

marquette education

COLLEGE OF EDUCATION 2022

A BIG JOB

A comprehensive overhaul of the teacher education curriculum underscores the importance of preparing Marquette educators to be advocates for all learners.

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FORTIFY STUDENT SUCCESS
THROUGH KEY TRANSITIONS. P. 8

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FROM THE DEAN



Most striking is the great energy emanating from our college, even in light of the rough waters we have had to navigate over recent months and years.

The past two years have taught all of us to appreciate more deeply the work of teachers and of mental health professionals. Shaping current and future leaders in these and other fields makes being part of our college a particularly joyful endeavor. Throughout the COVID-19 pandemic, we have faced new challenges courageously and creatively. Thank you to our faculty and staff members who have guided students through a particularly trying time. These colleagues continue to excel in research and community engagement despite new challenges. Thank you to our students for adapting to different circumstances and demonstrating your resilience. Thank you to our alumni and friends for your enduring support.

The College of Education is made up of a remarkable group of teacher-scholars, staff, students and community members. This 2022 issue of *Marquette Education* illustrates our excellence across teaching, research and service. Our cover story highlights how our teacher education curriculum has evolved to meet the needs of students and the world. Related stories describe renewed efforts in student success, autism research and our initiative to support the development of Catholic school leaders. This issue also shines a light on the work of faculty, staff and students in counseling psychology and related programs. I am particularly proud of how our Behavior Clinic makes a positive difference in the lives of children affected by trauma. Likewise, our Clinical Mental Health Counseling master's programs are growing by leaps and bounds, reflecting the tireless work of faculty members to create truly great programs.

Throughout this issue, you'll find ample evidence of our work to promote social justice through a special focus on diversity, equity and inclusion. The Black and Latino/a Ecosystem and Support Transition (BLEST) Hub is an excellent example of such efforts. It also illustrates the numerous, robust collaborations between College of Education faculty and colleagues in the Klingler College of Arts and Sciences and beyond.

Perhaps most striking is the great energy emanating from our college, even in light of the rough waters we have had to navigate over recent months and years. We are guided by a shared spirit of excellence and are buoyed by the transformational work of faculty, staff and students to Be The Difference.

Thank you for your active engagement with the College of Education. I would love to hear from you!

Dr. Heidi Bostic
Dean, College of Education



IGNATIAN MOMENT

Here is the basis for finding God not only in all things but also in the flurry of everyday life. Nothing human is merely human. No common labor is merely common. Classrooms, hospitals, and artists' studios are sacred spaces. . . . Like Ignatius after his experience at the Cardoner River, we see things differently.

—Excerpted from *Ignatian Humanism* by Dr. Ronald Modras

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Marquette University
College of Education

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Marquette Education is published for alumni, friends and supporters of the College of Education at Marquette University. We welcome feedback from our readers. Please contact Sarah Koziol at sarah.koziol@marquette.edu to share your ideas for people and topics you'd like to see covered in future issues.

A Faster Track

Accelerated program launches education undergraduates toward futures as school counselors.



Ever since education student Pavlina Tenekejieva was a child, she dreamed of being an elementary school teacher. She frequently played school with her younger sister and helped her with homework. In high school, Tenekejieva worked in a preschool, where she learned how to develop lessons. Teaching was so fun, she says, she couldn't imagine herself doing any other job.

But by the end of her freshman year, after volunteering in an after-school program and a classroom, Tenekejieva had doubts. She saw the challenges of educating children in school districts where resources were limited and

wondered how difficult it would be to connect with individuals in a classroom with 25 students or more. Suddenly her dream career didn't feel quite right for her.

"I kind of went through an identity crisis at one point in my sophomore year," she says.

That's when she got an email about the College of Education's new accelerated degree program. Launched in 2020, the program allows students to complete their undergraduate work in educational studies and obtain a master's in school counseling, all in five years. Tenekejieva says the thought of working with students one-on-one and serving as a supportive resource as a school counselor appealed to her. She applied and was accepted into the program's first cohort.

Dr. Julissa Ventura, assistant professor of educational policy and leadership and coordinator of the educational studies major, says that the accelerated degree program appeals to students who want to be a part of the education ecosystem, but don't want to be teachers. It's also attractive to students who want

to finish their graduate degree quickly, saving time and money. Accelerated degree program students declare an educational studies major and start graduate course work as soon as their junior year. Although that may seem early for some, "They feel prepared to be in the classroom with graduate students, which I was very happy to hear because I can imagine it could be a little intimidating," Ventura says.

Because the program started during the pandemic, it's been a challenge getting the word out, says Ventura. But she plans to create more electives for the educational studies program — which itself is less than 5 years old — to help build bridges across campus. And with students starting to graduate, Ventura also envisions a network of educational studies alumni who can offer mentoring opportunities.

For Tenekejieva, the program fell into her lap at the exact right time. "I'm excited to pursue this path," she says. "Counseling is something I see myself doing and loving for the rest of my career."

—Tracy Staedter

To Better Serve the Community

New program aims to develop undergraduate researchers into community-engaged change agents.

Natalea Leon began at Marquette as a pre-med student, but after two years of biology and chemistry courses, she missed the personal aspect of medicine that originally drew her to the field. After transferring to the Psychology program, she was immediately drawn to the Latinx Research Scholars Program, a new opportunity for undergraduates to participate in community-engaged research with Milwaukee's Latinx community. (Latinx is a gender-neutral term used by the scholar program.)

"It was the perfect program for me," Leon says. "I am a member of the Latinx community — my family emigrated from Mexico — and there was the person-to-person research component."

"Trust holds everything together, and it creates better cooperation through the whole process."

—Natalea Leon

Leon is one of four Latinx Research Scholars in the inaugural cohort of the program, an initiative focused on the mental health of Latinx individuals.

Dr. Lisa Edwards, professor of counselor education and counseling psychology, and Dr. Lucas Torres, professor of psychology in the Klingler College of Arts and Sciences, lead the program, which was funded through an Explorer Challenge grant, a university initiative that provides seed money for innovative student, staff and faculty projects.

Leon focused her research on a program for victims of human trafficking at the nonprofit advocacy organization UMOs. She spent the 2021 spring semester and summer working with staff and interacting with survivors in the program. She tailored her project to the needs of the human trafficking program — building and administering a survey for survivors about their experience with



Natalea Leon

law enforcement, with the goal of identifying reasons why victims are reluctant to report incidents.

