

TEACHING IN THE FACE OF TRAGEDY



Student teachers exiting these doors never expected the challenges which lay ahead.

September 11th... Marquette University student teachers started their day, peeling themselves out of bed after a night of correcting papers, cutting out figures for art projects, and conjuring new ways to connect with their students. As the morning progressed, it was on to negotiating traffic, greeting fellow faculty and students and waiting in anticipation to deliver their lesson plans. First graders would have a sharing circle. Middle school students would be tested on grammar. Freshmen were learning about the Revolutionary War. And seniors would be discussing *Siddhartha*.

First hour, there was news of an airplane crashing into a tower at the World Trade Center.

"Sounds like an accident. How sad! Let's get on with our lesson."

Second hour, ANOTHER plane crashed into the second tower. Insidious news! Hearts sank. Confusion set in. New challenges encroached the schools. In primary grades, little was being said. But in high schools, principals were heard on the PA systems, their voices somber

and their messages alarming. Guidance counselors were mobilized to provide support to faculty and students. Primary teachers continued with their day, trying to maintain normalcy for their children. Secondary teachers were caught off guard. Choices had to be made to respond to students' curiosity as well as their own. Some faculty chose to defer the burden of response to students' needs to their peers:

"This is a social studies issue! It's not my area to be dealing with this atrocity!"

On September 11th, 2001, the student teaching experience for our Marquette students took on a whole new dimension. The "teachable moment" hit them swiftly and hit them hard. Lessons were set aside. Suddenly, teachers were challenged with holding back their own biases as they struggled to guide their students through the cause and effect of such horrors. Their own learning curve was huge. Like the rest of the country, they found it necessary to quickly brush up on their knowledge of the Middle East.

"Who is Osama Bin Laden? What is the Taliban?"

They also had to find an appropriate comfort level for dealing with the deep emotions of students and other members of the faculty. Staving off the forces of prejudice they encountered both at home and on the street, student teachers met the challenge head-on. At St. Joan Antida High School, students were concerned about losing all they had accomplished in bridging cultural gaps among their more diverse student body. At the all-girl school, non-Muslim students wore veils to school for three days to show solidarity with their Muslim sister students.

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We would like to acknowledge the contributions of the following individuals, without whom this newsletter would not be possible:

Alumnae information and updates: Dr. Kathleen Gomez (1996), Dr. Maureen Polczynski (1990) and Ms. Sue Saller (1998)

Photography: Nelis Hooyer, Technical Coordinator and Nereus Dooley, Learning Technology Consultant

Layout and Design: Lori Fredrich, Administrative Secretary - EDPL

If you have ideas or information for upcoming newsletters, please send your information to Dr. John Augenstein at john.augenstein@marquette.edu or call (414) 288-7376. We would love to hear from you!

CHARTING OUR PROGRESS: EDPL

The EDPL department is currently engaged in a number of new initiatives that are designed to improve our programs and enrich the experiences of our students. One recent enhancement is the redesign of our Master's program in Instructional Leadership. This program is now a 30-hour MA program that culminates in a portfolio defense. Several themes distinguish the program from others in the metropolitan area: the teacher is conceptualized as researcher, leader, content-area specialist and social activist. The goal is the production of master teachers. If you are interested in learning more about the program, contact Dr. Joan Whipp (joan.whipp@marquette.edu).

Another improvement about which we are very excited is the redesign of the doctoral program in Instructional Leadership. Enhancements have been made in the sequence of courses, the nature of the doctoral qualifying examination and the types of dissertations that can be completed. The program now offers more student choices than the previous program and features an emphasis on enhancing the students' capacities to interrogate policy implications. Work is currently underway to better integrate a common core of coursework for both the Instructional Leadership and Educational Leadership doctoral programs. We will provide additional updates in future newsletters.



Nick Pumilia teaches an undergraduate technology course

Several of our faculty have also invested incredible amounts of time and energy in rethinking a cutting-edge program for our undergraduates which fully integrates technology in pre-service teacher education. The School of Education was recently awarded a major Federal grant to assist us in this effort. We are delighted to report that this three-year grant will better enable us to integrate technology into all teacher education courses (including those taught by Arts & Sciences faculty) as well as connect the School of Education in more meaningful ways with selected MPS schools. We are very excited about the potential of this redesign, especially as we move toward new DPI requirements that take effect in July of 2004. Again, watch this space for exciting updates!

ALL IN GOOD COUNSEL: COEP

Our recent efforts at updating our COEP programs have really begun to pay off!

