferences and publishing in top academic journals. Furthermore, we are engaged with educators throughout the world, as our reputation has allowed us to attract students and faculty from more than 70 countries around the globe who come here to learn and to teach.

In the following pages, you can read about how a team of scholars from COEHS and other colleges across the university are working with high school students to explore new ways to interact with the environment in the aftermath of recent flooding in their community. You can also find out about a program that allowed a group of secondary school teachers in the region to pursue their Master’s degrees at their local high school with faculty from our Carbondale campus. Yes, our students, faculty and staff truly exemplify civic engagement.

We hope that you will enjoy these glimpses into the work that we do and the people we serve. If you would like to learn even more, please check out the college’s website at ehs.siu.edu.

Take care.

Keith B. Wilson, Dean

In this Fall Issue of Journeys, we are celebrating the many levels at which the college’s reach extends beyond the walls of the classroom. A successful college is not one where students go to hide out. It is one where students learn things that they can then take back out into the world, benefitting both themselves and the people, organizations and communities they encounter.

At COEHS, the spirit of engagement is passed on to new generations of students in many ways: through the example of faculty and staff; through opportunities for service; through internships, publications and conferences; and through participation in a range of centers, programs and institutions organized to help people who have needs that we are uniquely equipped to serve.

Engagement is the theme of this specific issue of Journeys, but it is a constant theme here at COEHS.

If you have a news item please contact the editorial staff at submit2journeys@siu.edu.
In 2011 the Egyptian School District came to SIU to ask for support in setting up a program that would help them better serve their rural community. The school had recently been awarded a Department of Education School Improvement Grant (SIG), which would fund a three-year initiative focused on supporting the school's attempt to transform itself. Egyptian wanted to change the educational climate of the school without displacing current faculty, some of whom represented second and third generations of teachers from the same family working in the school. It was not unusual for a student to be taught by the child of someone who had taught his or her parents. The district wanted to invest in the committed teaching and administrative staff who were already embedded in the community.

Dr. Andrea Evans, former Chair of Educational Administration and Higher Education, Dr. John McIntyre, current Chair of Curriculum Instruction, and David Ardrey met with officials from the district to develop a plan of action that would allow COEHS to help them remake their school.

The first component of their plan centered around Egyptian’s faculty. A cohort of teachers were given the opportunity to pursue their Master’s Degrees in education under the direction of faculty from Southern Illinois University with classes delivered at the Egyptian School, an hour south of SIU’s Carbondale campus. Courses were tailored around the specific needs of the school district and the surrounding communities. In order to accommodate the teachers’ schedules and not leave the district short-handed, the cohort attended class in the evening, after the normal school day was complete. By the end of the grant period, all of the 13 teachers who participated had received the graduate degrees that would allow them to reinvent the ways they served their students, and provide leadership to other teachers in the district. (See “Life Changing Offer,” pg. 6)

The second component of the plan centered around developing Egyptian’s students. Planned in just three months, and following closely on the heels of a devastating regional flood, a summer program called Egyptian Enrichment was held in July of 2011. The program explored a range of academic subjects, including literacy, science, geology and geography, as well as non-academic topics, such as character development and life skills. Forty-five out of the schools one hundred and thirty high school students signed up, even though many were still living in temporary accommodations due to the flood. The students spent a week at the SIU campus in Carbondale, and then returned to their home district with SIU faculty in tow for an additional week of integrating what they had learned into their daily environment. On the last day of program, the students used some of their newly acquired skills to prepare a banquet for a standing room only crowd at the school cafeteria. After dinner, the student made presentations about what they had learned during the program and how they would use that knowledge to help their towns rebuild and recover. In a year that had been shaped by loss, this dinner represented a moment to reconnect with neighbors and to think about the future of the area.

With a year to plan, the following summer gave the partners the opportunity to develop an even more ambitious program, The Egyptian Experience. This program aimed to take learning outside of the classroom setting and explore project-based learning. With the still-fresh memories of the previous years flooding as a backdrop, the program
explored water and the environment, and the impact they have on communities. Faculty from SIU designed a series of projects, and the students chose to attend the one that appealed to them based on their individual interests. One group, geared toward creating a museum display, met with the designer of the John A. Logan museum. Another group used the model of the Oral History Project at the Library of Congress to investigate the long term effects of flooding on a community by collecting oral histories from survivors of previous floods in Southern Illinois. One project had students exploring the archives at Morris Library on the SIU campus for information about the blowing of the Bird’s Point levy in the 1930’s, the same levy that had been blown in 2011. On the science side, students performed water quality testing and experiments in Olive Branch, Illinois, investigating the flood's effect on agriculture and public health. Students presented their findings once again to the community, this year, at a catered banquet.

The third year of the program saw the development of Egyptian by Design. The goal for this program was to encourage students to explore the extents of design in everyday life, from the design of the structure of a paragraph, to the design of objects, buildings and communities. For this final year of the grant, the program brought Dr. Craig Anz onboard from the SIU College of Architecture to help design the course and work with the students. Dr. Anz enlisted the assistance of students from his summer studio class to work with the high school students from Egyptian to develop an outdoor classroom for their school. Because of the nature of this project, a team of students began working to define its scope ten weeks before the program actually began. These students then had to sell their vision to the architecture students as well as their peers at Egyptian. Once everybody was committed to the basic plan, students developed their ideas in an intensive five-hour brainstorming and idea development process, called a charrette, that brought together the place-based expertise of the students from Egyptian with the design experience of the students from SIU. The students continued to develop their ideas, building scale models of the 4-acre project. Their finished presentations covered all aspects of the outdoor classroom, from designing the space and preparing basic construction budgets to outlining how future classes could use it.

Egyptian by Design was intended to provide “place-based” learning, which centers around solving a problem specific to the area in which it is undertaken. Place-based learning also implies that the work becomes a part of the continuing story of the area, rather than having a definite end. With that in mind, the student’s closing presentation ended with a slide reminding the audience that what they had just seen was a project that was “just beginning.”

