

SCHOOL OF EDUCATION

Aequitas

Promoting Equity and Social Change

VOLUME 4, ISSUE 1

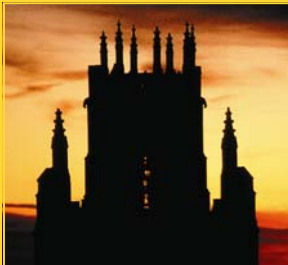
FALL 2004



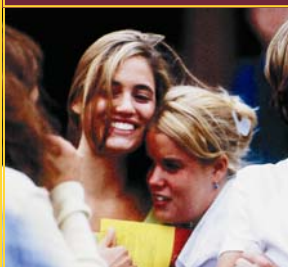
MARQUETTE
UNIVERSITY

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CONNECT.



DEAN'S MESSAGE

Dear School of Education Alumni:

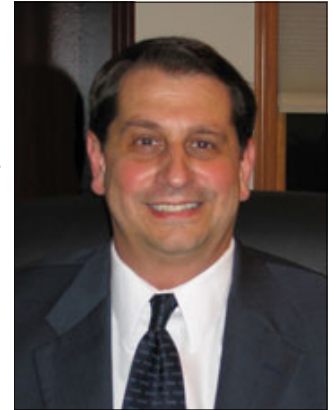
It is my pleasure to share the newest edition of the SOE newsletter with you. Although my duties as dean only began on July 1st, I have already developed a deep appreciation for Marquette – its students, its faculty, its staff, its administration, and of course, its remarkable alumni. In fact, the graduates I've met have genuinely impressed me, not only because of their uncommon professional, personal, and spiritual success, but also because of their profound love for this university. Their devotion to Marquette is amazing, and I'm both grateful and proud to be part of this wonderful tradition.

This is an exciting time for Marquette and for the School of Education. The university is on firm ground under Father Wild's leadership, and the demand for a Marquette education has never been greater. The campus beautification program has yielded stunning results, and the university can now take great pride in the Al McGuire Center and the Raynor Library. The McGuire Center gives the campus a beautiful new events venue, while the Raynor Library provides our students with a truly state-of-the-art learning facility.

At present, the School is preparing for some noteworthy long-range planning. We will be looking to build upon our many strengths as we explore new opportunities. Our hope is to add value to the School by revisiting our vision and mission, reaffirming core beliefs, setting goals, identifying action strategies, and monitoring our progress. Among the many topics we'll be discussing will be a possible change in designation from a School to a College as well as the very nature of our social justice mission and how best to honor it.

Beyond planning, we are currently engaged in major renovations that will create new faculty offices. We are increasing our efforts to diversify our graduate student population and faculty ranks. In the months ahead, we will be reconsidering our efforts in public relations and fundraising as well.

In many regards, we have much to tout. Both the Counseling and Educational Psychology (COEP) and Educational Policy and Leadership Studies (EDPL) departments have made great strides in recent years and enjoy national rankings. Our faculty members are skilled and dedicated teachers, emerging and established scholars, and notable providers of service to the university, the community, and professional organizations.



You should know that the commitment to excellence, faith, leadership, and service remains fervent in the School. Clearly, our students understand the mission of the university, as evidenced by the

knowledge and passion they showed around issues of social justice during a recent accreditation visit. Like the alums who preceded them, our students exemplify an authentic caring for others as they seek to "be the difference."

In closing, I would like to acknowledge the stellar work that Dean Jack Augenstein has done on behalf of the School. He has positioned us well for the future, and so, with the help of alumni like you, the School stands a solid chance of realizing its full potential.

In my view, our SOE alumni represent one of our greatest assets, and accordingly, my hope is that many of you will consider becoming active in our Alumni organization and in that way contribute even more so to the School's pursuit of excellence.

Sincerely,

Dr. Bill Henk,
Dean

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

Contributors: Sharon Kayne Chaplock, Eric Leaf, Dr. Lauren Leslie, Lori Madison, Dr. Timothy Melchert, and Kimberly Strike

Layout, Design, and Editing: Lori Fredrich, Assistant to the Chair - EDPL

If you have ideas or information for upcoming newsletters, please send your information to Lori Fredrich at lori.fredrich@mu.edu or call (414) 288-0659. We would love to hear from you!

