

The CEHD Review

The College of Education and Human Development's
biannual student newsletter



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#TeamCEHD

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DEAN'S MESSAGE



Amy Lingo, Interim Dean

Greetings, students!

I am thrilled to present to you the first edition of the CEHD Review. Our Communications Hub has worked hard to compile stories about you and your peers. Here, you'll find stories about Fulbright scholars, military programs, a CEHD alumni who happens to be a WNBA champion, and more. You - students of the CEHD - never cease to amaze me with what each of you accomplish here at UofL, in your communities, and around the globe.

I can imagine that the last two years have been for you, as they have been for me, filled with uncertainty. I want to take this opportunity to acknowledge that it is not easy to commit to furthering your education and persisting to graduation during a global pandemic. I commend you for investing in yourself and your higher education experience.

During the last two years, our faculty and staff have maintained their commitment to what makes UofL a great place to learn, work and invest. We have so much to be excited about. Our faculty are conducting fascinating research and we house some of the most high-quality and nationally ranked programs in the country (our online B.S. in Sport Administration program was recently ranked #2 in the nation!).

The CEHD Review is intended to share stories of students. Our college is one of the most diverse across campus, and I hope you feel pride in what your peers have accomplished. I know I do.

I am wishing you a wonderful winter break. Please take time to rest, relax, and rejuvenate. We look forward to welcoming you back to campus in the Spring and supporting you as you work toward graduation!

Go Cards!

OFFICE OF DIVERSITY, EQUITY, & INCLUSION



Brigitte Burpo, Assistant Dean

Greetings Cards! As we round out the semester and approach winter break, we want to remind you all of the newly restored Office of Diversity, Equity, and Inclusion led by Dr. Brigitte Burpo.

In the ODEI, we support students through advocacy, training and education, and student engagement and initiatives to support personal growth as you all matriculate through the college. We are here as a resource to learn and engage, and also support for students who are marginalized. For more information visit our website at <https://louisville.edu/education/dei>.

College of Education and Human Development Alumna Finds Success in the WNBA

by Jessica Jackson, B.A.

Dana Evans graduated from the University of Louisville Sport Administration program in May of 2020. A Gary, Indiana native and star player on the UofL women's basketball team, Evans has opened her next chapter in Chicago, Illinois where she plays professional basketball for the WNBA Chicago Sky. During her time at UofL, Evans made an enormous impact on the UofL basketball program, winning a plethora of accolades including Women's Basketball Coaches Association All-American in back-to-back seasons, ACC All-Academic Team for three seasons, and an appearance at the 2021 NCAA Final Four. While renowned, Evans' basketball endeavors haven't kept her far from home. In fact, her family was her inspiration for picking up a basketball in the first place.

"I grew up with three brothers in the household, so that was something that made me tougher," Evans explained. "I always played against [my older brothers], and I would go to the gym and watch my dad play too, so I was always around the game. I just kind of fell in love with [basketball] and it has taken me a lot of different places."

Scouted by several schools, Evans chose the University of Louisville, where she played alongside a talented roster.

"I chose Louisville because it was far enough [from home] for me to be able to grow up on my own and get into a routine of being by myself," she explained. "It's a winning culture, the program was stable, the coaches have been there for a while, and I knew that we had the talent to do something special."

With one trip to the NCAA Final Four and three to the Elite 8, Evans certainly made the most of her time as a collegiate basketball standout.

A standout on the court, basketball wasn't the only place Evans aimed to excel in at UofL. As a student in the Sport Administration program, she was able to explore her love of sports on an academic level.

"I wasn't sure during my first year and a half of what I wanted to be or what I wanted to do. I would talk to my academic advisor a lot, and I felt like I had to stay in sports because it's something that I love and know so well."

The CEHD Sport Administration program, housed in the Department of Health and Sport Sciences, gave her that opportunity as well as the chance to pursue an internship in sport psychology.

"I worked with Vanessa Shannon," Evans explained. Shannon serves as the UofL Director of

Mental Performance, helping athletes overcome mental barriers and better understand the psychology behind sport and athletics. "My internship helped me realize a lot of things that I can do better on and off to court. I was actually learning more about myself too during that process."

