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Cover: Dreaming big while studying outside of Morris Library on the SIU campus

Story submissions are welcomed and encouraged from every department, and an equal opportunity for submission is always exercised. GO TO (ehs.siu.edu/infofor/faculty-staff/Journeys-submissions.html) for Journeys’ submission policy and deadline information.
Q: How have your experiences in the College of Education influenced your career?

A: I worked in mostly rural, K-12 school systems in Illinois as a teacher, principal and superintendent for 15 years before coming to teach in the College of Education. My experience working in the Educational Administration and Higher Education Department gave me a new perspective on the wide range of diversity in educational opportunities in the state. From SIU, I went to the position of state superintendent of schools. My time at SIU was tremendously helpful in preparing to step into the role. There are over 850 school districts in Illinois and I had to be able to serve all of them. The experience in working with many types of districts in southern Illinois was invaluable.

Q: What advice would you have for students who are beginning their careers as educators?

A: I encourage students to think positively about the rewards of being an educator. It has to be a calling and come from the heart. There is a great deal involved in the science of teaching and learning but it also requires a passionate commitment that cannot be manufactured. Passion has to come hand-in-hand with the best practices in pedagogy.

Q: What message would you like to convey to the alumni of COEHS?

A: I hope that our alumni continue to take pride in their alma mater. Good work is being done in the College of Education and Human Services at SIU. The college is home to leaders in recognized programs, including three statewide administration associations and a social work development training program for the Illinois Department of Human Services. Also, we have nationally recognized programs in such areas as the Rehabilitation Institute and Educational Psychology. The off-campus military programs in Workforce Education and Development have a national reach. Being a graduate of COEHS means that you have a lot to be proud of!
GREETINGS FROM THE EDITORS

Kate Astor and Zach Martin

“Love what you do and do what you love. Don’t listen to anyone else who tells you not to do it. You do what you want, what you love. Imagination should be the center of your life.”
– Ray Bradbury, American novelist

Everyone has their own professional dreams, and through creative thought, a dedication to learning and an intrinsic motivation to grow, revolutionary dreams are fulfilled. With the immense academic, professional and experiential opportunities that COEHS makes available, students, faculty and staff are building platforms for the rise of a phenomenal future. The college promotes success and encourages dreaming big through internships and practicums, experiences abroad, research studies, literature publications, formal connections and more.

We are excited to announce that the Fall 2015 focus for Journeys Magazine is: Dream Big. Experiences within COEHS are being harnessed in the world of academia for their benefits to student engagement inside and outside of the classroom.

Since stories arise from throughout the College, story submissions are welcomed and encouraged from every department, and an equal opportunity for submission is always exercised. Join us as we navigate through some of the countless stories of the success of students, staff and faculty in making their dreams come true.

Kate Astor is a graduate student in the Master of Public Health Program, part of the Department of Health Education and Recreation. She graduates in Spring 2016.

Kate has served as co-editor of Journeys for two full semesters; her writing skill and eye for stories will be missed and we at Journeys and the College wish her all the best in her future endeavors!

Zach Martin is a graduate student in the Professional Media and Media Management Program, part of the College of Mass Communication and Media Arts. He graduates in Fall 2016.

Zach has recently become a new father; Colin William Martin was born in Carbondale on November 27, 2015 at 9:45 pm, weighing 6 pounds and 15 ounces. Zach and his wife Ashley are thankful to count the staff of Journeys as friends at this new chapter in their lives!
Some dreams are elusive, some are realized, and some are iterative and interconnected. Prior to realizing his dream of holding a faculty position at an academic institution that valued teaching, research, and service, Dr. White realized several dreams that allowed him to achieve his big dream.

One of Dr. White’s realized dreams was obtaining a post-doctoral fellowship at the Galveston Family Institute, under the direction of Dr. Harry Gollishian, a pioneering family psychologist and dean of the social constructionist movement in family therapy. During his post-doctoral dream, Dr. White spent three days a week working with the psychological services department in the Deer Park School District. He worked one day a week in Galveston, providing seminars and working with clients and one day a week in Houston, participating in trainings and theoretical seminars. Throughout the entire experience, he connected with family therapists who came from all over the world in order to study with Dr. Gollishian and the Institute staff.

In addition to his time in Houston, Dean White identified his assistantship experience at Kearney State College as influential. He stated that the inclusiveness that he received from his supervisors was remarkable, and he appreciated that they provided him with opportunities to learn and grow. His experience not only sparked his interest in school counseling, family therapy, and school psychology, but also gave him the confidence to succeed in the field.

At Southern Illinois University, Dean White served as Professor, Coordinator of the Marriage, Couple, and Family Counseling specialty, and Chair of the Department of Educational Psychology and Special Education. Concurrently, he was able to continue his service interests through the SIUC Clinical Center as a service provider, Coordinator of Psychological Services, and as Interim Director. After much service to the University, plans of retirement were in effect for Dean White. However, SIU could not bear to let him go, and it is our honor to have him as the Interim Dean of COEHS.

Undeniably, Dean White has had quite a history of successful academic and professional experiences. However, the road to his achievements was neither straight nor pathed. Dean White stated it was the forks in the road as well as the minor setbacks that led him to the position he holds today. When questioned for advice regarding student success, Dean White suggested that students remain open to possibilities that present themselves, remain curious and hungry for said possibilities, and most of all, remain persistent. When working towards a dream, setbacks and obstacles are inevitable, but with thoughtful perseverance and reflection, success is likely to follow.