"We found that trust is a main component between officials and survivors," Leon says. "Trust holds everything together, and it creates better cooperation through the whole process."

Leon's work laid the foundation for UMOs to conduct in-depth interviews with program participants and will help UMOs apply for additional research grants, recruit other research partners and establish more outreach programs.

At UMOs, Leon learned there is a significant need for mental health counselors for Spanish speakers and other underrepresented populations. Inspired by her experience with the survivors, she plans to pursue a graduate degree in counseling psychology with the hopes of one day caring for the mental health of minority communities.

Edwards is grateful to UMOs and the United Community Center, the Latinx Research Scholars Program's other community partner, for helping kick-start the program and mentor the students.

"We have so many good organizations serving the Latinx community here in Milwaukee; the question is, how can we work together as researchers? This is a unique opportunity to be engaged in the community."

—Elizabeth Baker, Comm '17, Grad '18

A Gem of an Honor

Student affairs teacher-scholar earns national recognition for her contributions to the field.

Dr. Jody Jessup-Anger, chair and professor of educational policy and leadership, has been honored as a 2022 American College Personnel Association's Diamond Honoree. The honoree program advances the association's efforts to promote student development and success. Honorees are "championed" by dedicated individuals who choose to raise funds in honor of each honoree's outstanding and sustained commitment to higher education through student affairs and student development. Those funds are then used to help sustain the ACPA Foundation in its support of the research, scholarship and programs that advance the field. Jessup-Anger has been a College of Education faculty member since 2009.

Comings and Goings

College recognizes several retirements of dedicated educators and welcomes a few new ones.

An advocate and activist for educational opportunity, **Dr. Howard Fuller**, Grad '85, distinguished professor of education and founder/director of the Institute for the Transformation of Learning, retired from Marquette in June 2020. Fuller joined the university more than 40 years ago as associate director for the Educational Opportunity Program from 1979 to 1983 and later founded the institute in 1995. Fuller's retirement, however, has not curtailed his contributions to the education reform and social justice dialogue; he led a President's Office-sponsored conversation series on the subject that is now available on the Marquette University Law School website.

Dr. Sharon Chubbuck, who taught in the teacher education program and served as director of graduate studies during her 20-year tenure in the department, retired in June 2021. Chubbuck will continue working with Dr. Cynthia Ellwood, clinical associate professor of educational policy and leadership, to complete their book, *A Fight Worth Having: One School's Relentless Pursuit of Racial Justice*.

Also retiring in spring 2021, **Dr. Karin Evans** taught as a clinical associate professor since 1997 and served as director of assessment for the college since 2010. A former grade school educator, she brought her diverse classroom experiences to the courses she taught at Marquette.

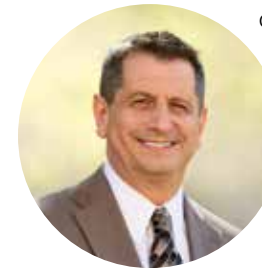
Rev. Andy Thon, S.J., Grad '68, began his service to Marquette more than 30 years ago when he joined the Division of Student Affairs. After retiring as vice president for student affairs in 2008, Father Thon joined the Educational Policy and Leadership Department's Student Affairs in Higher Education program in 2009. In retirement, he continues to serve the university on the Ignatian Year committee.

This fall, the college welcomed **Dr. Krystyne Mendoza** as a clinical assistant professor in the Counselor Education and Counseling Psychology Department and **Maya Smart** as an affiliated faculty member in the Educational Policy and Leadership Department.

Thank You, Servant Leader

College celebrates former Dean Bill Henk.

After 16 years of distinguished service to Marquette, Dr. Bill Henk retired as dean of the College of Education in December 2020. An in-person retirement reception was held this past November to celebrate his countless contributions to the university and the community.



During his tenure as dean, Henk successfully championed efforts for national and state accreditations; led the School of Education to college status; oversaw the creation of a new baccalaureate degree and an undergraduate major in educational studies; and made an impact on education and mental health locally and beyond.

"Bill Henk has shown deep care for student success, faculty development and engagement, and the College of Education's unique position to help shape education and mental health policy more globally," Provost Kimo Ah Yun says.

According to Henk, some of his most gratifying work includes helping co-found the Cristo Rey Jesuit High School in Milwaukee and the Greater Milwaukee Catholic Education Consortium, as well as serving on the archdiocese's Catholic School Commission and the boards of Catholic Memorial High School, the Milwaukee Academy of Science and Cristo Rey. He and his wife, Lisa, also established the Henk Family Endowed Scholarship, in honor of his parents. He hopes those whose lives he's touched through his work will consider contributing to the family scholarship and give his beloved Marquette education students the same life-changing opportunities that he enjoyed.

Henk's research focused on reading and language studies. He earned a national reputation for his work in assessing reader and writer self-perceptions and for the development of classroom literacy observation instruments. In more recent years, his scholarship focused on various aspects of the education deanship. That work earned him and his co-authors the 2018 Neuner Award for Excellence in Professional/Scholarly Publication from the American Association of University Administrators. He is also the recipient of the Association of Literacy Educators and Researchers' service and lifetime achievement awards.

"It's been a genuine honor and privilege to serve in my role, and I feel truly blessed to have had the opportunity to work at an institution with a passionate commitment to our Catholic, Jesuit mission," Henk says. "I will forever treasure the countless wonderful relationships I've enjoyed both within and beyond Marquette." —Sarah Koziol, Arts '92



HELP OUR STUDENTS RISE.

By opening doors through scholarship, you have the power to change lives for Marquette students. Your generosity allows talented young people to be driven more by what they can become than by what they owe.

To support scholarship, give online at timetorise.marquette.edu/give or contact Emily Baseheart at 414.288.4701 or emily.baseheart@marquette.edu.

TIME TO RISE

THE MARQUETTE PROMISE TO BE THE DIFFERENCE



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Expanding Trauma-informed Care

New funding allows the Behavior Clinic to reach more children and families in need.

