



# College of Education Report Card

**2014-2015**

# College of Education Report Card

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## Letter from Dean Zionts

The 2014-2015 Academic Year has been an exciting one for the College of Education! As the field of education continues to evolve, the College has explored innovative ways to adapt our teaching and offerings so that our students are better prepared for the field. In addition to the expansion of our programming, the College of Education continues to develop the Office of Innovative and Professional Learning, that provides tailored professional development to the education, business and healthcare industries; the DePaul University Catholic High School Network, that partners with Chicago-area Catholic high schools to provide professional development for teachers and administrators; and the Institute for Daisaku Ikeda Studies in Education, that serves to research the educational philosophies and practices of *soka* or “value-creating” education. In addition, the College has collaborated with the Academy for Urban School Leadership (AUSL) to further expand our program offerings and connection with the Chicago community.

The College of Education faculty also updated the College’s mission statement and explored methods of reflecting the multidisciplinary work of our faculty members. These introspective exercises have led to the revision of our mission statement to better reflect the current state of the College and the field of education, as well as the organization of faculty skills and interests to better serve our students, university, and community. Our community outreach extends through our Education and Counseling Center (ECC) that delivers quality and affordable educational and counseling services to children and adolescents within the community while also presenting the opportunity for the completion of practicum and internship requirements under the supervision of our skilled faculty and staff.

As always, the presence of DePaul University’s College of Education as a leader among Chicago area schools of education is apparent, as is our dedication to students and involvement in the community. Surely, the information detailed in this report attests to the skill, dedication, and passion of our faculty, staff, and students. As the COE continues to progress with the ever-evolving field of education, the College will continue to prepare students for the needs of their schools and communities.

I look forward to discovering what is in store for the College of Education in the years to come.



Paul Zionts, Ph.D.  
Dean  
College of Education

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## Contributors

This 2014-15 COE Report Card was prepared by Jennifer Tatum, Executive Assistant to the Dean and Sarah Magnuson, Executive Secretary, Office of the Dean, and made possible by the efforts of College of Education faculty and staff.

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## College of Education Leadership

### Administration

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## Dean's Advisory Council

The Dean's Advisory Council at the College of Education is a group of education, business and community leaders who are committed to helping meet the needs of urban and suburban schools and who share that commitment with the University and with the College. The council provides advice and support to the Dean regarding significant aspects of the College's educational mission.

Many thanks to the 2014-2015 College of Education Dean's Advisory Council Members!

**Jennifer Healy** (chair)  
(JD 1998 Law, MA 2007 LA&S)

**Juan Mir**  
(MBA 1986 Business)

**Bradley Dineen**  
(MED 1999 Education)

**Susan Gregory**  
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**Sandi Gaskin**  
(BS 1975 Education)

**Bennett Johnson III**

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## Enrollment

The 2014-15 Academic Year showed stable enrollment in the College of Education in comparison to the 2013-2014 Academic Year, with significant growth in graduate (master's and doctorate) enrollment.

### Autumn Quarter 2014

The College of Education enrolled 1577 students—660 undergraduates and 917 graduates—during Autumn Quarter 2014. New graduate (master's plus doctorate) enrollment accounted for 60% of enrollment growth.

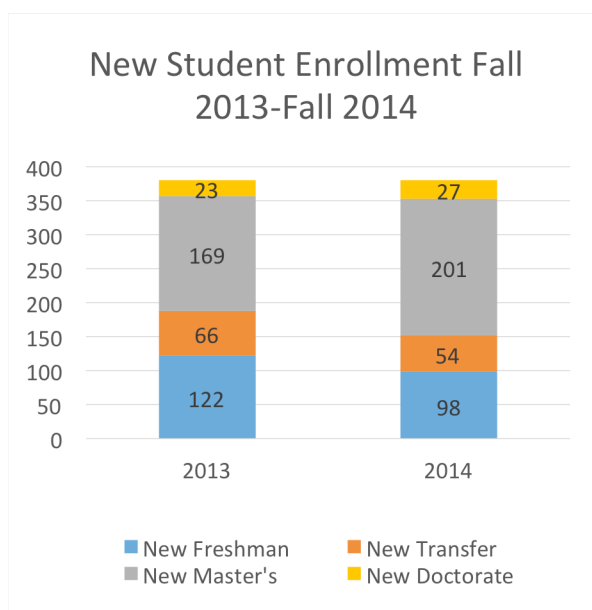
*Highlight:* During Autumn Quarter of 2013, 23 doctoral students enrolled (a record at the time), and in 2014, 27 students enrolled, surpassing the previous year's already impressive record. College of Education doctoral students account for 40% of doctoral students at DePaul.

### Winter Quarter 2015

The College of Education enrolled a total of 1573 students— 630 Undergraduates and 943 Graduates.

### Spring Quarter 2015

Enrollment comparisons of Spring Quarter 2015 to Spring Quarter 2014 show enrollment stability. The College of Education enrolled a total of 1516 students—917 graduates and 599 undergraduates enrolled.



## New Program Enrollment

A selection of enrollment figures for new COE programs for 2013-14 and 2014-15 can be found in the charts below. New programs show stability and growth.

Enrollment in New Undergraduate Programs  
New Programs, Fall 2013 and Fall 2014

	2013	2014
Special Education		14
Exercise Science	3	26
Pre-Sec Ed - Japanese	1	1

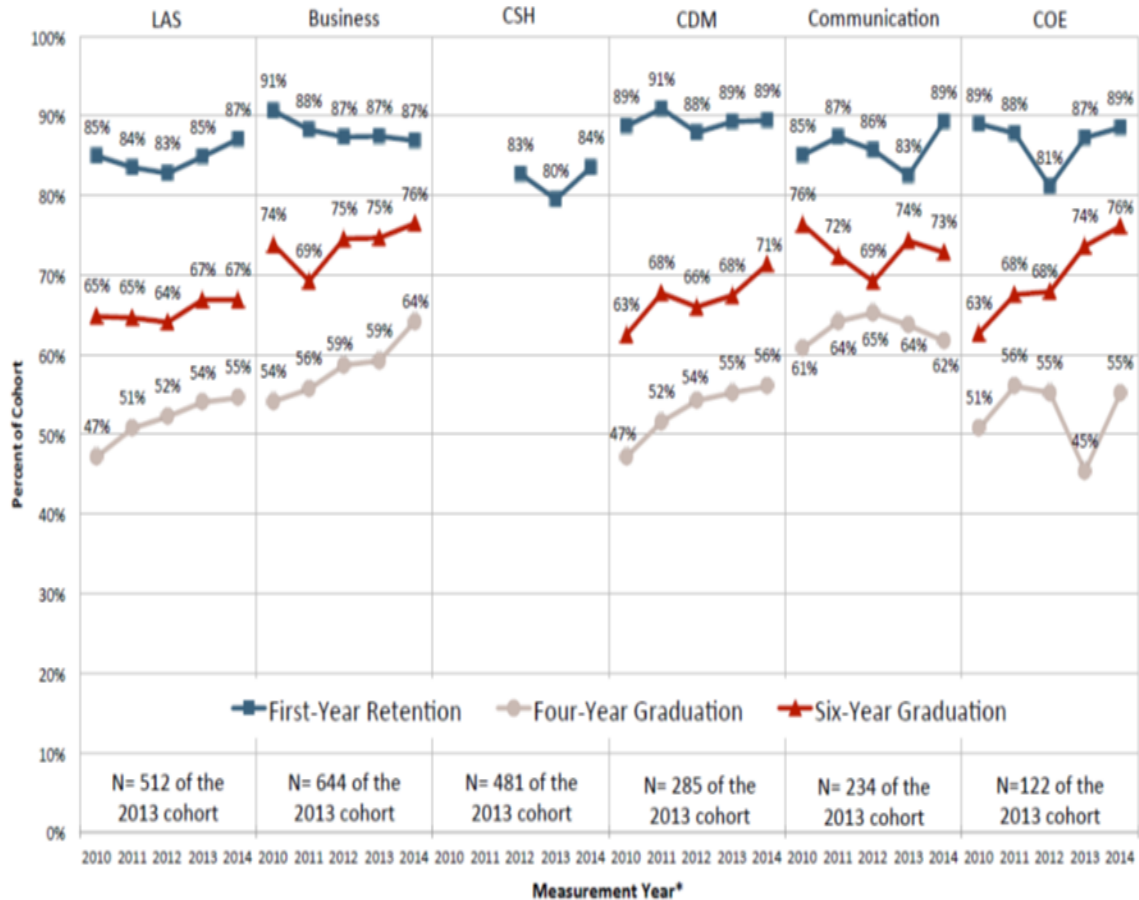
Enrollment in New Graduate Programs  
New Programs, Fall 2013 and Fall 2014

