



DEPAUL
UNIVERSITY
COLLEGE OF EDUCATION



Report Card

2018-2019

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College of Education Report Card

A Letter from Dean Paul Zionts

Year after year, I continue to be astonished by the seemingly limitless successes of our staff and faculty, who provide support to our students in countless ways. The 2018-2019 academic year was no different, with every corner of the College contributing to the development and strengthening of the student body, community, and ourselves. Through our many centers, initiatives, and collaborations, the brilliant efforts of our staff and faculty not only across Chicago, but also nationally and internationally, leave meaningful impressions on those we teach. Whether guiding early childhood educators in China, introducing Moos Elementary students to radio recording, discussing social justice and the Civil Rights Movement with in-service educators, or promoting intergenerational goal achievement, we in the College exemplify the Vincentian mission.

As we continue to move forward, meeting the ever-evolving education and counseling needs of students and community members, I am inspired by our desire to move forward together. Over the past few years, members of the College have endured significant changes, both good and bad, and have forged ahead faithfully as a collaborative body to go above and beyond the needs of our students by addressing the needs of our own COE community. Without a doubt, we are stronger together.

I look forward to the innovation and success that 2020 brings, and am grateful for your dedication, support, and spirit.



Paul Zionts, Dean
College of Education

College of Education Report Card

Contributors

This 2018-2019 COE Report Card was prepared by Sarah Magnuson and made possible by the efforts of the following College of Education faculty and staff.

Special thanks to:

Cassidy Bradford

Program Assistant
Doctoral Program

Jim Duignan

Associate Professor
and Director
Stockyard Institute

Jen Fleming

Career Advisor
Career Center

John Gieger

Instructional Technology
Manager
Center for Educational
Technology

Meredith Gioia

Web Developer

Jason Goulah

Associate Professor
and Director
Institute for Daisaku Ikeda
Studies in Education

Nancy Hashimoto

Director
Office of Advising

Alyssa Hepker

Department Assistant
Department of Leadership,
Language & Curriculum

Donna Kiel

Instructional Assistant
Professor and Director
Office of Innovative
Professional Learning

Andre Lewis

Director
Graduate Admissions

Kate Liston

Director
Office of Field Experiences &
Student Teaching

Martha Mason

Director
Education and
Counseling Center

Nora Murphy

Director
Academic Success Center

Nikki Nudo

Department Assistant
Department of
Teacher Education

Melissa Ockerman

Associate Professor
Department of Counseling
and Special Education

Roxanne Owens

Associate Professor
and Chair
Department of
Teacher Education

Barbara Rieckhoff

Associate Dean
Curriculum and Programs

Marc Schell

Former Department Assistant
Department of Counseling
and Special Education

Sonia Soltero

Associate Professor
and Chair
Department of Leadership,
Language & Curriculum

Jennifer Loncola Walberg

Associate Professor
and Chair
Department of Counseling
and Special Education

College of Education Report Card

College of Education Leadership

College Administration

Paul Zionts, Ph.D.

Dean, College of Education

Ronald Chennault, Ph.D.

Associate Dean for Student Development

Sally Julian, Ph.D.

Associate Dean for Development

Barbara Rieckhoff, Ph.D.

Associate Dean for Curriculum and Programs

Jordan Humphrey, Ph.D.

Assistant Dean for Assessment

Academic Departments – Administration

Roxanne Owens, Ph.D.

Chair, Teacher Education

Sonia Soltero, Ph.D.

Chair, Leadership, Language & Curriculum

Jennifer Loncola Walberg, Ph.D.

Chair, Counseling and Special Education

College of Education Report Card

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 2018-2019 College of Education Dean's Advisory Council Members!

Bradley Dineen (Chair)
(MED 1999 Education)

Kathleen Bandolik
(1969 LA&S)

Elizabeth Blinderman

Marcus Campbell
(MA 2009 Education)

Sunny Chico
(MED 1988 Education)

Sean Eshaghy

Manuel French
(MED 2005 Education,
MED 2012 Education)

Sandi Gaskin
(BS 1975 Education)

Irene Hayes

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

Bennett Johnson III

Larry Kugler

Darlene Larson

Connie Lindsey

Juan Mir
(MBA 1986 Business)

Susan Power

Alderman Michele Smith

Kendra Wallace

Katie Weitz
(MED 1999 Education)

Ernest Wish
(BSC 1957 Business, LLD 1991 Business)

Nanette Zander

College of Education Report Card

Enrollment

The 2018-2019 Academic Year showed stable enrollment in the College of Education. In fact, graduate enrollment surpassed its budgeted target for Fall, Winter, and Spring terms.