For nearly 20 years, the Marquette-affiliated Behavior Clinic has provided family-centered mental health services for children with significant behavior and emotional problems. To support the clinic's trauma-focused treatment for children to age 6, the Substance Abuse and Mental Health Services Administration (SAMHSA) awarded the clinic an additional five-year \$2 million grant. The clinic is a partnership between the Counselor Education and Counseling Psychology Department and Penfield Children's Center.

SAMHSA's commitment allows the Behavior Clinic to continue its vital work in Milwaukee County and expand its services into Waukesha County starting in 2022. The clinic's reach has

grown to several hundred children each year, with thousands of in-home treatment sessions that help caregivers more effectively respond to the needs of their children, most of whom are affected by trauma. Addressing issues early in a child's development may help prevent serious mental health issues from developing, according to the clinic's consulting psychologist, Dr. Alan Burkard, chair and professor of counselor education and counseling psychology.

"On average, the young children we serve have been exposed to two to three trauma events, with some experiencing as many as 13 such events," Burkard says. "This grant allows the clinic to continue to provide treatment to families in need."

Striving for Student Success

To ensure every student stays on track, college reinforces its support system.



“As a relatively small college, we really feel like we get to know our students pretty well, and they get to know us,” says Assistant Dean of Undergraduate Advising and Student Services Tina McNamara, Grad ‘91. Yet this close-knit community feeling didn’t stop college leaders from considering more formalized efforts to support their students and promote their success.

One of their newer efforts is the formation of the Teacher Education Advising and Mentoring committee, or TEAM as it’s appropriately abbreviated. The four-member TEAM comprises McNamara; Kirsten Lathrop, director of field placements and licensure; Dr. Terry Burant, director of teacher education; and Rev. Jeff LaBelle, S.J., associate dean. They meet regularly to review

faculty-identified concerns about students — a history of missing assignments, attendance matters, lack of communication. Faculty now have a Student Concerns form they use to report such behaviors, and when the TEAM receives a report, members work together to develop a plan of action to connect with these students.

“I think students can sometimes feel intimidated by faculty, and they hesitate to ask for help,” McNamara says. “Being able to reach out to students to initiate those conversations has been very helpful so that students feel they can approach their teachers with their concerns.”

Other steps to encourage student success include mandatory meetings for all new education majors to go through the student handbook and program requirements with McNamara. In the semester prior to student teaching, all students meet one-on-one with Lathrop. Students are also required to meet with their adviser prior to course registration. Together, these touchpoints work as a safety net to catch any students who might need additional assistance.

“Our faculty are so responsive,” McNamara adds. “All they want is for their students to succeed.”

—Sarah Koziol, Arts ‘92

Well Earned

Counseling Psychology program earns APA reaccreditation for the next decade.

After a rigorous process and countless hours of work by faculty and staff in the Department of Counselor Education and Counseling Psychology, led by chair Dr. Alan Burkard, the Counseling Psychology doctoral program was reaccredited in fall 2020 for 10 years — the maximum granted by the American Psychological Association. The accreditation demonstrates Marquette has met or exceeded the APA’s standards. “I am incredibly proud of our faculty and staff who have developed and offer such a high-quality professional preparation program,” Burkard says. “The reaccreditation is also an acknowledgement of the achievements of our students and graduates and their contributions to meeting the mental health needs of our community.”

The doctoral program builds the skills necessary for graduates to become counseling psychologists in colleges and universities, community mental health clinics, hospitals and private practices; administrators; or academic psychologists.

MISSION-CENTERED LEADERSHIP

New initiative offers professional development opportunity for Catholic school leaders.

To bolster its mission to serve Catholic schools, the College of Education introduced an initiative in 2021 to offer additional distinctive content to Catholic school educators enrolled in the Educational Leadership graduate program for principal and/or director of instruction licensing.



The Catholic School Leaders Development Program, as it’s called, is a series of three one-credit courses designed to parallel some of the current Educational Leadership curriculum while preparing its students for transforming communities through the values of Catholic education.

“For instance, in the EDLD program there is a focus on developing mission and vision in order to drive action planning,” says Dr. Sara Burmeister, Grad ‘97, director of the program and clinical assistant professor of educational policy and leadership. “So, the first credit for the Catholic School Leaders Development Program is on Catholic identity, mission and beliefs as part of being a faith leader in the school and community.”

Each one-credit course includes a one-day retreat in August and two Saturday morning seminars, which are co-facilitated by experienced practicing Catholic school leaders from the Archdiocese of Milwaukee. This fall, the first cohort of nine students completed the one-credit course on mission. They will complete the additional two courses in 2022: operational vitality of Catholic schools; and national standards and benchmarks for effective Catholic schools, and how religious communities shaped Catholic education.

“We invited current Catholic school leaders to participate in our August retreat and will continue to invite them to participate in future retreats,” Burmeister says. “This provides them an opportunity for professional development, and it allows our students to have conversations with and learn from practicing Catholic school leaders.”

Catholic school educators accepted into the EDLD program may receive a significant tuition reduction through the Catholic Schools Personnel Scholarship and the Milwaukee Area Teachers Scholarship. —Sarah Koziol, Arts ‘92

Internships to Help Build Counseling Workforce

Grant supports more training opportunities for prospective mental health practitioners.

With the goal of adding much-needed specialists to the behavioral health workforce, the Health Resources and Services Administration awarded nearly \$1 million to the college’s Department of Counselor Education and Counseling Psychology to expand internship opportunities for its graduate students.

The grant supports experiential training opportunities for clinical mental health counselors specializing in child and adolescent care. Building upon the Clinical Mental Health Counseling’s child and adolescent specialization, which is the only such training program in Wisconsin, the award will fund internship stipends for at least 62 students through 2025. These clinical placements are available at primary care settings in high-need areas throughout Milwaukee County.

“There is a particular need for clinical mental health counselors with a child and adolescent specialization,” says Dr. Lee Za Ong, Grad ‘14, assistant professor of counselor education and counseling psychology and the lead investigator of the award. “Through this program, we will increase the number of behavioral health providers with that focus and who reflect the demographics of the recipients of behavioral health services in the community.”

ON THE MAP



Dr. Gabriel Velez, BLEST Hub faculty director, is leading efforts to map an education resource ecosystem (pictured in background) to support students through transitional moments between high school and college. Search for "Milwaukee Black and Latino/a Ecosystem Map" to access the education resource site.