	2013	2014
Doctorate in Early Childhood Education	2	7

Top Ten Graduate Majors at DePaul	
	# Students Enrolled in Fall
MBA (all concentrations)	140
Accountancy (all concentrations)	123
Public Service (all concentrations)	101
<b>Teaching &amp; Learning (all concentrations)</b>	<b>91</b>
Nursing-Generalist	87
Computer Science	77
Human Computer Interaction	57
<b>Counseling (all concentrations)</b>	<b>52</b>
Information Systems	52
Finance	44

The **two most popular majors** of incoming graduate students for Fall 2014 are offered in the College of Education: **Teaching & Learning and Counseling**

## First-Year Retention, Four-Year, and Six-Year Graduation Rates - By Entry College



\*Measurement year translates into cohort by subtracting one year for 1st year retention, 4 years for 4th year graduation and 6 years for 6th year graduation (i.e. 2014 measurement year = 2013 cohort 1st year retention rate, 2010 cohort 4th year grad rate, and 2008 cohort 6th year grad rate).

### Retention and Graduation Rates by Entry College

- The first year retention rates for freshmen entering into the **College of Education** (each at 89%) are the highest of the colleges. **LAS and Business** follow close behind with an 87% first-year retention rate for the 2013 cohort.
- The **Colleges of Education and Business** have the highest six-year graduation rates, each at 76% this year.
- The **College of Education** increased first-year retention, four-year, and six-year graduation rates from the prior year's cohort.

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## Chicago & International Connections

### Chicago Connections



Nick Suydam © 2009

**Highlights from the College of Education's engagement with the Chicago community over the past year include:**

All [Teacher Education](#) students completed their capstone experience in Chicago area schools and 70% of students completed their field experience in Chicago area schools.

The [Educational Leadership Program](#) was named as a partner in the Chicago

Public Schools Leadership Collaborative (CPSLC).

The [Office of Innovative Professional Learning \(OIPL\)](#) established partnerships with several Chicago Public Schools, including Phoebe Hearst School, Hubbard High School, Edwards School, and Kelly High School. The professional development in each school established relationships with teachers seeking graduate study and provided a connection to COE graduate programs.

The College of Education partnered with the Academy of Urban School Leadership (AUSL). An Educational Leadership Principal Preparation cohort began in the Winter 2015. Secondary Education and Special Education AUSL cohorts are also scheduled for Summer 2015.

Horace Hall, Associate Professor and founder of the [R.E.A.L. \(Respect, Excellence, Attitude & Leadership\) program](#), continues to deliver this mentorship program in Chicagoland schools. In this program, undergraduate and graduate students work collaboratively with urban youth to identify issues in their lives and develop actions that they can take to work toward change.

The College of Education hosted three seminars as a part of its [Educational Issues Forum Initiative](#). All seminars were free and open to the public. 2014-15 Forums include:

- Principal Leadership, Principal Voice: Chicago Principals Share Their Views
- IDEA Turns 40! Examining the Past and Present of the Special Education Law
- [The Missing Voice in Education: High School Students Speak Out](#)

The College of Education was well-represented at the 2015 American Educational Research Association (AERA) annual meeting. The meeting was held in Chicago in April and 16 faculty, 3 students, and 1 staff member participated. Presenting faculty include: Enora Brown, Nell Cobb, Amy Feiker Hollenbeck, Joseph Gardner, Jason Goulah, Horace Hall, Ravi Hansra, Jennifer Mata, Karen Monkman, Melissa Ockerman, Eva Patrikakou, Amira Proweller, Barbara Rieckhoff, and Beverly Trezek.

COE faculty are actively engaged with local bodies impacting education, including the following: Civic Leadership Foundation, State of Black Chicago Congress, Illinois Early Learning Council, Committee on Linguistic and Cultural Diversity, Latino Advisory Committee Chicago Public Schools, Illinois Student Assistance Commission, Illinois State Board of Education Early Childhood Advisory Committee, Daughters of Charity Child Care Center Advisory Board, Catholic Charities Child, Youth, and Family Services Advisory Board, Illinois Reading Council Journal, Illinois Reading Council Prairie State Award for Children's Literature Committee, Golden Apple, Mental Health Advisory Board for Erasing the Distance, Board of Directors of the Illinois Safe Schools Alliance, Illinois Articulation Initiative Board (Early Childhood Education Panel), Mathematics Teacher and Mathematics Teaching in Middle School, Ida Crown Jewish Academy, University of Chicago Day Math Program, CPS Physical Education Teacher Education Task Force, Men of Color Connected to Higher Achievement, ELACHE, Y Metro Associate Board, DePaul-Lakeview Public High School STEM Partnership, Chicago Religious Leadership on Latin America, and Ingenuity, Inc.

Drs. Erin Mason, Alexandra Novakovic and Melissa Ockerman joined the Chicago Public Schools' Counseling Office, representatives of the Illinois School Counselors' Association, and the Illinois Student Assistant Commission in developing a new Illinois Network, Student Postsecondary Advocacy Network (SPAN-IL), aimed at bringing together professionals who seek to improve post secondary completion rates of Illinois students.

Drs. Nell Cobb, Eunmi Lee and Stephanie Whitney invited middle school girls in the Chicago-area to a two week camp, DePaul Inspiring STEM in Girls. The camp was made possible by a \$25,000 Motorola Solutions Grant. Sixty-seven girls from high-needs areas signed up to attend.

The Stockyard Institute, directed by Associate Professor Jim Duignan, continued its work in the Chicago community with several exhibitions, including [\*Reimagining Abandoned Schools in Chicago: A Stockyard Institute Publication Project\*](#) and [\*A Plea for Playgrounds\*](#).

The Catholic School Leadership Council continues to serve as an important network for local Catholic high schools. Bill Hoecker and Jeff Stawick presented a training for department chairs of Catholic high schools in the group, helping them understand their roles as teacher leaders, navigating challenges and collaborating with their colleagues to ensure academic success.

## International Connections

**Highlights from the College of Education's engagement with the International community over the past year include:**

[The Educational Policy Studies and Research Department](#) hosted Dr. Doria Daniels, Professor in the Educational Psychology Department, Stellenbosch University, South Africa.

The OIPL collaborated with China Education Research Network (CERNET) and Cometa School (Como, Italy) to coordinate training and professional development. The collaboration with CERNET provided professional development for 32 elementary and secondary teachers from Beijing, China with a focus on STEM curriculum and instruction. COE faculty members from math and science facilitated the instruction. The Cometa collaboration offered training for 14 teachers and administrators, and was facilitated by faculty from Teacher Education, Counseling and Special Education, and the Development and Dean's Offices.

The [Institute for Daisaku Ikeda Studies in Education](#) was established August 25, 2015 and officially opened on January 14, 2015. Directed by Dr. Jason Goulah, the Institute was created to research, share and bring awareness to the educational ideas and practices of the three renowned Japanese educators who founded Soka: Daisaku Ikeda, Tsunesaburo Makiguchi and Josei Toda. The inaugural lecture, *Living as Learning: Dewey, Makiguchi, and Ikeda in the 21 Century*, featured Keynote Speakers Jim Garrison and Larry Hickman. Over 250 people attended.

Dr. John Taccarino contracted with the Mirrorwalk Corporation in Hong Kong to be a part of a multi-national team developing a video game for assessing personality and success development in children and adolescents based on his ongoing research around the Taccarino-Leonard theory of the S(success) Factor theory.

