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### SIU SOUTHERN ILLINOIS UNIVERSITY

**COLLEGE OF EDUCATION AND HUMAN SERVICES**

**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.

**COLLEGE OF EDUCATION AND HUMAN SERVICES**

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- Cynthia H. Sims, Interim Chair

Journeys December 2014 produced by Jeanette I. Johnson, Supervising Editor & Designer, Jacob Hrnadz and Raven Lee, Co-Editors/Writers.

Photographs by Jacob Hrnadz, Raven Lee, and Jeanette I. Johnson, University Communications and individual contributors.

CLICK HERE for Journeys’ submission policy and deadline information.
FROM THE DESK OF THE DEAN

Welcome to the Fall 2014 edition of Journeys, Career Preparation. Because of our high level of documented civic engagement when compared to other colleges on-campus, facilitating a clear path to appropriate vocational options is at the center of what we do within the College of Education and Human Services. As with many journeys that we take on the road to discovering what we would like to become in life, there will be twists and turns that will lead to unsuspected findings along the way. As I read this edition of Journeys, I am reminded that there are both formal and informal pathways to acquiring essential educational and vocational information to aid in making the most informed decisions possible. I would like to encourage us all to keep the informal process (e.g., informational interviews, talking to family members and colleagues) open in gathering vocational data to make informed and accurate decisions about career choices that will lead to greater satisfaction. This edition of Journeys will explore many career paths from current interns to faculty who continue to give back in service to others.

Finally, I was reminded during a recent call from my nephew seeking guidance about the process of enrolling into a doctoral program. Not only is vocational readiness an important process, but not having the right information to make informed decisions can have inadvertent negative consequences. Please enjoy this edition of Journeys!

Sincerely,

Keith B. Wilson, Dean

GREETINGS FROM THE EDITORS

Raven Lee and Jacob Hernandez

We will have many careers in a lifetime. That is a fact of the modern landscape. Career preparation is not just learning the skills of a single trade, but instead, learning the skills to learn and to grow. Education must be at forefront our minds and hearts as we approach every challenge because getting through the tasks of life is not enough to prepare for the next round. Retaining what we have learned and analyzing the process are essential because the context will change but the lessons will be the same.

It with great pleasure that we present the Fall 2014 issue of Journeys magazine to our readers. The theme for this issue is “Career Preparation.” Ultimately, the purpose of an education is to prepare us for our role in the world. Whether we are embracing new technology for our classrooms, preparing for a big job interview or reaching out to marginalized members of our community, the journey from college to career will connect us through common experience.

Raven Lee is a graduate student in the Master in Social Work Program: Child Youth and Family Services Track, part of the School of Social Work. She graduates in Spring 2016.

Jacob Hernandez is a graduate student in the Master of Public Health Program in Community Health Education, part of the Health Education and Recreation Department at SIUC. He graduates in Spring 2015.
According to the National Agricultural Workers Survey (2001-2002), 75 percent of the U.S. crop workers were born in Mexico and 81 percent indicated that Spanish was their native language. 44 percent could not speak English “at all” and 53 percent could not read English “at all.” Most have a limited number of years in formal schooling (http://www.doleta.gov/agworker/report9/toc.cfm). Southern Illinois also has immigrants from the Dominican Republic, Honduras and Guatemala. Migrants often work without benefits in tough environmental conditions. Combined with the transitory nature of the job, these barriers make access to health care, health maintenance and health literacy significant problems for this population. However, one of our own is doing significant work to improve the quality of life for these individuals.

This year, the Illinois Department of Public Health recognized seven Hispanic professionals across the state as Local Health Champions in honor of Hispanic Heritage Month (September 15 - October 15). This award “honors those whose work has improved the public health and celebrates the achievements of Hispanic throughout Illinois.” Department of Health and Recreation student Karla Shetter was chosen out of nominations from the 27 southern Illinois counties in the Marion Region for her outstanding work with the migrant farm worker community.

A former teacher in Peru, Ms. Shetter is a pursuing her Bachelor’s degree in Health Education (with a focus on Community Health Education). She has been an employee of the Shawnee Health Services in Murphysboro for the past five years. As well as being certified to test for HIV and a licensed medical interpreter for the bilingual training program Bridging the Gap, she currently supervises the Farmworker Health Program.

The Farmworker Health program takes services directly to the migrant community and supplies transportation to medical appointments around the area. Staff and volunteers provide medical interpretation to help the workers become active partners in their own healthcare. The program tailors its hours to the times when the workers are available and fosters strong ties between the community and the health service providers. In addition to health education classes, a “case management” perspective is considered. The staff looks at the big picture of the migrant community and at the other facets, besides work, of the patient’s lives to analyze what barriers may exist to accessing services.

“Our goal is not to change culture but to embrace the diversity that makes the country strong,” said Ms. Shetter. When asked what students can do to better prepare for their careers after college, she stated “Students must take advantage of every moment and take every learning experience seriously.”