The current issue of this newsletter and all back issues are available at www.mu.edu/education/pages/alumni/

LIFE BEYOND THE CLASSROOM



Lori Madison, 1997 alum, with her two sons

Today, I spent the afternoon assisting a little boy in creating his own version of the classic “Goldilocks & the Three Bears.” We discussed, laughed, and shared a positive learning experience. I helped another eager and determined child to explore a new book. We spent time singing songs and making observations about our environment. It is my goal to make learning a fun and exciting process for them.

Before I go further, I want to let you know that I AM a teacher. But, these eager, determined little boys I am describing are not students in my classroom. They are my sons, aged 4 years and 12 months. Seven years ago, I graduated from Marquette University with my Bachelor of Arts in Elementary/Middle School Education. In the time that followed, I taught at both the second-grade and middle school levels. The experience was exciting and rewarding, as well as nerve-wracking. As the years passed, all I had learned and aspired to become as a teacher unfolded, and I began to feel more confident in discerning what was most effective in my teaching. Three summers later, I received the greatest possible gift: I became a mother. My husband and I decided that I would take a year off from teaching and stay at home with our new baby. I had just begun to feel more assured as a teacher, so I hesitated – knowing I would be putting a great deal on hold. But I remained committed to our decision. As time would have it, I couldn’t bear to leave my little guy after a year. We decided I would stay with our son until he started school. Again, this decision brought to mind a flood of questions regarding how it would affect my life both personally and professionally.

My philosophy of education has always been to teach, strengthen, maintain, and encourage the skills and knowledge necessary to advance in the academic world, as well as foster and enhance the growth of a positive, caring, well-rounded individual and member of society. As a teacher, I formed many of my ideals through the motto of Marquette, *Cura Personalis* – care for the person. Reflecting on this motto, I began to discover ways to implement my educational strengths into my new role in life. Being a teacher did not limit me to a regular classroom; I could, if not in a traditional way, be an active educator at home.

Our home was an environment that invited learning. We owned a vast assortment of children’s books, periodicals, and newspapers. Magnetic letters, numbers, puzzles, and age-appropriate toys were plentiful. Moreover, I talked to my growing baby about everything around him and his world. As I had learned, I needed to teach by example. I read in front of him and with him multiple times daily,

encouraging language development through the usage of proper grammar and colorful words. I encouraged my son to ask questions that led to learning. I praised, encouraged, and shared the joy that comes with new knowledge just as I did in any regular school setting. The difference was that this was MY little guy and all the pride and joy was multiplied a thousand times. Outside the home, we joined a Parents-as-Teachers group to cultivate language, motor, and social growth. We participated in story times, classes, and playgroups. I felt, as the months passed, that I was truly beginning to integrate my education with my role as a stay-at-home mom. And my satisfaction with our decisions as parents began to increase.

Four years later, I remain at home. Now there are two little ones – both at their own developmental levels. As my oldest son has grown, I have become more deliberate in my approach to connecting my education to my personal life. I have taken the time each day for more structured learning. I have also tried to help my husband learn new ways or more effective ways to help educate our sons. Working together with him has added to the growth of our boys’ development. Learning is a part of our family life. In order to stay connected to the professional world, I have also taken steps to assure my own personal growth. I began substitute teaching on an occasional basis when my oldest son was eight months old and continue to do so. In addition, I have started course work toward my Master’s Degree. I belong to the Wisconsin State Reading Association, and am currently looking into Committee work in this area.

My life is much different now than it was the day I graduated from Marquette University. However, I have never lost sight of the reasons why I went into the field of education. Marquette provided me with a very strong educational background, and the ability to implement all I have learned in a wide range of ways. To teach and help my own children grow is an immeasurable blessing. With a son that just started to walk, and another who will begin Kindergarten next year, I try feverishly to make the most of each day. I want what every mother wants for her children: happiness in their lives, compassion in their hearts, and minds that welcome learning. My job today is to be the bridge, facilitator, guide, and encourager to learning. I will always thank Marquette for giving me many of the tools to be the best “teacher” I can be -- no matter what my classroom looks like.

— Lori Madison (1997) is currently substitute teaching with the Greendale School District, while embarking on the journey to obtain a Master’s of Arts Degree in Reading/Language Arts. Above all, her main job remains being a stay-at-home mother and wife to her two young sons and husband.