College of Education faculty gave presentations and talks around the globe at conferences and organizations including, Conference on Language Learning and Autism (Mexico), International Daisaku Ikeda Research Symposiums (Japan), National Institute of Education (Singapore), Center for Public Policy (Czech Republic), Indonesia University for Education (Indonesia), King's College (London), Business History Conference (Germany) and York University (Canada).

The Department of Leadership, Language and Curriculum collaborated with the Study Abroad program to develop a Bilingual-Bicultural Education course taught in Japan.

Dr. Chris Worthman received a DePaul University, Global Learning Experience Grant for the International Teacher Collaboration Project.

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## Department Accomplishments

### Department of Teacher Education



Photo credit: Roxanne Owens

#### **Highlights from the College of Education's Department of Teacher Education include:**

The Department implemented a Double Major option, offered a new Exercise Science Major, and marketing and recruitment was implemented for a new fully-online PE master's program and a new Middle Grades Program

The IB Program approval application was submitted for pre-service teacher programs.

The Secondary Program made curricular revisions to enhance program quality and student experience (re-ordered course sequence, included pre-requisites for courses, included an ESL course for all graduates and undergraduates).

All adjunct faculty received a peer review.

The Department hosted "The Political Classroom: Evidence and Ethics in Democratic Education" with Diana Hess and Paula McAvoy on February 18, 2015, and with the Doctoral Program, co-sponsored "The Purpose of Play: Insights from Evolutionary Psychology" with Dr. Peter Gray on October 14, 2014.

The Early Childhood Education Program consolidated pre-student teaching hours into a supervised internship; the Elementary Education Teaching and Learning Graduate Program consolidated pre-student teaching hours into supervised labs; and most students were placed in their student teaching schools the quarter **prior to** student teaching to allow the students to spend a full 20 weeks in the school.

All 2015 Visual Arts program graduates have secured employment.

#### **2015-16 Goals:**

1. Increase transfer student retention through a new 2-credit hour transfer course, and continue building relationships with community colleges to increase transfer enrollment
2. ISBE approval of Elementary Education program (to address new grade bands and new requirements)

## Department of Educational Policy Studies and Research



Photo courtesy of Department of Educational Policy Studies and Research: Dr. Zeus Leonardo, Educational Policy Studies and Research Department Spring Symposium, April 20, 2015

### Highlights from the College of Education's [Department of Educational Policy Studies and Research](#) include:

The Department implemented the Undergraduate Minor in Educational Studies and Graduate Certificate in Social and Cultural Foundations in Education in Fall 2014.

EPSR hosted a lecture by Dr. Zeus Leonardo, *Psychological and Philosophical Roots: Educational Foundations through Vygotsky and Freire*.

The Department was among several co-sponsors of a talk by Dr. Craig S. Wilder, author of *Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury, 2013), and co-sponsored a panel presentation by Dr. Sonia Nieto and Dr. Patricia Gandara, *The Politics of Linguistically and Culturally Diverse Students* on April 15, 2015.

EPSR faculty served on local and international boards. Highlights included:

- Dr. Karen Monkman, board member and secretary, Comparative and International Education Society
- Dr. Stephen Haymes, secretary, Place-based Education and chair, International Studies, Caribbean Philosophical Association; board member, Chicago Religious Leadership on Latin America; member, International Ethics Commission, Comision Intereclesial de Justicia y Paz; Member, Pedagogical Accompaniment Team, Comision Intereclesial de Justicia y Paz
- Dr. Horace Hall, co-chair, State of Black Chicago Congress, Chicago, Illinois

Dr. Stephen Haymes co-edited the *Journal of Poverty* (Routledge).

### 2015-16 Goals:

1. Targeted recruitment and networking to academic units/programs within and outside of DePaul to attract students to EPSR programs
2. Implementation of biannual career workshops in collaboration with the DePaul Career Center to orient SCFE master's program students to career resources and opportunities

*EPSR News* is published bi-annually. For digital copies, contact Alexis Hicks at [AHICKS15@depaul.edu](mailto:AHICKS15@depaul.edu).

## Department of Leadership, Language and Curriculum

### Highlights from the College of Education's [Department of Leadership, Language, and Curriculum](#) include:

The Department began initial planning for an IB Advanced Certificate in Teaching and Learning Research (Curriculum Studies), IB Advanced Certificate in Leadership Practice (Educational Leadership), master's in Advanced Studies in Bilingual-Bicultural Education, and a master's in Value-Creating Education for Global Citizenship.

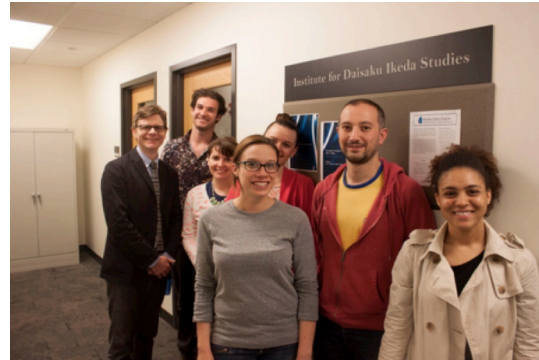


Photo courtesy of the LLC Department  
Dr. Jason Goulah with students in front of the  
Institute for Daisaku Ikeda Studies in Education

On April 15, 2015, the Department hosted *The Politics of Educating Linguistically and Culturally Diverse Students* with keynote speakers Sonia Nieto and Patricia Gándara. 150 people attended.

In collaboration with the Institute for Daisaku Studies in Education, the Department hosted the Institute's inaugural lecture, *Living as Learning: Dewey, Makiguchi, and Ikeda in the 21<sup>st</sup> Century*. Keynote speakers were Jim Garrison and Larry Hickman. 250 people attended.

Several LLC faculty and LLC doctoral students presented at AERA (all peer-reviewed sessions). [LLC News, Spring 2015](#)

The Youth Participatory Action Research Team from Back of the Yards (Peace and Education Coalition High School, Second Chance Campus), working in collaboration with Dr. Joby Gardner, was chosen as one of 10 teams from across the nation and around the world to participate in the AERA Research to Performance invited workshop and special AERA presidential session at this year's annual meeting.

In collaboration with the Doctoral Program, the Educational Leadership and Curriculum Studies programs helped coordinate the annual EDSA Conference, an EdD Forum and Alumni panel, and ongoing faculty brown bag research presentations.

Fr. Tony Dosen and Dr. Jeff Kuzmic were nominated for the Excellence in Teaching Award.

### 2015-16 Goals:

1. Initiate new partnerships and collaborations with P-12 schools and entities related to the Institute for Daisaku Ikeda Studies in Education
2. Work on revising the Superintendent endorsement based on the new ISBE requirements



## Department of Counseling and Special Education

### Highlights from the College of Education's [Department of Counseling and Special Education](#) include:

The Clinical Mental Health concentration transitioned from a 72- to a 90-credit hour program in anticipation of applying for Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

During Autumn 2014, the undergraduate program in Special Education welcomed its first class of freshman and transfer students.

Special Education faculty developed a new pre-service graduate level program that received Illinois State Board of Education approval in April 2015. This newly developed program will be offered in collaboration with the Academy of Urban School Leadership (AUSL) teacher residency program beginning this July.

Special Education faculty participated in the Winter Education Issues Forum titled "IDEA Turns 40: Examining the Past and Present of the Special Education Law", presenting an overview of the Individuals with Disabilities Education Act and serving as panel members.

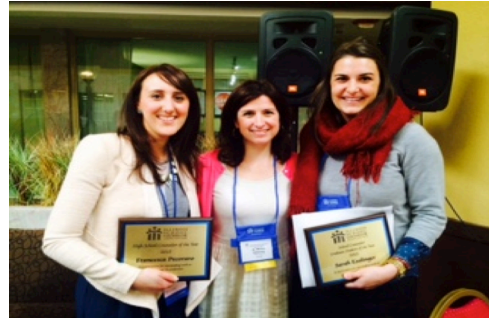
School Counseling faculty were asked to participate in two, invitation-only national events sponsored by the White House on strengthening school counseling and college advising. Department affiliates were also honored with awards this year.