Karla Shetter proudly posing with her award.
A new course, Behavior Analysis and Therapy for Autism Spectrum Disorders is being offered in an unconventional format this spring semester. In collaboration with the Center for Teaching Excellence (CTE), the College of Education and Human Services, specifically, the Behavior Analysis and Therapy program in the Rehabilitation Institute, recently has begun offering a new format of classes called a Massive Online Open Course (MOOC). This format enables a teacher to facilitate an online course for a large number of students and it provides the students with a different learning experience. This type of course could offer more accessibility than a traditional classroom and allows the student to be put in the “driver’s seat” of their own education according to Dr. Ruth Anne Rehfeldt, a professor of Behavior Analysis and Therapy, board-certified behavior analyst and a Certified Online Instructor by the Online Learning Consortium. Dr. Rehfeldt and Heidi Jung, a veteran instructional designer from CTE, developed the course and Dr. Rehfeldt is teaching it this spring.

Applied Behavioral Analysis (ABA) is the only empirically-verified intervention for individuals with autism spectrum disorders. The opportunity to take a course in this format will enable professionals currently working in school or agency settings to experience an online course in Behavior Analysis and Therapy, in hopes that the experience will encourage them to pursue further academic training in the profession that will further prepare them to work with individuals with autism spectrum disorders. “The course is a great way for students to begin directing their own career path,” says Dr. Rehfeldt.

An Online Open Course can vary in size but it allows access for more students than a traditional classroom. The largest courses have included over 160,000 students while graduate courses may be as small as 100 students. SIU is not alone in seeing the potential of this new type of classroom. Harvard, MIT and University of Illinois are among the many traditional colleges that are using MOOC’s. The major difference between a MOOC and a regular online course is that the students don’t need to be enrolled at the institution in order to access the MOOC. It’s free and open to everyone.

While this format can provide much more versatility for students, it also presents challenges to instructors. Without the amount of face-to-face communication that a normal classroom experience provides, teachers must use innovative methods to reach their students. Podcasts, guest lectures, videos, small discussion groups and other active learning methods may be all included in a MOOC. Heidi Jung states “My recommendation to a new educator is to focus on their [teaching fundamentals] and how to best deliver that content, then choose the technology that best fits that delivery. For any student, they should pay attention to how they communicate… and try to learn as much as they can from each of their instructors." She went on to say “It’s really been an enjoyable experience working with Dr. Rehfeldt… I have appreciated her knowledge and attention to creating an engaging learning experience.”
There is a rising concern over the money and criteria it takes to obtain a degree, in relation to finding a good job in the work force. Students are beginning to look into careers that offer job security and financial stability. Internship placements are a requirement for a growing number of majors on campus. Internal and external parties collaborate with SIU in developing learning plans to help prepare students for life outside of SIU. We had the pleasure of speaking with Dona Howell, Program Manager of substance abuse treatment program at Big Muddy River Correctional Center (BMRCC), and contractual employee with Comprehensive Connections in Mt. Vernon. Ms. Howell oversees the interns for Comprehensive Connections/BMRCC in the Substance Abuse Treatment Program, called the Last Call Therapeutic Community. She is a former SIU doctoral candidate in Public Health, and has practiced in the field for many years. She spoke about why the program is resourceful for the prison system and prospective employees.

The Big Muddy River Correctional Center offers an assortment of practicum placements for SIU students across majors. These majors are included but not limited to Rehabilitation Institute and Social Work. Overpopulated prisons, ascending recidivism rates, and overburdened mental health care resources make this program important for our justice system. According to Dona, “Interns who later pursue jobs in the prison system can work throughout the country or internationally, and in private or public sectors.”

The Last Call Therapeutic Community is a Division of Alcoholism and Substance Abuse (DASA) licensed 70 bed drug treatment program, operated out of Unit 4 of BMRCC. Students learn the material necessary to become substance abuse counselors, prevention specialists, assessment specialists, or MISA; mentally-ill substance abuser counselors.

Statistics show that a significant proportion of the prison population meet the American Society for Addiction Medicine (ASAM) criteria for addiction, making the Last Call Therapeutic Community Program at BMRCC a feasible job option upon graduation. “There are around 3400 drug treatment beds just in the Illinois Correction system alone” Dona explains, “interns through the Last Call Therapeutic Community will learn how to use diagnostic criteria for assessments, treatment planning, charting, and counseling.”

Other internships are offered in mental health, forensic psychology, counseling and General Education Degree (GED) instructional programs. Big Muddy also houses the state’s only supervisory program in sex offender treatment. Under supervision, interns will learn how to take assessments and provide treatment for offenders.

While Big Muddy is an all-male correctional facility, their administration is in the process of partnering with a women’s facility in creating similar internship opportunities. Working with such an intricate group of people allow for more innovative approaches for productivity. Prison populations are growing, so the jobs follow suit. Ms. Howell expressed “Big Muddy will prepare you for the real world, and let students practice in a wide variety of environments.” Dona Howell is available to answer any questions regarding the internship program and available opportunities at Dona.Howell@doc.illinois.gov.
RAVEN: Please tell me a little about yourself.

MARK: “I am a non-traditional, advanced standing masters of social work student in the one year health/mental health track. I got my Bachelors of Social Work from Southern Illinois University Carbondale this spring, and I am interested in substance abuse counseling. I am the first male intern to work at Big Muddy. I have been an intern in the substance abuse since August and I will be there until May.”