... remain curious and hungry for said possibilities, and most of all, remain PERSISTENT
Imagine, picking up your favorite novel, but none of the words make sense; helping with your child’s homework but the assignment is unintelligible; trying to read the news, but all you see is a meaningless blur. Americans from all walks of life suffer from adult illiteracy, and they dream of nothing more than being able to read.

America Reads is a national program initiated by former President Bill Clinton with the aim of preventing adult illiteracy. The program’s mission is to advance children’s literacy and to make a difference in the lives of the students served. Through the coordination of SIU’s Department of Curriculum and Instruction, the federal government, and six local schools, striving readers receive targeted literacy interventions as a part of the program.

America Reads tutors, many of whom are teachers in training, apply what they are learning in their coursework and receive training specific to the needs of striving readers. For example, striving readers often need help advancing beyond the “literal” level of comprehension, simply reading the lines, to the meaning-making stages. The tutors learn how to recognize and address the habits typical of striving readers, teaching them important comprehension skills such as perceiving relationships, making inferences, and forming new ideas.

Additionally, tutors serve three Carbondale elementary schools: Parrish (kindergarten-1st grade), Thomas (2nd-3rd grade), and Lewis (4th-5th grade). Additionally, our tutors serve kindergarten through 5th grade students at DeSoto Elementary School, General John A. Logan Elementary School, and Unity Point Elementary School.

Tutors’ duties and experiences vary depending on the school site and classroom assignment. Many tutors develop a strong relationship with a particular teacher, and remain with the same grade level for several years. Others work with multiple teachers and grade levels within the same building, or even transfer between schools.

Through America Reads, teachers-in-training garner valuable classroom experience and the opportunity to make informed decisions about their future careers. Teachers benefit from the support of having informed and motivated college students in their classrooms. Most importantly, striving readers benefit from developing literacy skills crucial to their academic success.

Stephanie Solbrig, a fifth-grade teacher at Lewis School in Carbondale, and Paige Benes, a Special Education student at SIU and tutor with America Reads, have both experienced the benefits of working with the program. Solbrig said that her students have improved from the placement of America Reads tutors in her classroom since the program began. She says that the America Reads tutors are bright, passionate, and sincerely devoted to upholding the mission of America Reads.

Benes tutors Solbrig’s class during the week to help students who are struggling with reading within the contexts of every subject, including math, social studies, science, health and language arts. Through her tutoring experience, Benes has built more confidence in working with students and has connected with teachers, both of which will ultimately assist her in accomplishing her professional dream of becoming a special education teacher. On final reflection upon her overall experience, Benes said, “I would not want to work anywhere else, and I think every education major should have a chance to work with America Reads to gain experience one would not gain from just watching teachers and students.”

Above: Paige Benes, left, and Stephanie Solbrig are proud supporters of and participants in the America Reads program.
Beginning a new chapter as an incoming college student can be daunting, with apprehension balanced by the potential for success. Students often find themselves overwhelmed; however, student potential and their desire for success can be achieved with the proper support network, and a new program provides just that.

This summer, the Touch of Nature Environmental Center, Recreational Sports and Services, and the Department of Health Education and Recreation hosted Southern Illinois University’s inaugural freshmen event, “Dawg Days: A Saluki’s First Tradition.”

The mission of Dawg Days was to help students build lasting connections to peers and the Heartland region by sharing with them the spirit and traditions of Southern Illinois University. The retreat offered a chance for incoming freshmen to engage in special events in preparation for their first year at SIU. The program was open to all freshmen on a first-come, first-serve basis, and was capped at 120 participants.

During the retreat, the students engaged in an intentionally jam-packed schedule. Each morning, they participated in group rotations, which consisted of games like “Duct Tape Dodgeball”, life-size Battleship, “Big Blind Volleyball”, and “Broomball”, as well as writing a reflection piece on their experiences. Other involvements included a giant Adventure Race, Water Olympics, and three evening socials: Conquest, a version of Capture the Flag with glow sticks; a Red Carpet Movie Premiere, and an Egyptian Festival. The goal of the events were to encourage social bonding between students. They were geared towards creating a strong peer network before arriving for classes, mainly through social interactions with their small groups.

The retreat also offered activities specifically geared towards building the spirit of SIU within the students. They had a pep rally hosted by the SIU cheerleaders, and participated in a “Traditions Experience”, an activity designed as a scavenger picture hunt in which students had to find SIU-related items representing the Saluki dogs, Watermelon Fest, Sunset Concerts, and more. They also had faculty members from various departments come out for a question-and-answer session and give straight answers regarding the realities of college life. Supporters included programs such as New Student Programs, Rec Sports and Services, Sustainability, Geography, Housing, Student Affairs and the Rec Society.

During the last night of the retreat, a capstone experience was held in which small groups of students were asked why freshmen should attend Dawg Days. Additionally, participants were asked to complete a comprehensive program evaluation. Student reflections were extremely positive, and provided substantial evidence for the continuation and growth of the program. Dawg Days proved to be beneficial in an array of ways, and the energy that the program has brought to the SIU campus has been contagious.
Kids@Kollege is a fifteen-day summer literacy day camp experience for children ages five through twelve. Dr. Donna M. Post, Chair of the Department of Curriculum and Instruction, wrote and piloted the program; the intent was to promote literacy in its many forms via planned activities, campus exploration, and academic encouragement for participants to dream bigger.