Dr. Melissa Ockerman received the Woman of Spirit and Action award from the DePaul Women's Network.

Dr. Alexandra Novakovic and Dr. Beverly Trezek were honored with DePaul ENGAGE awards.

### Goals 2015-16:

1. Counseling faculty will attend a CACREP workshop in Autumn 2015 and begin writing the required self-study.
2. Special Education faculty will begin recruiting candidates for the general offering of the pre-service program that will begin in Autumn 2016.



Francesca Pecoraro, Dr. Melissa Ockerman, and Sarah Esslinger at the Illinois School Counselor Association annual conference



## Doctoral Program



EDSA Conference  
Photo credit: DJ Marty

### Highlights from the [College of Education's Doctoral Program](#) include:

Kendrick Johnson and Melissa Bradford, both Doctoral Students, were the two recipients of the nationally competitive Ikeda Center dissertation fellowships.

The Doctoral Program hosted the Education Doctoral Student Association's annual conference on May 6, 2015. The conference, titled "Completing the Milestone: A Doctoral

Survival Guide", featured Keynote Speaker Bill Ayers.

The program hosted an EdD Forum and Alumni Panel, "From Coursework to Dissertation", on May 8, 2015, in which Educational Leadership, Early Childhood Education and Curriculum Studies program directors organized a Student-Alumni Forum that connected current doctoral students with alumni from various professional backgrounds and provided an opportunity to discuss the various challenges and benefits of doctoral work.

The EdD program organizes ongoing faculty brown-bag research presentations to introduce EdD (and master's) students to COE faculty who don't normally teach in their programs.

EdD Writing Groups and Bootcamps are now held during the week and on weekends in order to accommodate students' schedules.

The Doctoral Program revamped its blog to provide important, timely information for students. The blog includes information about EdD events, jobs, calls for papers, dissertation defense announcements, and more. The program also hosts a LinkedIn Group, that offers a message board to connect alumni to current students where they can discuss research.

### 2015-16 Goals:

1. Continue to provide programming that supports community between students and faculty
2. Expand programming that incorporates faculty research presentations



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## Centers and Initiatives

### Academic Success Center

The [Academic Success Center \(ASC\)](#) offers academic coaching for a variety of issues including time management, stress reduction, assistance with lesson plans and content tests or other tasks as specified by the instructor. Instructors or chairs refer most of the students, while others come as a condition of academic probation. The ASC also offers bi-weekly workshops on TAP Reading, Language Arts, Basic Math and TAP Math.

In 2014-2015, the Academic Success Center posted all of its study guides online, and made use of apps and online programs to tutor students.

During the 2014-2015 academic year, students logged in at the Academic Success Center more than 1,400 times. The breakdown of students' use of services is as follows:

- Approximately 50% of students who used the Academic Center made appointments for TAP tutoring (30% - Math and 20% - Reading and Language arts);
- Tutoring for writing accounted for 15% of appointments;
- Academic Coaching accounted for 20% of appointments;
- Other Center resources accounted for 10% of appointments;
- and 5% of students visited the ASC for help with the APT test
- Students use the space for individual and group study in addition to tutoring.
- About 90 students attended TAP Boot Camps throughout the year. These all day workshops, held in the Learning Commons of the Richardson Library, provide students with information, test-taking strategies and practice in the Reading, Language Arts and Math sections of the TAP.

### 2015-16 Goals:

1. Offer a 2-credit course to transfer students who are admitted with under a 2.75 GPA as well as to students on probation. The title of the course is "Critical Thinking and Learning Strategies," and its purpose is to increase retention for the COE's most academically at risk student population.
2. Expand use of technology as a means of assisting students more efficiently and economically

## Office of Innovative Professional Learning (OIPL)

The [Office of Innovative Professional Learning \(OIPL\)](#) worked with several schools, organizations, and businesses whose mission and goals align with those of the College of Education.

The OIPL collaborated with Cometa School (Como, Italy) to train 14 teachers and administrators, and with China Education Research Network (CERNET) to train 32 elementary and secondary teachers from Beijing.



Photo courtesy of the Office of Innovative Professional Learning

OIPL provided consultation and professional development for the Wisconsin International Academy (WIA). WIA manages the education for students from China attending five private high schools in Milwaukee, Wisconsin. The focus of this work is to train teachers in multiculturalism and strategies to develop strong school cultures and an appreciation of diversity.

OIPL facilitated ongoing professional development at Phoebe Hearst School, Hubbard High School, Edwards School, and Kelly High School. The professional development in each school established relationships with teachers seeking graduate study and provided a connection to COE graduate programs.

OIPL established partnerships with Fluid Content, Inc., a transmedia company seeking to expand the creativity of the company to include STEM curriculum. OIPL also worked with the Consortium for Health Initiatives at DePaul University (CHID) on the Pathway to Partnership: Forum on Interprofessional Collaboration.

OIPL completed 8 contracts totaling \$93,801.00 with 8 organizations.

OIPL created a fully online program for the International Baccalaureate Educator Certificate in Teaching and Learning. This certificate will offer current teachers endorsement demonstrating skill in the practices and principles of teaching in an IB school.

### **2015-16 Goals:**

1. Create a stronger internet presence and institute online mentoring and coaching
2. Grow the partnership with Big Shoulders and the Office of Catholic Schools through re-creation of the Catholic School Leadership Institute

## Education and Counseling Center



Photo credit: DePaul University *Action in Education*, Spring 2014

[The Education and Counseling Center \(ECC\)](#) serves as a training clinic and service provider for the College of Education. The ECC offers opportunities for DePaul faculty and students to meet the academic, social, and emotional needs of community members through innovative clinical experiences.

Services are offered quarterly and range from general study skills and homework help sessions to literacy assessment and remediation.

Counseling services are strengths-based and goals oriented and allow for opportunities for adolescents, teens, and young adults to develop strategies that enhance resiliency skills in their daily living.

During the 2014 – 2015 academic year, the ECC served 157 community members with more than 100 DePaul students involved in providing services. In addition to services, the ECC provided clinical supervision and professional development for professional counselors from the community. During Spring Quarter, the ECC began providing services to DePaul students.

The Counseling Program offered a practicum within the ECC in which 18 counselors-in-training provided nearly 400 hours of clinical services to community members.

The ECC offers a clinical supervision group for professional school counselors. Along with a part-time group facilitator, the Director of the ECC provides weekly clinical supervision to a small group of professional school counselors towards clinical licensure.

In collaboration with Dr. Philip Gnilka, the ECC was awarded a social emphasis grant from the Illinois Counseling Association Foundation to support the development of the counseling services and training of practicum students. This grant supported a student staff position, transportation for clients, and counseling resources.



## Stockyard Institute

The [Stockyard Institute](#) continued its many pedagogical and public projects in the arts and education in Chicago. The Stockyard Institute is committed to the youth of this city, a desire to impact communities through the arts and secure a sustained presence.

2014-15 programming included *Inside the Belly of the Beast*, art and educational programming with College of Education candidates at the Hyde Park Art Center.



Photo credit: Noah Vaughn  
Jacob Riis Elementary School, Chicago. Demolished.

The Stockyard Institute gave several talks and lectures during the 2014-15 Academic Year, including a talk at the Museum of Modern Art in New York on February 13, 2015. Jim Duignan, Stockyard Director, and historian Jennifer Gray came together in a conversation about how painters, sculptors, photographers, and other artists are advancing social change in their communities. This conversation was held in conjunction with the exhibition [Uneven Growth: Tactical Urbanisms for Expanding Megacities](#).

The Stockyard Institute exhibitions include *A Proximity of Consciousness* (Sullivan Galleries Sept-Dec 2014), EXPO Chicago (September 2014), *The wall and the chair*, *Comfort Station* (Chicago 2014), *The Right to Play* (Hull House Museum, May 2014-May 2015)

The Stockyard Institute was also featured in the following:

- Thompson, Nato, (2014) *Epitome*, Nick Cave, Prestel Publishing, NY.
- Viveros-Faune, Christian “[A Proximity of Consciousness](#)” Celebrates Art and Activism in Chicago, October 1, 2014.
- Fomberg, Jason, “[Eye Exam: Not Your Grandmother’s Activist Art](#)” New City, October 2, 2014.
- The New Ism: Experience-based Art Gets Redefined, FNews Magazine, October, 2014.
- Lets Get Engaged, The Art Newspaper, U. Allemandi Publishing, October, 2014.