COEP has been getting very positive feedback regarding the preparation of our students. The department faculty and several practicum supervisors in the community have noted that our practicum students' skills are very strong. The faculty recently approved new course requirements for an emphasis on counseling children and adolescents, and we are currently updating our school counseling program to comply with new Wisconsin school personnel licensure laws. We also recently submitted our application for American Psychological Association accreditation of our Counseling Psychology Ph.D. program.

We would like to begin developing closer ties with our departmental alumni and friends. First, we would like to invite all of you to our monthly Colloquium Series. They are held from 12-1:30 p.m. on Wednesdays, and most sessions are approved for continuing education credit for licensed psychologists in Wisconsin. You are also invited to our Graduate Student Organization's Fourth Annual Mini-Conference and Research Exchange to be held April 5, 2002. The keynote address will be given by Dr. Clara Hill, one of the most prominent psychotherapy process researchers in the country. If you would like more information, please send us your street or email address and we would be happy to keep you updated.

"COEP has been getting very positive feedback regarding the preparation of our students."

You can also find more information about our events by visiting our website at www.marquette.edu/education/coep.

We are interested in finding new sites which can offer strong practicum training for our students. Contact Dr. Todd Campbell at 414-288-5889 (todd.campbell@marquette.edu) if you have ideas or suggestions.

Our students have often asked if it would be possible to contact alumni to discuss career options, preparation for various specialty areas, etc. Please call our office at 414-288-7379 or email Dr. Tim Melchert at tim.melchert@marquette.edu if you would be willing to add your name to our list of Alumni

Contacts. Include your name, address, email address (if available), telephone number, licenses and certifications (if applicable) and areas of specialization. This list will be made available only to our departmental students, faculty and other alumni.

The recent terrorist attacks have brought people together in ways that it seems only tragedies do. May the faculty, students, alumni and friends of our department also develop closer ties, resulting in a greater sense of community and purpose which will enable us to meet the challenges of these trying times.

MESSAGE FROM THE DEAN

Dear Friends:

The School of Education is entering an exciting time in its history as evidenced in its new vision, which states that it:

...plans to become a model for Jesuit colleges and universities in the preparation of teachers and school administrators for urban public and Catholic schools, counselors and psychologists for educational institutions, mental health agencies, and other human service organizations. Its graduates will be "women and men for others" who have a commitment to transforming social inequities in their schools, institutions, and communities, and who exhibit Marquette's hallmarks of excellence, faith, leadership, and service.

The undergraduate teacher education program has been totally revamped to meet the new Department of Public Instruction's standards (effective in 2004) and develop teachers who hold the *ideals of care and respect for all students, racial justice, transformational leadership, and critical reflection.*¹

The Counseling Psychology program has applied for American Psychological Association (APA) accreditation and was notified recently that a site visit will take place early in 2002. The COEP Department is restarting its school counseling program, which in an earlier time was a popular program. The Department's programs are gaining excellent reputations in the Milwaukee and southeast Wisconsin and its students are sought for internships and practica.

The SOE Alumni are focusing on:

- reestablishing an annual lecture by a nationally renowned educator who will speak to classes, meet with faculty, and do a public lecture in the evening,
- increasing alumni attendance at the SOE Distinguished Alumnus and Young Alumnus Reception (April 25, 2002) at the Haggerty Museum,
- continuing to publish the Alumni newsletter, and
- assisting current and identifying prospective students.



YOU CAN HELP US accomplish our goals BY CONTRIBUTING to scholarships that support our students such as:

- Catholic School Scholarship
- Patricia C. Janz Scholarship Fund (for COEP students)
- Luke Effects Teaching Scholarship (urban elementary student teaching developing literacy skills)

Checks may be sent to me at the School of Education or the Rev. Thaddeus J. Burch, S.J., Dean of the Graduate School and on your check indicate to which fund you wish your contribution to be deposited.

I enjoy hearing from you. Drop me a note in "snail" mail or by email.

Sincerely,

John J. Augenstein, Ph.D.
Dean

¹ "Program Mission Statement," School of Education Task Force Report June 15, 2001, p. 5.



MARK YOUR CALENDARS!
2002 School of Education Distinguished Alumnus/a Reception
April 25, 2002 from 4-6:00 p.m.
at the Haggerty Museum on the Marquette campus



EMERITUS PROFILE:

Dr. Nordberg



Dr. Robert Nordberg Professor Emeritus, taught in the Department of Education for twenty-seven years, retiring from Marquette in 1988. From 1975 to 1981 he served as the second Dean of the department.