Although the grant period has ended, the Egyptian School’s relationship with SIU has not, and the partners are looking for ways to continue these projects in future years. Faculty from SIU have been meeting with students one day a week during the school year to work further on the outdoor classroom, and all parties continue to look for funding sources for future summer programs.

Students learning outside of a traditional classroom setting and exploring project-based learning.
While Shannon Green was still in her Master’s program, she traveled to Africa to work with teachers in Kenya. Upon her return, she was approached by several of her professors to help found the African International Foundation for Educational Excellence (AIFEE).

Alan Overton, editor of Journeys’ Magazine, caught up with her recently to find out more about the program and her involvement.

Alan: How did you come to be involved with educational efforts in Kenya?

Shannon: One of my personal goals when I started graduate school was to participate in a short-term study abroad program in Africa. I researched opportunities at several universities before applying to any program, and the service-learning trip to Kenya through Southern Illinois University stood out to me as being perfectly suited to my interests. I joined a program group led by Peter Gitau, former Dean of Students at SIU, that traveled in May of 2012. While there, we spent a full week in a small village near Mt. Kenya, staying with local families overnight and teaching in primary school classrooms during the day. I spent most of my time that week working in the preschool, or pre-unit, class at Mwicwiri Primary School, but taught in several classes for older students as well. Upon returning to Carbondale, I was invited by Dr. Gitau to help found the African International Foundation for Educational Excellence (AIFEE) in association with Dr. Ted Grace, Director of Student Health Services at SIU. Our board has grown since then, and continues to encourage the involvement of individuals in a variety of ways. I plan to return to Kenya in early January to assist in the development of the first Achieving Educational Excellence conference sponsored by AIFEE.

Alan: Can you tell us a little more about AIFEE and its mission?

Shannon: AIFEE is a not for profit organization committed to providing educational development in Africa through need based interventions, community development through service learning and outreach, research and assessment, education and training, and strategic consultancy. AIFEE is committed to fostering sustainable partnerships between students and educators in the United States and students and educators in Kenya that help to promote excellence in education for all students. Over the last year, AIFEE has served as a liaison between SIU students and their educational partners in Kenya. During that time, COEHS students raised funds to build school floors and install natural lighting areas at Mwicwiri primary Schools. They also secured over $800 for the purchase of books for the school libraries at Mwicwiri and Kambi Primary Schools, and provided 80% secondary school tuition scholarships for three high achieving students from Mwicwiri School through our AIFEE Scholars Program. AIFEE will continue to cover a portion of the tuition for select students, as long as funds are available and the students keep up their grades and are able to secure the remainder of their tuition costs.

Recently, AIFEE has undertaken the planning and organizing of the first annual Achieving Excellence Conference for educational leaders and teachers in rural Kenya. The conference will take place in Karatina, Kenya January 2-4,
2014. Through this conference, the organization hopes to engage educational stakeholders and government officials in developing strategies that will lift academic standards for students in rural primary schools and establish a competitive edge with their better-funded peers. By promoting life-long learning, we hope to encourage the kind of sustainable and transformative change for individuals and communities that will allow them to fight the poverty that has such a hold over rural communities in Kenya. At the conference, we will be making presentations on topics of Educational Leadership and Education for Sustainable Development, as defined by the United Nations, and the Gothenburg Recommendations. We will be working with educators on strategic planning, and will collect information about how future conferences can better meet the needs of Kenyan teachers in the classroom.

We still have some planning barriers to overcome, including securing funding to provide lunch to the educators in attendance, but we are very optimistic about the potential for positive change!

Alan: Has your involvement with AIFEE affected how you approach your own studies and research?

Shannon: I am learning so much about the educational system in Kenya and its similarities to and differences from the American system. The educational system in Kenya is extremely competitive. Student success is measured through comprehensive national examinations at the primary and secondary school levels. After the eighth year of school, students are required to participate in a rigorous, standardized national examination that determines acceptance to secondary schools. There is a great disparity in how schools are funded in Kenya, which affects whether students are able to score well enough on their exams to be accepted to good secondary schools. Students from underfunded, rural communities are far less likely to do well on national examinations, greatly limiting their ability to climb out of poverty. Here in the U.S., we are becoming increasingly dependent on standardized exams to measure student ability and our own economic disparities continue to rise. Being able to compare the effects of inequitable systems of education that utilize standardized evaluation tools in two very different contexts has informed my own beliefs about education. It is very relevant to my current area of research- Education for Sustainable Development. I feel that my understanding of the complexities of these educational systems is still relatively rudimentary, but I look forward to learning more in January. I cannot quite say how these experiences have changed how I see my place in the world, but they have reinforced...
What do you do when someone offers you a gift valued at $20,000? How could you turn down a gift like that? Well... I didn't. When my school district offered me a chance to earn my Master of Education degree from Southern Illinois University at no cost to me, I jumped at the opportunity.

My district received a federal grant that allowed them to set up a program so that a group of teachers from Egyptian School could get our Master of Education degrees from SIU without having to make the journey into Carbondale every time we had class.

The Egyptian Cohort came about through an agreement between Egyptian School and Southern Illinois University Carbondale. There were thirteen of us in the cohort, as we embarked upon our studies in September 2011. Most of the courses were offered at our school. We would meet right after school was dismissed for the day and spend the next few hours in class working from the student side of the desk. This arrangement gave us back the hours of travel time and tanks of gas that we would have had to spend getting to Carbondale, about an hour north of us. We did spend four weeks one summer on campus for a couple of classes. I enjoyed being on campus, but am thankful that most of the classes were closer to home.

A few years back, a fellow teacher and I made a pact. If one of us went back for our master's degree, the other would join them. The Egyptian cohort allowed us to do just that.

Of course, one of the reasons for getting my Master's degree was the pay incentive. It has been helpful in these trying economic times to have the increase in my salary, and it will make a difference down the road for my retirement income. But, more than the financial benefits, I was excited about learning new things.