As Evans begins her season with the Chicago Sky, she is looking forward the future, and intends to give back.

"My mindset and relationship with God have improved over the last two years. The next stage of my life, I want to be able to uplift others more and take the attention off myself. I feel like when you do that, good things always happen. When you are a genuine person, your blessings will come."



CEHD Home to Fulbright Scholars

by Nina Marijanovic, PhD

What does it feel like to be named a Fulbright Scholar? Stress. Disbelief. Excitement. Panic. Students with Fulbright Awards through the College of Education and Human Development used these words to capture their sentiments.

The Fulbright program, started in 1964 to promote international cooperation and an exchange of ideas against the backdrop of the Cold War, is a grant for students in the U.S. or abroad to participate in international programming. Students are typically assigned to individually designed research projects or to teaching assistant programs.

The College of Education & Human Development (CEHD) at the University of Louisville is home to two 2021-2022 Fulbright recipients. Macey Higdon ('21), was awarded a Fulbright award to pursue a master's degree in biomechanics at the University of Jyväskylä in Finland.

The College will host Joeline Richter, graduate of Reutlingen University in Germany, who is pursuing a master's in Sport Administration in the Department of Health and Sport Sciences.

Both recipients described their initial reaction to learning of their award as one of shock and disbelief.

"My roommates and I were sitting outside when I received the email, and I thought 'well, let's just open it now because it can either be good news or bad news,'" explained University of Louisville graduate Macey Higdon. "I kept thinking 'this is crazy, it's not real.' I kept reading it over and over."

The same sense of disbelief washed over Joeline Richter, who described a similar reaction. "It's really competitive for Germans to be accepted to the US, so I didn't think it was going to happen." She continued, "I applied in June 2020 and then heard nothing for months, so I assumed I didn't get selected. But, when I opened that email, I thought it was fake. I actually cried because I hadn't heard anything [in so long]."

If anyone could relate, it's current doctoral student Nina Siegfried. Siegfried, also from Germany, completed her Fulbright experience at UofL, receiving her masters in Sport Administration through the Department of Health and Sport Sciences.

"Ever since I was in the 5th grade, I dreamed of studying sport administration. That dream was fulfilled when I received a Fulbright scholarship to pursue a M.S. in Sport Administration at UofL," Nina explained.

Siegfried was the first Fulbright grantee to be funded to pursue the degree at the University of Louisville.

The Fulbright Program awards approximately 8,000 grants annually and the application process is both lengthy and highly selective.

Macey Higdon had seen mentions of the Fulbright program in various campus newsletters, but she wasn't sure about applying. She was settling into her undergraduate major in exercise science through the Department of Health and Sport Sciences and had begun exploring her post-graduate options. But, as she began her internship with the Spinal Cord Medicine Program at the Frazier Rehab Institute, a newfound interest in biomechanics pushed her to evaluate the Fulbright experience further.

"Before that internship [with Frazier] I had never seen that side of exercise science, especially with spinal cord injuries. The research, rehab, and getting people to walk again... I wanted to be a part of that. I liked the research lab setting and I wanted to stick with that route."

Study abroad experiences in Ghana and Australia had made her a more comfortable world traveler, so when the next reminders about the Fulbright were sent, she was ready to give the program more consideration. She relied on her membership in the Honors College and her faculty mentors – Dr. Katie Harmon (EXP) and Dr. Mary Ashlock (COM) – to assist her in preparing her application.

"Dr. Harmon and Dr. Ashlock read my application materials and helped me present myself as a competitive applicant," Higdon explained. "They also asked me to look broadly at countries that had great sports science programs."



Macey Higdon

As with all aspects of education, the COVID-19 pandemic altered the Fulbright application process a bit, especially for Joeline Richter. Joeline hoped that her Fulbright application would grant her a dream she had since her undergraduate years motivated by her love of sport – studying in the United States.

"I knew I wanted to study in the US only, so I had no other countries in mind," Richter explained. "I reached out to the German Fulbright community to ask for help and how I should best prepare. I connected with a former German Fulbright student who is still here to get more information."

Joeline's pursuit of a degree in Sports Administration was inspired by the general lack of access and discrimination females often experience in sport.