The idea for Kids@Kollege emerged when it became clear that children involved with I Can Read were no longer qualified to participate in the Saluki Kids Academy, SIU’s intensive summer literacy tutoring program for children in kindergarten through fifth grade who are among the lowest performing readers in their respective classrooms. By virtue of their continual enrollment in the I Can Read program, where children receive extensive after school and summer support to advance their reading skills with the help of adult and SIUC volunteers, children's reading scores improved enough to render them ineligible for admission to Saluki Kids Academy. However, Ms. Margaret Nesbitt, Local Director, and Dr. Ella Lacey, Regional Director, were unwilling to suspend summer services because the scores had not adequately improved. They approached Dr. Keith Wilson, then Dean of the College of Education and Human Services, for a means to continue the SIU/I Can Read collaboration. Their goals focused on uninterrupted support from SIU to help advance literacy skills and attention to academics among local children disadvantaged due to family, social, and economic factors. They also wanted a “recreational” aspect in the program, similar to that of the Saluki Kids Academy format.

In response to this necessary demand, Dr. Post created Kids@Kollege. The program would run in July and provide a cost-free, structured learning environment to meet the need for underprivileged children in the Carbondale community to stay involved with literacy development training during the out-of-school session. The program goals were to teach literacy in the broadest sense, including not only reading but also science, math, music, physical education, Spanish and more, and to introduce the benefits and ideas that come from obtaining a college education.

The program used exploration-learning initiatives as a tool to mask learning with fun experiences. On an average day, the twenty-two enrolled students would attend Kids@Kollege from 9 a.m. to 4 p.m., and engage in activities, story time, snack and lunch periods, tours...
and games. Tour sites included the SIU Equine Center, SIU Aviation, the science labs, the Rec, WSIU, Morris Library, SIU Aquaria, the College of Architecture, the Student Center Bowling and Billiards and more. Through these field trips, students were able to experience an array of opportunities, including seeing horses, building their own shape-structure models, printing from a 3-D printer, seeing the inner workings of a production studio, holding a hermit crab and learning how a plane flies. In most cases, these experiences served as the spark that would ignite the desire for a college education and exploration of the various career paths that the world has to offer. Kids@Kollege not only provided academic and career education, it also initiated the growth of imagination, creativity and wonder. The intent is for these unique experiences to serve as the building blocks to the kids’ dreams, and allow their young minds to develop life aspirations.

Dr. Post hopes that Kids@Kollege continues for a long time, and that its growth in demand leads to the installment of multiple camps. She hopes that the program continues to serve the local community, and that it remains part of the solution for children in poverty.

Since education is something SIU can provide, Kids@Kollege helps to highlight the school’s commitment to the local population. With a grand team of student workers, Dr. Post wants her program to give students the opportunities to learn about children and their needs and motives.

Upon evaluation, Kids@Kollege received rave reviews from parents, staff, and most importantly, the children. Comments such as, “I love this camp because we got to be together,” and, “I loved swimming, the library tour, and seeing horses and feeding them oats,” were only some of the numerous positive statements. These exceptional reviews would not have been a reality without the dedicated team of Kids@Kollege. Staff members included Jodi Miley, Susan Ford, Steven Bridgman, Kent Greenwood, Korey McCormick, Cara Polczynski, and Heather Webb, and each person contributed a lot of time, energy, and skills in order to make the program a success. You can read about their experiences below.

Kids@Kollege is a phenomenal summer program teaching literacy in the broadest sense to children in the Carbondale community. As previously mentioned, the program is cost-free, ensuring the grandest opportunity for participation. However, donations are always gratefully welcomed, and help the Department of Curriculum and Instruction remain committed to teaching, research, and service. Visit the Department of Curriculum and Instruction website at ehs.siu.edu/ci.
Student Spotlights

Stephen Hiatt-Leonard: Dreamer for Students with Disabilities at SIU

Any American’s dream is fair and equal treatment, and one SIU student is speaking out for the rights of disabled students on the SIU campus.

Stephen Hiatt-Leonard, a current Junior in the Rehabilitation Institute, has been elected as the Representative for students with disabilities on campus. Hiatt-Leonard’s duties of being a full-fledged senator at SIU include being the voice for students with disabilities on campus and being the liaison between students and faculty and staff.

While serving as a Residence Hall Association Representative for Thompson Point, a sitting senator approached the housing representatives in pursuit of more senate representation. Upon receiving word of an opening for a senator position representing students with disabilities, Hiatt-Leonard took full advantage of the opportunity to be a part of a positive change. After compiling 50 student signatures supporting his election, Hiatt-Leonard was officially sworn in on October 16, 2015.

During his year long term, Hiatt-Leonard hopes to make a lot of improvements, specifically regarding accessibility and transportation for students with disabilities on campus. Hiatt-Leonard’s concerns center on the current lack of transportation for the disabled in that there is no availability on weekends or to any areas outside of Carbondale’s city limits. This issue limits students with disabilities to only participating in weekday activities, and makes it difficult to take advantage of out-of-city opportunities. As a student of Rehabilitation Services, Hiatt-Leonard finds the transportation issue to be particularly inhibiting because of his course requirements to complete an internship.