A native of Denver, Dr. Nordberg obtained his undergraduate degree in psychology from the University of Denver and later his MA at the University of Colorado. He received his Ed. D. at the University of Denver in 1954.

Prior to completion of his studies, Dr. Nordberg served in World War II from 1942-1945 in the U.S. Air Force as a cryptographer (Code and Cipher Specialist). In 1951 Dr. Nordberg was stationed as a reservist in Alaska during the Korean conflict.

Dr. Nordberg began his career in higher education in 1954 at Catholic University, initially as an instructor and then as assistant professor. He joined the faculty of Marquette University in 1961. During his tenure at Marquette, Dr. Nordberg taught courses in counseling and educational psychology, his favorite course being *Individual Counseling*. Dr. Nordberg served on several committees and directed doctoral students with their dissertation work. One of his most memorable experiences at Marquette was co-authoring, with Dr. Adrian M. Dupuis (also Professor Emeritus of Marquette), the text **Philosophy of Education: A Total View**.

Currently, Dr. Nordberg advises students in the field of education to remember that all children do not learn in the same way. Teachers must be aware of different learning styles in order to meet the needs of each individual child.

Dr. Nordberg currently lives in Fox Point with his wife, Beverly. They have two sons and one grandson, all of whom reside on the East Coast.



KEEPING THE TRADITION ALIVE

I am sure you will agree that many of the qualities that sustain your personal and professional growth are reflections of your Marquette experience. That well-rounded, quality education was based on faith, excellence, leadership and service to others; the founding ideals that the Jesuits built their model for education on. Nowhere is this more apparent than in the quality of attention and academic excellence we now provide to our current students continuing the tradition of academic excellence Marquette can be so proud of. As you are well aware, the costs of private education continue to rise and Marquette is committed to providing quality education to current and future students.

What you may or may not be aware of is that only 60% of the operating budget at Marquette University is covered by the tuition dollars we receive from each student. In addition, 90% of our students receive financial aid. If we are to continue this excellence in academic quality and maintain our 15:1 student/faculty ratio, we need your assistance.

By designating your contribution to the School of Education through the Marquette Fund, your gift will directly support the areas of enhanced technology, student financial aid, recruitment and retention of outstanding faculty, and

improvement of campus facilities, allowing Marquette to uphold the ideals it was founded on — making a quality education available to a diverse and qualified student body. Your donation to your alma mater will allow Marquette and the School of Education to offer a quality

“...helping us to shape the ideals of those who will guide, serve and lead our communities”

education for the whole person based on the distinctive Jesuit traditions. You will be assisting in supporting the unique value of a Marquette education, helping us shape the ideals of those who will guide, serve and lead our communities in the future.

Please consider designating your donation to the Marquette Fund to the School of Education in honor of your experience at Marquette University. You can do so by writing “Education” on the “OTHER” line in the lower right hand corner of your pledge card. If you have any questions or would like further information on how you can volunteer your time and talent, please contact Barbara Richter, Director of Development for the School of Education at 414-288-7860 or e-mail: barbara.richter@marquette.edu. Thank you for your interest and support in Marquette University’s School of Education.

FACULTY PROFILES

Dr. Alan Burkard and Dr. Yolanda M. Wattsjohnson



Alan Burkard was born and raised in Madison, Wisconsin, and studied Communications and Psychology as an undergraduate at the University of Wisconsin-Stevens Point. Following graduation he entered a masters program in Counselor Education at the Pennsylvania State University, and worked with the campus Career Development, Student Affairs, and International Student offices as a student. His first professional positions were in residence life at Illinois State

University and New York University, and he later worked in the foster care system of New York City as a Clinical Consultant for adolescents and young adults.

While Dr. Burkard worked in the foster care system, he returned to graduate school at Fordham University and completed his doctoral degree in Counseling Psychology. He completed an internship at the counseling center of Northern Illinois University, and after graduation took a position as a staff psychologist at Ball State University (BSU). After four years as a staff psychologist and adjunct faculty member with the Counseling Psychology program at BSU, Dr. Burkard joined the faculty at Marquette University to teach in the masters and doctoral programs in Counseling and Counseling Psychology. His primary research interests are in multicultural counseling and related counseling/supervision processes.