Initially, I was concerned about how many years had passed since I had finished my Bachelor's degree. I wasn't sure if I would be able to keep up with the required course work, especially the writing aspect of a Master's program. When I first went to college, we did some writing, of course. However, having talked to my daughter about her more recent experiences in college, I imagined the writing component for this program was going to be huge! Thankfully, I discovered that my imagined fate was for worse than my actual one, and after finishing the program, I'm more comfortable writing than I was before.

One of the most positive aspects of participating with the cohort was how it strengthened the relationships among the thirteen of us. Since finishing, several of us have traveled to other school districts sharing the knowledge we have gained over the course of our studies. I feel a close connection to all of my fellow classmates that might not have developed without sharing this growth experience. Even though I knew all of them before we began, we have become a tighter group, cheering each other on towards our goals. We are now leading other teachers because of the expertise we developed.

Like many teachers, I remember saying, “Having a Master’s degree is not going to make me a better teacher.” After having been through the process, though, I now say, emphatically, “Boy, was I wrong.” I felt like an accomplished teacher before, but I gained a wealth of new knowledge and insight into education. The courses that I took helped me develop and refine my teaching methods and leadership abilities. I learned a wealth of new strategies for teaching at my grade levels that better allow me to help my students every day.

I feel very blessed to have had this opportunity to pursue my Master’s degree. I am grateful to Egyptian School and SIU for this opportunity.
A Fulbright Scholar’s Journey

The journey from the Dominican Republic to SIU was punctuated by several adventures for Master’s degree student and Fulbright scholar, Denice Martinez Tejada. “I didn’t find out about the program until two days before the application deadline, so I had to pull together all of my records and write the required essays very quickly.” Having had no previous Fulbright scholars from her undergraduate program at Instituto Superior de Formación Docente Salome Ureña, Recinto Félix Evaristo Mejía, there was no one familiar with the process to whom she could turn.

Two months after submitting her paperwork, the Fulbright committee informed Denice that she had been selected as one of the five finalists for the fifteen scholarships awarded in her country. Having been told by the foundation that the next interview stage would be conducted by a few scholars and representatives of the Fulbright committee, she was startled to be greeted by fifteen interviewers, only three of whom were from the Dominican Republic. She was even more surprised when she realized that the interview was proceeding in English, a skill which she had planned to develop through the program, but which she did not feel comfortable with in this setting where so much was on the line. Undaunted, Denice pressed on.

Her enthusiasm was so great that the committee followed her when she unintentionally slipped into Spanish to make her case.

When asked why she wanted to come to the U.S to get her Master’s degree, she told them of the need she saw for language arts teachers with the special training needed to turn students into readers from the earliest grades. She explained how the literature-oriented training received by language teachers in the local universities did not prepare them to provide this foundational component that she felt was critical to student success.

Finally, the committee asked her whether she would stay in the U.S. after her finishing her degree.

“No,” she explained. “They already have reading teachers in the U.S. We need them here, in the Dominican Republic.”

Her interview earned her one of the prestigious scholarships, and she was presented with a range of schools that she could attend, but the CESL program at SIU was recommended to her as a first step toward English mastery. Working from 8:00 to 5:00 on campus every day supplemented by listening to NPR and TED Talks at home, five and a half months later, her TOEFL scores had improved to a level that would be acceptable by any school she wished to attend.

Denice chose to stay at SIU where she had seen a commitment to language instruction, and had enjoyed both the strong sense of community within the university and the familiar feel of the small town setting. “SIU is like an international family, and is a place where I know I can grow.”
I recently had a chance to sit down with Valerie Boyer, the director for the Center for Autism Spectrum Disorders at Southern Illinois University to discuss the work of the center. She introduced me to four of the students working with the program: Sarah Vadnais, a PhD student in Clinical Psychology, Paige Strickland, a Senior studying Communication Disorders, and Amelia Taylor and Alivia Berry, first year Master’s Students studying Communication Disorders.

Valerie Boyer, Director

Students and staff working with children at CASD

An Interview

Reaching into Their World by Alan Overton

What services are offered here in the Center?

SARAH: My role here is assessment. I do cognitive evaluations and parent interviews so for clients with brain disorders.

AMELIA: In the department of Communication Disorders and Sciences, we have the clinical center, which offers evaluation, diagnosis of disorders, and therapy. Here in the Autism Center, where Communication Disorders and Sciences students can also work, they handle autism evaluations and diagnosis. But here there are also Behavior Analysis and Therapy students and Psychology Students on staff.

AMELIA: The Rehabilitation Institute is the big umbrella.

As students, what types of interactions do you have with clients?

ALIVIA: I haven't been involved in diagnosis yet. My client is new this semester, so this is his first try at therapy. He comes in twice a week and we work on communication using a picture exchange system, so he gives me a picture to request an item. We're working on expressive communication and imitating different tasks, like stacking blocks. We also work on things like waving goodbye or giving a high five.

What age is your client?

ALIVIA: He's just three. Since it's my first semester, I just work with one.

AMELIA: I'm also working with a three-year-old, but he's been at the center a little bit longer, so we're really pushing speech for communication also. So we pair the picture exchange system he has with vocalization and some sign [language]. We are really trying to get to the point where he can use that to communicate with his parents. We take the approach that whatever forms of communication we can get is what we're going to use. In the toddler area we use a very naturalistic play-based therapy, so when we do things like art, we're still targeting those objectives, trying to get communication going. When we get to active play, like bouncing on the trampoline, they're having fun, but were still targeting communication and implementing discrete trial training, which is an approach that lets us collect good data for evidence-based analysis of improvements.

How much time do you have with your clients each week?

ALIVIA: Sessions are an hour and a half, twice a week so we get 3 hours.

PAIGE: In addition to the toddler therapy, we also have an adult social skills group, where we work on things like problem solving. Right now, we're working on budgeting and ordering food out in public settings, over the phone or in person. There are five in that group, and we meet just one hour per week. As a student worker, I interact more with families over the phone, and professionals face to face. We give and take referrals. I'm more involved with things like that.
Dr. Boyer: We try to promote evidence-based practice, and we also focus on bringing different disciplines together. We have several majors represented here at the center all focused on providing evidence-based services for individuals and families that have children with autism, and we take a lot of pride in that. We think that it will allow our students to feel very comfortable when they work on interdisciplinary teams and really let them look at a child from a greater vantage point than just their individual disciplines. So Aliva and Amelia will be able to look at a family’s needs beyond just speech and communications. Paige talked about referrals, and knowing what those community resources are. They’ll have some familiarity with the psychological testing that needs to happen in these situations, so that, even though they aren’t doing them, they’ll be better able to coordinate with the psychology practitioners who will.