What happens
when life changes
one’s career
plans?

How does a
Marquette
education extend
BEYOND the
classroom?

SOE ALUMNI COMMITTEE NEWS

Fellow Alumni -

At the start of the new 2004-2005 academic year, the Marquette University School of Education Alumni Committee resumed meeting. This year we look to strengthen our role within Marquette by increasing communication between the faculty of the School of Education's two departments (Educational Policy and Leadership Studies and Counseling and Educational Psychology) and SOE alumni. We also look forward to making connections between the needs of the SOE faculty and our many talented alums.

One way that you, as an alumni, can assist the School is by volunteering to conduct mock interviews for the December graduates. The projected date for the fall interviews is December 7. We welcome anyone who would like to assist us with the interviewing process.

Though April is months away, our Distinguished Alumni subcommittee is also busily preparing the nominations for Distinguished Alum, Young Alum and Achievement Awards. Nominations can still be submitted for these awards, so please contact us if you have anyone in mind.

Our Communications subcommittee continues to work on a database of alumni, their positions, district of employment, and areas of specialty. Gerry Freitag has been working with CESA I to identify Marquette

alumni, and I have been working with the Archdiocese of Milwaukee in an effort to make Marquette more visible to Archdiocesan employees as they search for programs or speakers.

In other news, we are very close to meeting our goal for the scholarship fund started by Dr. Augenstein. With approximately \$4,000 left to raise, the goal is one that I feel our alumni will meet. If you would like to donate to this scholarship, please contact Eric Leaf at 414-288-5346 or by email: eric.leaf@marquette.edu.

I eagerly invite you to attend our quarterly meetings and share in fellowship with your School of Education colleagues and friends. Our next meeting has not been scheduled, but will take place after the holidays during the month of January. We'd love it if you would consider joining us in 2006!

— Kimberly Strike, Ph.D. (2000)

For more information about how to get involved with the SOE Alumni Committee, activities, or events, please contact Kimberly Strike at kimberly@strikesplace.net



Kimberly Strike
School of Education
Alumni Committee Chair

ALUMNI IN HIGH SCHOOLS PROGRAM



For years, Marquette alumni have been instrumental in recruiting students to their Alma Mater. Whether it is through the alumni endorsed application, representing the university at college fairs, or making

congratulatory calls to accepted students, alumni have been spreading the good word about the value of a Marquette Jesuit education. The results of this work have been significant. Last spring more than 10,200 students applied for admission to fill a freshman class of 1,800. That tells you how competitive it has become – a great reflection of the tremendous education Marquette has always offered.

With that, we continue to seek assistance from our alumni in recruiting quality students to the university. We would like to maintain and even increase this demand. The Marquette University Alumni Association and the Office of

Undergraduate Admissions is initiating a new program to further involve alumni in the recruitment of new students. The program is called Alumni in High Schools. Through this program, alumni self-identify themselves as working in high schools (see the recent call for alumni in high schools in the latest edition of *Marquette Magazine*, page 7). Once identified, they receive a package, which includes a Marquette University lanyard to be worn and used for office or classroom keys. The hope is that students will see the lanyard and ask about Marquette. Should that happen, the alumnus/a can refer to information and literature, also included in the package, about the university and admissions. Already there are 130 alumni participating in this program. This is a great start.

Of course, it would be even greater to have more participation. If you or someone you know works in a high school, please contact Katy Flierl in alumni relations at 800-344-7544, 414-288-5426 or by email at katy.flierl@marquette.edu. Thanks in advance for your help in supporting Marquette University.

Don't forget to check out our web site at www.mu.edu/education !!

FACULTY KUDOS



Please share in congratulating the School of Education faculty for their most recent accomplishments!

A study completed by Drs. **Alan W. Burkard** and **Sarah Knox** appeared as the lead article in the most recent issue of *Journal of Counseling Psychology*. [Burkard, A. W., & Knox, S. (2004). Effect of therapist color-blindness on empathy and attributions in cross-cultural counseling. *Journal of Counseling Psychology*, 51, 387-397]

Dr. Sharon Chubbuck, Assistant Professor of Education in the Educational Policy and Leadership Studies Department, had an article published in the Summer 2004 issue of the *American Educational Research Journal*, entitled "Whiteness Enacted, Whiteness Disrupted: The Complexity of Personal Congruence."