RAVEN: Please describe the internship program from your perspective. What do you think the purpose is?

MARK: “The internship allows me to really gain insight on prison life. The treatment program is to help the inmates change their lives. We work closely with them, and help them prepare themselves to find jobs once they are released from prison, and not come back. We work to change their criminal lifestyle through educational classes like life skills, parenting skills, anger management and critical thinking technique classes.”

RAVEN: What was the driving force behind your decision to intern at Big Muddy? What about it made you choose there?

MARK: “When I interviewed with Dona Howell, she told me that I would be able to gain five years’ experience in about a three month time span working at Big Muddy. She was right. I wanted to gain as much experience as I could and learn about a variety of things that I would deal with. I wanted to learn about race, drugs, medical issues, suicide and to improve my interpersonal communication. I interviewed and worked as an intern while working on my Bachelor of Social Work, and decided to stay there while working on my MSW.”

RAVEN: Walk us through some of the daily tasks that are part of your shift. What would your day as an intern look like?

MARK: “When I first come in, I screen the 30-day sheets. Those are the interviews conducted by the administration for the inmates who are first coming in. There are 30 different topics that the inmate can elaborate on and revisit later to see if any progress is made. Some of these topics include anger, patience and communication.”

“I also teach a class called men’s health group. In the class we explore the inmates’ upbringing and talk about children, being overwhelmed and issues that can attribute to their overall health. We have a 30-minute lunch break where everyone eats. After the lunch break there is a house meeting. We do positive readings, address any physical, verbal, or cognitive behavioral issues, and let them get everything off their chests. Some days we have individual assessments and counseling follow up meetings with them. We discuss planning and treatment.”

RAVEN: Would you say the majority of your day is spent working with the inmates face to face, or in administrative support in the office?

MARK: “I would say about half of my time is spent in the office, and the other half on the floor.”

RAVEN: Do you ever fear for your safety while on the floor with the offenders?

MARK: “There are a lot of guards in the prison, and working there you develop a relationship with both the guards and the offenders. I don’t feel threatened while on the floor.”

continues | 11
WHERE DO I START?

Career Services: The Road to Success by Jacob Hernandez

The question that many face about career preparation is “where do I start?” I sat down with Michelle Garret, Career Development Specialist from The University Career Services Center to answer that question and a few others.

JACOB: What is the mission of Career Services? What does Career Services do?

MICHELLE: Career Services is a comprehensive career development office which helps students and alumni with all aspects of career planning and development. That includes, but is not limited to, working with students who are undecided to help them find the right career, helping students who are rethinking their majors, helping sophomores and juniors prepare their resumes and prepare for internships, and helping juniors and seniors who are looking for employment.

JACOB: How would you recommend students approach the process of career preparation?

MICHELLE: We recommend they get into Career Services as early as possible. [Laughter] We work with students from beginning of their education to the end. We want students to come in here early to make themselves more marketable to employers.

JACOB: What makes a student marketable to an employer?

MICHELLE: Students should get involved. Employers want to see that a student has applied the skills learned in the classroom. Involvement in student organizations, computer skills, applications of critical thinking and conflict resolution all show that a student is a well-rounded candidate. Students with work experience and internships will be much more competitive in the job market.

JACOB: How early should a student start thinking about internships?

MICHELLE: Students, ideally, need to intern twice within chosen field. Once between their Sophomore and Junior year and then again between Junior and Senior year. We recommend that they look at the SIU Externship Program and also look at job shadowing with practicing professionals.

JACOB: Externship Program?

MICHELLE: The Externship Program is run by the SIU Alumni Association. It’s a week-long job shadow experience with a distinguished Alumni. It’s very competitive.

[Editor’s Note: For more info on the Externship Program see the article later on in this issue!]

JACOB: What kind of timeline should students be working on for career preparation throughout their college experience?

MICHELLE: 1st Year—Students should start work on a resume. Everything in high school needs to come off resume. Students should explore activities like student organizations and intramural sports. They should start building their resume experiences and by the 2nd Year—Students should continue their work from the first year. They should be thinking about internship and job shadowing opportunities.

3rd Year—Students should have a resume and C.V. written. We encourage them to talk to us about “interview stream” our virtual interview service that we offer. The service features a recorded interview questions that are tailored to each major. Students can practice their interviews and we will give them feedback.

4th Year—Students should be working with Career Services to prepare to enter the working world. They should already have some internship and job shadowing experiences, should be exploring employment opportunities through Saluki Recruiting (https://siuc.experience.com/experience/login), our web-based job search system, and be visiting the career fairs on campus.

The University Career Services Center strives to assist all students and recent alumni with achieving career success. careerservices@siu.edu/
Spring break is just a few short months away. While some are anticipating spending their leisure time enjoying sandy waters of the gulf, beach parties and traveling, others have more academically based agendas on their mind. The College of Education and Human Services (COEHS) has a unique opportunity for students in their junior and senior years to gain experience through externship placement during the week of spring break.

The SIU Extern program is administered by the SIU Alumni Association in collaboration with the undergraduate colleges. It has earned national recognition and received awards from the Council for Advancement and Support of Education for student program excellence. “Externs get the true experience of applying for a job with going through the application process” explains Jodi Miley, Coordinator of Recruitment and Retention for the COEHS.