Yolanda Michelle Wattsjohnson is a native New Yorker excited about beginning her second year as part of the Marquette faculty. She began her studies as an Anthropology & Urban Studies major at Hunter College. She went on to receive her Ed.D., P.D. and C.A.S. in Educational Administration from Hofstra University as well as her M.S. in Adult Education from Fordham University.

Her career began as a fifth grade teacher and has included positions with Worker Education, Adult Basic Education, English as a Second Language, Junior High and High School teaching, and Middle School Assistant Principalship. She has also been involved in program design and development at several religious institutions, and has worked with community issues that support environmental concerns and social change.

Some of her current research interests involve the intersection of spirituality and leadership, community engagement, race, class and gender issues, art education and the use of her grounding in anthropological methods for research design.

Dr. Wattsjohnson feels called to Marquette University and the city of Milwaukee and blessed by the possibilities and potential that exist here.

TEACHING IN THE FACE OF TRAGEDY (continued from page 1)

"Why the hate of innocent people?"

The paradox of justifying the war while teaching non-violence muddied the waters. It became apparent to Heidi Benson, an American literature student teacher, that "part of patriotism is knowing what you are defending." Studying COMMON SENSE and THE DECLARATION OF INDEPENDENCE brought on a whole new meaning for her and her students. They sunk their teeth into what was once drroll material. "Their whining stopped as we turned to study the foundations of our government," she said. Even first grade teachers moved into teaching the meaning of the "Pledge of Allegiance" and patriotic symbolism to their little ones. As a new concept of war surfaced, teachers and students struggled together to comprehend its justifications and ramifications.

Students responded in a variety of ways. Masses were offered. Prayer services were led. Tears were shed in moments of silence. Letters of empathy were sent to students of a sister school in New York City. MU student teachers remarked that they were amazed at how much

information their students internalized. One first grader's way of showing her grief was through an art project. She presented her picture with red, white, and blue binoculars. She explained to her student teacher, Victoria Miller, "I want everyone who died to know I'm thinking of them."

As they look back on their early days of teaching, these student teachers will recall the shock, the fear, and the hesitation; they will also recall the learning, the compassion and the determination they exhibited while attempting to understand this darker side of humankind. The memory of these days will continue to affect them profoundly as their inception into the world of instruction teaches them lessons about values, decision making, and attending to their students' basic needs. Hopefully, their experiences at Marquette University will ground them in their efforts to teach students the spirit of *cura personalis*. Certainly, the events of the past months have given this phrase an entirely new meaning, reminding our teachers to get back to the basics and focus on what's truly important.

SCHOOL OF EDUCATION



Marquette University

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*Educating in the spirit
Of Cura Personalis*

We're on the web!
www.marquette.edu/education

Where are they now . . . ?

Dr. Jack Calareso (Ph.D. in Administration & Supervision, 1989) was named president of Ohio Dominican College. He is the first man and the first lay person to lead the 90 year old Catholic liberal arts college, which is located in Columbus, Ohio. Prior to his post at ODC, he was president of Briar Cliff College, a Catholic liberal arts college in Sioux City, Iowa.

Dr. Kathleen (Angeline) Cepelka (Ph.D. in Educational Leadership, 1992) has been principal of Catholic Memorial High School, located in Waukesha, Wisconsin, since 1999. In addition, Kathleen teaches part-time at Marquette in the teacher education program and the instructional leadership graduate program. She feels privileged to have the best of both worlds: the opportunity to be actively engaged in leadership at a superb Catholic High School on a daily basis, and teaching at MU. Both represent Kathleen's commitment to her passions – teacher and administrator formation.

Dr. L. Patt Franciosi (Ph.D. in Counseling Psychology, 1996) is president elect for the World Federation of Mental Health, an international, non-governmental organization for mental health issues. In addition, she is the chair of the World Mental Health Day, a two-year global education program focused on the effects of violence on children. Her Marquette experience provided her with the tools to become an effective advocate for government policy changes related to mental health issues.

Betty (Elizabeth) Radtke (M.A. in C& I, 1990) is currently the Acting Mathematics Curriculum Specialist for Milwaukee Public Schools. Betty has contributed much to the field of education, and spent over twenty years teaching math and German at Rufus King High School. As she reflected on her years at Marquette, Betty noted that her professors were extremely helpful, maintained high standards and truly engaged all students in thought provoking discussions. As she nears retirement, Betty is planning to continue her connection to teaching as a volunteer at Children's Hospital.

**Calling all alums!! The School of Education welcomes information on alums.
Please contact Dr. John Augenstein, Dean of the School of Education:
john.augenstein@marquette.edu**

414-288-7376