### 2015-16 Goals:

1. SPREAD Book project #2 on food memories, joined by local high school students at Oak Park River Forest High School and senior citizens at the Oak Park Senior Center
2. Stockyard Institute Free Press, an online curriculum platform for teachers and artists





Photo courtesy of the DePaul University and Facing History and Ourselves Collaboration

## DePaul University/Facing History and Ourselves Collaboration

In 2014 – 2015, the [DePaul University and Facing History and Ourselves Collaboration](#)

(DPU/FHAO) maximized its impact on curriculum by expanding into the Educational Leadership program in addition to its work in Elementary and Secondary Education. In total, the Collaboration delivered 32 course presentations to 523 students.

An Evening Seminar entitled “Counselors, Teachers and School Leaders: Working Together to Create Optimal Schools” was held in February 2015.

The DPU/FHAO Collaboration will offer its fourth Summer Institute in June, titled “Holocaust and Human Behavior: Education for Democracy,” as well as an Evening Speaker Event and its inaugural Symposium. The Symposium is the newest addition to Collaboration programming and was made possible by a generous five-year gift that will allow it to host other colleges of education where they will learn about the Collaboration and develop plans for building their own relationships with Facing History.

Faculty leaders have expanded efforts for students across the disciplines within the College of Education and the practicing educator community, offering professional development on critical issues such as building a safe and inclusive school community, cyberbullying, ostracism, and ethical leadership to a wide group of stakeholders. By spring 2015, the Collaboration will have reached 1,978 participants who have attended its events and course presentations since Fall quarter 2012.

In 2014 – 2015, 15 COE faculty members hosted course presentations in their classes and two faculty members became DePaul University and Facing History and Ourselves Collaboration program coordinators.

### **2015-16 Goals:**

The Collaboration will publish its new website by mid-June. That site will provide new types of content and a better user experience to its visitors. It will also serve as an interactive community where the collaboration audience can exchange ideas and resources.

## Catholic School Council

This year's partnership with the [Catholic School Leadership Council](#) focused on developing leadership at the five partner high schools, identifying resources from the College of Education that meet the council's identified needs, and expansion of the high school network to include Catholic elementary schools. As each of the schools has grown since the council's inception in 2009, their school's professional development needs and goals have grown in different directions. Targeted professional learning and ongoing projects that continue from year to year have enabled schools to impact change and student learning more effectively.

Educational Leadership faculty continued to host four council meetings each year.

Professional learning provided for the schools this year were in three differing formats:

1. A Fall Department Chair training was conducted by Professor William Hoecker, Superintendent in Residence, and Superintendent Jeff Stawick, Adjunct Faculty and Ed.D. graduate. They facilitated a leadership training session for 25 department chairs from the partner high schools. During this session, participants learned strategies for evaluating and coaching teachers, working with administrative teams and strengthening their individual leadership capacity.
2. A special needs seminar hosted at DePaul College Prep and conducted by Dr. Lindsey Sabielny and coordinated by the Office of Innovative Professional Learning provided teachers with a variety of strategies to meet the needs of diverse learners.
3. Each partner school participated in the John and Frances Beck 21<sup>st</sup> Century Learning Initiative. Participants (1-2 per school) completed 30 hours of professional learning. The year-long project included a hybrid course and site visits to additional Catholic high school classrooms to observe and dialogue on the integration of technology to engage and enhance student learning.

In addition, partnering with the Egan Center has expanded the network to include Big Shoulders Catholic Elementary Schools. Two co-sponsored events with Catholic elementary principals enabled the leadership of these schools to identify next steps in their schools' professional learning needs and to narrow specific topics for next year's training.

### **2015-16 Goals:**

1. Invite participation from additional Catholic high schools
2. Host and facilitate conversations between Catholic high schools and elementary schools to both support their differing needs and engage them in the larger conversation of preparing professionals who work in faith-based settings

## Center for Educational Technology (CET)

**DIGI[cation]™**  
Digication Support [site map](#)

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**Home**  
[Welcome](#)

**COE Digication Support**

On this resource site you will find videos and PDF tutorials, FAQs, troubleshooting help and tips for best practices that will help navigate the Digication system.

This process will be a little different for each faculty member, so if there are any questions, Casey Hudetz ([chudetz@depaul.edu](mailto:chudetz@depaul.edu)) will be available to help.

To begin your Digication assessment process, the first step is to visit the [Digication website](#) and login with your Campus Connect information.

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The implementation of Digication as the new assessment tool for the College of Education proved to be the biggest task for 2014-2015. By creating tutorials, hosting multiple training sessions and building and refining a new resources page, the [Center for Education Technology \(CET\)](#) did all that it could to make the transition to this new system as seamless as possible.

In addition, the CET worked with faculty members to prepare for the upcoming edTPA program requirements by creating tutorials, assisting students in the process, and strategizing the best ways to prepare the college for this new system.

### 2015-16 Goals:

1. The CET will continue to rework and improve the systems that are in place in order to support students, faculty and staff.
2. In an effort to integrate more effective technology into the classroom, the iPad program will be updated and offered once again. Workshops are being designed for students interested in improving their video editing skills, that will be immediately valuable when submitting their work to edTPA.

## Teaching with Primary Sources

This year was hugely successful for the [Teaching with Primary Sources \(TPS\)](#) program. The program held 26 professional development seminars, including presentations to 5 DePaul COE classes and 4 conferences, and served more than 500 teachers, librarians, administrators, and other educators. Several of these presentations came as the result of exciting new collaborations.

In November 2015, TPS worked with the COE's Catholic School Leadership Council to hold a follow-up PD for teachers from Josephinum Academy and DePaul College Prep; the program also collaborated with the Chicago History Museum to hold a PD program based around the Museum's "Railroaders" exhibition last fall.

The program also expanded its digital presence, as Project Director Dave Bates appeared on the Idea Box Webcast in April and Library Resources Coordinator John Gieger held a Google Hangout for teachers in May. The program's new website went live in fall 2014 thanks to Gieger's tireless work.

### **2015-16 Goals:**

TPS hopes to expand planned collaborations with the DBQ Project, Big Shoulders Fund, and IB schools, as well as deliver more online and blended PD programming.



*TPS publishes a monthly newsletter. For more information, contact David Bates at [DBATES2@DEPAUL.EDU](mailto:DBATES2@DEPAUL.EDU)*



# College of Education Report Card

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Photo credit: Jeff Carrion

## Office of Advising

Advising collaborated with the Department of Teacher Education to reduce the allowance for Advanced Standing exceptions, resulting in fewer requests for multiple exceptions.

Guidelines were developed to help students better navigate the testing process and advisors now use BlueStar for scheduling

appointments and have made preliminary steps to use it for recording student notes and information.

Orientation materials for undergraduate freshmen and transfers were also revised, including the introduction of online transfer orientations and redesign of in-person orientations.

Advisors collaborated with faculty to update information and assist in program design and curriculum planning, including development of new/revised programs in Elementary Education, Middle Grades Education, Special Education, Fitness and Recreational Leadership, and Academy for Urban School Leadership (AUSL).

COE advisors participated in multiple campus events including the DePaul Heart Walk, MLK Prayer Breakfast, Wellness Walk, Day with Vincent: Interfaith Retreat, Diversity Forum and DWN High Tea with Louise.

COE advisors actively engaged with local and on campus networks and groups including Chicago Area Advisor Network (CAAN), Advising Administrator's Panel, DWN Network, BUILD workshops, Athletic Blue Crew, DAAN, University Staff Council, and the Chicago Quarter.