"I was told a lot that a girl can't play this or that sport," Joeline tells us. "I did motocross, tackle football, soccer, but it was always 'hey, you're a girl, you're not supposed to do that'. After my degree, I want to work in diversity and equity, especially in gender equality, to make it possible for girls to play any sport they want."

Macey's internship with the Frazier Rehab Institute led her to the University of Jyväskylä in Finland and Dr. Neil Cronin's lab, which is focused on analysis of gait cycles, otherwise known as human locomotion, which seeks to analyze and quantify how someone walks.

"Dr. Cronin's lab has a wearable gait cycle analyzer. It is in a very initial stage, but in time, he'll be testing it with elderly patients and with patients who've had spinal cord injuries... patients who now have an abnormal walking pattern. The implications are really cool for how we can rehab [these patients]."

Similarly, Joeline sees possibilities for translating her education to practice.

"American football has become very popular in Germany. I remember when the Super Bowl was first broadcast [in Germany], and now even some regular season games are on television. The Seattle Seahawks are quite popular in Germany," she laughs. "I'd like to be a part of building up the football community, especially for girls to play football and have career pathways in sports."

As both begin their graduate programs, there will be some acculturation adjustments. For Joeline, American cuisine has been a pleasant surprise.

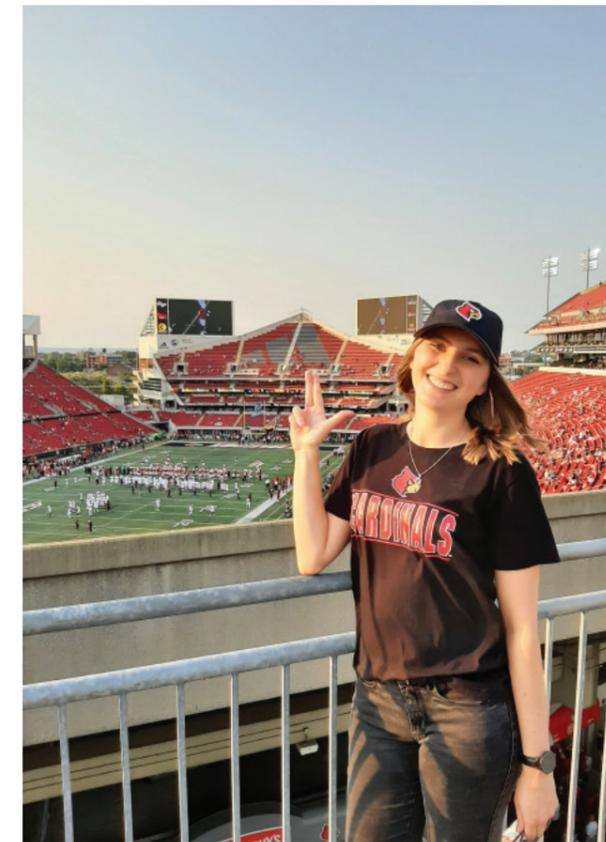
"Of course, I miss the food from home. But there are so many food options in Louisville... so many cuisines, so that's pretty cool."

Macey is looking forward to Finland's cooler temperatures.

"I hate hot weather, so Finland's perfect."

Like Nina Siegfried before them, Macey and Joeline aspire to complete doctoral degrees and to remain active alumni in the Fulbright community. Without the support from faculty and former Fulbright recipients, both students tell us, neither would have realized their goal.

To learn more about the Fulbright program, visit their website here.



Joeline Richter



Nina Siegfried

CEHD doctoral student pursues degree to “prepare the world” for students with autism

Lorita Rowlett, like so many students, wears a variety of hats: mother, teacher, and student, to name a few.

Rowlett is pursuing her doctoral degree in Special Education through the College of Education and Human Development and as she explains it, it is the only path she could have imagined pursuing.

“After I graduated with my bachelors, I went right into teaching, and I taught in a self-contained classroom for eight years,” Rowlett explains. “I switched to special education because I have a son who was diagnosed with autism, so it became my life. I wanted to help other moms like me”

Initially inspired to improve the curriculum and instruction for students in her own classroom, Rowlett returned to UofL to receive her master’s degree in Applied Behavior Analysis (ABA) with a focus in autism studies.