Autumn Quarter 2018:

The College of Education enrolled 1391 students—452 undergraduates and 939 graduates.

Winter Quarter 2019:

The College of Education enrolled 1388 students— 447 undergraduates and 941 graduates.

Spring Quarter 2019:

The College of Education enrolled 1298 students—419 undergraduates and 879 graduates.

Summer Quarter 2019:

The College of Education enrolled 552 students—68 undergraduates and 484 graduates, as of July 23, 2019.

Top Ten Graduate Majors at DePaul

Rank	College	Major	# New Students Enrolled in Fall
1	KGSB	MBA (all concentrations)	214
2	KGSB	Management	117
3-T	COE	Counseling (all concentrations)	71
3-T	KGSB	Accountancy (all concentrations)	71
4	COE	Teaching & Learning (all concentrations)	67
5	CSH	Public Service (all concentrations)	65
6	CDM	Computer Science	62
7	CSH	Nursing-Generalist	61
8	CDM	Human Computer Interaction	54
9	CDM	Cybersecurity	51
10	CDM	Data Science	49

Two of the most popular majors for incoming graduate students for Fall 2018 were offered in the College of Education: Counseling (#3) and Teaching & Learning (#4).

Retention Rates by Entry College

The first year retention for freshmen entering the College of Education continues to be above 83%. In fact, the College of Education retention rate improved by 8% from 2017 and was tied in 2018 with the College of Communication for having the highest rate at 91%.

New Program Enrollment

A selection of enrollment figures for new COE programs from Fall 2015 – Fall 2018 can be found in the charts below. New programs show stability and growth.

Average Enrollment in New Program Offerings by Start Year

New Program, Fall 2015-2018

	Enrollments				Enrollments by start year		
	2015	2016	2017	2018	Yr 1	Yr 2	Yr 3
<i>Bachelors (includes all undergraduate degree years)</i>							
Middle School Language Art and Social Science (2016)		1	1	0	1	1	0
Middle School Math and Social Science (2016)		1	0	0	1	0	0
Pre-Middle School Language Art and Social Science (2016)		1	1	1	1	1	1
Pre-Middle School Science and Social Science (2016)		1	1	1	1	1	1
Sec-Ed Environmental Science (2015)	1	1	1	0	1	1	1
Middle School Math and Language Arts (2015)	1	1	0	0	1	1	0
Pre-Middle School Math and Science (2015)	1	1	1	3	1	1	1
Pre-Sec-Ed Pre-Sec-Ed w/Dbl Major (2015)	2	2	2	2	2	2	2
Sec-Ed w/ Dbl. Major (2015)	1	4	3	2	1	4	3
Special Education (2014)	28	36	46	35	14	28	36
Exercise Science (2013)	41	48	35	34	3	26	41
Pre-Sec Ed - Japanese	2	1	0	0	1	1	1
Early Childhood Education (Joint SNL/Education) (2010)	4	2	4	0	4	4	3
<i>Master of Education</i>							
Middle School Math and Language Art (2016)		1	0	0	1	0	0
Middle School Math and Science (2016)		3	2	1	3	2	1
Middle School Language Art and Science (2016)		2	3	0	2	3	0
Middle School Language Art and Social Science (2016)		1	1	3	1	1	3
Special Education (2015)	13	15	27	57	13	15	27
<i>Master of Science</i>							
Sports Fitness Leadership (2015)	8	13	18	26	8	13	18
<i>Education Specialist</i>							
Curriculum Studies (2017)			2	1	2	1	
<i>Doctorate</i>							
Doctorate in Early Childhood Education (2013)	7	10	9	13	2	7	7
Undergraduate average					2	5	7
Graduate average					7	12	13
Year noted after program indicates when fall enrollment began, not necessarily the year the program actually started.							

College of Education Report Card

Chicago and International Connections

Chicago Connections

Sonia Soltero was appointed by Chicago Mayor Lori Lightfoot to serve on her Education Transition Team.

During the summer of 2019, the Office of Innovative Professional Learning (OIPL) coordinated a summer long Women’s Empowerment and Leadership program for middle school girls of Chicago Youth Program. Throughout the program, the young women worked collectively to gain skills as leaders of action and change. Learning experiences focused on making a difference in their communities and homes.

OIPL has a strong relationship with Chicago Public Schools as a provider of innovative professional development. At Sarah Goode STEM Academy, a CPS school, OIPL facilitated a unique professional learning experience for the instructional leadership team.



OIPL hosted the Archdiocese of Chicago, Office of Catholic Schools and several Catholic schools at the Catholic Innovative Teaching Forum. The forum provided an opportunity for the teachers earning the Catholic Innovative Teaching micro-credential to demonstrate the best practice lessons developed in the professional development process.