### 2015-16 Goal:

Invite university partners to provide information directly to advisors to inform and collaborate on various aspects of student life and university resources so that we may better serve students



# College of Education Report Card

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## DePaul Career Center

In an effort to continue to provide DePaul College of Education students with best practices, trends, networking, and career opportunities, [the Career Center](#) provided the following resources during the 2014-2015 Academic Year:

The Career Center offered many workshops and events throughout the year, including:

- Tours for Teacher Series (offered Fall, Winter and Spring quarters)
- Soup It Up Workshops (offered Fall and Spring quarters)
- Clip Chats Workshop
- Counselor Connections Series: DePaul University/Youth Guidance
- Noble Street Open House Annual Recruitment Event
- Teacher's Lounge Workshops (offered Winter and Spring quarters)
- Beyond Boundaries Workshop: Careers in Museum Education
- Consortium Education Job Fair (Partnership with Loyola, UIC, and Northeastern Illinois University)

The Career Center also offered several new online interview/tutorial resources. New offerings include:

- "In My Back Pocket" – PDF downloadable documents in concentrations of teaching, leadership, and counseling which focus on job search, twitter, and association resources;
- "The Principals" - Online Interview series to YouTube playlist in which The Principals;
- "In a Nutshell" - Online PPT for Resume/Interview Skills with voiceover to prepare for job search, and;
- "Alternative to Teaching" - Online PPT reflective exploration guide that supports students with ways to apply their education degree further by considering skill sets they want to use;

The Career Center continued to offer "Working For Common Good" (2<sup>nd</sup> annual), "Teacher's Forum" (seventh annual), and the annual customized job search presentation.

New collaborations with COE faculty/staff and with various educators, administrators, and counselors were engaged to support programming and resources. Collaborations of note are a customized Career Development workshop for SCFE students and collaborations with COE Faculty and Student Teaching to support edTPA efforts.

# College of Education Report Card

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## Academy for Urban School Leadership



Photo credit: Academy for Urban School Leadership

The 2014-15 Academic Year marked a partnership with the Academy for Urban School Leadership (AUSL) and the College of Education. In Winter 2015, the Educational Leadership Principal Prep Program piloted the first AUSL cohort. A Secondary Education cohort and Special Education cohort are also in the works for Summer 2015. New enrollment is predicted to be 40, with respective cohorts of 20 each for Special Education and Secondary Education.

14-15 Winter Quarter (Final Census)	DEPAUL APPL	DEPAUL ADMT	DEPAUL MATR	DEPAUL ENR
<b>AUSL TOTALS</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>
Educational Leadership- Principal Prep	14	14	14	14

# College of Education Report Card

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## Office of Student Teaching & Field Experience

Throughout 2014-15, The [Office of Student Teaching and Field Experiences](#) placed teacher candidates in their student teaching sites at least one quarter prior to their Student Teaching Quarter. By placing students earlier, they are able to build rapport with the Cooperating Teacher, students, faculty and staff and become familiar with the curriculum, schedules, etc., so that they can assume the role of teacher immediately during the Student Teaching Quarter. This familiarity and comfort level helps student teachers complete some requirements prior to beginning student teaching and other requirements throughout the Student Teaching Quarter earlier, which equips them to submit their e-portfolio and receive test scores earlier.

The Office prepared edTPA forms and information for student teachers, cooperating teachers, and university supervisors, thus reducing students' stress and enabling students to complete edTPA more efficiently.

During the 2014 - 2015 academic year 376 student teachers were placed—74 in Fall 2014, 89 in Winter 2015, and 213 in Spring 2015.

The reservation component of the Integrated Tracking System will be piloted during Summer 2015.

All Learning and Behavior Specialist 1 High Incidence Disabilities Practicum students were placed and have completed orientation. Students were placed at Cove School, Hyde Park Day School Chicago Campus, Hyde Park Day School Northfield Campus, Rush Therapeutic Day School, and the Sonia Shankman Orthogenic School.

### 2015-16 Goals:

1. Implement the Field Experience Registration System
2. Re-tool the Student Teaching Seminar so that student teachers can successfully pass edTPA, and analyze edTPA test data to assist students remediate scores below the cutoff

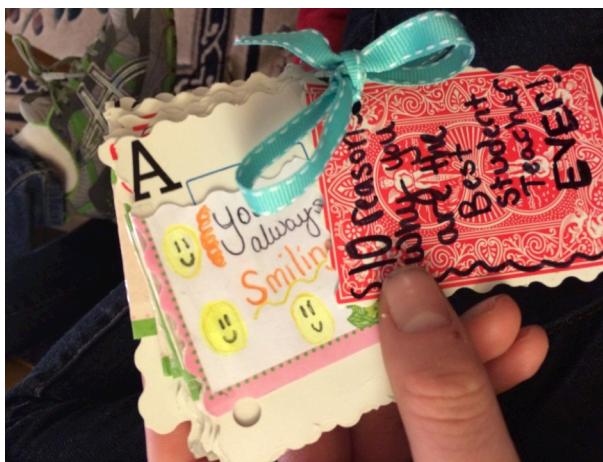


Photo credit: Tara Gresens

# College of Education Report Card

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## Teaching Technology Innovations



Kent Doyle of St. Patrick's High School using iPad tech for English class.

Photo credit: Barbara Rieckhoff

### Highlights from the COE's 2014-15 innovations in technology

The John and Frances Beck Foundation funded Year 1 of the 21st Century Learning Initiative. Working with 21 teachers in 16 Catholic schools, teachers participated in this year-long project of professional development, a 6-week hybrid course and conducted observational visits to each other's classrooms. Co-investigators Barbara Rieckhoff and Roxanne Owens will continue this project into a second year.

A college-wide initiative was implemented to align all program coursework with edTPA and Illinois Professional Teaching Standards to strengthen student assessment, and the Digication platform was designed for faculty to assess submitted student work across all standards including IPTS Indicators, Program Standards, Dispositions, and Field Experiences.

The CET offers consultations and support to College of Education faculty, provides equipment for faculty to checkout and compile resources to improve faculty proficiency with technology. Resources include videos, links, templates and documentation that help faculty with your Digication ePortfolios, D2L courses, and more.

The Department of Leadership Language and Curriculum developed a blog during Spring 2015, that established a centralized space for program information, events, important deadlines, job opportunities, and other news that is of interest to students.

75% of COE full-time faculty have completed the DePaul Online Teaching Series (DOTS) training.

The COE continues to expand online and hybrid course offerings. The COE offers 2 programs fully online: Educational Leadership Master's Degree and Special Education (LBSI) Endorsement. Social and Cultural Foundations, Curriculum Studies, Educational Leadership and Special Education programs offer one or more courses online, and the Bilingual-Bicultural Education Program offered its first hybrid course during Fall 2015.

# College of Education Report Card

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## Faculty Grants

*The following list is a sampling of College of Education Faculty Grants.*

Cobb, Nell and Lee, Eunmi. August 2014. Motorola Solutions for a summer STEM camp for 6th grade girls. \$25,000.

Conklin, H, and Andolina, M. Research Grant awarded from Spencer Foundation: Fostering student voice: A case study of the impact of participatory civic education on secondary students' literacy and civic skills. \$50,000.

Donovan, Marie. (2014-2015). Establishing the Chicago-Area Consortium (Chicago State University, DePaul University, Roosevelt University, St. Xavier University) for the Redesign of Early Childhood Education. \$45,000.

Duignan, J. PNC Foundation. \$5,000.

Hollenbeck, A.F. (2015). Developing the undergraduate special education program: Courses assessments, and student supports. DePaul University Quality of Instruction Council Summer Stipend.

Mason, E. C. M. (2014). School Counselors' Use of Online Technology Tools for Professional Purposes. DePaul University Research Council Grant.

Ockerman, M. S. (2015). Preparation, partnerships and personalism: Creating mission-driven connections through study abroad experiences. DePaul University Quality of Instruction Council Instructional Grant.

Owens, R. & Rieckhoff, B., (2014-2016). Beck Foundation Technology in Catholic Schools Support Grant. \$200,000.

Proweller, Amira. (2014-2015). University Research Council Grant .

Sabiely, L. (2015). Pre-service special education program: Assessment and alignment. DePaul University Quality of Instruction Council Summer Stipend.

Worthman, C. International Teacher Collaboration Project. DePaul University, Global Learning Experience Grant. \$1,973.80.