“I pursued that degree just to make myself a better classroom teacher, because I felt like there was more I could be doing for my students.”

Rowlett’s focus narrowed as her own child progressed through the traditional school system.

“My son attempted college but was not successful on his first try. He is working now, and it took time to find a job that was supportive [of him].” Rowlett continued, “And it was hard, it was hard watching him feel like he was failing. A lot of times, I had to remind him, ‘The world is not ready for people like you.’ So, I’m back in school to help prepare the world to be ready for people like him.”

In her seventh year of teaching, Rowlett began to consider the opportunity of returning to pursue her doctoral degree.

“I ran into one of my son’s teachers, and she said, ‘Well, now that your son has graduated, what are you going to do for yourself?’ Moms don’t really think like that. Like, what? For myself?”

But the seed had been planted. So, when she learned of a grant through the College of Education and Human Development’s Department of Special Education, Early Childhood, and Prevention Science called Project P.U.R.P.L.E, she knew she had found an opportunity she couldn’t pass up.

Project P.U.R.P.L.E. (Preparing Urban and Rural Personnel as Leaders in Education) is a cooperative partnership between the University of Louisville and the University of Kentucky that provides full tuition and other benefits for students pursuing doctoral degrees in education.

Rowlett has also been recognized as an AACTE Holmes Scholar, a program housed within the Nystrand Center of Excellence in Education. This program provides mentorship, peer support and professional development to education doctoral students from historically underrepresented backgrounds.



Through her studies, Rowlett has narrowed her focus to transition planning and the creation of engaging and supportive environments for students with autism.

The impact of her education has begun to extend through both her personal and professional lives.

“My son’s employers often draw off my experiences and ask for my professional advice. I just had a phone call from my cousin, who is also a special educator and wanted me to come talk to his neighbor who has a son on the autism spectrum who needs help with transition services.”

Rowlett’s eyes are on the future and the many ways she sees herself making an impact in education.

“My dream is to help create policies and procedures that streamline the transition process for students and their families,” she explains. “It’s never going to be perfect because the world is ever changing. But I really want to streamline these processes so that parents aren’t frustrated and left in the dark, and so that these individuals with unique needs can be successful.”

You can learn more about the programs offered through the College of Education and Human Development by visiting their website.

“And it was hard, it was hard watching him feel like he was failing. A lot of times, I had to remind him, ‘The world is not ready for people like you.’ So, I’m back in school to help prepare the world to be ready for people like him.”

GRADUATE STUDENT SUCCESS

The Graduate Student Success Office (GSS) provides a centralized graduate admission office and student support resource for prospective students, current graduate students, and for faculty who teach and interact with graduate students. We advocate for graduate students while also strategically aligning them with support networks. Our ultimate goal is to empower students to progress toward degree completion in a timely manner.

UNDERGRAD ADVISING AND STUDENT DEVELOPMENT

The Office of Undergraduate Advising and Student Development assists and supports students in pursuit of their academic, career, and personal goals. We strive to empower students to take ownership of their college experience. We provide guidance, resources, and opportunities to help students make informed decisions, develop effective communication skills, build relationships, and become engaged and inclusive citizens in their communities.

The Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) offers a Bachelor of Science in Organizational Leadership and Learning on site (evenings) at Fort Knox. This award winning degree offers you the opportunity to earn up to 48 credit hours free of charge, through documentation of your military training, your on-the-job training, etc.

MILITARY FRIENDLY PROGRAMS

The College of Education and Human Development is committed to developing programming and services that promote "wellness". The Wellness "Nook", a corner or recess, especially one offering seclusion or security, is a safe space for vulnerability to take place and wellness of the mind, body and spirit to flourish. Individuals and groups are empowered to identify problems, form plausible solutions, establish goals and create desired change.

WELLNESS NOOK

The Educational Resource and Technology Center supports the college faculty, staff, and students by providing resources to assist in the incorporation of technology in the classroom. The ERTC is located on the second floor of the Porter Building in Room 201. The ERTC is currently being renovated to provide our college with an excellent in-person experience. Visit the ERTC for any of the following: a quiet workspace, classroom space, multiple desktop and laptop computers for student use, printing services, and IT instruction and assistance.