Before she arrived at Marquette to pursue her

By Claire Curry

doctorate in educational policy and leadership, Verónica Mancheno spent 18 years working as an elementary and high school teacher and administrator in schools serving minoritized communities. Also the mother of two teenage sons, Mancheno has seen firsthand the inequities that Black, Latino and Latina students face every day.

"I can think of a myriad of stories that sound like they come right out of a movie script," says Mancheno, who was born and raised in Ecuador and moved to the U.S. in 1996 and to Milwaukee in 2007. "I have witnessed, both as a mother and as a teacher, hundreds of incidents ... the types of horror

stories that fill us with indignation because they are just so clearly wrong."

Perhaps the most pervasive damage, she adds, is the compounded effect of institutionalized daily practices that youth of color constantly navigate within educational systems. "Our youth experience erasure, invisibility and direct assaults on their dignity," she says.

Addressing such inequities is what motivated Mancheno to advance her education, so when she was offered a research assistantship with a project aimed at improving the experiences of Milwaukee-area high school and college students of color, she enthusiastically accepted.

A College of Education team leads a new project to better inform Black, Latino and Latina students of available resources that can improve their postsecondary education success.

That project — the Black and Latino/a Ecosystem and Support Transition (BLEST) Hub — was established by Marquette's Center for Urban Research, Teaching and Outreach and Milwaukee Area Technical College. CURTO brings together community and campus experts to facilitate research and collaborations that affirm human rights and dignity.

Dr. Robert Smith, CURTO director and Harry G. John Professor of History in the Klingler College of Arts and Sciences, and Walter Lanier, former director of student resources at MATC, launched the BLEST Hub in 2019 to improve the enrollment and retention of Milwaukee's Black, Latino and Latina students in postsecondary education and support them at transitional moments between high school and college.

Some of the enrollment and retention challenges facing this population include the changing expectations these students face, piled on top of a lack of resources, support and tools for navigating the complexities of higher education, according to Dr. Gabriel Velez, BLEST Hub faculty director and assistant professor of educational policy and leadership. "In their high schools, these students have developed routines, support networks and relationships that help them to be successful. They then arrive to a new, unfamiliar and sometimes unwelcoming or even hostile environment without these tools and resources," he says.

Within Milwaukee lies a vast and vibrant ecosystem of community organizations

that are striving to close the divides and increase opportunities for young Black, Latino and Latina students.

"There are a lot of great organizations doing work in Milwaukee to help young people think about and experience what college life will be like before arriving, as well as keeping them engaged and part of a network of supports as they make this transition," Velez says.

Velez, Mancheno and Saúl López, another educational policy and leadership graduate student, have been interviewing leaders of organizations that serve Black, Latino and Latina students, charting data and mapping out this resource ecosystem. The data is reflected in a recently launched online digital map and to date, more than 200 organizations are represented — in education, business, government and the nonprofit sector.

Enlisting faculty and students in the College of Education for the project made eminent sense, according to Smith. "They took these visions and ideas, asked the tough questions and added concrete considerations and thought to build a system that can engage community expertise and factor in policy curriculum and student development," Smith says. "When folks see themselves in that ecosystem, it's a different conversation."

Mancheno agrees the map itself holds power. "It is for organizations to see themselves connected within the larger city. It creates a lot of reflection, wonder and curiosity," she says. "I believe that is very good to foster in a city that is segregated."

López thinks the map paints a refreshingly positive picture of his native city. "For me, this project is personal. It has forced me to step out of my Milwaukee bubble and get to know the city from a different perspective," he says. "We have assets. We have amazing people working here."

Sharing the map as a public resource, exploring collaborative grant opportunities and providing student programming are among the BLEST Hub's ambitious next steps, according to Velez.

"This involves planning events like the Leadership And Brotherhood Summit that Marquette will host in the spring in conjunction with Milwaukee Public Schools," he says. The BLEST Hub will also work with the three largest public and largest private educational institutions in Milwaukee to promote dual enrollment and facilitate students transitioning between Milwaukee Public Schools, MATC, the University of Wisconsin–Milwaukee and Marquette.

Ultimately, the BLEST Hub's goal is to improve access to resources that support Milwaukee's students of color in achieving their education and career goals.

"I decided to go for a Ph.D. because I wanted to find out what may be some root causes of disparities in educational outcomes and which ones are within the power of the education world to address," Mancheno says. "There's a degree of satisfaction in attempting to do things better, to service students better, to teach better, to run schools better."

[illegible]

By Diane M. Bacha

A comprehensive and thoughtful overhaul of the teacher education curriculum ensures Marquette educators enter their classrooms prepared to be advocates for all learners.

Mya Coene remembers being a high school student with a love of history and a lot of questions. Why, she wondered, do some histories seem to be missing from our classroom lessons?

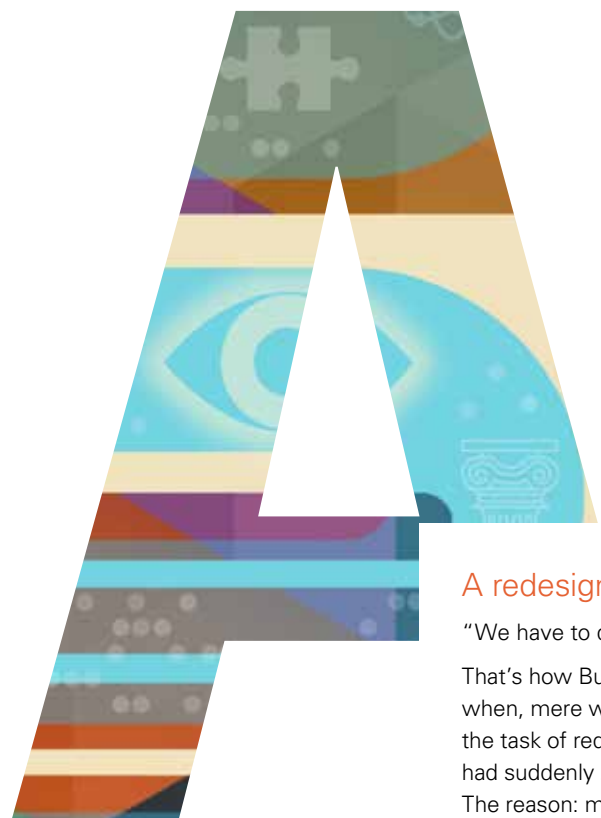
When a teacher at her school in Rock Island, Illinois, recommended she do some additional reading to explore a more balanced understanding of the history of Christopher Columbus, she says, “It really opened the door to me about doing my own research and thinking critically about history.”