Do you work with people from other disciplines directly at the same time, with both of you in the room with the child?

Amelia: Yes. I have an assistant who’s an undergraduate psychology student who will work with me, and there are two behavioral analysis Master’s students. They come in and look at how we are giving the therapy and then give us recommendations.

Alivia: There are also people working with our group. There is a Rehab specialist and a social worker that we work with to plan and implement therapy for the adult program, and an undergraduate clinician from Communication Disorders who gives the lessons we’ve prepared. That is actually very good preparation for an undergraduate trying to get into any of these fields.

Sarah: In my domain, I usually do assessments by myself, so I don’t have as many interactions with other departments. Sometimes, I will have another psychology student helping me out.

How do you feel the program here is helping you make the transition from academic to the clinical work that you plan to do in your careers?

Alivia: We had training in therapy before we began that covered things like evidence-based practice and how to implement. Our supervisors helped us plan lessons for the first weeks. They helped us make goals, showed us what to work on and helped us with our therapy plans, so there was a lot of guidance. Not so much that it felt like they took over the case, though. There was still room for us to dive in and give ideas about the plan. I felt it made for a good transition. Even now, if we have questions, there’s always someone we can go to for help.

Had you worked with clients before?

Alivia: Not really. I had volunteered at a few places and had observed, but I had never provided therapy directly, and really hadn’t had any experience with children with autism at all, so this has really been beneficial for my future career.

Amelia: The collaboration has been awesome, since we get to see behavior analysts working with the clients we can learn from them how to integrate what we do with what they do, and, at the same time, we get to teach them about what we do. We have also been able to establish connections with people outside of the university, so that, for instance, in a few weeks, I’ll be going to school with my client, who is turning three. I’ll get to help him with the transition from the center to school, which will make that easier for him, and it will give me an opportunity to see his new teacher in a classroom setting. By next summer, we’re hoping that he will be ready to enter one of the basic skills classes.

Paige: I’m an undergraduate, so, I am still a pre-clinician. But I feel like the opportunities I’ve had in this program are not as common elsewhere. I feel that I’ve been very lucky to have been exposed to so much this early, rather than just being thrown into it next year when I start graduate school.
SARAH: Being a little further along my career path, I had worked with children before with ADHD and autism, but what I’ve done here has definitely increased the breadth of experience that I can bring to my work in assessments.

What was it like the first time you sat down knowing, that the child you were working with was actually YOUR client?

AMELIA: It was a little nerve-wracking, that first clinical experience. But, it’s a good feeling. I had one client who, on their first visit, was just in tears. On his next visit, it made me feel really good that he was crying a lot less. The session went really well. We got a lot of good data and he was smiling when he came down the slide. I felt like we were developing a rapport and that we were really bonding. It’s a good feeling. I see him improving, and, as we go along, I’m able to apply more of my clinical training, and to use what I’ve learned in previous sessions with him to modify my techniques.

ALIVIA: My first experience was a kind of the opposite. I was really excited about my first clinical experience and my client gets here and he’s all over the place. I remember thinking, “I don’t have eight hands. What do I do?” I’ve got this textbook. I’ve got this binder. I’ve got this kid who is running everywhere.” Thankfully, I had enough energy to keep up with him, but having to deal with all of it at once started to make me a little nervous. Thankfully, the faculty was there for support. I’ve appreciated that they let you work with your own ideas, and give guidance along the lines of, “here’s how you can manage that, if it occurs.”

PAIGE: Working with the adult clients is a little different. They range in age from about 18 to 23. They are generally students, and I found that, since they are fairly close to my age, it was a bit more nerve-wracking than it might have been, otherwise. It is group therapy, so we all sit at this table and work together. Seeing everybody working and improving at the same time it gives us a real source of accomplishment.

SARAH: Before this, I hadn’t worked with kids with autism, though I did have the opportunity to shadow another psychology student who was doing assessments. It’s starting to feel better. I have had to learn new techniques on the ground as I go. Typically, it can be a struggle to get the kids interested in the more boring tasks that I have to do with them.

AMELIA: The part that I was most nervous about has actually become the part I like the most. Knowing that I’m the clinician and that I can have the opportunity to shadow another psychology student who was doing assessments. It’s starting to feel better. I have had to learn new techniques on the ground as I go. Typically, it can be a struggle to get the kids interested in the more boring tasks that I have to do with them.

How do you think working in the center will help you as you start your career? Where would you like to be in ten years?

PAIGE: I really appreciate what the center offers here at SIU, and I feel fortunate that I’ll be able to put this on my resume, that I have experience working with kids with autism. There is so much more that I still have to explore. Next year I’ll start an internship at a hospital, so that experience will help me decide what direction I want to go. It’s nice to feel like I’ve been immersed in the discipline I’ll be able to decide what population I want to work with and what setting I’d like to work in. I definitely could see myself working with children with autism, though.

ALIVIA: By the time I graduate, I’ll be certified to have my own classroom with children with language disabilities. That could include three to five children with autism, who I would be teaching their core curriculum and working on their language and speech development. That would be my ideal situation, though positions like that can be hard to come by.

AMELIA: I will also have my teaching certificate, and a situation like she’s described would be ideal.

SARAH: I’m thinking that I’d like to work at a hospital, with children who have ADHD, autism, brain damage . . . a range of disabilities.

DR. BOYER: Over ten years, I would like to see the Autism Center grow to include students from even more disciplines on campus. I think we’re already a strong regional resource for children with autism. Our adult program is growing, which is very exciting. I’d like to see us become a state and national resource. We have a talented capable staff, and I’m excited to watch the development that is taking place.
my desire to be a force for positive change in education both locally and globally.

