SERVICE LEARNING
South Africa held surprises for faculty adviser. Read about her experience and more news from the College of Education.
IMPROVING CHILDREN’S LIVES
Hartman Literacy and Learning Center started small, but now serves 100-plus kids annually.

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It’s my honor to prepare you to read about the exciting year we just completed. In fact, Provost John Pauly recently mentioned that every time he turns around, he hears something new and wonderful about the College of Education. That is music to my ears, but it came as no surprise. The College of Education’s development is unmistakable. It has been marked by renewed national accreditation, designation as a college, a collaboration with the Greater Milwaukee Catholic Education Consortium, launching a Teach For America partnership, and enhancing services at our Hartman Literacy and Learning Center, Behavior Clinic and 7Cs Counseling Clinic.

During the Centennial Celebration of Women at Marquette, it’s fitting to highlight several outstanding female faculty members, including Drs. Kathleen Cepelka, Lisa Edwards and Ellen Eckman and emeritus professor Dr. Lauren Leslie.

I invite you to learn more about the college and the Marquette Educator blog by visiting marquette.edu/education. I hope you find both resources to be fresh, informative and engaging.

Now please enjoy our inaugural issue!

Sincerely,

Bill Henk
Dean of the College of Education
Marquette University
a brighter future for urban children

Behavior and emotional problems pose significant obstacles for many children and their families, especially those living at or below the poverty level. For 80 percent of Milwaukee inner-city families who seek help for their children at Penfield Children’s Center, Marquette’s Behavior Clinic offers hope through help.

A $100,000 grant received from the Wisconsin Brighter Futures Initiative in 2009 allowed the Behavior Clinic to reach more families. The clinic hired two new professional staff members and eliminated the waiting list, which had grown to 30 families. The clinic provided 1,098 in-home programming sessions for more than 100 families, which resulted in a reported 78 percent reduction in children’s challenging behavior.

An additional $75,000 from Brighter Futures for 2010 will allow the clinic to extend its reach to serve even more area families, offering parents the help they need to provide a truly brighter future for their children.

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**NOYCE GRANT TO FUND TRAINING OF STEM TEACHERS**

Marquette received a nearly $900,000 Robert Noyce Teacher Scholarship Program grant from the National Science Foundation to attract and train 24 science, technology, engineering and math majors to teach in high-need middle and high schools.

The training will include intensive field experiences integrated with classroom instruction through a partnership with Marquette’s College of Education, Helen Way Klingler College of Arts and Sciences, and College of Engineering.

“This program represents a timely step in our efforts to meet the vital need for STEM teachers locally and nationally,” says Dr. Bill Henk, dean of the College of Education. “It blends the strengths of three exceptional academic units, using a developmentally appropriate model that moves future educators from the awareness stage to apprenticeship, immersion and mastery.”

Get more information at marquette.edu/engineering/pages/AllYouNeed/stemcoop.html.

**ALUMNI AWARDS ARE PLANNED FOR SPRING**

College of Education alumni and friends are welcome to attend the annual Alumni Awards reception Thursday, April 22, on campus in the Alumni Memorial Union’s Henke Lounge and Lunda Dining Room. A light reception will begin at 4 p.m., with the awards conferral following at 5 p.m.

**MARK YOUR CALENDAR FOR OUR ANNUAL CELEBRATION**

The College of Education’s Mission Recognition Event will be Tuesday, April 27, on campus in the Alumni Memorial Union’s Henke Lounge and Lunda Dining Room. The evening event honors individuals and groups from within and outside the university community who have made significant contributions toward advancing the social justice mission of the College of Education.

**BLOG WITH US**

If you haven’t taken the time to visit the Marquette Educator blog, check it out at marquette.edu/education. The blog is a public forum to talk about education, get news about the College of Education, and celebrate the successes of area teachers, Marquette students, faculty, alumni and others who serve as champions for public and private schools. Read what you want, when you want. Sign up for our weekly e-mail digest, delivered right to your inbox at marquette.edu/educatorblog.

FOR INFORMATION, VISIT marquette.edu/behavior

For more information about the Behavior Clinic, training opportunities for graduate students and clinic research, contact Dr. Robert Fox at robert.fox@marquette.edu or (414) 288-1469.