Dr. Ellen Eckman's article "Similarities and Differences in Role Conflict, Role Commitment, and Job Satisfaction for Female and Male High School Principals" was published in *Educational Administration Quarterly*, August, 2004. A second article that reports on her continued work with high school principals, entitled, "Does Gender Matter: Voices of Male and Female High School Principals," will be published in *Planning and Changing*, in the Fall/Winter 2004 edition.

Dr. Robert Fox received a grant for this academic year (2004-05) from the Greater Milwaukee Foundation to support work at the

Behavior Clinic in Penfield Children's Center. The Clinic serves inner city families with very young children experiencing mental health problems.

In October, **Dr. Bill Henk** received the A. B. Herr Award of the College Reading Association for outstanding contributions to the field of Reading Education.

Dr. Lauren Leslie was coauthor of a publication -- Caldwell, J. & Leslie, L. (2005). "Intervention Strategies following an Informal Reading Inventory Assessment: Now what do I do?" Boston: Allyn Bacon. In addition, Dr. Leslie conducted an in-service for CESA #3 on October 15, 2004, entitled *Qualitative Reading Inventory - Past and Present*.

Dr. Robert Lowe has coauthored an article entitled "Reflections on History and Quality of Education." which was published in *Educational Researcher*, Volume 33 number 5, pages 6-10.

Three School of Education faculty were involved in the publication of the following article: **Madson, M. B., Melchert, T. P., & Whipp, J. L.** (2004). "Assessing student exposure to and use of computer technologies through an examination of course syllabi." *Assessment and Evaluation in Higher Education*, 29, 549 - 561.

Dr. Tim Melchert is serving as a Member of the State of Wisconsin Psychology Examining Board (2004)

"COEP is honored to be given the privilege and responsibility of welcoming, supporting, and nurturing the youngest colleagues within our specialty."

COEP HOSTS NATIONAL STUDENT ORGANIZATION



Student Affiliate Group: Seated in the front row, from left to right: Jessica Thull, Joni Downs, Julie Jackson (Bentzler), and Matt Drymalski Standing in the back row, from left to right: JoEllen Kozlowski, Stephanie Raszkievich Terri Dewalt, Shauna Fuller, and Angela Fleck Not Pictured: Chris Daood, Mike Madson, Jacquelyn Smith and David Phelps

The Department of Counseling and Educational Psychology was recently selected to host the national student organization, known as the *Student Affiliate Group*, of the Society of Counseling Psychology for the next three years. The department was extraordinarily pleased to have been chosen for this honor over some of the best known programs in the field, and

are excited to take a turn at advancing the field of Counseling Psychology by welcoming and integrating future colleagues into the Society and the profession.

As a relatively young program (Counseling Psychology Ph.D. Program started in 1994 and was first accredited in 2002), COEP is

honored to be given the privilege and responsibility of welcoming, supporting, and nurturing the youngest colleagues within our specialty.

Nearly all initiatives of the Group members and their graduate programs across the country will be web-based. The new Student Affiliate Group website offers comprehensive resources for promoting the clinical and research skills of counseling psychology students. The site includes a broad array of resources intended to support students from their first-year coursework in counseling skills, statistics, and research design all the way through the internship selection process, the job search following graduation, and the process to becoming licensed. Check out the site at www.marquette.edu/l7sag.

FACULTY PROFILE: Dr. Kathleen Clark



Dr. Kathleen Clark,
Assistant Professor
of Education

We are pleased to welcome Dr. Kathleen Clark, a new Assistant Professor of Education.

Dr. Clark joins the department with 4 years of college teaching experience, and several publications. She earned her doctoral degree in Literacy at the University of Minnesota, where she worked in the Center for the Improvement of Early Reading Achievement (CIERA) a Department of Education funded center at the University of Minnesota and Michigan State University. She has taught regular and special education in California, Alaska and Pennsylvania.

Her most recent publication, "What can I say besides sound-it-out?" was published in the

Reading Teacher in February of this year. Her current research examines how teachers scaffold elementary students' reading comprehension, and in another area she is studying high school students' use of comprehension strategies during discussions of literary text. We are very pleased to have someone with her expertise at Marquette.