Coene, who will graduate in 2022 majoring in secondary education and history and minoring in broad field social science, is committed to creating a different experience for the students she will one day teach. She wants to encourage tough questions like the ones she asked, and she wants to turn those questions into learning opportunities.

Aspirations like Coene's are, in many ways, at the heart of a major curriculum overhaul at the College of Education — the first of its kind for the college since 2003 and one that took four years to design and launch. It required teams to assess the college's entire course catalog, rewrite guiding principles, redesign six courses and create eight new ones.

The first redesigned course rolled out in fall 2019 with Coene in attendance. The first education students to experience four years of the new curriculum will graduate in 2023.

"It's big," says Dr. Terry Burant, director of teacher education, who led the process. "It has been a four-year undertaking that's vitally important to the way we prepare teachers."



A redesign grows

“We have to do what?”

That’s how Burant (pictured below) reacted when, mere weeks into her job, she learned that the task of redesigning the education curriculum had suddenly become much more complicated. The reason: major changes to teacher education licensure policies in Wisconsin.

The new rules, announced by the Wisconsin Department of Public Instruction in 2017, were multifaceted, but the most significant effect on curriculum was a redefined range of skills required for elementary and secondary educators. Elementary education students who once were licensed to teach first through eighth grade must now be licensed for kindergarten through ninth grade. Secondary licensure was expanded by two grades, from fourth to 12th instead of sixth through 12th. In addition, separate endorsements for specific subjects, such as chemistry, history or journalism, would no longer be available; they’ve been replaced by broader endorsements such as science and social studies.

Adapting to the new requirements was a big job for any education institution. But it was made even bigger because the DPI also required every educator-preparation program to submit a new application. This required hair-raising levels of detail that would take two years to prepare.

“I had no idea what I was getting myself into,” Burant says with a laugh.



The DPI development, while significant, was secondary to a bigger task Burant was leading — assessing the department’s entire education curriculum to bring it in line with current research, better align it with key Marquette principles, and correct the inevitable “curricular drifting” that happens over time.

The process involved brainstorming with a wide range of stakeholders, starting with Educational Policy and Leadership Department faculty and staff and the Teacher Education Committee. Burant held focus groups with alumni and students (sometimes serving homemade mac and cheese). She sought insights from educators who had hired Marquette graduates.

As they sketched out their vision, Burant and her team started with changes that were obvious, such as bringing focus to “a few critical courses that had become as vast as Lake Superior but not as deep.” Other questions emerged early: Are elementary majors learning enough about writing instruction? Are secondary students getting enough field experience? How can we prepare our teachers to interpret and use assessment data?

And if we want Marquette graduates to be uniquely prepared to teach with qualities that reflect their Jesuit education when they graduate, how would we achieve that?

Layered over questions like these was the knowledge that teacher preparation has changed quite significantly in the past 10 years, according to Dr. Leigh van den Kieboom, Grad ’08, associate dean and a longtime member of the Teacher Education Committee. Chief among those changes is a trend toward practice-based instruction. “One of the nagging concerns about teacher preparation is that our students take educational foundations and theories and methods courses, but what they learn in these courses is often disconnected from actual practice,” she adds.

Burant and van den Kieboom were proud of Marquette’s reputation for turning out skilled, prepared teachers, but they and the committee saw room to do better.

Founded on essential skills and Jesuit values

What emerged from the years of research and discussion was a holistic, integrated program shaped by four guiding standards (right). The first and fourth standards represent the Jesuit- and Marquette-centered values of equity and justice and the concept of *cura personalis*, or care for the whole person. The second and third represent the essential skills a teacher will need to be successful.

The framing value-based standards give students purpose. The skill-based standards give them tangible tools they’ll use to pursue that purpose in the classroom. It’s a curriculum that emphasizes ambitious instruction — finding ways to help any student from any background achieve — and prioritizes practice instead of theory.

“It’s a pretty big shift,” says van den Kieboom. It means, for instance, eliciting student prior knowledge and then emphasizing reasoning and communication skills when working out a math problem, and discussing different ways to approach and solve the problem. “Whereas 15, 20 years ago it was more about checking to see if the students get the problem right.”

When Burant and van den Kieboom describe the new curriculum, they talk about bedrock skills such as writing lesson plans, assessing student learning, making effective presentations and managing a classroom. Marquette education students are now exposed to these areas earlier, and they are required to practice them in recorded sessions critiqued by professors and classmates.

Just as important: learning how to build relationships with communities, facilitate difficult discussions, discern issues of equity and justice, and bring intention to every lesson. While theory still plays an important role, “We wanted all the students right from the start to learn the very practical skills of thinking carefully about what it was that they intend to teach, and why and how to best accomplish their goals for their students,” Burant says.

“I want them to be relentless. To believe in every core of their being that, yes, I can make a difference here. And I have the tools to do it.”

Dr. Terry Burant

Guiding standards for a Marquette educator

1

An advocate and practitioner of equity and justice in schools and communities

2

A designer and facilitator of ambitious curriculum and pedagogy informed by theory, context, and students’ thinking and experiences

3

An imaginative critical thinker who reflects on ways to improve teaching and learning

4

A compassionate professional who embodies *cura personalis* and empowers learners through reciprocal relationships of dignity and respect

Buttressing ambition with tools

Coene was in attendance when Burant taught the first of two newly created classes — Teaching Practice 1: Instructional Design and Teaching Models, and Advanced Teaching Practice in Middle and High School.

Coene says it felt weird, at first, to see classmates rewind her recorded practice exercises, pause, write something down, and press play again. But she knows the experience was preparing her for students like the one she was — students who would ask tough questions. The new classes taught her to facilitate conversations and gave her resources she expects to continually draw upon.

“If I want to bring a more well-rounded history to my classes and include the marginalized communities, then discussion is probably one of the best ways to go about doing that,” Coene says. “Being able to actually facilitate those conversations in the classes that Dr. Burant taught has given me methods to do that successfully. It has been really helpful for how I want to approach my teaching.”