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**DANCE, DANCE:**

By Lori Frick

Brittany Barber began dancing when she was 18 months old. As a fourth-year doctoral student in counseling psychology, her hands are pretty full. But she still finds time to share her love of dance with children and adolescents. She is completing a pediatric psychology practicum at the Jane B. Pettit Pain and Palliative Care Center at Children’s Hospital of Wisconsin. She also started work with children and adolescents. She is completing a pediatric psychology practicum at the Jane B. Pettit Pain and Palliative Care Center at Children’s Hospital of Wisconsin.

An educational dance program targeting low-income schools in Milwaukee’s central city, MHBT focuses on helping kids develop artistic expression and creative outlets for their thoughts and feelings.

“Their mission really spoke to me because it gives children a means to express themselves, learn control and value interpersonal respect,” Barber says. “I’ve learned so much from my students about the strengths and difficulties that ethnic minority youth experience.”

Although Barber is taking a break from MHBT this semester, she isn’t taking a break from her work with children and adolescents. She is completing a pediatric psychology practicum at the Jane B. Pettit Pain and Palliative Care Center at Children’s Hospital of Wisconsin. She also started preliminary work on her dissertation, which will focus on ethnic minority youth and their perceptions of familial relationships.

“While these all are very different experiences, they each have ultimately allowed me the opportunity to do what I feel I am called to do,” Barber says. “That is to help young people achieve their optimal level of functioning while providing a fun atmosphere and a supportive presence.”

**MENTORING THROUGH MOVEMENT**

By Tim Cigelske

Growing up in Los Angeles’ notorious Compton neighborhood had a profound and lasting impact on Darnell Durrah. “Big time,” says Durrah and laughs at the understatement. “Since I was in middle school, I always wanted to establish an after-school agency so kids had other things to do besides getting involved in gangs and drugs.”

Today, Durrah is a counseling psychology doctoral student at Marquette and a coordinator for the College of Education’s 7Cs Clinic & Behavioral Health Research Services, whose mission is to treat the problems of addiction and mental illness. Durrah is getting hands-on training through the 7Cs goals of using evidence-based treatments, emerging best practices, and the effective and efficient delivery of services to poor and underserved populations.

“The model that the 7Cs operates under is really what drew my interest here,” he says. “And all of our therapists have a real zeal and passion to work with this client population.”

The 7Cs Community Counseling Clinic was established in 2005 as a partnership between the College of Education and Guest House of Milwaukee, a social service agency serving homeless men. In May 2008, the 7Cs Clinic began operating within the College of Education.

**7Cs Clinic treats addiction, mental health**

“We have to look at addiction as a chronic health issue.”

By Tim Cigelske

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The Marquette motto cura personalis — care for the whole person — is the foundation of the 7Cs’ holistic approach, according to Dr. Todd Campbell, executive director of 7Cs. In fact, the seven “C’s” stand for cura personalis, compassion, community, commitment, collaboration, creativity and choices. 7Cs offers outpatient and day treatment as well as a variety of mental health services, including neuropsychology, psychiatry, nursing, vocational rehabilitation, nutrition, exercise and more.

Campbell stresses the urgent need to address mental health and addiction issues and cites statistics that in Milwaukee County alone more than 82,000 people who need addiction treatment are unable to access it. “We have to look at addiction as a chronic health issue,” he says. “Addiction is a deadly disease, and the saddest part of all is that it’s treatable.”

Dealing with the root of these issues is not only a moral responsibility, it makes financial sense, according to Campbell. Addiction treatment is far less costly than incarceration, and it can help prevent crime, lost productivity, rising health care costs and the other expensive societal consequences of substance abuse.

“There can be no health,” Campbell says, “without mental health.”

**GMCEC works to be the difference for Catholic schools**

The Greater Milwaukee Catholic Education Consortium hosted a conference in October for approximately 400 teachers from more than 70 area schools to discuss faith formation, Catholic outreach and peace building. Since it was founded in 2008, GMCEC has sponsored numerous initiatives and events, including five school sustainability seminars that attracted more than 250 Catholic school administrators.