Dr. Clark's personal interests include reading, singing, and enjoying the outdoors.

FACULTY PROFILE: Leah Arndt

Ms. Arndt comes to Marquette University with 8 years of college teaching experience. She formerly worked in law enforcement, and has research interests in emergency services and military psychology, as well as cross-cultural counseling.

Ms. Arndt is finishing her doctorate in Counseling Psychology at the University of Wisconsin-Madison, and defends her dissertation in November. The stories collected for her dissertation, "*Soul Wound, Warrior Spirit: Exploring the vocational choice of American Indian law enforcement officers working*

for non-tribal agencies," will be published in the spirit of American Indian oral tradition and for the preservation of tribal history.

Leah did her Master's practicum at Cardinal Stritch College, and her doctoral practicum at the VA Medical Center in Milwaukee, and her doctoral internship at Ethan Allen Boys School/Southern Oaks Girls School/WI Probation and Parole. Her personal interests include spending time with her family and volunteering with the American Indian and law enforcement communities.



Ms. Leah Arndt,
Clinical Assistant Professor
in Counseling and
Educational Psychology

RECRUITMENT EFFORTS GEAR UP

At the start of the fall 2004 semester, the School of Education launched a recruitment initiative to increase the number of students of color in its Instructional Leadership Master's program and in the Counseling and Educational Psychology Department programs.

The effort is being led by Sharon Kayne Chaplock in collaboration with the School's Recruitment Committee that includes Drs. Lauren Leslie, Tim Melchert, Joan Whipp, Heidi Schweizer, Michelle McClure and Ms. Lori Fredrich. The committee is building on an earlier Marketing and Recruitment Plan drafted by a Committee chaired by Ms. Chaplock.

Efforts so far include the design of a brochure targeting graduate students of color, attendance at national and state education events, formation of focus groups to

discuss recruitment strategies, and plans for a 15-member cohort of graduate students from Milwaukee area schools by fall of 2005.

Faculty and administrators within the School of Education as well as throughout the University are involved with the research and planning process for this recruitment initiative. Current students and alumni are also being asked for their impressions and input.

If you would like be involved in any of our recruitment efforts, please contact Sharon at 414-288-3314 or by email at sharon.chaplock@marquette.edu.

**“ WE ARE
MARQUETTE...
and we want that
to be the focus of
our recruitment
efforts.”**



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www.marquette.edu/education

*Educating in the spirit
Of Cura Personalis*



EMPOWER.



KEEPING UP WITH OUR GRADUATES

Katherine Keshock (1991 and 1994) is currently serving as a school psychologist within the Elyria City School District near Cleveland, Ohio. She is working on her doctorate in Child and Youth Studies at Nova Southeastern University in Fort Lauderdale, Florida.

Kimberly E. Koehler Freitag (1980) was recently promoted to the administrative position, Gifted Program Coordinator, C.C.S.D. #93 in Carol Stream, IL. She also works as an adjunct instructor for National Louis University teaching the undergraduate "Methods of Social Studies" course, and for The Connecting Link/St. Francis University teaching the graduate course, "The Differentiated Classroom." Kimberly began doctoral work in Curriculum & Supervision at Northern Illinois University in the fall of 2003. Her daughter, Caroline, will be a junior at Marquette this fall. She is majoring in physiological science, minoring in psychology, and wants to do graduate work studying the brain and learning.

Wayne P. Jones, Ph.D (1991) is Director of International MBA Programs at the College of Business and Public Administration, University of Louisville. He is responsible for MBA Programs in Athens, Greece, and Panama City, Panama. He also teaches Graduate courses in Management and Marketing both abroad and at the Louisville campus. He joined the college as a Executive in Residence in 1999 and in 2001 he was awarded the "Outstanding Performance" award by the College.

SEND US YOUR NEWS!

The School of Education is very interested in any professional news you would like to share.

Pleased consider sending us information about your new positions, special service activities,

accomplishments, or

recent honors. In that way, you'll be giving your fellow alums the opportunity to celebrate these career milestones with you and grow even stronger in their Marquette pride.

We ask that you direct your items to Lori Fredrich by email at lori.fredrich@mu.edu or by phone at (414) 288-0659. We look forward to hearing from you!