Worthman, C. "What Must Be Done?": A Vincentian Framework for Teacher Preparation. DePaul University, Vincentian Endowment Fund. \$13,513.

# College of Education Report Card

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## Staff Achievements

COE staff received Staff Recognition awards for their outstanding work on projects that went above and beyond their core job duties to improve university and department initiatives, improve student success and/or the student experience, improve operational efficiency and/or provide exceptional customer service. Recipients include:

**November 2014:** Jennifer Hobgood, Casey Hudetz, John Gieger, Karlee Johnson, Beth King, Sarah Magnuson, Stephanie Parrillo-McCullough, Margaret Strzynski, and Jennifer Tatum

**May 2015:** Ann Friesema, John Gieger, Alexis Hicks, Casey Hudetz, Karlee Johnson, Beth King, Nikki Nudo, Stephanie Parrillo-McCullough, and Jennifer Tatum

Other notable accomplishments include:

- David Bates published “Songs, Interviews, and Visual Images: Primary Source Tests to Invigorate and Enhance Common Core Standards-Based Learning,” *Illinois Reading Council Journal* Vol. 43, No. 1 (Winter 2014-2015); “Examining Argument, Tone, and the Effect of Audience Through the Words of Abraham Lincoln,” *Illinois Reading Council Journal* Vol. 43, No. 2 (Spring 2015); “Teaching Difficult Topics with Primary Sources,” *Illinois Reading Council Journal* Vol. 43, No. 3 (Summer 2015).
- John Gieger, Nancy Hashimoto (re-elected), and DJ Marty were elected to University Staff Council.
- Dalila Gonzalez, Casey Hudetz, Karlee Johnson, Beth King (President), and Jennifer Tatum were elected to COE Staff Council.
- Nancy Hashimoto was nominated for the Gerald Paetsch Academic Advising Award, a DAANY Award, and was awarded Level I and II BUILD Diversity Certificates. She also served as Secretary for University Staff Council.
- Nicole Ide was nominated for the Gerald Paetsch Academic Advising Award and a DAANY Award.
- Anne Nieminski was awarded a Level II BUILD Diversity Certificate.
- Zongmin Kang presented, “Analysis of Students’ College Experiences: Many-Facet Rasch Rating Scale Analysis” at the 2015 American Educational Research Association Conference (AERA).
- Sandra Tanksley served as University Staff Council’s Diversity Chair and on the President’s Diversity Council.
- Jennifer Tatum’s essay, “Sifted Through”, was accepted by *Another Chicago Magazine* and will be published during summer 2015.
- Brandon Washington was nominated for a DAANY award.

# College of Education Report Card

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## Student Accomplishments and Honors

### Accomplishments

#### Awards

School Counseling alumnae Amelia Catania and Ivy Malisow received graduate student awards from the Illinois School Counselor Association.

Francesca Pecoraro, alumna of the School Counseling program, was honored along with her colleagues at Buffalo Grove High School for earning the Recognized ASCA Model Program (RAMP) award from the American School Counselor Association for a second time.

School Counseling alumnus and current adjunct faculty member, Dustin Seemann, was honored as a semi-finalist for the National School Counselor of the Year award from the American School Counselor Association.

Francesca Pecoraro received the High School Counselor of the Year Award from the Illinois School Counseling Association.

Sarah Esslinger the received Graduate Student of the Year from the Illinois School Counseling Association.

Kendrick Johnson and Melissa Bradford, both EdD Students, applied for and were awarded the Ikeda Center dissertation fellowship. The award is internationally competitive and highly selective. Only two candidates receive the award, and this is the first time both recipients are from the same university and discipline (DePaul University Curriculum Studies Doctorate Program). The award comes with generous funding for each candidate each year for two years, and close dissertation advising by Drs. Nel Noddings, Jim Garrison, David Hanson, Larry Hickman, and other renowned scholars in the field.

#### Presentations

Melissa Bradford, doctoral candidate in CS and graduate assistant for the EdD program, had a paper accepted for presentation at the 2015 annual conference of the American Educational Research Association (Chicago) and co-presented “Daisaku Ikeda and Relationality in Educational Philosophy, Policy, and Practice: Critical and Postfoundational Approaches” with Dr. Jason Goulah.

Bradford also had an individual paper accepted for presentation at the 2015 annual conference of the Soka Education Student Research Project (Soka University of America,

Aliso Viejo, CA), and a paper was accepted for the highly selective 2015 doctoral session of the John Dewey Society, *Dewey through Generations* (2015, Chicago), chaired by Stanford University Professor Emerita Nel Noddings.

Anne Bernadette Weiner presented ““They Won’t Let Their Wives Speak With You’: An Ethnographic Study Exploring Gender, Immigration, and Family-School Partnerships” at the American Educational Research Association (AERA) Annual Meeting.

Ann Frkovich presented “Standing Out: Chinese Secondary Studies in U.S. Classrooms and the Struggle for ‘Best’” at the American Educational Research Association (AERA) Annual Meeting.

Sabrina Jones presented “Ethnic and Cultural Identity” at the American Educational Research Association (AERA) Annual Meeting.

**Activities:**

Gabrielle McCadd and Kaylen Lewis participated in the 18<sup>th</sup> Annual Graduation Celebration for Students of African Descent

## Honors

The 2014-2015 Honors Convocation event celebrates the academic achievements of students who earn Honors designation. To qualify, doctoral students must have met program requirements; graduate students must maintain an average 4.0 GPA; and undergraduate students must maintain a minimum 3.5 GPA. The following students received Honors designation at the 2014-2015 Honors Convocation:

### **Doctoral Students:**

Julie Devaud  
Ann Frkovich  
Daniel Hasso Shashe  
Jill Hollebeak  
Susan Lueders  
Judith McCann Floeter  
Dorothy Osowski  
David Thieman  
Suzanne Velasquez-Sheehy  
Vincent Wiggins

Felicia Gowanlock  
Hailey Griffin  
Jason Gronkiewicz-Doran  
Smriti Guliani  
Jennifer Hanzel  
Christopher Haslam  
Ashleigh Heller  
Erik Johnson  
Karlyn Kattenbraker  
Thomas Keddy  
Aisha Khan  
Randi Klawiter  
Deborah Kloet  
Lauren Kolack  
Emily Kraus  
Angela Kumler  
Karen Kunde  
Lindsey Kurek  
Alexander Kuritzky  
Melissa Larkin  
Megan Latimore  
Brittany Lavoie  
Elana Lazarus  
Marnice Lewis  
Christopher Lin  
Lauren Macur Brousil  
Rachel Madrid  
Jonathon Madura  
Jessica Matula  
Pilar Mendoza  
Vishal Mody  
Barbara Montanari  
Ryan Murphy  
Danica Niemeier Polanski  
Kate O'Malley

Shannon Pajor  
Melissa Pariser  
Morgan Parkinson  
Sara Pessimisis  
Margaret Prebble  
Kristen Price  
Lindsay Rafayko  
Susan Rapp  
Lauren Rueger  
Julie Ruich  
Jessica Samson  
Annamaria Santoro  
Stephanie Schrodt  
Shobana  
Shanmugavelayutham  
Kevin Sinats  
Kenneth Singer  
Heidi Smith  
Elizabeth Sobenes  
Magdalena Stasik  
Elizabeth Stefanec  
Kelsey Tarr  
Bridgid Titley  
Katherine Watts  
Laura Wesslund  
Michael Wittenborn  
Muna Yusuf

### **Undergraduate Students:**

Sana Anwer  
Brittany Beim  
Stephanie Berryhill  
Claudia Bielicki  
Alex Cameron  
Taylor Christensen

Jordan Clifford  
Jessica Diaz  
Magdalena Ezlakowska  
Michelle Fentanes  
Lisa Grady  
Tara Gresens  
Vivian Huang  
Rebekah Jacobi  
Kamil Kaleta  
Corinne Laird  
Nell Langner  
Olivia Lewis  
Michelle Lovato  
Dina Mahmoud  
Mayra Mariscal  
Maggie McCann  
Teressa McMurray  
Gina Merritello  
Alyssa Murray  
Nevena Neskoska  
Rosemary Palczynski  
Laird Patten  
Tiffani Planes  
Karina Plonka  
Gabriela Porras  
Caeleigh Renkosiak  
Jessie Rooth  
Emily Rothermel  
Yichen Shao