Burant is excited to see Coene and others from those first classes start student teaching in spring 2022.

“They should be much better prepared to think carefully about, well, what methods will work best for the content I intend to teach? What do I want the students to know and be able to do? What kind of teaching models fit with the things I’m trying to do?”

And, says Burant, “I want them to be relentless. To believe in every core of their being that, yes, I can make a difference here. And I have the tools to do it.”



To Serve the Underserved

New online counseling program hopes to combat the mental health provider shortage in high-need areas by offering students another route to earn their degree.

By Hal Conick

In many areas of the U.S., people don't have access to adequate mental health care, and increasing patient needs during the coronavirus pandemic are pressuring an already-taxed practitioner corps, according to the American Psychological Association.

While Wisconsin fares better than most states, USAFacts.org reports that 37 percent of the state's population lives in an area with a shortage of mental health professionals. Northern and western parts of Wisconsin, in particular, have a dearth of mental health counselors, according to Dr. Alan Burkard, professor and chair of counselor education and counseling psychology.

Other states fare worse — 66 percent of Indiana lives in an area with a shortage, for example, while nearly 75 percent of Kentucky residents live in an underserved area.

To help reduce this shortage, Marquette launched an online version of its Clinical Mental Health Counseling graduate program this fall. Burkard hopes this program can help prepare students to serve areas with a paucity of mental health professionals.

The program, save for the fact that students can obtain their degrees entirely remotely, has the same structure as the extant on-campus program, which means Marquette will provide resources to students to help them identify appropriate, meaningful clinical placement sites in their region.

Graduates of the Clinical Mental Health Counseling online program will also serve needs that go beyond rural areas. For example, Burkard says there's a need for counselors who can work with children and adolescents, which is a specialty the program offers. He regularly speaks with officials at Children's Wisconsin, who tell him that there's a significant waiting list for children who need access to mental health services.

"We're in conversation with Children's Wisconsin and working with them to potentially realize practicum and internship placements," Burkard says. "This with the thought that many of these clinicians we train might eventually go into their clinics and become full-time staff at some point."

Sarah Whitehouse, in her first year of the online program, is one such student who will go on to help children. Whitehouse couldn't find a counseling program that would allow her to continue working as a music therapist as she studied, which she needed to do to stay afloat financially.

"When I found Marquette's program, it was the absolute perfect fit for me," Whitehouse says. "Especially with a specialization in child and adolescent counseling, which I'm pursuing."

After graduating, Whitehouse plans to open her own practice in either Indiana or Ohio. She'll work as both a mental health counselor and a music therapist for children and young adults with autism.

Surpassing expectations

For the fall semester, 42 students enrolled in the program, which surpassed the department's expectations. And expectations remain high.

Megan DeRaleau, a project specialist for the Graduate School who has worked



"This program was intended to meet the mental health needs that are being expressed in this country. We see that need even more so with COVID right now. There are a lot of distressed people as a result of the pandemic."

Dr. Alan Burkard

on enrollment marketing for the program, believes that the program will see similar enrollment numbers this spring and summer. She says many students mentioned that they became interested in the program because it's run by Marquette, which carries a stronger reputation than many other remote programs.

While the classes and requirements of the online program are the same as what in-person students get, it attracts demographically different students. According to DeRaleau, 31 percent of the students in the online program are from outside of Wisconsin — including states such as Washington, Oregon, Georgia and Tennessee. All of these states will serve the program's goal of reducing the shortage of mental health professionals, as each has about 40 percent of its population living in areas with a shortage.

Students in the online program also trend older than those who enroll for on-campus courses. The average age of

students in the online graduate program is 33, while the average age of students who take the program on campus is 23.

"These are students who are a little bit older and have some life experience, even professional experience in other areas," Burkard says. "They're often making a change in career because they want to help people."

Whitehouse says she's enjoyed the flexibility of the program, as it allows her to balance her work with her classes. She also feels that the program has done a good job making remote students feel included in the Marquette community. "They've been incredible at communicating with us and also trying to keep us involved in what's happening on campus," she says.

Students who graduate will have a great market for their skill set, Burkard says. The Bureau of Labor Statistics predicts that the job outlook for mental health counselors will grow by 23 percent between 2020 and 2030, much faster than the average job.

"There are plenty of opportunities out there; it's more a matter of getting these students to the point where they're ready to take those positions," Burkard says. "This program was intended to meet the mental health needs that are being expressed in this country. We see that need even more so with COVID right now. There are a lot of distressed people as a result of the pandemic."

Burkard says that he's been satisfied to see the program grow, both online and on campus, and that Marquette has supported the growth with additional faculty hires.

"The most satisfying part is seeing students come into the program, feeling excited about what they're learning," Burkard says. "Knowing that they're going to go out and serve populations that, right now, aren't getting services is pretty satisfying. As a faculty, we couldn't be more excited about that idea."

Diagnoses Delayed

Faculty team seeks to remove barriers from identifying children with autism.

When Dr. Mary Carlson started her career as a special education teacher in 1978, the education community's understanding of autism looked very different than it does today.

"We only knew of a very small class of kids that had autism, and they were generally nonverbal, self-injuring and really difficult to engage in any kind of schoolwork," Carlson says. But that narrow definition meant some children with autism fell through the cracks. "Many of the kids that I taught had been on the autism spectrum. We just didn't have the right tools to diagnose it and know it then."

Now, Carlson (left), a clinical associate professor of educational policy and leadership, is part of a cross-disciplinary team at

Marquette that's working to reduce barriers to autism diagnoses for children across Wisconsin. The team, helmed by Dr. Amy Van Hecke, professor of psychology in the Klingler College of Arts and Sciences, received a \$504,117 grant from the Advancing a Healthier Wisconsin Endowment for its project Battling the Bottleneck: Increasing Capacity for Autism Spectrum Disorder Diagnosis.

"People of color, people who don't speak English as a first language and poor people may have to wait three or four years before they

"If you look at life outcomes, if kids have early interventions ... they have a positive trajectory."

DR. MARY CARLSON

can get in to see a diagnostician, because there are so few," Carlson, Grad '16, says.