“Working with the GMCEC has been an affirming and inspiring experience,” says Dr. Mark T. Joerres, principal of St. Thomas More High School. “Their myriad program topics cover critical contemporary issues, and their staff is extremely hardworking, creative and competent. They willingly offer a plethora of services in a convenient, effective and professional manner.”

The GMCEC is an innovative partnership between Alverno College, Cardinal Stritch University, Marian University, Marquette and Mount Mary College which leverages the strengths of each institution to promote, strengthen and sustain quality K-12 Catholic education.

Learn more about the GMCEC at gmcec.com.
MAKING SERVICE MEANINGFUL:
Faculty member reflects on her experience in South Africa.

By Lori Friedlich

As academic director for the South Africa Service Learning Program, Dr. Ellen Eckman served as adviser for 18 Marquette students taking courses at the University of Western Cape and participating in service learning at nonprofit organizations and schools in the Cape Town area. As straightforward as the assignment first appeared, she found she was in for a few surprises.

“I knew that South Africa had 11 official languages. What I didn’t consider was how many ways English can be spoken,” Eckman says and smiles. “When I walk around the University of Western Cape, I hear students speaking English with many accents and inflections and mixing English words with Xhosa and Afrikaans. I am better now at understanding the various English speakers, but I still struggle, particularly when I am talking on the phone. Every day has brought me new adventures and challenges.”

During her stay, Eckman participated in a variety of activities, including attending weekly seminars where university faculty members presented their research. During the seminars, she shared information about teacher-education programs in Wisconsin and presented her research on the co-principal/shared leadership model. When she was invited to be the guest lecturer, Eckman shared her expertise in American public school law.

“Reruns of Law and Order are widely available on South African TV, so most students have a basic understanding of the American legal system from watching television, but it was still challenging,” she says of trying to explain American public school law. “In a classroom of 50-plus teachers and aspiring administrators, each one seemed to have a different understanding of the U.S. education system. There was considerable dialogue around issues of freedom of religion and separation of church and state.”

Eckman returned to Marquette in November, but she thinks her experience in South Africa will remain vivid for a long time. She suspects the same is true for students once they return to campus. Her latest research project focuses on how students make meaning from their own service experiences in South Africa.

“Attendance at the South Africa Service Learning Program is open to all Marquette students,” Eckman says. “I encourage all students to experience this.”

Learn more about the South Africa Service Learning Program at marquette.edu/safrica.

Dr. Eckman and Marquette Students in South Africa.

How Latino youth SUCCEED

Dr. Lisa Edwards is well aware of studies that paint a grim future for inner-city adolescents. She’s driven to change that picture. Edwards, an assistant professor of counseling and educational psychology, researches how Latino youth overcome discrimination, poverty and pervasive low expectations. She found that the common attributes of the most successful youth included strong family bonds, valuing religion and possessing a bold, almost defiantly positive attitude.

“Making Service Meaningful: Faculty member reflects on her experience in South Africa.”

“The daughter of a Colombian mother and European-American father, Edwards feels professional and personal satisfaction in sharing her knowledge with others who can benefit. She believes that she’s helping fulfill Marquette’s social justice mission.

“‘I want to make sure the research gets out there and improves peoples’ lives,’ Dr. Lisa Edwards says. ‘I want to make sure the research gets out there and improves peoples’ lives.’

Learn more about the South Africa Service Learning Program at marquette.edu/safrica.

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The Story of the Hartman Literacy and Learning Center

During Dr. Lauren Leslie's early years on campus, she trained students to teach children to read and provided them with tools to assess children's strengths and weaknesses in reading. She took inspiration from the Marquette reading clinic, which was staffed by graduate level practicum students earning their Wisconsin reading-teacher licenses.

“My teaching was always informed by the children who came to the clinic for help,” she says. “Their examples provided the grist for the mill as I explained the various ways that children struggled with learning to read.”

A fortuitous introduction in the early 1990s led Leslie to a successful collaboration with literacy colleague, Dr. Linda Allen. Together they helped to develop a brand-new undergraduate curriculum for Marquette pre-service teachers, which included hands-on literacy instruction.

