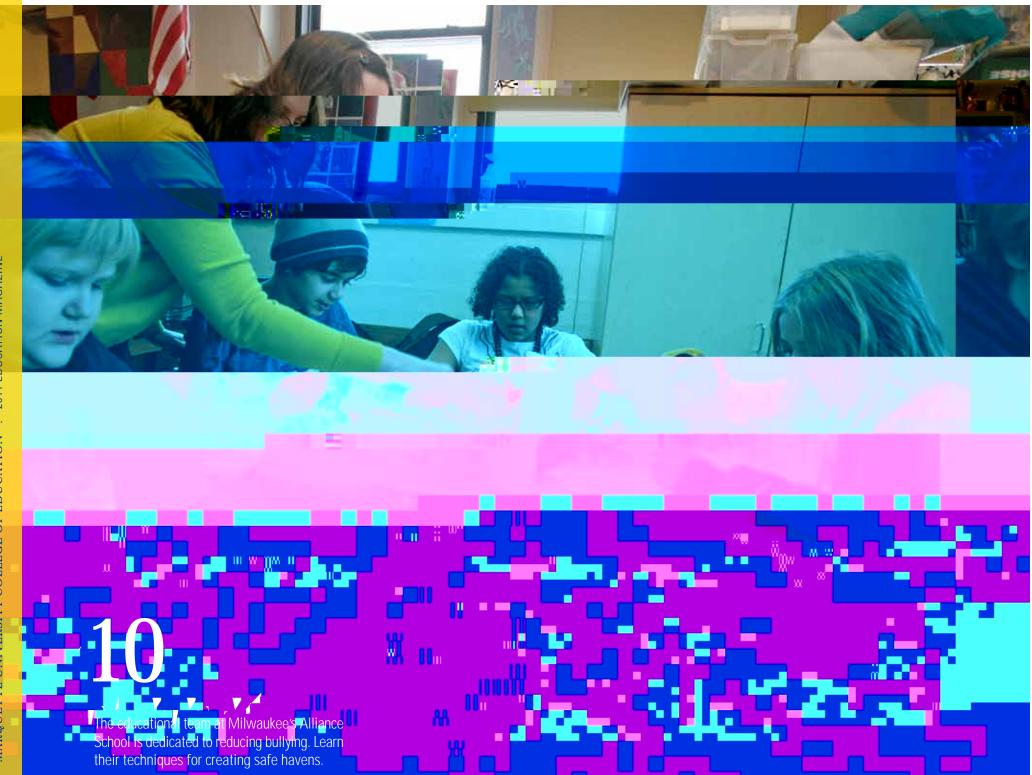


MISSION NATERS

2011 EDUCATION MAGAZINE

MARQUETTE UNIVERSITY C LLEGE FED CA I





College of Education

Office of the Dean Walter Schroeder Health and Education Complex, Room 124 Milwaukee, WI 53233

414.288.7376

marguette.edu/education

William A. Henk, Ed.D.

Mission Matters is published for alumni, colleagues and friends

of the College of Education.

Lori Fredrich, Iori.fredrich@marquette.edu

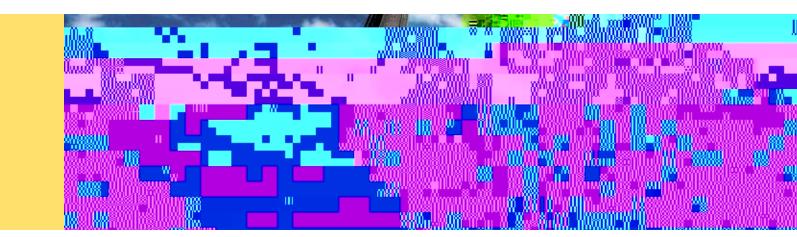
Lori Fredrich, Iori.fredrich@marquette.edu