Hiatt-Leonard’s professional dream is to work in the school system, showing students with disabilities how to utilize resources available in order to reach their full potential. His current studies in the Rehabilitation Institute have opened his eyes to different technologies used in academia, and have provided him with tools necessary to work with students with disabilities upon graduation. He commended the availability and supportive nature of his professors, advisors, and rehabilitation staff members, and mentioned that this helpful environment has aided to his academic experience immensely. He advises other students hoping to work with students with disabilities to take full advantage of their support teams as well. If a student is an individual with a disability living in campus housing, Hiatt-Leonard says that it is essential to build connections with the Residential Advisement staff and Hall Directors in order to ensure that they know a student’s face and name. Hiatt-Leonard says, “When you first get to SIU, build connections with instructors and faculty. Identify yourself early in the school year, and form those relationships early on.”

Stephen Hiatt-Leonard being sworn in for his senator position.
Shannon Butler, a Social Work graduate student at SIU, dreams to one day have her own television show that will empower the lives of others. Her show would bring awareness to social justice issues, and bring individuals residing in poverty to the forefront to share their experiences with the world. She dreams to empower her viewership and help them reside in mainstream society. As a social worker, Butler tends to believe that she can change the world and how individuals think and act. The College of Education and Human Services taught her that she will not be able to help everyone, and that some people may not even want her assistance at all. It was difficult for her to accept that, but she realizes the realities of social work and knows that learning this lesson early on will prevent her from being a “burned-out social worker” for the entirety of her life. Even with the knowledge of not being able to reach everyone, Butler feels confident that her dream of representing at-risk populations in a brighter light will be made a reality with the help of her social work degree.

She learned about the social work program through networking and making her way through SIU. She is very familiar with all of her professors, and they are always more than willing to offer their assistance. “When I pop up at their office doors, they invite me in, and almost never turn me away,” said Butler.

Her experiences with COEHS have always been great, beginning with her professor, Dr. Dona J. Reese, PhD, MSW, LCSW. Dr. Reese has over 20 years of social work experience, and is making sure her students receive a taste of it all. While in her class, Butler contributed to several different research projects that have led her into exceptional opportunities. As a result of her research initiatives, Butler currently serves as an active leader on a coalition that is striving to fight poverty in Carbondale. Through this opportunity, Butler received her field placement at the Carbondale Library, where she will be able to serve clients in the local community. 

Butler works from the Carbondale Public Library as its first social work intern, mirroring a young, but growing trend of placing outreach workers in public libraries to address the needs of the homeless who congregate there. She will be able to provide services for underprivileged families and others who experience poverty. She is able to be an advocate for vulnerable populations firsthand, and for that, she thanks COEHS, as they have helped to make this possible.

Shannon S. Butler, B.S.W
Social Work Graduate Student

Shannon Butler: Inspiration of Social Work by Kate Astor
Although COEHS stands for the College of Education and Human Services, in my opinion, it stands for Creative Opportunities Each Hour for Students. The word “hour” can be taken for its literal depicter of time, or it can represent course credit. In my opinion, the opportunities for creative learning and exploration are boundless, and every course within COEHS has something unique to offer.

In May 2014, I earned my Bachelor’s in Social Work from SIU, and decided to pursue my Master’s in Education. Even though my academic journey in COEHS will come to a close this upcoming May, I would like to share the opportunities that I have been afforded while being a student.

COEHS has given me the freedom to make learning my own. During the first semester of graduate school, I was instructed to pair up with a classmate and make a media presentation of a financial issue in higher education. Upon receiving the assignment, I thought to myself, “How can I make a video about a financial issue, without it boring people to tears?” My answer came to me one Thursday night while enjoying Scandal, an American political thriller television series. In the episode, there was a financial issue, and Olivia Pope, the main character, was the person capable enough to handle the issue. I brought the idea to my professor, weary of my idea to combine my favorite television series with my academia. However, to my surprise, she responded, “That sounds interesting, I cannot wait to see what this idea will blossom into.” Once I received her acceptance, I started production, and upon view, the video received rave reviews from fellow students and my professor. This course allowed me to use my academic freedom to incorporate one of my favorite past times into my school work. With the world of academia becoming more and more structured with each year, it was refreshing to be able to think outside of the box, take creative reign, and truly self-motivate and self-inspire my work.

Not only does being a COEHS student allow for creative learning and personal thought, but it also allows for the application of learned skills outside of the College. After my first year in graduate school, I was required to complete a summer internship. Fortunately, my academic department had a partnership with another institution, and my supportive and engaged professors encouraged me to apply. After applying, I was granted the opportunity to spend my summer in Fort Wayne, Indiana at Indiana University-Purdue University (IPFW) as an intern for the Office of Admissions. While at IPFW, I learned recruitment strategies, how to create a recruitment calendar for admission counselors, and how to create a territory map for admission initiatives. Additionally, I met three Vice Chancellors, and had weekly lunches with them. I was able to apply knowledge previously learned from SIU, acquire new knowledge and skills, and make meaningful relationships with people that I will stay in contact with forever.