Applicants submit interest packets to be reviewed by all 8 academic units inside the COEHS. If selected, the next step is pairing students with sponsors, based on location preference and career interests. The sponsor serves as a mentor for the student and liaison for the Alumni Association and the Coordinator. Prior to beginning the externship, externs and sponsors have the opportunity to talk and discuss goals.

Participants are invited to attend a job preparation forum before beginning work.

The informational covers a variety of topics designed to help prepare externs for their first day. They receive tips on resume building, interviewing skills, email etiquette and social media professionalism. There is also an extern recognition ceremony and follow up interview upon completion.

Externs receive in house experience by being included in day-to-day operations at the location site. They attend staff, departmental and/or client meetings, participate in team and individual projects. Externs also have the opportunity to get to know potential future employers beyond a traditional interview setting. Travel expense reimbursements are awarded to those who meet eligibility requirements.

On average, 40 percent of externs are offered future job opportunities with their sponsoring companies or organizations. More than 3600 students have made valuable career contacts by participating.

For more information contact the SIU Alumni Association Extern Coordinator, Kayla Loyd or call 618/453-2408.
From their first cry at birth, to their sounds of babbling words and the infamous wobbly walk, a child’s developmental milestones are significant. The emotional, social and psychological state of a child are heavily influenced by their environment during their early years of life. These years are fundamental in molding us into the people, pioneers and professionals we will transition into.

The Child Development specialization originated in the College of Home Economics over 50 years ago. The Child Development Lab (CDL) is now an accredited lab in the Curriculum and Instruction department within the College of Education and Human Services. Students work directly with children ages six weeks to six years. Students receiving the Early Childhood degree can choose the Child & Family Services or the Preschool Primary specialization, which provides the student with a 04 certification. This certification qualifies recipients to teach children from birth through 3rd grade.

Students are learning observation and developmental techniques and documenting methods to share with the children’s families. Information about Department of Children and Family Services (DCFS) regulations, health department requirements and The National Association for the Education of Young Children (NAEYC) childcare standards are also embedded in the curriculum.

Many success stories can be attributed to the training offered by the CDL. SIU Alumni Kelsey Rohrer graduated in December of 2008 with a Bachelor’s in Early Childhood Education. According to Kelsey, “The CDL was an overall experience that taught me the importance of giving children a voice, treating them with respect, and giving them a choice in their learning…I find myself pulling ideas and experiences every day from the CDL into my own classroom.”

SIU graduate Michael Eldridge completed his Masters of Science in Education in 2013. He also worked in CDL, and expressed how it helped shape his career path. Michael expressed “I attribute my success as an educator to the experiences with children, families, faculty, and staff at the CDL. I was allowed academic freedom to experiment with educational approaches and techniques.”

Melissa Viernow is the current Infant/Toddler Master Teacher at CDL. When speaking about her team, she explained “My passion is teacher-supervision and mentorship. I hold my students to high expectations and accountability not only of themselves, but to the children and families they work with. The ability that my teachers have to focus everything they do to support the overall development of the child and the success of the family makes me very proud. Not proud of my own personal work, but proud to have been a part of the shaping and modeling of true educators.”

Using the knowledge learned in CDL, students will be prepared to work in Pre-K programs, Head Start, Early Intervention, DCFS, Public Schools, Private Schools and Child Care Centers. The CDL also provides opportunities for student employment and graduate assistantships. Through the CDL, students experience hands-on opportunities to apply their understanding of child development and the theories they have learned.
CARBONDALE, Ill. -- The redesigned Elementary Education program at Southern Illinois University Carbondale is among the first 10 university programs in the state to earn approval from the Illinois State Board of Education’s Illinois State Educator Preparation and Licensure Board.

With a goal to create more qualified and prepared teachers, the state’s education board (ISBE) recently rewrote the standards for future elementary teachers and also changed the grade ranges for teacher licensure. SIU Carbondale faculty quickly went to work recreating the university’s teacher education programs to adhere to these standards and received approval for the elementary education component this fall.

“In planning the curriculum we incorporated what teachers need to best instruct their students and what enables them to meet state standards. We tried to design the program for cross-purposes. This approval is evidence that ISBE is confident in our new program design,” Christie McIntyre, associate professor and elementary education coordinator/early childhood co-coordinator, said.

Previous teaching certifications were in early childhood classrooms for birth through third grade, elementary classrooms kindergarten through ninth grade or high school classrooms for grades 9-12. The new standards replace the certification with a license in different grade ranges: early childhood for birth through second grade, elementary education for grades 1-6, middle level for grades 5-8 and high school for grades 9-12.

McIntyre said a collaborative effort has been underway for about two years involving her and others from the College of Education and Human Services along with faculty from the colleges of science and liberal arts to create the revised program. The group also worked with John A. Logan College and Murphysboro Middle School faculty and staff.

McIntyre played a vital role in the revisionary process, serving on state’s early childhood advisory committee and as an adviser for the literacy subcommittee.

The new curriculum includes more development courses, which is important to understanding children’s progress in the classroom and how best to plan for the needs of the children, McIntyre said.