When Jim and Janet Hartman came to campus in winter 1991 to make a donation to honor Jim’s father, a Marquette Law School graduate, Leslie and Allen’s work in literacy caught their attention. They were excited by the idea of improving the lives of children, and they decided to fund the program to ensure that the work of the clinic could continue for years to come.

About the same time, Rev. Albert DiUlio, S.J., then president of Marquette University, called upon the academic community to develop programs that would not only educate Marquette students, but also support the nearby community. Leslie was inspired.

“Remember walking into the Schneider Complex thinking, ‘We can do that!’” she says.

Leslie and Allen met with the principals of two nearby private schools, both of which had significant parent support programs. They proposed an after-school tutoring program for children in the primary grades. The tutors would be Marquette undergraduate teacher-education students being taught to use an integrated approach to reading, language arts and children’s literature.

The location for the tutoring was an easy choice. “Parents wanted their children to come to Marquette so that they would learn to feel comfortable on a university campus,” Leslie remembers. “They wanted to feed their children’s dreams of one day going to college.”

In 1990, Leslie and Allen started the Family Literacy Project. Today, the program serves more than 100 elementary school students from six Milwaukee area schools each year.

According to Teach for America, 9-year-olds living in low-income communities in the United States perform an average of three grade levels behind their peers in high-income communities, and half of them won’t graduate from high school. TFA is committed to changing that by delivering more teachers to the doors of at-risk middle school and high school classrooms around the country.

Since 1990, some of the nation’s brightest college graduates, including 52 Marquette alumni, have served in the toughest classrooms in America with TFA. This spring, the College of Education forged a partnership with TFA with the ambitious goal to close the educational learning gap in the Milwaukee Public School system that surrounds campus. A member of the TFA corps can earn an undergraduate degree in any major. Then he or she can enroll at Marquette or Cardinal Stritch University during his or her teaching tenure to earn a master’s degree in education and fulfill Wisconsin’s licensure requirements.
Late last fall, Annie, a prospective teacher-education student, and her mother were visiting with me to learn what our teacher-preparation program could offer Annie as she prepares to do STEM teaching in chemistry. About halfway through our conversation, which had focused pretty exclusively on coursework, timeline and other program details, Annie’s mom turned to me and asked, “What do you value most about Marquette University?”

Taken a little off guard, but realizing that she wanted a totally honest answer, I swept my hand toward my office window to call attention to the golden trees on the campus and motioned more broadly to include the area beyond my office door where students were waiting for advising appointments with a colleague. “All of what you see and experience right here,” I told her. “I then began to describe, in an admittedly limited way, the professional dignity and spiritual depth that I believe permeate the culture of this very special place.”

I first “met” Marquette slightly more than 20 years ago. I was a graduate student completing doctoral studies here and living as a resident campus minister in what was then East Hall. In three and a half years, I was able, thanks to the generosity and wisdom of my academic advisers and a number of other campus mentors, to do much more than simply earn an advanced degree. I participated in multiple Office of Student Affairs and Campus Ministry team hiring interviews; hosted a number of developmentally disabled L’Arche guests in East Hall for a weekend live-in experience with Marquette student residents; taught graduate classes for my doctoral adviser when his son unexpectedly died of a chronic illness; organized a peace prayer service in St. Joan of Arc Chapel at the beginning of the Gulf War; participated in all-university liturgies that provided me with a totally new experience of church; and, in general, was privileged to become intimately involved with countless facets of Marquette life. During and as a result of this experience, my life was changed.

I’m still unable to name exactly what triggered the change in me during those early years of study, solitude and Marquette-inspired social action. The closest I can come to helpful vocabulary stems from the leadership theory I now teach to others: empowerment. At the risk of sounding imprecise or cliché, I can state with unqualified conviction that the gestalt of life at Marquette during that time evoked in me a personal power I’d not realized I had.

During this year of marking the Centennial Celebration of Women at Marquette, I offer thanks for the indefinable gift of the Marquette experience daily but never more profoundly than when my Burke Scholar advisee, only one of many students with a similar perspective to share, bounded into my office and couldn’t stop raving about how much she values Marquette. When I asked Katie what she loves the most, she extended both arms, turned from side to side and responded, “Everything!”

“I began to describe the professional dignity and spiritual depth that permeate the culture of this very special place.”