That delay can have a serious impact on the rest of a child's life: "If you look at life outcomes, if kids have early interventions that are paid for by insurance, they have a positive trajectory," Carlson says. "If they lose three or four early years, their life outcome will not be as good. It's an enormous problem."

The diagnosis bottleneck stems from a lack of health care providers with adequate training. The team at Marquette will provide diagnostic training to providers at the Next Step Clinic in Milwaukee and in tribal nations around the state, hopefully starting at the Menominee reservation in northern Wisconsin.

"The diagnosis is time-consuming, which is why most physicians don't have the time or training to do it," Carlson says. The team will also explore opportunities to train nurses and other providers who could perform autism assessments under the

supervision of a physician.

Each member of the project team brings specialized expertise from across the university, with Van Hecke from psychology, Carlson from education, and Dr. Norah Johnson, Grad '01, '09, associate professor in the College of Nursing, lending a clinical perspective.

"We all see through different eyes," Carlson says. "We all have our own individual schemas, and when we put those together, it becomes pretty powerful."

In the first year of the grant, Carlson will establish relationships with tribal communities and medical providers around the state. In the final two years, Van Hecke and Johnson will lead provider training. The team will also train patient navigators to help connect families with diagnostic services.

"It's unjust for people to wait years for a diagnosis because they're poor or they don't have money for transportation," Carlson says. "We're talking about life trajectory — getting the interventions in place to help kids become fully flourishing adults."—**Lauren Sieben**

Mindful Coaching

Researchers collaborate to study and promote mindfulness training among student-athletes.

The practice of mindfulness can bolster one's sense of well-being and reduce stress and anxiety. Counseling students learn it as part of their counseling skills repertoire. But now some Marquette athletes are practicing mindfulness too. What gives?

"College is demanding enough, but student-athletes have the added stress of a training program and always being assessed, always wondering if they're doing enough. It distracts from the actual experience," explains Dr. Karisse Callender. She and Dr. Lee Za Ong, both assistant professors of counselor education and counseling psychology, are collaborating to bring mindfulness skills to athletes.

"Previously, an associate director of athletics asked for help in improving athletes' listening skills, so they could better support each other with feelings from injuries and game losses," Ong says.

With Dr. Praveen Madiraju, associate professor of computer science in the Klingler College of Arts and Sciences, Ong applied for and was awarded an NCAA research grant to help support a student health ally and peer educator group by providing peer support skills training. When the COVID-19 pandemic hit, they conducted the pilot project virtually and completed it in May 2021.

"We discovered students not only needed to learn how to listen without judging or providing advice, but to also take care of themselves before tending to others," Ong, Grad '14, says.

Aware of Callender's mindfulness training, Ong solicited her help in teaching student-athletes how to be fully present in the moment, to support their peers but also to teach them how to give their undivided attention to the games they're playing. The two now are working on a Marquette Athletic and Human Performance Research Center pilot award study called Student Health Allies and Peer Educators Competencies and Mindfulness Training and Its Effect on Their Mental Health.

"The previous study provided the foundation for this pilot, which includes listening, basic counseling and now mindfulness skills," Ong says. According to Callender, it is important when being present with others to be able to sit with the feelings that come up, help them stay in the moment with what they feel like, and investigate the experiences with gentle curiosity and without judgment. "To do that, you need to know how to nurture yourself with compassion as well and tell yourself this will be OK. It won't last forever," Callender says.

"It's hard because we're wired to want to solve the problem or rescue people,

but mindfulness means allowing someone, or yourself, to experience the feelings on their own terms," Ong adds. If the student-athletes learn and practice these skills, they can apply them in other situations and with other people well into the future.

The AHPRC pilot workshops began this fall with 20 to 25 student-athletes and will wrap up this spring.

—**Lauren Herb Schudson, Grad '97**



A Leader for and with Others

Associate dean appreciated for her selfless, compassionate service.

Described by her nominators as a “guiding light” and someone who “leads with integrity, transparency, grace and humility,” Dr. Leigh van den Kieboom, associate dean, was recognized this fall with the 2021 Father Pedro Arrupe, S.J., Faculty Colleague Award for her extraordinary leadership. The Arrupe award is designed to celebrate one faculty member at the beginning of each academic year whose exceptional generosity toward others stands out and serves as an example for others. It is named for former Jesuit Superior General Rev. Pedro Arrupe, S.J., who coined the term: “men and women for others.”

A faculty member in the Educational Policy and Leadership Department for more than 20 years, van den Kieboom, Grad '08, was commended for

“her extraordinary care of faculty, as well as staff and students, during the pandemic.” And another nominator said, “When being asked to make difficult decisions, Leigh always considers the people involved and connects with them on a human level. Her concern is apparent and genuine.”



With a scholarship focus on designing learning experiences that engage pre-service mathematics teachers to develop high-quality instruction, van den Kieboom recently published two journal articles related to that pursuit: “Prospective 1–8 Teachers’ Number and Operation Sense in the Context of Fractions,” published in the *Journal of Mathematics Education*, and “Using Reflective Journals to Characterize Pre-service Teacher Professional Noticing Skills,” published in *The Teacher Educator*. —Sarah Koziol, Arts '92

High Honors

Walker-Dalhousie recognized for her reading-instruction advocacy.

While 2020 might be a year many might soon choose to forget, it was marked by two noteworthy professional accolades for Dr. Doris Walker-Dalhousie, professor of literacy. First, in the spring, she was elected vice president-elect of the Literacy Research



Association, a nonprofit professional organization interested in advancing literacy theory, research and practice through scholars’ professional development and advocating for research-informed improvements in education. Walker-Dalhousie had dedicated nearly 20 years of service to the association prior to this appointment.

Then in summer, she learned that she was elected to the Reading Hall of Fame, an independent organization that recognizes lifetime achievement in the field of reading. With just over 270 living and deceased members, the Reading Hall of Fame qualifies as a “career honor reserved for the most distinguished educators, researchers and organizational leaders in the field of literacy,” according to Dr. Bill Henk, former dean of the College of Education. The purpose of the Reading Hall of Fame, established in 1973, is to improve reading instruction. Nominees for membership must be actively involved in the field of literacy for at least 25 years with a well-known and highly

respected reputation in the profession. Individuals selected for membership must have contributed significant research, held positions of responsibility in the literacy field, or prepared leaders in the field through teaching.