EDUCATION RESOURCE AND TECHNOLOGY CENTER

The CEHD is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. The CEHD has zero tolerance for discrimination of any kind. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields.

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

High quality teacher preparation programming is one of the key points of pride in the College of Education and Human Development. We offer programs for traditional undergraduate students, master's degree programs, current teachers looking to further their education, veterans interested in teaching, and career and technical education options. Programs such as the Louisville Teacher Residency and the Alternative Certification Programs offer pathways for students entering the profession from a different field. Here in the CEHD, we place high emphasis on getting our students into K-12 classrooms early on, so you feel prepared to lead a classroom of your own when the time comes. All degree programs are designed to meet the requirements of Kentucky certification.

TEACHER PREP

COMMUNITY PARTNERSHIPS

Engaging with the community is central to the work of the University of Louisville and our college. Through the University's Signature Partnership Initiative, we strive to work with various community partners to improve the education, health, wellness, and social status of individuals and families in Louisville and beyond. You'll find community engagement work embedded in nearly all of our programs, and we place a high level of importance in ensuring our academic work translates to our community impact.

CEHD Houses the Master Educator Course

by Nina Marijanovic, PhD

The Master Educator Course (MEC), a collaboration between the College of Education and Human Development and the U.S. Army Cadet Command, will welcome its next cohort to campus this Spring.

The program is designed to educate Army ROTC Cadre and other military instructors in higher education policies and practices, including teaching and instructional strategies, facilitation of learning, curriculum development, and organizational analysis. The goal is ultimately to train effective teachers and leaders for ROTC programs across the country.

Since 2017, on a biannual basis, the CEHD has taught approximately 60 MEC students from around the nation. Delivered across two modules: the face-to-face residential module in Fort Knox, Kentucky and the clinical module delivered online, cadets receive personal and in-depth coaching and mentoring from experienced higher education professionals.

MEC students attend classes from 8:00AM to 3:00PM Monday thru Friday, followed by social activities and leadership development seminars in the evenings and on the weekends.

Four MEC students who completed the Fall 2021 cycle – Captain Nathan Hanners, 1st Lieutenant Stherline Joseph, 1st Lieutenant Keila Roper, and Major William R. Hale II spoke to their experiences in the unique program. Two of those soldiers, 1st Lieutenant Stherline Joseph and 1st Lieutenant Keila Roper, are also recipients of the General Patton Internship, a program intended to increase diversity in the army kicked off with participation in the MEC program.

For 1st Lieutenant Keila Roper, returning to her alma mater at Fort Valley State University in Georgia was an opportunity to change the way things were done during her time as a cadet. “I was actually really excited to come to MEC because I wanted to think about how we can change our program. It’s been done for so long a certain way, and I’d like to bring back things [from MEC] that might help change our ROTC program for the better.”



Captain Nathan Hanners also expressed his enthusiasm for returning to his position at John Carroll University in Cleveland, Ohio better equipped to engage with his students. Captain Hanners stated, “I was kind of unleashed on the freshmen students last year. I knew all the material to teach classes, but I am just really excited to be getting all these great ideas to take back to our programs. I know how much better next year is going to be because I was here this Fall.”

There was a clear sense of awe among the soldiers regarding the complexity of higher education and a new appreciation for what it takes to operate an institution.

“It’s been great to see how [institutions] are so different and similar, and to get some ideas to take home with us,” Captain Hanners observed.

These differences and dissimilarities were also observed by others, but 1st Lieutenant Roper found a strength in those observations, remarking, “I feel like this program actually allows for young lieutenants like us to pick the brains of the old guys. If we’re in uniform, or somewhere on base, we’d be intimidated to ask some of the things we’ve asked. But this program fosters an open policy to be able to have conversations that are open and listening to each other... its great.”

For Major William R. Hale II, who is in the twilight of his military career, MEC was an opportunity to see career

options beyond the military, and many soldiers noted the invaluable networking opportunities among the diversity of the students.

“[MEC] is one of those opportunities to expose us to higher education administration, to give us some tools and a degree to be able to potentially pursue something different after [your military career ends]. It’s a great opportunity, paid for by the army, for us to be able to get that professional and personal development towards our future goals.”