Alan: Did things you experienced in Kenyan schools have an impact on your own teaching when you got back?

Shannon: I learned quite a lot about my own teaching when I was in Kenya, and am finding those experiences even more relevant as time goes on. For example, I learned very quickly how dependent I am on consumable materials. In Kenya, class sizes were very large and teaching materials, manipulatives, and even books and paper were at a premium. Teachers are expected to teach with little more than their own body of knowledge, a chalkboard, and a limited supply of chalk. I learned a lot about my personal limits and shortcomings as a teacher in a very short period of time. Without all of my American “stuff,” I found myself at a definite disadvantage! I’ve tried to bring that into my own teaching here; I work hard at being more conscious of my own paper use, and have become acutely aware of students’ economic circumstances when thinking about class materials and required texts.

I think my expectations for students here in the U.S. have changed as a result of my experiences in Kenya as well. For example, one of the children who lived in the home where I stayed wants to be a politician when he grows up. When I asked him to tell me what he would want to do if he were to become a politician, he thought carefully about his response, finally answering, “I would like to bring better roads to my village.” Many of the students I spoke with seemed to be quite engaged with concerns about the state of the world and were very interested in learning about poverty in the United States. The particular students I came to know were interested and thoughtful, and wanted to learn as much as they could while I was with them. In retrospect, I think a lot of American students, once they are exposed to such issues, are just as thoughtful and engaged as the Kenyan students I worked with. They aren’t always offered appropriate opportunities to express their interest in making the world a better place. I think I am more comfortable holding my students accountable for their own learning now.

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Engaging with our History: Civil Rights Pioneer Inspires Students & Community

In late June of this year, during the same week that saw the U.S. Supreme Court strike down key provisions of the Voting Rights Act, Desoto native and SIU alumus Charles Prickett gave a presentation covering his five-decade involvement with the Civil Rights Movement. The event was followed by a COEHS-hosted screening of filmmaker Richard Breymer’s documentary about the struggle for voting equality during that era, *A Regular Bouquet*, a film Dr. Prickett was instrumental in bringing to the screen.

Growing up in Carbondale and Desoto, where his father served as mayor, Dr. Prickett came to understand the impact of political involvement from an early age. While a student at SIU Carbondale in the early 1960’s, Dr. Pricket was introduced to the Student Non-violent Coordinating Committee (NSCC), which was an important voice bringing the issue of the political suppression of African-Americans to the forefront of the national dialog on race. This led to his involvement in several of the most important protests of the period. He volunteered at the 1963 March on Washington, which famously culminated with Dr. Martin Luther King’s “I Have a Dream Speech,” and helped organize the 1965 Selma-Montgomery March, during which time he met Dr. King. Dr. Prickett was a volunteer and, eventually, become a paid staff member during the Freedom Summer in 1964, registering new voters in Madison County, Mississippi, and teaching in Freedom Schools. It was during this time when he was a community organizer that he met Breymer and worked with him to chronicle the struggle for Civil Rights in Madison County in documentary form.

Dr. Prickett helped organize the Freedom Democratic Party and worked to encourage black farmers to vote in elections for representatives to the Agricultural Stabilization and Conservation Services (ASCS), a precursor to today’s Farm Services Agency. The involvement of these farmers led to their electing the first black member to this national board.

During his career, Dr. Prickett has seen friends jailed, and people with whom he had worked beaten, but there have also been accomplishments that give reason for hope, as well. “What we accomplished really hit home when a friend of mine was elected to be judge in the same country where she had earlier been arrested for demanding her right to vote.”

Dr. Prickett has gone on to a career in both education and law, holding both JD and Ph.D. degrees. He has taught in various elementary, middle and high schools, as well as being an Assistant Professor/Instructor at Sonoma State University and The University of Arizona, where he taught the certification courses at the School of Law. He is “mostly retired,” now, but still volunteers as a Pro Tempore Judge in Sonoma County Superior Court, in Sonoma County, California, where he is also a Court Appointed Mediator. In his free time, he works with horse rescue, local theater productions and with the Humane Society.
The Women’s Intersport Network (WIN) for Southern Illinois hosted its second annual “WIN for Life!” event October 19th at the Student Recreation Center on the SIU campus. WIN for Southern Illinois is a not-for-profit organization co-created in 2012 by Dr. Bobbi Knapp, Assistant Professor in the Department of Kinesiology, and Jen Sewell, SIU Associate Softball Coach and former graduate student in the Department of Kinesiology. The mission of the organization is to educate and empower girls and women in Southern Illinois through sport and physical activity.

As part of this mission, leaders of WIN created “WIN for Life!” which is an event that provides girls and women the opportunity to try out different sport and physical activities within a safe and encouraging environment. This year’s event included 16 sessions, representing 15 different activities that varied in intensity levels from low to high, each of which lasted 25 minutes. This year’s “WIN for Life!” event included sessions in Yoga, PiYo (a combination of Yoga and Pilates), TRX, CrossFit, Zumba, Nia (which combines martial arts, healing arts, and dance), judo, rock climbing, self defense, Spinning, hip hop, BodyCombat, volleyball, pickleball, and golf.

Department of Kinesiology faculty members, Dr. Juliane Wallace and Dr. Julia Valley, as well as current and former Kinesiology graduate students, Alan Beck, Michelle Williams, and Taylor Woodard, volunteered their time as session leaders. Ashley Payne, Holly Johnson, and Cooper Springfield, students from the Department of Kinesiology, offered attendees fitness assessments. This year’s event included girls and women from a wide range of both ages and fitness levels.

Events such as this are made possible through the support of local businesses that take on sponsorship roles and provide the prizes that were given away throughout the event. Two lucky participants each took home a new bike and bike helmet as part of the grand prize drawings. All of the session leaders volunteered their time to bring these opportunities to the girls and women of southern Illinois.