Rebecca Michel served as the COE representative to participate in the Steans Center Community Immersion Faculty Institute in Back of the Yards in 2018, and presented at the Institute in 2019.

She also engaged in cross-departmental collaboration with Joseph Gardner and Thomas Noel to expand the work of Lift as you Climb. Further, they initiated a new partnership with Precious Blood

Ministry of Reconciliation and Peace and Education Coalition Alternative High School.

Melissa Ockerman worked with six CPS schools for two sequential school counseling courses to create community asset maps and comprehensive developmental school counseling programs. She also volunteered for Lakeview High School, helping create and facilitate Postsecondary Wellness Workshops for seniors to assist them with the stress associated with postsecondary transitions. In addition, Dr. Ockerman worked on cross-disciplinary citywide Post-Secondary Counselor Competencies Task Force designed to better prepare school counselors to serve as advocates for and prepare all K-12 students, particularly those underserved, for postsecondary pathways.

Eva Patrikakou partnered with CPS to investigate School Counselor Preparation for College and Career Counseling.

International Connections

The Early Childhood program continues to work on an international program in collaboration with a university in China.

Jason Goulah was invited to represent the Institute for Daiskau Ikeda Studies in Education as a keynote speaker and visiting professor at universities in Canada, Germany, and Spain.



Gonzalo Obelleiro and Jason Goulah facilitated a partnership with the University of Hanover in Germany.

During the 2018-2019 year, OIPL was selected to support several professional development opportunities for teachers in Beijing, China. As a result, several faculty and doctoral students have had the opportunity to travel and teach in China. Faculty in Teacher Education and Educational Leadership have led teaching sessions in China. COE faculty provided teachers in China with professional development in Innovative Leadership, Curriculum Development, STEM

instructional practices, student centered learning, and teacher evaluation.

Launched in 2016, the International Baccalaureate Educator Certificate program has experienced continued growth year after year. Participants in the program are professionals from 46 different countries across the globe.

Christopher Worthman hosted faculty from Argentina, Honduras, Mexico, and Ecuador for the 11th annual "Language and Literacy Across the Academy" course in June and July.

Beverly Trezek served as a collaborator on an Insight Grant funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada. The goal of this project was to collect literacy achievement data on a relatively large cohort of deaf learners. She also presented her collaborative research at two international conferences as well as one national conference.

Miranda Parries and Melissa Ockerman developed and implemented the Counseling program's first study abroad program to Lisbon, Portugal to study the Assessment and Treatment of Chemical Dependency in the December intersession.

College of Education Report Card

Department Accomplishments

Department of Teacher Education



The Department of Teacher Education merged with the Department of Education Policy Studies and Research. This provided both budget savings and opportunities for curricular and other collaboration among the 27 faculty in the newly formed department.

This past year, faculty actively pursued their research agendas resulting in books, book chapters, peer reviewed articles, conference presentations, exhibits, and new courses. Faculty excelled in a number of ways this past year with research and service, while continuing to score above the mean on quantitative items on the student course evaluations.

DTE also advanced its partnerships with DePaul College Prep, Moos Elementary, and several other schools. Its faculty and students provided hours of support in the

manifestation of consulting and tutoring. Regarding programmatic advances, after many years of planning, the Pre-Physical Therapy Concentration was approved. DTE also received approval for a licensure-only Physical Education program for students who already hold a Bachelor's Degree.

The International Baccalaureate Educator certificate for the Middle Years Program and the Diploma Program underwent the five-year re-accreditation review, which examined the content of the curriculum, the instructional delivery model, and the assessments that measure the principles and practices of the International Baccalaureate. The DePaul program received the highest recognition in each of the reviewed areas and was lauded for the attention to detail in ensuring each revision has been integrated into the current program. Because of the success of the MYP and DP programs, IB encouraged DePaul to consider adding the PYP, research, and leadership certificate programs.

Goals 2019-2020:

- Continue to work on Transfer initiatives; Analyze last 5 years of data on Transfer initiatives and implement new plan based on data results.
- Systematize field experiences across programs. Assure high quality, consistent experiences for students.

Department of Leadership, Language & Curriculum

The Department of Leadership, Language & Curriculum hosted both ACT and AdvancED state leaders in partnership for school improvement processes. A new DePaul membership affords future principals to be trained in the AdvancED platform by the Illinois and Regional AdvancED Directors onsite at DePaul. In addition, the EdL program partnered with the IASA to host an ISBE Teacher Evaluation Training at the COE.