Upon completion of the MEC program, students have earned 18 hours of graduate credit, and are encouraged to continue their academic work in pursuit of a master’s degree.

To learn more about the MEC program, visit their website here.



Doctoral Student Finds Non-Profit

by Jessica Jackson and Natalie Hewlett

Activist, advocate, therapist, student. These are few of the many titles Millicent Cahoon holds within the Louisville community.

Cahoon is a second-year doctoral student in the Counseling Psychology program with a research emphasis on accessibility and cultural sensitivity for underserved populations in therapy, specifically Black Americans.

Following the murders of Breonna Taylor and George Floyd by police in 2020, Cahoon began attending protests in downtown Louisville. When she realized she wasn't a front-line activist, she found other ways to serve the community through her background as a therapist.

"In the beginning was the tear gas and the bullets. It was a lot for me," Cahoon explained. "I still wanted to be part of the movement and wanted to contribute in some way, so I thought, maybe instead of being in an activist role, I could use my expertise as a counselor instead."



It wasn't long before Cahoon's endeavors gained interest from other counselors in the community.

"People were asking me 'is there anything that we can do to make sure that there are people out here who are crisis trained to help those who are being traumatized or stressed out by being a part of this movement?'"

In the middle of civil unrest, Cahoon saw an opportunity for growth, and found a way to bridge the gap between the community and protestors. By creating an avenue for therapists and counselors to address immediate trauma, she used her academic expertise as a source of healing.

"That's when I came up with 'Therapists for Protester Wellness,'" Cahoon continued. "I did a roll call on Facebook asking if there was anybody who wanted to find an ethical way to be a part of this movement. I remember the next day, we had people downtown at Injustice Square who brought blankets. We introduced them to the therapists, and people just started to talk to us. Over time, more therapists reached out and said they want to be part of the group."

The group is one that has seen evolution quickly.

"It has definitely evolved from just crisis counseling,"

Cahoon explained. "Now, a lot of our clients are seeking out long term care."

Therapists for Protester Wellness was recently incorporated as a non-profit and can begin receiving additional funding as a result. Cahoon hopes this will allow therapists to offer free, long-term counseling services to those who are interested.

Cahoon was quick to credit her support system within the College of Education and Human Development. Dr. Mitchell, an assistant professor in the Department of Counseling and Human Development, has served as a mentor and source of support for Cahoon.

"I'm always going to thank Dr. Mitchell because she has been the most supportive person. In my first year [of the Ph.D. program], she could see I was passionate about school but also about the group too. She gave me a lot of freedom to balance that, and anytime I ever needed some type of support, news, or resources to help with my group, she was helping me. I really appreciate her efforts to amplify my work."

To learn more about Millicent and the Therapists for Protester Wellness group, visit their Facebook page here.

Millicent also gained national recognition for her efforts in an article from NBC News. That can be read at this link.

Meet Your Student Senator, Andrew Connor McHale



Degree Program: Bachelor's in Organizational Learning and Leadership (OLL)

About Me: I have been in the Army for ten years. While I was at recruiting school at Fort Knox in the fall of 2017 I learned about the UofL's College of Education and Human Development's OLL Program. This program worked hand in hand with my Military experience. It qualified my experience as credits towards a bachelor's degree and helped me succeed in the classroom because OLL is a human resource program that involves a lot of leadership, mentoring, and group management. During my pursuit of the OLL degree, I was accepted into the Army Green to Gold program. This let me become a full-time ROTC student at UofL, which has given me more opportunities to be involved.

What I do as a Student Senator: The Senate coordinates legislative activities that affect students and aid other campus organizations. The role of the senators is to be the primary communication link between the administration and the student community.

What I can do for students in my role: As a CEHD student senator, I am an open source for students to reach out and express issues they are facing within the program. My job as a senator in to ensure that students feel happy and at home within the college and the university. I am also responsible to ensure that we are providing an equal opportunity-focused environment between administration and the student body.

How can other CEHD students get involved in student government? By reaching out to myself or the SGA program. SGA will be holding a town hall this week where students can engage the SGA members during a Q and A session.

Contact Connor by emailing him: Andrew.mchale@louisville.edu