This year’s session leaders included: Daniel Baine, Alan Beck, Sally Burgess, Lisa Dover, Karen Gallegly, Missy Greathouse, Molly Hudgins, Hokulei Lindsey, Alisa Major, Julia Valley, Jenn VanBrooker, Juliane Wallace, Michelle Williams, Taylor Woodard, and Scott Wright. Sally Burgess, the owner of Studio Gaia, travelled all the way from Edwardsville to introduce Nia to the Carbondale community.

“WIN for Life!” was enjoyed by both its attendees and session leaders. “As an avid exerciser and Exercise Physiologist I love ‘WIN for Life!’” said Rachel Jarvis. “It gives me a great opportunity to step outside my comfort zone and try many of the activities that I don’t normally have access to. In addition to the ability to try new things, I have a great time with all the other participants and session leaders.”

TRX instructor, Alan Beck, enjoyed the event as well. “As an instructor, I thoroughly enjoy teaching TRX at the “WIN for Life!” event. It [TRX] does a wonderful job of giving the attendees an opportunity to experience different ways enjoy exercise and physical activity.”

WIN for Southern Illinois welcomes suggestions for future WIN for Life! or other events. You can find out more about WIN at www.winsoil.com.

Expect the WIN Awards next spring during the Celebrate Women event on the SIU campus.
The Center for Workforce Development (CWD), housed in the college’s Department of Workforce Education and Development, is in Year Three of a five-year contract with the College and Career Readiness Division of the Illinois State Board of Education to facilitate and coordinate Career and Technical Education (CTE) programs in Illinois public secondary schools. According to Dr. Beth Winfrey Freeburg, Center Director and Project Principal Investigator, “The center is committed to engaging CTE students and their teachers through applied learning in multiple occupational contexts.”

Specifically, the Curriculum Revitalization Project (CRP) provides course-related resources at no cost for Illinois teachers and student teachers through MYcaert, a course management system that is available nationwide. These resources are organized around the CTE program areas: Business, Marketing, and Computer Education; Family and Consumer Sciences; Health Science Technology; Technology and Engineering Education; and School Counseling Resources. These resources have been designed specifically to provide high quality materials aligned with a variety of standards, including the Common Core State Standards (CCSS), Illinois Learning Standards, content-specific National Standards, Workplace Skills, and Occupational Skills Standards.

Housed in the 10,000 square foot CWD facility on the Lincoln Land Community College Campus in Springfield, IL, the project employs a coordinator, CTE program area facilitators, consultants, and support personnel. CTE classes and curriculum can have a significant impact on student engagement in school and in encouraging meaningful citizenship.

“With the implementation of the Common Core State Standards (CCSS) which emphasizes the application of knowledge and appropriate assessment, CTE finds itself in a favorable position,” says Dr. Toni Marucco, CRP Coordinator. “Our project is working with CTE educators across the state with CCSS integration into the CTE curriculum.

In a collaboration that includes more than 40 states, Illinois adopted the Common Core State Standards (CCSS) for English language arts and mathematics in June 2010, with full implementation of the standards targeted for the current 2013-2014 school year. The Common Core was developed to raise learning standards and improve college and career readiness. These Standards provide a consistent, clear statement of what students are expected to learn at each grade level. The standards are designed to engage students in learning through lessons with real world relevancy that enhance their grasp of the knowledge and skills that they will need for success in college and careers.

The CRP Staff developed a seven-step model with templates (www.ilcte.org) to assist project staff and teachers with unpacking common core standards and infusing them into the CTE curriculum. Unique to this model is the incorporation of a real-life scenarios into issues and tasks. Diane Mahinda, Business, Marketing, and Computer Education Facilitator, sees great value in this model. “As a former CTE teacher, we were never taught how to infuse learning standards into our curriculum. CTE teachers really need this skill set as student achievement (measured by the PARCC – Partnership for Assessment of Readiness for
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!

College and Careers) is based on these standards.” Real world examples put the student, into a career mindset taking the scenario out of school.

Many CTE teachers are reporting to the CR Project facilitators that students see the relevance of academic integration into their CTE courses and are developing a sense of confidence that encourages their further development. Through the Project resources, students learn to integrate career and academic skills in their decision-making processes.

Tammy Davis, CTE teacher at Warrensburg-Latham High School is enthusiastic about the project materials. “One of the most helpful things is the Common Core Standards linked to the lessons. I was recently evaluated, and I was able to show on my Pre-Observation form each of the standards that I was hitting.” The Center for Workforce Development with its CR Project Staff is so proud to have such a significant opportunity to engage and impact the lives of Illinois secondary students.

L - R: Linda Walker, Dianne Mahinda, Bruce Milner, Dr. Toni Marucco, and Leah Brock attend a Curriculum Revitalization Project meeting.
The School of Social Work and the Rehabilitation Institute have co-hosted a job fair for their students each year, since 1993. These two departments came together because each program requires intensive internship experience as part of their academic preparation for professional practice, and they each rely on agency stakeholders to provide onsite learning experiences.

On October 10, 2013, they sponsored the 20th annual Field Fair in the Student Center Ballrooms.

Internship sites are invited to Field Fair each year to meet with students and discuss their specific placement opportunities. They bring displays, agency literature, internship job descriptions, and staff who are available to provide more specific information for individual students.

This year, the event attracted 75 representatives from a total of 48 agencies. Agency specializations included child welfare, school practice, behavioral health, hospice, homelessness, gerontology, health care, domestic violence, addictions, youth development, child advocacy, corrections, and legal assistance.

The event was attended by 190 students and many faculty members from both departments. Dean Keith B. Wilson and Associate Dean Cathy Mogharreban, from the College of Education and Human Services, were in attendance to welcome our field partners.

Since 2005, the School of Social Work at SIU had been contracted by the Illinois Department of Children and Family Services (DFS) to implement the Integrated Assessment Program (IA) in the 84 counties of Central and Southern Regions. The program employs clinical screeners to conduct in-person psycho-social assessments of the children and other family members in households where on family member is in state custody due to abuse, neglect or dependency issues. These screeners work in collaboration with the DCFS or private child welfare agency caseworkers to assess these families, relative to mental health and child welfare issues.