COEHS has allowed me to combine my prior accomplishments into the formation of a new one. The success of my Scandal video, combined with my summer experience as an Admissions intern, is what caused my professor to allow me to create an orientation video for incoming graduate students in the Higher Education program. Post-graduation, I aspire to become an academic advisor. With creative learning, real world applications of skills, and opportunities to grow as a student, professional, and thinker under my belt, I feel prepared, motivated, and empowered to pursue my dream.
Jodi Witthaus, a graduate student in the School of Social Work, credits a lot of her opportunities for exploration and discovery to the College of Education and Human Services. Through her trip to Munich, Germany, service as the president of the Social Work Graduate Chapter, work with Disability Support Services (DSS), and more, Jodi has been able to work towards her dream of “changing the world.”

During the spring of 2015, Jodi participated in a project titled “Civil Soul,” a meeting held to present disability-related issues to Carbondale city officials. After her willingness to speak on prevalent issues, Jodi was approached by Dr. Peter Lemish, an Assistant Professor in the School of Journalism, and informed about a previously existing partnership with the city. The partnership was designed to bring disability-related issues to the attention of the Carbondale community, and upon hearing of its mission, Jodi was inspired to reinstate its presence. Having sat on the board for DSS, Jodi was able to use her resources to form a small group of students to meet once a month and discuss current disability-related issues. Once issues were collectively identified, Jodi would present them at Carbondale city meetings. The coalition is a work in progress, and has initiated Jodi’s pursuit to work within the policy field of social work.

This May, Jodi, along with six other students from around the country, spent 13 days in Munich and the surrounding area as part of an experiential tour. The group traveled to Dachau and Nuremberg among other cities to examine German social work policies. Jodi described visiting a heroin clinic in Switzerland where measured doses of the drug were supplied to addicts in a clean, safe environment as a measure to cut down on the spread of needle-based diseases like HIV and AIDS. “It’s their way of cleaning up their neighborhoods,” she said. “We took all of those aspects [of the Swiss program] and tried to determine if we could do it here in the States.” For Jodi, though, just the experience of traveling abroad with a disability and service dog presented unique challenges, and the reception she received surprised her. The German version of the Americans With Disabilities Act was not passed until 2008, and Jodi and her dog, Nika, were not permitted to enter several buildings on the trip, including the courthouse which housed the Nuremberg Trials; using public transport while in Germany was a significantly more trying experience, but being able to speak and understand the language was invaluable to the group on their travels. Other than mentioning the issue in Nuremberg, Jodi’s face was all smiles as she described the trip overseas, and her passion and excitement at the memory was instantly noticeable.

When asked how COEHS contributed to the fulfillment of her personal goals, Jodi stated, “Without enrolling in the School of Social Work at SIU, I would not have gone on the Munich trip.” Having been one of the first disabled students to study abroad, Jodi hopes to serve as an inspiration for other students with disabilities to explore the world. Currently, there is not much optimism surrounding students with disabilities studying abroad, and often times, students are not encouraged to do so. Jodi hopes that her story will change this stigma, and that more emphasis will be placed on the encouragement of embracing every opportunity that presents itself, regardless of mental or physical ability.

When asked to provide advice to disabled students just entering the college world, Jodi stated, “Have fun with it. It’s college, you can be yourself. So, decorate your cane or your harness, don’t be afraid of what others think, and embrace it.”
Students of all disciplines have dreams, but one student has made it his personal mission to create a more culturally competent and well-rounded student population within the College of Education and Human Services.

Jordan Hoskin, a native from the inner city of Chicago, is a current graduate student obtaining his Master's Degree in Rehabilitation Counseling and Rehabilitation Administration. Jordan earned his B.S. in both Communication Disorders & Sciences (CDS) and Rehabilitation Services with a focus in Behavior Analysis from SIU. He has previously worked in multiple clinical settings including a Neurological Rehabilitation center in Carbondale, IL, working with clients who have suffered from traumatic brain injuries. Since 2012, Jordan has worked for the Achieve Program at SIU, an academic support program for students with learning disabilities. While working for Achieve, he has served the student population by offering services in tutoring and academic case management. Jordan is also interning and working with military Veterans at the Marion, Illinois Veteran Affairs Mental Center within Behavioral Medicine Services. He mentioned that gaining these experiences have positively impacted his personal and academic career, while allowing him to gain experience working with diverse populations. The College of Education and Human Services has served as a vehicle for equipping Jordan with the skills necessary for reaching his goals of making a difference in the lives of others as they pursue their dreams.

Jordan ultimately hopes to find himself contributing to the counseling and program development aspect of the therapy world by helping individuals reach peak performance. From his extensive academic pursuits, coupled with his impressive supplemental experiences, he is able to acknowledge that people come from different places and backgrounds, and therefore, acquire their own sets of struggles. Jordan hopes to act as the “translator”, or, “guardian angel” for the people that he interacts with by showing them that they are more than capable of achieving anything that they wish.

His inspiration is driven from a multitude of places. However, his passion for rehabilitation counseling stemmed from his study abroad experience through Semester at Sea during the summer of 2009. Not only did Jordan receive an Institute for Shipboard Education (ISE) scholarship, but he was also the only participant from a public institution. Through visiting countless countries, blogging about his experiences, and forming lasting relationships with his fellow Semester at Sea peers, Jordan was inspired to redirect his focus from International Business to Rehabilitation. Working in countless homeless shelters in Turkey, Bulgaria, and Morocco really helped him discover his passion for helping and making a difference in the lives of others.