Lori Fredrich, Iori.fredrich@marquette.edu

TABLE OF CONTENTS

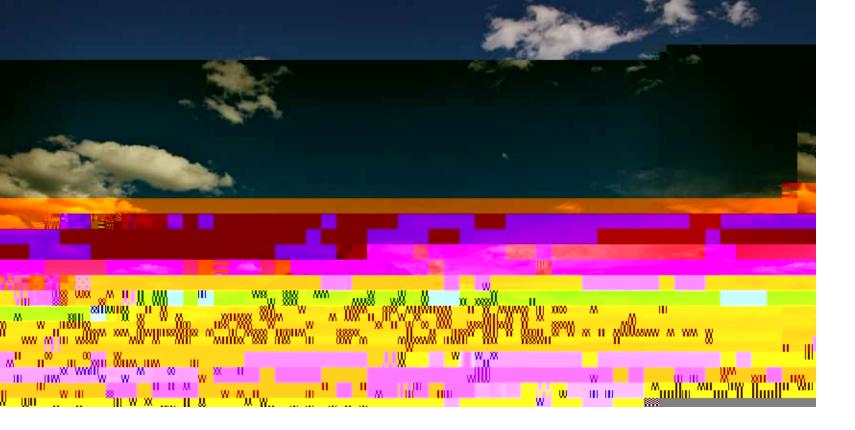
- Mission-driven advances and innovations abound at the College of Education, writes Dean Bill Henk.
- Wisconsin Teachers of the Year have Marquette roots; upcoming events honor alumni and friends.
- Graduates report on teaching in a remote setting, discovering counseling surprises and thriving in year one.
- Examining therapeutic breakthroughs; meeting students' special needs; curbing campus drinking.
- Memories of a tense encounter drive Dean Henk to confront bullying, and an alumna reports from the front lines of bullying prevention.
- Rev. Jeffrey T. LaBelle, S.J., focuses on the unique qualities that make Marquette home.

It's discult to brie y summarize the activities of the College of Education in the year since our rst issue of $\frac{n}{n}$. For a fuller picture, visit marquette.edu/education. While there, please visit



USING ALGEBRA AS A SPRINGBOARD TO COLLEGE SUCCESS

With data from DC 0.661 0 TdC0(data)0(r)6(mDC 0.661 0 TdC0(F007dLTr807.606 0 TdU)101)50



By Anna Luberda, Ed '10

8 RESEARCH AND INNOVATION

When faced with students with special needs, schools have traditionally created specialized solutions, whether it was gifted and talented programs or one-on-one reading coaches.

But Dr. Martin Scanlan, assistant professor of education, says this compartmentalized approach is increasingly discult to implement as schools become more diverse — with a broader range of languages, unique needs and skill levels.

Scanlan thinks the solution is a systematic approach called the Learning Consultant Model, which he details in his book and the solution of the second secon



Scanlan's model already is being implemented in Catholic schools in Milwaukee and St. Louis, and Scanlan recently helped put on a series of workshops to expand the use of the model at the elementary level in Milwaukee.

"Catholic schools in recent decades have struggled to articulate and nance service delivery systems that allow them to meet students' special needs," he says. "

ese schools are increasingly recognizing this gap and seeking to close it."

With the help of a \$30,000 grant from the NCAA, two College of Education alumnae recently launched a new program, CHOICES for Healthy Golden Eagles, to promote respectful and responsible student decision-making regarding the use of alcohol. The collaboration between the Office of Student Development and the Department of Intercollegiate Athletics focuses on athletes educating athletes, members of sports clubs, high school students and the general student population.

The program's two alumnae founders work in athletics at Marquette: Learning Specialist Katie Simet, Arts '06, works with athlete mentors, and Assistant Athletics Director Adrienne Ridgeway, Grad '10, administers the program.