The IA program is tasked with assessing the strengths and needs of children and their families in the State of Illinois’ child welfare system, in order to enhance the safety and well-being of the parties involved. During assessment, an IA report is written by a Clinical Screener and approved by the caseworker and supervisor. It becomes part of the Client Service Plan that is negotiated with the family and submitted to the Juvenile Court.

Forty-two IA staff members attended an annual staff/training meeting held in Springfield, Illinois on Wednesday, October 23, 2013. The distinguished lineup of speakers included:

- Hussein Soliman, MSW, Ph.D., Professor at the SIU School of Social Work (SSW) and Primary Investigator for the Integrated Assessment grant, who discussed the progress of several organizational initiatives, as well as the ongoing development of best practices within the field.
- Keith B. Wilson, Ph.D., SIU Dean of the College of Education and Human Services discussed the complexity of the work done by the IA staff.
- John Paul Slosar, Ph.D., Senior Director, Ethics, Ascension Health Organization discussed child welfare ethics.
- Dan Selock, MS, CADC, LCPC, Private Practitioner and Non-tenure Faculty SIUC Rehabilitation Institute discussed Assessment and Treatment of Sexual Offenders.
Undergraduate students in a COEHS class, Social Work 411 - Methods of Social Research, are helping to conduct a nationwide study investigating the effectiveness of the Social Work Assessment Tool (SWAT) in hospice and palliative care environments. The SWAT was developed in 2006 by COEHS Associate Professor Dona Reese, when she was the Leader of the Social Worker Section of the National Hospice and Palliative Care Organization (NHPCO).

Generally, up to now, social workers have not been required to document their individual contributions to outcomes in these end of life cases. This can lead to a marginalization of the importance of their contributions to interdisciplinary teams. Social workers needed a tool to document their effectiveness in hospice and palliative care. The SWAT is the first widely distributed tool for doing so that reflects empirical research conducted within the discipline.

Requests from around the nation and a number of foreign countries have come in to Dr. Reese and NHPCO for the SWAT. Seven years after its initial roll out, COEHS students are investigating the extent of its use nationally and are researching whether any other tools are being used to measure these social work outcomes.

Ongoing efforts to verify the reliability and validity of the SWAT are being conducted as well, in order to justify that the SWAT be adopted as a standard by the Centers for Medicare and Medicaid Services. The contributions of the undergraduate students in SOCW411 are an important part of this evaluation.

Jeanne Kitchens of the Center for Workforce Development is heading up a team at COEHS that is helping develop the Illinois Shared Learning Environment (ISLE.)

Helping students succeed through personalized learning can be difficult, since educators do not always have ready access to comprehensive data on individual students. ISLE will empower educators with the tools they need in order to tailor content for students at every level, from pre-Kindergarten classes through adult career exploration courses.

ISLE will feature a comprehensive suite of student performance reports that allow teachers to track individual students’ progress not only between subjects, but also across grade levels. Teachers will be able to see how the student has responded in previous settings to different programs and interventions.

ISLE’s learning maps will show key concepts by content and grade, making it simpler for teachers to meet the standards of programs such as “Race to the Top.” Initial learning maps will cover ELA/Literacy, Math, Science and STEM cluster areas. Educators will be able to use these as a starting point when creating personalized learning maps for students.

The system will provide resources that allow educators to connect more effectively with their students, tools for developing assessment criteria that align to state and national standards, customizable content, and access to external resources and collaboration tools.

If you would like more information regarding the ISLE project, it can be accessed at: http://ilsharedlearning.org.
In September, the Southern Illinois University’s Alpha Alpha Chapter of the Health Education Student Honor Society, Eta Sigma Gamma (ESG), received the Chapter Excellence Award from the national ESG Professional Honorary. The Chapter Excellence Award is very competitive and is only given to one of the 85 active chapters in the U.S. each year.

Students in ESG at SIU engaged in a wide variety of service, education, and research activities throughout the 2012-2013 academic year. The primary activity was planning, implementing and hosting the 2013 Russell Symposium, held in April 2013. The Russell Symposium is an annual event organized to commemorate Dr. Robert Russell, a former faculty member in the SIU Department of Health Education and Recreation. The two day event is free for students (including other local ESG chapters), faculty and area professionals. The Symposium included presentations from faculty, professionals and graduate students, a student poster session, and a Gamman social. Approximately 60 students and professionals from around the region attended the Symposium.

Other activities related to service and community outreach involved members of ESG collaborating with Carbondale Elementary School District 95 to present health-related lessons for the children in their classrooms. More than ten classrooms in the school district participated with ESG in this partnership focused on children’s health. An additional service project performed by the Chapter was participation in the “Let’s Move” weight loss initiative designed by the U.S. Department of Veterans Affairs and delivered to veterans in Jackson County. The students presented these educational sessions related to weight loss to the local veterans.
In July, Southern Illinois University’s Student Recreation Society (SRS) received a $1,500 grant from Outdoor Nation for the purpose of encouraging youth to get outdoors. SRS was awarded the grant for their plan entitled “OY! – Outdoor Youth!” in which they propose creating an outdoor adventure club in a local after-school program. Their goal is to mentor youth and encourage enthusiasm for the outdoors and outdoor pursuits. As their motto puts it, they intend to “Be Mentors to Create Mentors.”

According to SRS President Torri Withrow, “We want to teach the youth ways to have fun in the great out-of-doors. Essentially, it’s the ‘pay-it-forward’ method. We share our passion with a small group of people; from there, it spreads.” The group hopes to use existing facilities at SIU, such as the Student Recreation Center’s Base Camp and Touch of Nature, to facilitate large outdoor adventure pursuits. In addition to the use of these facilities, they plan to use a portion of the grant money to create resources to support the project, both now and in the future. “We’re preparing for this project to survive after the grant money runs out. Being a mentor requires consistency. We have passionate individuals involved with this project, but we’re always looking for more,” stated Withrow.