The redesigned program incorporates carefully selected courses with clinical placements, technology and service-learning opportunities so students learn in the classroom and then get reinforcement through hands-on work.

“Where we can make those connections, we do. This intentional programming is a strength of our design. We connect what they learn in the classrooms to clinical assignments and real-life applications,” McIntyre said.

For instance, during the second semester of a student’s junior year, the focus is on language, culture and learning. Classroom studies will center on those themes and students will participate in an eight-week service-learning project in the community, within an appropriate setting such as the Illinois Migrant Council program, the Masonic Children’s Home, or the Boys and Girls Club in Carbondale. Students will also spend...
Some homeless individuals are ineligible to stay in a homeless shelter, due to being a felon, addicted to drugs/alcohol, and unable to comply with shelter rules about substance abuse. Some individuals are mentally ill and unable to access services without intervention and transportation. Some are unable to access a shelter due to a physical disability. Some choose not to stay in a shelter. These individuals live in the woods on the edge of our community. Others live on the edges of homelessness. Many of them want to live meaningful lives and contribute to their community. Opportunities are limited for them, though.

Marleen Shepherd, a Master of Divinity student at Phillips Theological Seminary in Tulsa, OK, and an active member of the Carbondale Interfaith Council for 10 years, has proposed a program, the Sparrow Coalition, to address the gap in services to this population, with the goal of helping them to live with dignity. This program fits perfectly with the idea Dona Reese and her macro practice social work students have been developing for a “Settlement House”, which in the history of the social work profession was a community center established in the neighborhood of the people being served. Services were offered to individuals, along with social action efforts to work for community change.

Ms. Shepherd and Dr. Reese have put together a group of collaborators representing SIU and our community, including the School of Social Work, SIU Dental Hygiene Program, SIU Evaluation and Developmental Center in the Rehabilitation Institute, Carbondale Public Library, Interfaith Council, Gaia House, Carbondale City Council, Carbondale Police Department, leaders of diverse communities, representatives of the criminal justice system, substance abuse community members, Carbondale Main Street, Church Women United. Also in the coalition are social service agencies including Centerstone, Good Samaritan House, Attucks Community Services, Women’s Center, food pantries, and the Southern Illinois Coalition for the Homeless, health care providers, potential employers, local social workers, local press, and members of the homeless population. This group, the Sparrow Center Coalition, is continuing to grow.

The first step in planning the project is to conduct a qualitative research study, in which we will interview the homeless people themselves, asking for their input on what they need and what the program should look like. This fits with the social work value of empowerment. Rather than imposing services that experts think would be best, which seems like a paternalistic approach, the people to be served are participating as partners in developing the program. This is the core of participatory action research, in which “participatory” refers to the people to be served participating as equal partners in the project, and action refers to the social action purpose of the research. This study will be the first step of a needs assessment, in which we will identify what services are available in our area, and what is missing.

Social work students are interested in volunteering to help with the program. Members of the Carbondale
faith community are also interested in volunteering; some have even expressed interest in going where the people are, in the woods, to serve them.

As plans are further developed and funding is obtained, the exact location of the program and services to be provided will be further determined. The initial idea is to provide a place to take a shower, do laundry, and pick up mail.

Dr. Reese uses participatory action research projects as her approach to teaching undergraduate social work research. Two previous research projects studied local poverty. One important local need identified by one of these projects is expanded public transportation, in order to be able to access services, education, and employment. Other ideas developed by the Sparrow Coalition thus far include opportunities for service by the homeless individuals, including helping to run the program, participating in local organic farming, entrepreneurship, and partnering with local businesses willing to provide employment.

The goal is to bring our clients back into community and help them gain self-sufficiency wherever possible. The Sparrow Coalition will do this by addressing factors contributing to the problems and barriers, as identified by the qualitative interviews. In cases where this is not possible, the goal is to help identify available resources that allow individuals to live lives of dignity.

For more information or to collaborate on this effort, contact Dona Reese at djreese@siu.edu.

CONTINUES FROM PAGE 5

Big Opportunities at Big Muddy

A Day in the Life of an Intern

RAVEN: How has enrolling in this internship helped you gain experience in your field and prepared you for a career upon graduation?

MARK: “I think the most important thing I am taking away from working at Big Muddy is that I found my passion in what I want to pursue a career in once I graduate. I got to work hands on with these men and really learn to appreciate my life. I have learned interpersonal communication skills that you can’t get outside of the prison. I learned more patience, critical thinking skills that will prepare me to be an employee in the prison system.”

RAVEN: Do you have any advice or helpful suggestions for students who may be interested in obtaining an internship at Big Muddy?

MARK: “I think everyone should experience what it is like in the prison life. It allows you to see life from a different perspective and see where everyone else is coming from. You are able to reevaluate your situations a lot better when helping others.

RAVEN: Do you have any additional information you would like to share in closing?

MARK: “Interning at Big Muddy is a once in a lifetime experience. I think it has changed me mentally, emotionally, spiritually and physically. You listen to their stories and you want to help. Most of the population is from the city and has no idea what the country is like, so the employees are not the only one experiencing a culture shock. It’s difficult sometimes, but you try to get everyone to understand that we are all different, but we live as a family. We need to work together in order for it to work in our favor.”