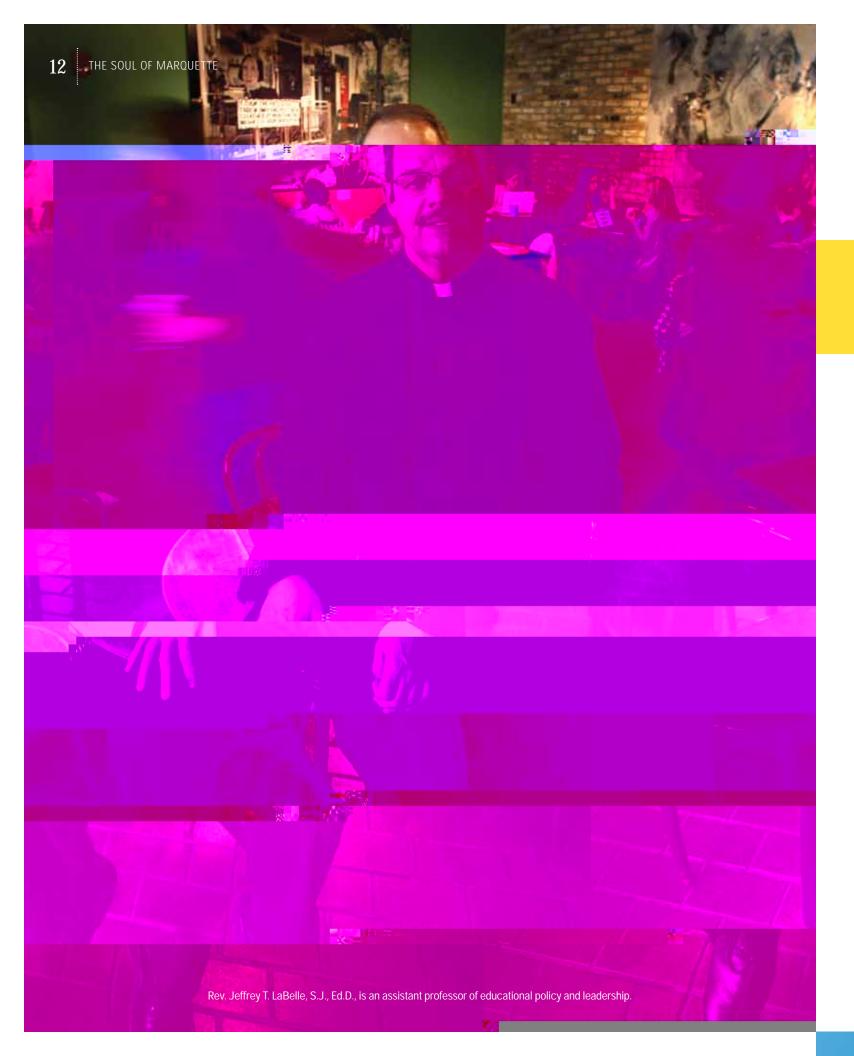
"Through the Healthy GOet me, Ger therapist replied

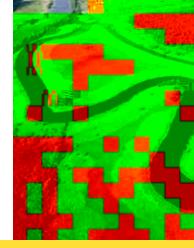
Such moments form the research focus of Dr. Sarah Knox, associate professor in counselor education and counseling psycho transformed.ese experiences can happen in a moment or more gradually, but they may

have profound long-term eects. Researchers have known for years that relationships matter in therapy, e therapists ability to be improving therapy process and outcome successful therapy might be the first time a client realizes that healthy healing relation

He was a mean dude in every respect and reveled in making others cower. I took his threat seriously. In fact, I faked being sick in class so I could be sent to the nurse's office. But I never went there. I ran straight home instead — fearful, full of terror and paralyzed. It took every ounce of courage I could muster to go to school the next day.

Fortunately for me, that very day another player got injured and the coach put the bully on the team. I was off the hook. But the mental and emotional damage to me was so profound that I've carried it into adulthood. I shouldn't admit this fact, but I've





We are Marquette wherever we go

Rev. Je rey T. LaBelle, S.J.

Can an institution have a soul? If any institution can, it's definitely Marquette University. At every Golden Eagles basketball game, when we shout out, "We are Marquette," we express our unity and shared mission: We really are the difference in the world in which we live. Most of us have come to realize that the people make any institution what it is. Here at Marquette, our shared values of excellence, faith, leadership and service mark who we are. They are part of our very soul. And we carry this soul with us wherever we go: to the schools and agencies where we serve as educators, administrators and counselors; to the churches and synagogues where we worship; to the places where we shop and do business; to the homes where we dwell as families. In a very particular way, I've come to recognize that we bear within our innermost selves the distinguishing attributes that are depicted on the Marquette University seal, *Numen Flumenque*, that is, "God and River."

ree years ago, after I introduced myself to the students in the structure I taught at Marquette, Introduction to Schooling in a Diverse Society, I opened up the class for questions. One brave freshman raised her hand and asked me, "So just why did you move from California to Milwaukee?" My str response was, "Well, you can be sure it wasn't for the weather!" Today I would probably add it's really because of the people who have received me with such hospitality and acceptance. Marquette feels like home for many of us, and that's because we make it a loving, soulled university where all can so dwelling place regardless of where they've come from or where they might be going.

We bring Marquette's identity and mission with us into our world. is world includes a wide variety of contexts in which we live, work and play, such as the schools where we teach, administer and counsel. When we exhibit that we have noted that is, care for the whole person, through extending a welcoming smile or handshake, we show students, families, parents and community members that all have a home with us, that indeed all are welcome and belong in our world. Every time we break up a ght on a school campus or when we stop one child, teenager or even an adult from bullying another, we embody the soul of Marquette and bring the spirit of love to our world. rough us the love of God ows out to all that we meet. In sharing this spirit of welcome, acceptance, belonging and hospitality, we truly become the soul of Marquette as it ows outward across the land like a great river, pouring out life and hope wherever we go.