SRS received the grant at Outdoor Nation’s Chicago Summit, held July 13-14, 2013. Outdoor Nation is a nationwide movement of millennials (individuals between 16 and 28 years of age) who are motivated to reconnect youth with the outdoors. The Summit was held at the University of Chicago’s Ida Noyes Hall and Northerly Island and included approximately 200 outdoor enthusiasts and over 12 grant proposal presentations.

To learn more about the Student Recreation Society or to find ways to support their efforts, please visit the SIU SRS Facebook page at https://www.facebook.com/StudentRecSociety or contact SRS President Torri Withrow via email at torriwithrow@siu.edu.
April Haar, Assessment Coordinator

Ms. Haar is a graduate of SIU and the Teacher Education Program. She received her Bachelor's degree in elementary education and special education in 1994. She received a Master's degree from SIU in Educational Administration, as well as specialist degrees in Superintendent and Special Education Director. Her 19 years in public school experience include elementary and middle school special education and administration as Coordinator of Student Support Services and a building principal. April coordinates the assessment programs for the Teacher Education Program, including LiveText.

April's office is located in Wham 112. She can be reached at ahaar@siu.edu, or by phone at (618) 453-6350.

Chester Hood, Recruitment and Retention Coordinator

Chester has been employed by SIU for seven years, and will now be responsible for coordinating all recruitment and retention initiatives at COEHS. He received both his Bachelor's and Master's degrees from the Workforce Education and Human Development. Previously, he served as the office manager for WSUI Public Broadcasting for five years, where he played a key role in the administrative functions of the station. Over the last two years, he has received multiple recognitions for his efforts as an Admissions Coordinator for SIU in the Chicago territory.

Chester brings a wide range of experiences to COEHS. He is very active in the Carbondale community as well as serving as an adviser for three Registered Student Organization on campus.

Chester's office is located in Wham 110B. He can be reached at chood2@siu.edu, or by phone at (618) 453-4749.

Eden Thorne, Director of Development and Alumni Relations

Eden is responsible for developing and securing fundraising initiatives for the College through the SIU Foundation. She works with alumni and friends of the College to fund initiatives in the College, its Centers and Departments that assist students and faculty. She previously served as Director of Development for the SIU College of Engineering, a position she assumed in October 2008.

She earned a Bachelor of Science in engineering technology from SIU and is pursuing her Masters in Business Administration (MBA) from the SIU in May, 2014. Thorne was previously employed by the Illinois Department of Transportation, where she worked as a relocation and property manager and staff negotiator. During her 24 years in the engineering management field, Eden has been employed as a design engineering technician, land acquisition technician, and design squad leader.

Eden's office is located in Wham 102M. She can be reached at thorne@siu.edu, or by phone at (618) 453-4268.

Kimberly Little, Chief Academic Advisor

Kim has 17 years’ experience working in higher education and has been an academic advisor for the past 8 years. She received two degrees from SIU, including a Master of Science degree in Rehabilitation Services with an emphasis in Vocational Evaluation. Kim has been a member of National Academic Advising Association (NACADA) since 2009 and an active member of the Illinois Academic Advising Association (ILACADA) Steering Committee and Leadership Team since the organizations inception in 2011. Recently, she also has been elected to the position of ILACADA Communications Chair.

Kim is an active member of many campus committees, including the SIU Advisory Council, Saluki Cares, and the Chancellor’s Campus Life and Safety Committee. She has taught UCOL 101 for 7 years and is the webmaster of advisement.siu.edu.

Kim's office is located in Wham 122. She can be reached at klittle@siu.edu, or by phone at (618) 453-6340.
Family

We are glad you joined us.

Christina Gilroy, Academic Advisor

Christina has worked in higher education and student affairs for the last decade. She earned a Bachelor of Science degree in University Studies from SIU and a Master of Education degree in Higher Education Administration, specializing in Student Affairs, as well as a Graduate Certificate in Nonprofit Management from North Carolina State University. During graduate school, she completed a semester-long internship in academic advising. She has worked previously in transfer advising at the junior college level. Christina returned to her undergraduate alma mater in July 2011, serving as Coordinator of the First Scholars program for nearly two years. In this role, she taught the UCOL 101 section restricted to program students each fall and had the privilege of attending the national NACADA conference in 2011 and 2012 as well as the ILACADA conference in 2013. Christina looks forward to becoming more actively involved in both NACADA and ILACADA.

Leah Reynolds, Academic Advisor

Leah is originally from southern Illinois and currently resides in Murphysboro. She holds two degrees from SIU: a Bachelor of Science degree in Therapeutic Recreation and Master of Science degree in Exercise Science. As a graduate student she worked for the College of Education and Human Service’s Kinesiology Department facilitating the Physical Education Program Grant. Since 2008 she has been employed by Options Transitions to Independence and Touch of Nature Environmental Center as a program facilitator and a health/recreation specialist. Her experiences have driven her to develop an enthusiasm to help others strive for success and recognize their full potential.

Melanye Merryll, Academic Advisor

Melanye joins us from Southern Illinois University Edwardsville where she was an Admissions/Records Officer in the Office of the Registrar. While working at SIUE she advised students and evaluated their records for commencement eligibility. As a graduate student at Southern Illinois University Carbondale, she worked in academic advisement in the School of Architecture. Melanye holds Master of Arts degrees in Legal Studies and TESOL (Teaching English to Speakers of Other Languages) from SIU, as well as a Master’s Certificate in Dispute Resolution.

Mindy Reach, Academic Advisor

Mindy is a Southern Illinois native; originally from West Frankfort but now residing in Marion IL with her two daughters. She was an academic advisor for the SIUE Regional Nursing program in Carbondale. She also has academic advisement experience from her time as Registrar at Shawnee Community College and in the Registrar’s office at the SIU School of Law. Mindy holds a Master of Global Studies in Education from the University of Illinois and earned her Bachelor of Science.
College of Education & Human Services at SIU is recognized for Excellence in Teacher Education.

Recognized as a top college for teacher education by the Online College Database’s new ranking, “Top Colleges in Illinois Shaping the Next Generation.”

This ranking honors the post-secondary institutions in Illinois that graduated the most education and teaching professionals in 2012.