Jordan's first behavior analysis practicum was completed at NeuroRestorative, a leading provider of post-acute rehabilitation services for people with brain and spinal cord injuries and other neurological challenges. Currently, Jordan serves as an intern at the Marion VA Medical Center, assisting behavioral coordinators to reestablish a psychosocial program. Due to his contributions and unwavering dedication to his work, the Marion VA Medical Center will now be a connection for use by future administration and rehabilitation counseling students. These opportunities were experiences that Jordan created for himself, and although they were done without
immediate benefits, he recognizes the need to build, and stresses the importance of consistency and perseverance in whatever one chooses to go after.

Perseverance and a confidence to shape an idea into a reality were never characteristics in question for Jordan. In 2011, while completing his B.S in CDS, Jordan noticed a minority gap within the field and decided to respond by establishing an organization on campus that focused on pre-professional development, as well as minority retention. From the combined efforts of Jordan, and fellow students Vincent Irvin, Elhaum Mogharreban, Tyann Peters, and Kierra Claiborne, the SIU affiliate of the National Black Association of Speech Language and Hearing was established. Since the organization’s inception on the SIU campus, it has been recognized as Affiliate of the Year from 2012-2015 at the annual convention, successfully recruited new members, accumulated over forty hours of community service at various Carbondale facilities, raised voter awareness, received acknowledgement from ISHA for establishing and maintaining a minority-student organization within the Communication Disorders and Sciences program, established a student mentor program for underclassmen interested in Communication Disorders and Sciences, and more.

Although Jordan’s successes are very much credited to his independent efforts, his growth as a student, employee, and entrepreneur were guided by a couple of influential members of the COEHS faculty. Ms. Carrie Acklin, a Rehabilitation Institute Ph.D. Candidate, first inspired Jordan to pursue rehabilitation counseling. Her passion in class was elevating, and her assistance throughout his application process caused Jordan to commit to rehabilitation counseling and never look back. Jordan’s mentor, Dr. Carl Flowers, a professor and Director of the Rehabilitation Institute and Interim Director of the Technical Assistance and Continuing Education (TACE), helped with more than just academic guidance. Dr. Flowers served as a life mentor for Jordan, offering guidance not as what to do, but helping Jordan to create an ideal situation in his life and identifying the steps towards getting there. Dr. Flowers offered a “let me know how I can help you” attitude, and Jordan hopes to embody that. Linda McCabe-Smith (Associate Chancellor-Diversity-SIUC), Kitty Martin (Professor in Communication Disorders and Science), and Diane Muzio (Rehabilitation Institute-SIUC Senior Lecturer) have been instrumental with helping Jordan transform his dream of creating a more culturally competent and well-rounded student population within the College of Education and Human Services into a reality.

JOIN THE DREAM!
SIU’s affiliate of the National Black Association of Speech Language and Hearing Association focuses on pre-professional development, as well as minority retention.

http://ehs.siu.edu/rehab/resources/rso.php
Sitting down to dinner, your child asks you a seemingly innocuous question: Where does our dinner come from? Looking down at the plate of roasted chicken, mashed potatoes and green beans, you realize you truly don’t know. Who grew the potatoes? How are green beans farmed? Who feeds the chickens?

If you, or your children, have ever posited these questions, you’re not alone. However, a partnership between the Curriculum and Instruction department and the Illinois Agriculture in the Classroom (AITC) program is aimed at creating higher agricultural literacy among students in Illinois schools.

A part of the Illinois Farm Bureau, AITC’s goal is to showcase how agriculture can be used as a springboard to teach language, math, science and social studies, said Kevin Daugherty, AITC’s Education Director. The program is designed to help teachers integrate agricultural concepts into classroom instruction, all while supporting the state’s Common Core requirements.

AITC and COEHS formed a partnership beginning in 2000 to introduce these agricultural materials to teaching students at the university.

“These students have become more aware of the production and consumption of food and fiber in Illinois, knowing how food is grown in the state, and that students today are several generations away from a basic understanding of the role agriculture plays in their daily lives. “Agriculture is not just corn, wheat, soybeans, chickens, cows, and hogs,” she said. “Agriculture touches our daily lives in not only the food we eat, but the homes we live in, clothing we wear, local businesses, exports, finance, government, research and development, alternative fuel and the list goes on. Agriculture is our ‘connection to life.’”
Agriculture Teaches Growth of More Than Just Corn

by Zach Martin

Daugherty said that because each Illinois farmer feeds 156 people, the generation gap requires additional effort to expose children and educators to the agricultural industry while still connecting to educational standards.

“Providing students with an understanding of food and fiber while linking lessons to Math, Science, Social Studies and Language Arts provides a greater understanding of the environment, natural resources, and nutrition,” he said.

At the College, CI senior lecturer Louise Stearns is the key contact between SIU and AITC, after being introduced to the program almost 15 years ago. She arranges visits and workshops for SIU’s teaching students to learn the ins and outs of AITC, and this past June presented at the National Ag in the Classroom conference in Louisville, Kentucky.