~ Mark Hagene

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A WARM WELCOME HOME:
Investing in our Veterans through Military Social Work Program

By Raven Lee

Immeasurable amounts of blood, sweat, and tears are put into fighting for justice, security and liberty to protect the people of our nation. Courageously, service members lace up their boots, check their gear and take their stations to prepare for life threatening combat. But what happens once it’s all over? Studies show that veterans often have a hard time transitioning back into civilian life. According to the US Department of Veteran Affairs, Post-Traumatic Stress Disorder is prevalent in returned veterans. Research shows that those diagnosed with PTSD have a higher divorce rate, experience a greater burden in being caregivers and are more likely to identify with substance abuse (http://www.ptsd.va.gov/professional/treatment/family/partners_of_vets_research_findings.asp). The inaccessibility of resources offered make it difficult for them to find jobs, and seek proper medical attention for emotional and behavioral disconnects, leaving veterans significant social pressure to handle problems on their own.

Dr. Dhrubodhi Mukherjee, associate Professor of School of Social Work has initiated an online certificate program in Military Social Work. In partnership with the Veteran Administration in Marion, IL and the Rehabilitation Institute department within the College of Education and Human Services, the program is the first of its kind. The purpose is to prepare individuals in behavioral health practice to work with service members and their families. It aims to increase the capacity for medical and social workers to cater to SIU affiliated military bases and off-campus communities.

The certificate program is structured as a virtual classroom. It consists of six classes and is an eighteen credit hour program that allows students to learn the material ones own pace. Individuals receive a certificate acknowledging their completion of the program. The courses are: Introduction to military social work, trauma informed mental behavioral health practices with veterans, disability and poly-trauma, substance abuse and suicidal ideation, medical social work, and social work in administration and program evaluation.

In the tri-state area alone including New York, New Jersey and Connecticut, there are approximately 40,000 vets that need the services of social workers and counselors. When asked how enrolling in this course will prepare students for a career, Dr. Dhru answered, “This program embarks new skills that will help answer to the demands of vets needing services. Over the next 3 years, the VA plans to employ around 16,000 mental health professionals. The wide span of information obtained through the certificate program can prepare students for that.”

The course will be offered at both undergraduate and graduate levels with differentiation in workloads to satisfy grade level structures. Students in human services fields including Rehabilitation, Kinesiology, Social Work and Education can especially benefit from the information. The invitation is also open to anyone interested in the general community through enrollment with distance education. Class exemption waivers will be provided for those who have taken a similar class or have documented experience working with the military population.

“There is a core commitment and partnership with the community to educate students on specific behavioral and mental health issues that service members face upon their return;” explains Dr. Dhru.

This course is offered by the School of Social Work, and directed by Dr. Dhrubodhi Mukherjee (below).

For more information on the program please contact Dr. Dhru at dhrubodh@
New additions to the COEHS Family

Darla Phoenix, new assistant to the Dean.
Darla joined COEHS in July as the assistant to the Dean. She worked for the Illinois Hospital Association for several years before coming to SIU in 2004 in the Workforce Education and Development department. For the past 9 years she worked for the American Association of Teachers of French (AATF), located in Faner Hall, as Assistant to the Executive Director. Her duties covered day-to-day operations of the association, part of which was training and support for 300+ nation-wide officers and customer service to more than 8,000 French teacher members. Between personal and work experiences Darla has enjoyed traveling to Canada, France, Belgium, Italy, Switzerland, and many states. Her favorite place to vacation is the Smoky Mountains. While her two children were still young, Darla earned her associates degree at JALC and went on to earn a B.S. degree in Paralegal Studies here at SIU. She currently serves as Clerk for two local townships and also is the president of a local Modern Woodmen chapter. Both Illinois natives, Darla and her husband, Dennis, reside near Ava and enjoy all things ‘country’. Darla’s office is located in Wham 115. She can be reached at darla@siu.edu, or by phone at (618) 453-7513.

Emily Cook, new assistant to the Associate Dean.
Emily has earned both a culinary degree and Le Cordon Bleu certification from Scottsdale Culinary Institute. Upon graduation, she ran a catering company in St. Louis most notably known for their involvement in the annual Y98 radio station “Wedding Giveaway”. She left the food industry in 2013 to work for the American Association of Teachers of French. Though she admittedly speaks no French, she enjoyed her time there. Not working in a company kitchen has encouraged Emily to use her culinary skills more at home. Her youngest daughter Stephanie can usually be found at her side assisting in meal prep, while her partner Tara and oldest daughter Jamie mostly enjoy the fruits of their labors. When not creating delicious goodness, Emily enjoys camping, hiking with her dog, reading, writing short stories and poetry, and photography. She has broad musical tastes ranging from hip-hop to doo-wop and Mozart to Marley. Emily admits she would listen to music 24/7 if given the opportunity. Emily came to SIU at the end of October and looks forward to working with so many wonderful people. She can be reached at emily.cook@siu.edu, or by phone at (618) 453-7314.