Shannon Shires  
Taniya Tomy  
Timothy Varda  
Mary Voorhorst  
Collin Wiersema  
Karla Williams  
Peter Albright  
Anahi Baeza  
Lauren Bernardi  
Adam Bobbitt  
Jennifer Brinkman  
Katherine Briscoe  
Jaime Bryant  
Jordan Cane  
Carly Carragher  
Shelby Critchett  
Kathryn Cunningham  
Ines Garcia  
Bailey Gardner  
Lauren Gaspar  
Iraida Huerta  
Paola Huitron  
Sara Jacobson  
Diana Jaimes  
Jenna Koretz  
Centrese McGee  
Sara Miller  
Jacob Nedza  
Carolyn Neumann

Michael Pericht  
Thano Prokos  
Mia Romano  
Konstantina Rousonelos  
Sarah Shelley  
Rosemary Sullivan  
Brynna Uldricks  
Meena Vhora  
Audrey Zidzik  
Vanessa Chapman  
Evan Decoudres  
Marina Falcone  
Jacqueline Fournier  
Araceli Gallardo  
Benjamin Hiromura  
Laurie Katz  
Kaitlyn Kelley  
Gabrielle Lahue  
Emily Levine  
Collette Lucas  
Taylor Menczynski  
Jordan Miroballi  
Iris Olivares  
Candace Palacios  
Monica Rothbard  
Jenna Sapir  
William Stastny  
Laura Stetson  
Megan Wolf

### **Special Award Winners**

*Charles Doyle Service Award:* Christopher Lin

*Gerald Foster Memorial Science Award:* Lauren Macur Brousil

*Andrew Kopan Senior Leadership Award:* Stephanie Berryhill

*Peter Pereira Mathematics Education Award:* Mark Hamel

*Barbara A. Sizemore Multicultural Award:* Florence Essien-Johnson

# College of Education Report Card

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## Faculty Publications

### Department of Teacher Education



**Mojdeh Bayat, Ph.D.**  
**Associate Professor**

Bayat, M. (2014). Global Education Diplomacy and Inclusion: Lessons from West Africa. *Childhood Education*, 90(4), 272-280.

Bayat, M. (2014, Autumn). Reflections on the Rights of Children with Disabilities. *Childhood*

*Explorer*, 11-14.

Bayat, M. (2014). Understanding views of disability in Cote d'Ivoire. *Disability and Society*, 29(1), 30-43.



**Hilary Conklin, Ph.D.**  
**Associate Professor**

Conklin, H. (2014). Toward more joyful learning: Integrating play into frameworks of middle grades teaching. *American Educational Research Journal*, 51(6), 1227-1255. (10% acceptance rate)



**Jim Duignan, M.F.A.**  
**Associate Professor**

Duignan, J. (2014) *Stockyard Institute, Chicago Social Practice History Series*, University of Chicago Press.

Duignan, Jim, (Satinsky, A.) (Ed.) *Until They're Gone: Making Use of Chicago Multi-Use Centers*, by Nato Thompson, *New Art Examiner, Chicago Social Practice History Series*, University of Chicago Press.

Duignan, Jim, (Zorach, R.) (Ed.) *Building a Gang-Proof Suit: A Pedagogical and Artistic Framework for the Stockyard Institute, Chicago Social Practice History Series*, University of Chicago Press.

Duignan, Jim, *No Longer Interested*, A Blade of Grass Foundation, 2014.



**Ani Frank, Ed.D.**  
**Associate Professor**

Frank, A. & Davis, K. (2014). How Do We Address Diversity in Physical Education Teacher Education? *The Chronicle of Kinesiology in Higher Education*. (25 (2), 5-8.



**Mindy Kalchman, Ph.D.**  
**Associate Professor**

Kalchman, M., & Kozoll, R. H. (2014). Early childhood mathematics and science methods courses: Reconsidering integration. In M. J. Mohr-Schroeder, & S. S. Harkness (Eds.), *Proceedings of the 113th annual convention of the School Science and Mathematics Association* (Vol. 1). Jacksonville, FL: SSMA.



**Richard Kozoll, Ph.D.**  
**Associate Professor**

Kalchman, M., & Kozoll, R. H. (2014). Early childhood mathematics and science methods courses: Reconsidering integration. In M. J. Mohr-Schroeder, & S. S. Harkness (Eds.), *Proceedings of the 113th annual convention of the School Science and Mathematics Association* (Vol. 1). Jacksonville, FL: SSMA.



**Harold London, Ed.D.**  
**Visiting Assistant Professor**

London, Harry (February, 2014). *The Argument for Standards-based Grading and Assessment*, Illinois Principal Association



**Jennifer Mata, Ph.D.**  
**Assistant Professor**

Mata, J. (2015). *Spiritual Experiences in Early Childhood Education: Four Kindergarteners, One Classroom*. New York, NY: Routledge.

Mata, J. (2014). What do general education teachers need to know to work effectively with the ELLs in their classrooms? In Nemeth, K. N., *Young Dual Language Learners: A Guide for PreK-3 Leaders* (pp. 29-30). Philadelphia, PA: Caslon Publishing.

Mata, J. (2014). How can we ensure differentiation so that materials and instruction are appropriate for the different ages and stages of students? In Nemeth, K. N., *Young Dual Language Learners: A Guide for PreK-3 Leaders* (pp. 97-98). Philadelphia, PA: Caslon Publishing.

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**Gayle Mindes, Ph.D.**  
**Professor**

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**Roxanne Owens, Ph.D.**  
**Associate Professor**

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**Akihiko Takahashi, Ph.D.**  
**Associate Professor**

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## Department of Educational Policy Studies and Research



**Enora Brown, Ph.D.**  
**Associate Professor**

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**An Chi Cheng, Ph.D.**  
**Assistant Professor**

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**Horace Hall, Ph.D.**  
**Associate Professor**

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**Stephan Haymes, Ph.D.**  
**Associate Professor**

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**Karen Monkman, Ph.D.**  
**Professor**

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**Amira Proweller, Ph.D.**  
**Associate Professor**

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## Department of Leadership, Language and Curriculum



**Joby Gardner, Ph.D.**  
**Associate Professor**

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**Jason Goulah, Ph.D.**  
**Associate Professor**

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**Andrea Kaufman, J.D.**  
**Associate Professor**

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**Jeff Kuzmic, Ph.D.**  
**Associate Professor**

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**Barbara Rieckhoff, Ph.D.**  
**Associate Professor**

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**Sonia Soltero, Ph.D.**  
**Associate Professor**

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## Department of Counseling and Special Education



**Amy Fieker Hollenbeck, Ph.D.**  
**Assistant Professor**

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**Philip Gnilka, Ph.D.**  
**Assistant Professor**

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**Erin Mason, Ph.D.**  
**Associate Professor**

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**Alexandra Novakovic, Ph.D.**  
**Assistant Professor**

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**Melissa Ockerman, Ph.D.**  
**Associate Professor**

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**Eva Patrikakou, Ph.D.**  
**Associate Professor**

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**Linsey Sabielny, Ph.D.**  
**Assistant Professor**

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**Beverly Trezek, Ph.D.**  
**Associate Professor**

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**Jennifer Loncola Walberg, Ph.D.**  
**Associate Professor**

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**Rich Whitney, Ph.D.**  
**Assistant Professor**

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**Paul Zions, Ph.D.**  
**Dean, College of Education**

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# College of Education Report Card

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## Gratitude for Service

The College of Education celebrated three COE retirees on January 30<sup>th</sup>, 2015. Retirees were honored for their extraordinary contributions to the College of Education and DePaul University.

### 2014 Retirees Include:

Joan Lakebrink, Ph.D.  
Professor  
Department of Leadership, Language and Curriculum

Rafaela Weffer, Ph.D.  
Associate Vice President  
Academic Affairs

Kathy Wiggins, Ph.D.  
Associate Professor  
Department of Teacher Education



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