“Many elementary students do not know where the food they eat comes from,” Stearns said. “I once had a kindergarten student tell me that potato chips grow on trees in little bags. Agriculture education is life education.”

Stearns said the program’s collaboration with the College is more than just teaching agriculture.

“The program provides many free resources as well as grant opportunities for educators,” she said.

“The programs allow COEHS students to participate in hands-on experiments, which they can take to their elementary and secondary classrooms.”

While the inclusion of agriculture education may seem like a farmer’s dream, and prove once and for all where potato chips come from, Stearns said the opportunities for teachers allow them to reach their educational goals.

An SIU alumnae and local teacher received an AITC grant, Stearns said, after hearing about it as a student in the College’s elementary education program.

“AITC helps our students dream big about the exciting things that they can do as educators and provides resources that will enable them to achieve those dreams,” she said.

Students of Teacher Education learn activities designed to help children understand the role of agriculture, and Students of Teacher Education practice an experiment.

“...I once had a kindergarten student tell me that potato chips grow on trees in little bags.” - Louise Stearns
Now Available: Bachelor of Science degree in Behavior Analysis and Therapy (BAT)

New to the college’s program offerings this fall is a Bachelor of Science degree in Behavior Analysis and Therapy (BAT). The bachelor’s program joins the master’s BAT program, which has been offered at the Rehabilitation Institute for 40 years. The discipline of Behavior Analysis has, according to Professor Ruth Anne Rehfeldt, seen an increase in employment opportunities due an increase in autism diagnoses and acquired brain injuries. As only one of two programs in the nation, the bachelor’s curriculum will train students for careers in various in human service settings as well as for entry into a master’s program that can lead to Board Certification as a Behavior Analyst. In addition to the 20 students in this new cohort, the off-campus/on-line BAT program has 40 new students.

Teaching with Primary Sources (TPS)

Dr. Grant R. Miller, Project Director for the Teaching with Primary Sources (TPS) project at Southern Illinois University, has recently partnered with Special Collections at Morris Library. Funded through a grant from the Library of Congress, the TPS project’s goal is to support classroom teachers’ access to primary sources for instruction that support critical thinking. SIU has successfully held this grant for over 10 years under the direction of the late Dr. Jerry Hostetler. This new TPS partnership with Special Collections at SIU is an exciting opportunity to further promote the value of place-based education in schools across the region.

RE-WRAP Program

[Retaining and Empowering Students Who are Rebounding from Academic Probation]

The college’s Chief Academic Advisor, Katrina James, and the Chair of Education Administration and Higher Education, Dr. Saran Donahoo, have been working with Associate Dean for Academic and Student Affairs, Dr. Cathy Mogharreban, to create the RE-WRAP program (Retaining and Empowering Students Who are Rebounding from Academic Probation). As the title suggests, the program is designed to offer support and mentorship to students who have been placed on academic probation through workshops that focus on self-identity, academic self-efficacy, goal setting, and action plans.
Geriatric Education Program Grant

The Health Resources and Services Administration (HRSA) has awarded a Geriatric Education Program grant, to which SIU will receive funding as a partner agency. As a result, the School of Social Work, School of Medicine and Center for Rural Health and Social Services will receive $445,276 over the next three years as a partner subcontracted to work with rural geriatric education professional education. The lead agency on this grant is Rush University in Chicago.

Dr. Elaine Jurkowski, Professor in the School of Social Work, and Rush University Hospital initiated a partnership with the School of Social Work at SIU to bring a rural dimension to the project. In turn, Dr. Jurkowski recruited the School of Medicine and Center for Health and Social Service Development to participate in the partnership.

This grant will help SIU build a Geriatric Education Center downstate, and will also help promote SIU’s Certificate in Gerontology program. The project will also have scope for MSW social work interns to work at the Family Practice Residency program through SIU’s School of Medicine.

This is an exciting development and important partnership for SIU, and we all look forward to hearing about further developments.

COEHS is SIU’s leader in grant funding!

The College received more than $16 million in grants during the fiscal year 2016, surpassing all other colleges and major units within SIU, even the School of Medicine! This huge accomplishment marks an 80 percent increase over the previous year, meaning more possibilities for dreaming even bigger.

Dreaming Even Bigger!
She took no prisoners. I’ve never worked so hard for someone’s approval in my life. College had been a breeze up to this point. This was the first time I had ever really had to work. I lived and breathed student teaching 24/7. Whether it was planning lessons, grading homework or writing endless reflections, it was all I did.

Dr. Post made me find a work ethic that I did not know that I had. She also made me forget to wallow in self-pity over my mother. If I messed up, she’d tell me to rub some dirt on it and try again. If I botched a lesson, she’d ask me how I should have done it differently. She was my sergeant, and I was her willing private. She pushed me, and pushed me hard.

I remember my final evaluation from her vividly. She handed it to me and was very straight-faced. I thought to myself, “Here it is, she’s going to tell me that I should be an accountant or something.” However, when I opened it and saw that she had written

> The only word I can use

... Dr. Post called me exceptional.