John Dively, J.D., Ed.D., Assistant Clinical Professor in Educational Administration and Higher Education
He is married to Dr. Ronda Leathers Dively, Associate Professor of Rhetoric and Composition and Director of the Writing Program at SIU. He earned his B.A. and M.S. degrees from Eastern Illinois University (EIU), and taught high school social studies for two years before earning his J.D. degree from Southern Illinois University School of Law. After five years of teaching at EIU and practicing law in Central Illinois, he returned to P-12 administration and earned an Ed.D. from Illinois State University (ISU). Dr. Dively has been honored with alumni awards by both the EIU Graduate School and the ISU College of Education. He served as an associate professor and chair of the department of Educational Leadership at Eastern Illinois from 2009 to 2012. Dr. Dively has worked in various administrative capacities including principal at Carbondale Community High School and Executive Director of the Illinois Principals Association. He has taught a variety of courses related to P-12 Educational Leadership including School Law, Research Methods, Principalship, School Community Relations, Personnel, and Field Practicum. Education Law—particularly First Amendment, Tort, and School Equity Funding are his primary research interests. As a frequent presenter and consultant, he has assisted several Illinois districts as they consider reorganization and consolidation. Dr. Dively can be reached at divelyj@siu.edu, or by phone at (618) 453-7024.

Kym Morgan, new Graduate Secretary in Kinesiology.
She began working at SIU in May 2010 as an extra-help clerical worker in the Division of Continuing Education. She became a permanent employee in May 2011 with Student Health Services. Before joining the SIU family, she worked as an Administrative Assistant/HR Manager for the Southern Illinoisan for eight years. Kym was born in Ripley, Tennessee and raised in Carbondale. She is the second youngest child of nine, which includes four sisters and four brothers. Outside of work, she loves traveling and sports. She’s always been a fan of Saluki athletics.
In Normal at the 40th annual Those Who Excel banquet Steven Elza, an automotive technology teacher at William Fremd High School in Township High School District 211 (THSD 211), has been named our 2015 Illinois Teacher of the Year. Steve, one of 12 finalists, was chosen as this year’s top educator in Normal at the 40th annual Those Who Excel banquet.

A graduate of Southern Illinois University with a Bachelor of Science in automotive technology, Steve also holds two Master of Education degrees from SIU. Steve has earned numerous certifications making him a role model for his students, colleagues and future educators.

Steve’s automotive technology program achieved National Automotive Technician Education Foundation certification. Only 4 percent of all high schools in the United States achieve this certification, and THSD 211 is the first high school district in the state to have all of its schools achieve this distinction. Additionally, Steve has led students to multiple state and national competitions, where his students have earned hundreds of thousands of dollars in scholarships and materials.

This year, there were more than 230 nominations for Those Who Excel. Principals, faculty, parents and students submit letters on behalf of candidates as part of the nomination process.

As Illinois Teacher of the Year, Steve will have opportunities to share his knowledge and expertise outside the classroom. Beginning in the 2015 spring semester, Steve will be available to speak at teaching workshops, educational conferences and community meetings. He will represent Illinois at the NASA Space Camp in Huntsville, Ala., and in the National Teacher of the Year program sponsored by the Council of Chief State School Officers and ING. Steve will also receive products from SMARTer Kids.

You can find out more information about the Teacher of the Year and Those Who Excel at www.isbe.net/those-who-excel/default.htm.

**Professional of the Year & most dedicated member through the years by the Illinois Recreational Therapy Association.**

**Heewon Yang,** Ph.D., CTRS, FDRT Chair of Health Education and Recreation was awarded “Professional of the Year” and the most dedicated member throughout the year by the Illinois Recreational Therapy Association. It is the most honorable award of the association. Around 300 attendees from five other states at the award ceremony and all gave him a grand applause for one minute. Dr. Yang expresses “Personally, I am truly honored to receive the Professional of the Year Award. Such recognition from fellow professional in the State of Illinois who I have worked with for the past 10 year is beyond gratifying. Professionally, I think we owe it to our profession to be a more active scholar, a better teacher, and a humble service provider. Peter Parker stated, ‘with great power comes great responsibility’. I would say, ‘with recognition comes greater responsibility.’” Congratulations to Dr. Yang for making all of us proud!

**Kudos to Dr. Saleeby**

A huge congratulations to Dr. Patricia Saleeby, Assistant Professor in the School of Social Work. One of Dr. Saleeby’s posters was selected and awarded as one of the best posters for the World Health Organization (WHO) conference in Barcelona. Of 150 posters worldwide, only five were selected.

Dr. Saleeby is the lead researcher, contributor and author for her poster, which involved an international collaborative effort around developing a mobile application for the International Classification of Functioning (ICF).

**One of our own: Top Educator**

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Add to Your Resume: Educators for Excellence

Educators for Excellence (EFE) is a new RSO founded by education majors under the direction of faculty advisors Dr. Burris and Mr. Speith. EFE is the only RSO on campus open to all education majors of any grade level and content area. The goal of EFE is to bring together all present and future education majors in a professional organization. EFE plans to host many upcoming events and projects, and prospective members are encouraged to come out. Applications are available for pick up from any member of the executive board, and in the EFE mailbox in the Teacher Education Program office in Wham 135.

At EFE’s inaugural “Student Brown Bag” series EFE members and guests are listening to Ting Zhou, who is presenting information about China’s Educational system.