“I am humbled by the recognition and pleased to be associated with such a distinguished group of scholars whose work has and continues to significantly influence literacy research, instruction and policy,” Walker-Dalhousie said in response to her nomination. She was formally inducted in the Reading Hall of Fame at the 70th Annual Conference of the Literacy Research Association in December 2020. —Sarah Koziol, Arts '92

When Refugees Are Pregnant and Postpartum Moms

Edwards studies mental health needs of mothers fleeing violence.

As the director of Proyecto Mamá, a Milwaukee-based research project assessing the mental health needs of perinatal Latina mothers, Dr.

Lisa Edwards often worked with moms who are Mexican immigrants. In the perinatal period, the months before or after giving birth, when it is natural to feel stressed, these mothers frequently had additional factors compounding their strain: fears of losing their public health insurance soon after delivery, for example, or of being deported.

Whether the mothers were newly arrived or longer settled, these challenges made the availability of mental health services and resources even more important. They also made signs of resilience in the mothers “incredibly inspiring and motivating,” says Edwards, professor of counselor education and counseling psychology.

As that research concluded, Edwards found herself wondering about a place she’d visited many times, her mother’s home country of Colombia. Edwards had long dreamed of teaching and conducting research there, with her husband and two children joining her to experience Colombian life. A successful application for a Fulbright U.S. Scholar award in 2021 made that dream possible, though COVID-19-related travel concerns delayed their trip to early 2022.

In Medellin, Edwards will study recently arrived pregnant and postpartum mothers from a vulnerable population, refugees

from neighboring Venezuela where a humanitarian crisis makes daily life a fight for survival. With colleagues at Universidad CES in Medellin, she will conduct in-depth interviews and focus groups with mothers and health providers who work with them. This qualitative data will allow for a better understanding of the



In her research, Edwards and her team have observed that exposure to trauma — early in life or more recently — is a critical part of the context affecting pregnant and postpartum mothers, a legacy affecting how they respond physically, mentally and emotionally to new stressors. And many of

the refugee mothers Edwards encounters in Colombia will likely have experienced significant trauma themselves. “There are just so many factors,” she says. “Many of the mothers have had little or no health care in their home country. They arrive with pre-existing concerns and issues. There could also be the experience of migration and the way people are exploited during that experience. Part of why we’re doing this is to understand that context and the potential value of a sensitive or trauma-informed care perspective.”

mothers’ mental health concerns and their options for tending to them.

Edwards’ Fulbright project will complement her research in Milwaukee — and present her with some interesting new dimensions. Colombia generally welcomes migrants from Venezuela and provides for the mothers’ medical care, conditions immigrant moms in the U.S. can’t always depend on. But in both countries, mental health concerns for mothers are secondary.

In her research, Edwards will focus as much on the personal and cultural resources that help the mothers recover and persevere as on the struggles that weigh them down.

“Unfortunately, until recently, psychology only really focused on the cycle of pathology and the problems and concerns,” Edwards says. “So, it would be missing an entire part of the picture not to explore the resiliency these moms have.”

—Stephen Filmanowicz

Game Plan



Tavon Johnson's youth advocacy experience nurtures a promising program that mentors middle schoolers through the sport of lacrosse.

By Ann Christenson, CJPA '91

Graduate student Tavon Johnson stands in the hallway of a Milwaukee elementary school talking to a young student. Although a camera is rolling, Johnson is completely focused on the student, giving him a thumbs-up after the child steps back inside his classroom. There's a bond cemented here that transcends any stiffness that comes from being on film.

It's Johnson's visible drive to make a difference, seen in that *Difference Maker* video — a series showcasing uplifting contributions made by Marquette community members — that reinforces the excitement Dr. Cynthia Ellwood felt when she reviewed Johnson's application for Marquette's justice-focused educational leadership program.

Johnson has built a fine-tuned resume, including four years of AmeriCorps service as a mentor and tutor and a stint as a resident assistant with Johns Hopkins Center for Talented Youth in his hometown of Baltimore. Whether he was working as a co-teacher, rec camp coordinator or a youth basketball coach, Johnson's background has emphasized youth advocacy.

"He showed that even in difficult situations, he was incredibly flexible and positive. He's intensely thoughtful, and he connects with kids. He's just the real deal," says Ellwood, clinical associate professor of educational policy and leadership, who taught Johnson in his first semester in the Educational Policy and Leadership master's program.

So when MKE LAX — an initiative between Marquette and the Milwaukee Academy of Science, or MAS, that uses lacrosse to expose middle school students to mentorship and team building — was looking for a leader, they found one in Johnson. Even though he wasn't as familiar with lacrosse as, say, basketball, with his background in public service, Johnson was a natural fit for the two-year pilot program, adopted in fall 2020. MKE LAX uses sport

to help plant visionary seeds deep inside the students — the drive and motivation to stay in school and excel at their studies. "I think I do a good job of being transparent, of being a person they can talk to," Johnson says.

Each week, joined by coaches and players of Marquette's men's and women's lacrosse teams, Johnson works with the students to learn the fundamentals of lacrosse, practicing in the gym at MAS. The other component of the program is classroom focused, with Johnson at the helm, nurturing students on the academic side.

"I try to let them know they're in a really good spot," says Johnson, pointing to MAS' mission of fostering equity and inclusion. "If they just dial in and give a little bit, they can succeed."

Johnson's experience with mentorship goes back to his childhood, growing up the eldest of eight kids. One of his teammates in MKE LAX, Caitlin Wolf, associate head coach of the women's lacrosse team, says Johnson's easy connection with the students comes from his natural approachability. "Tavon is learning the sport himself, and that's been really helpful," she says. "He has great energy. If he's excited, the students are excited too. There's a vulnerability he isn't afraid to share."

Dr. Dan Bergen, Grad '11, Marquette's former executive director of community engagement, also notes that Johnson stepped into the pilot of MKE LAX during the pandemic and has thoughtfully nurtured the program while mentoring the students, virtually and in person.

"Tavon exemplifies the golden moment when the opportunity presented by a partner is perfectly aligned with the gifts of one of our students," he says. "He focuses on 'self-love' as the most important type of love, cultivating their confidence and affirming them. He has set the program on a clear path to great success."



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