Continued on page 20.
Welcome New Members of the COEHS Family to SIU

Debra Pender
Associate Professor, Counseling, Qualitative Methods and Special Education

Kimberly Crossman
Assistant Professor, Department of Curriculum and Instruction

Erica Jowett Hirst
Assistant Professor, Rehabilitation Institute

Ryan Redner
Assistant Professor, Rehabilitation Institute

Al-Ani Salim
Assistant Professor, Rehabilitation Institute

Atheana Meadow,
Instructor, Rehabilitation Institute

Laurie Chapman
Assistant Professor, Department of Kinesiology

NOT PICTURED:
Neffisatu Dambo, Instructor, Counseling, Quantitative Methods, and Special Education;
Wendi Middleton, Assistant Professor, Health Education & Recreation and Maria Roditis, Assistant Professor, Health Education & Recreation
to explain Ms. Loman’s teaching ability is exceptional,” I cried. I cried for the fact that I finished student teaching when I didn’t think I could. I cried because I had found a grit inside myself to carry on without my best friend. And I cried because Dr. Post called me exceptional. I had won her approval and an “A” in student teaching.

I have had many student teachers in my classroom over the years, and I have often talked about Dr. Post being one of the most pivotal individuals in my life. One of the toughest, but also one of the most genuine educators I have ever known. I have said it many times that SIU gave me immense support at a time when I could not stand on my own. My loyalty to SIU has always been immense, even when I lived in Phoenix for eleven years.

That is why the moment the Placement Coordinator position in the College of Education and Human Services became available, I jumped to apply. To be able to give back just a little to the program that allowed me to find endurance, fortitude, work ethic, and confidence was a dream come true. However, what was even more surprising was to accept the job and now work with Dr. Post as the Chair of Curriculum and Instruction. For all that she’s taught me, I’m sure she’ll have some more.

Dr. Donna Post
An Inspirational Dreamer

Dr. Steve Webb
Graduate of EAHE and an adjunct professor in the Department

Congratulations to Dr. Steve Webb on being elected to the Governing Board of the American Association of School Administrators (AASA), which operates out of Alexandria, VA. Steve is also a former president of the Illinois Association of School Administrators (IASA), which is the state subsidiary of AASA. AASA plays a key role in Washington on issues related to public education and school leadership.

Kristin Adams
President and CEO of the Indiana Family Health Council

Congratulations to Kristin Adams on being named President and CEO of the Indiana Family Health Council. Mention of this milestone appeared in the winter 2014-15 issue of SIU Alumni, the quarterly magazine of the Association.

Adams’ new position manages a staff of technical and professional persons who provide federal funds for a wide range of administrative and educational programs. It requires her to maintain a current knowledge of policies and trends in family planning, and make recommendations to the Board of Directors to assure timely management actions.

Adam graduated in 2001 with a Ph.D. in Health Education. Her experience at SIU allowed her the foundations required for health education, risk reduction, and positive youth development to go into a prevention focused field. Through building relationships with SIU classmates and colleagues, she has built a personal network on which she can rely for assistance.

Jeanne Kitchens
Associate Director
Workforce Education and Development SIU

Congratulations to Jeanne Kitchens on her success at the White House Inter-Agency Open Policy Workshop. Her representation of SIU while speaking at the White House was a true honor to the SIU community, the College of Education and Human Services and the Center for Workforce Education and Development.

Kitchens and her team developed the Illinois Open Education Resources (OER), an educational resources repository in which webpages, files and partial or complete curricula are shared. She spoke about her work during her presentation, and the U.S. Department of Education’s Office of Educational Technology identified OER as a “noteworthy open educational system example” in the office’s “Ed Tech Developer’s Guide.”

In addition to her presentation, Kitchens also participated in discussions and small group conversations regarding topics including how resources are produced, what opportunities exist for creating and sharing openly licensed materials, what challenges arise in open sharing and how current policies and practices can be altered. Her focus is to create the most fair and consistent policies in pursuit of the sharing of licensed educational products with all who need them.
Interviewing for a job or internship can be nerve-wracking, but Career Services has several programs in place to help students prepare for a successful interview experience. In addition to meeting one-on-one with students to discuss interview success strategies, we also provide opportunities for students and alumni to practice their interview skills, both face-to-face and virtually.

InterviewStream, our virtual program, allows students to digitally record multiple practice interviews. Through InterviewStream, students can access interview tips from professionals, select interview questions to practice and e-mail completed interviews to career advisors, professors or employers.

Students and alumni may also practice their interview skills via our face-to-face mock interview program, designed to simulate a real interview. During the one-hour process, students are asked questions relevant to their field of study and career goals. At the conclusion, a Career Services professional provides them with feedback, explaining what they did well and making recommendations regarding how they may improve their performance.

In addition to resume development and interview skill enhancement, Career Services strives to ensure students are well prepared for their job or internship search. This includes meeting one-on-one with students to discuss effective job search strategies, including networking, social media, numerous resources on our website and Saluki Recruiting, an online job search system available to SIU students and alumni.

In addition to these more technology-related resources, Career Services also hosts four career fairs during the academic year at which students and alumni may meet with employers desiring to hire Salukis. In conjunction with career fairs, Career Services also hosts many employer information sessions and on-campus interviews throughout the academic year.

It is the mission of the Career Services team to help students and alumni realize their career and life goals. We endeavor to do this by providing programs and services designed to help students explore their career options, gain meaningful experiences, and make good decisions.
Where will your dreams take you?