Ting Zhou is a graduate student from Curriculum and Instruction.

Revised elementary education program gains approval

one day each week in a local district that has a diverse student population.

“We have sequenced this to correlate classroom study with clinical placements and service-learning. Being a well-rounded teacher means you understand the needs of the children and the community you’re involved in. I’m very excited about this new model,” McIntyre said.

Another key component in SIU’s new program is it is designed so elementary education students can gain additional endorsements by taking approved coursework, thus adding extra value to their degrees, McIntyre said.

The revised schedule and curriculum are being phased in for current students. Those already enrolled in elementary education for the fall 2014 semester can complete their schooling under the old plan and licensure ranges or select the new plan. Students entering the program beginning with the spring 2015 semester in January are under the new guidelines.

Work is underway to finalize the revised curriculum and course sequences and gain approval for the other grade levels within SIU’s teacher education program.

Universities must have state approval of their elementary education programs by Feb. 1, 2017, in order for graduates to test for a professional educator license.

Graduate Assistantships, Events, RSOs and New Programs Boost Career Experience

CSP (College Student Personnel Program), in EAHE, enrolled 21 new master's students for the fall cohort. These students hold graduate assistantships in Residence Life, New Student Programs, Education as a Second Language, Records and Registration, Fraternity and Sorority Life, Student Involvement, Learning Support Services, and University Programming Office.

The New Principal Preparation Program officially started in the summer of 2014. The program launched under the new format and legislation established by the Illinois State Board of Education (ISBE). Students attained enrollment after an involved process including a leadership portfolio review, an interview with the admissions committee, and video presentations of their teaching.

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The SIU Foundation held an Academic Scholarship Brunch in September 2014. Recipients are students who applied and met the criteria specific to the individual scholarship. Congrats to the recipients on all of their hard work and success, and thank you to the Donors of the SIU Foundation for investing in the future of the University!

Not Pictured: Spencer Jackson a student in Kinesiology received the Lingle/Ittner Memorial Award.

L to R: Bailey Battaglia and Allan Patton. Bailey is a senior majoring in Communication disorders & Science, Rehabilitation. She received the Evelyn Patton Fuller Scholarship.

L to R: Susan Ridout, Dorothy Ramp and Melody Schmidt. Melody is in the School Counseling Program. She received the Dorothy Ramp Scholarship.

"Southern Illinois University people were friendly, honest and eager to talk and work with me. Because people listened they were able to assist me in housing, programming and succeeding. My professors and final Ph.D. committee members were dedicated, knowledgeable, demanding and helpful as I achieved my goals.

People at SIU have not forgotten me as an alumna, either. Some seek my advice. Others include me in events and continue to make me feel special—and did even before they knew I had included SIU in my will.

Including an alma mater in your will is as easy as writing a declarative sentence. It is even better if you contact someone from the SIU Foundation to be sure the gift you leave is used where and how you intended and doesn’t fall into the general budget unless you want it to.

You, too, may leave a legacy! Wishing each of you a happy, healthy and long life."

— Norma Faust
Ph.D. 1992 Education & Human Services
Curriculum and Instruction

For information about including SIU in your plans, contact:
EDEN D. THORNE, Director of Development
COLLEGE OF EDUCATION AND HUMAN SERVICES
edent@foundation.siu.edu | P: 618-453-4268
www.siufgiving.org
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!

**ON-LINE PURCHASES**

**SUPPORT Student Success**

SIU Alumni Association members enjoy a 15% discount. If you are not a member, **JOIN NOW!**

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**Graduate Assistantships, Events, RSOs and New Programs Boost Career Experience**

**October was Careers in Student Affairs Month.** The Higher Education Student Association (registered student organization for those interested in higher education and student affairs) hosted Alumnus Dr. Thomas Hadley to speak on at the University Museum Auditorium. Those in getting involved are welcome to contact the Educational Administration and Higher Education (EAHE) program in Pulliam Hall.

**The EAHE held the 18th Annual Education Law Conference** in September in the Student Center Ballrooms and River Rooms. The keynote speaker was Illinois State Senator Andy Manar. Topics featured at the conference included growth model, reduction in force, and issues related to recent changes to Illinois and federal law.
Bob Moses, civil rights leader, MacArthur Fellowship award winner, founder and President of the Algebra Project, and life-long educator visited SIU in November to deliver remarks on “Constitutional Personhood” and then conducted a workshop with college, high school and community members on educational disparities. Participants were given a chance to brainstorm on causes and possible solutions for inequalities.

When asked what advice he would have for current students and future educators, Dr. Moses offered this advice:

“The new dominant technology [the computer] organizes what we think about. The old standard of education used to be just reading and writing but there is a new standard: qualitative literacy. Educational institutions were designed around the old standard but now they have to adapt. The other [advice] is that the planet has shrunk. Cultural sensitivity is very important. Our country has an underlying European culture that we expose to diversity. We should move past that because we no longer live in an isolated country. We need to enter into an equal playing field with different cultures. It will be very different for those who have been born in the new century.”

Coming soon--look for a more in-depth interview with Bob Moses by Jacob Hernandez in the COEHS Annual Report and on the College’s website at EHS.SIU.EDU.