LLC launched many new initiatives, including the Bilingual Language Development Lab and Lift as You Climb (LAYC) mentoring programs. LAYC worked with students and their teachers/counselors to discuss ways to open lines of communication and improve relationships with the Chicago Police Department and police officers. It also worked with the Young Women's Initiative to host an event for young mothers and their children.



The department achieved many programmatic developments. ISBE approved the state-required revisions to the Superintendent endorsement. Both the BBE and VCE programs reduced their required credit hours to improve affordability for students. The EdL Program increased the number of online and hybrid courses to improve accessibility.

New faculty joined the department, including:

- Dr. Thomas Noel, tenure-track faculty member in the EdL Program 2018-2019.
- Dr. Melissa Bradford, term faculty member in the EdL Program 2018-2019.
- Dr. Sonia Soltero was promoted to the rank of Full Professor at the end of Spring 2019.

Drs. Kiel, Rieckhoff, and Scott presented their research at the National Catholic Education Conference. Dr. Obelleiro taught an experimental course on Design Thinking and led an NSF-funded project to develop a Computer Science Endorsement Program to address an area of high and urgent demand for CPS. Sr. Mary Paul McCaughey served on the Task Force for the Diocese of Joliet in the creation of a direction statement for long-range planning for their Catholic Schools.

Goals 2019-2020:

- LLC will focus on student recruitment for the BBE, WLE, and CS Master's program.
- The Educational Leadership Program will create a PhD and EdS degree in Educational Leadership.
- As part of the efforts to boost enrollment for the CS M.Ed. program, the CS Program will develop online versions of some of its courses.

Department of Counseling and Special Education

The Department of Counseling and Special Education is thrilled to share that all Counseling programs have been accredited by the Council for Accreditation of Counseling and Related Programs (CACREP) through January 2021. After a multiyear application process, CSE was granted a two-year approval. The department is highly optimistic that with the addition of three new term faculty this fall, it will be granted the remainder of a full eight-year accreditation. CACREP stated CSE's degree programs "substantially meet the requirements for accredited status" and that the "faculty deserve to be congratulated for the time, energy and commitment that they have given throughout this accreditation process."



The Counseling Student Internship Showcase was held Wednesday, June 5. The program held the annual alumni event for counseling graduates just before the showcase. At the alumni event, CSE honored Brian Coleman, who was named the 2019 National School Counselor of the Year.

With regard to Special Education, CSE began recruiting for its Four Course Certificate in Exceptionality. CSE graduated the largest AUSL Special Education Cohort to date in June 2019. Further, the department witnessed a record number of Counseling students enrolled in Autumn 2018.

During the 2018-19 academic year, CSE was productive with faculty scholarship encompassing more than 15 publications and 12 presentations. CSE faculty have engaged in meaningful collaborations with internal and external partners such as Chicago Public Schools and the CARA, a Chicago-area organization that helps people affected by poverty gain and retain quality jobs.

Goals 2019-2020:

- Begin development of Counseling Marriage and Family Program.
- Recruit additional Tenure Track Counseling faculty to assist with CACREP ratios.
- Revise and submit updated Reading Specialist Program to ISBE.

Doctoral Program

On September 14, 2018, the doctoral program celebrated its 20th anniversary with the EdD Alumni Panel event. The panelists included Dr. Tanya Brown Merriman, Dr. Johnnie Thomas, Dr. Judy McCann Floeter, and Dr. Karl Brooks. Doctoral Program alumnus and Educational Leadership faculty Dr. Melissa Bradford moderated the panel. The event was followed by a reception.

On April 27, 2019, the Education Doctoral Student Association (EDSA) hosted their annual conference. The conference featured Dr. Lasana Kazembe as the keynote speaker. The conference featured presentations by DePaul Doctoral Faculty Drs. Hilary Conklin, Ronald Chennault, Andrea Kayne, Amira Proweller, and Leodis Scott.

The doctoral program offerings will grow in the 2019-2020 academic year. The university approved two new concentrations in the EdD Program in Educational Leadership: Global Catholic Educational Leadership and Higher Education. These two concentrations will begin in Fall 2019.



A PhD in Curriculum Studies was approved to begin in Fall 2019. The current EdD in Curriculum Studies will now require an action-research project and the PhD will require an original research dissertation. The university approved the new doctoral program Superintendent Endorsement proposal.

Goals 2019-2020:

- Submit a proposal for a PhD in Educational Leadership.
- Submit a proposal for an Education Specialist (EdS) degree in Educational Leadership.
- Submit a proposal for an International Baccalaureate strand.

College of Education Report Card

Centers and Initiatives

Academic Success Center

In the 2018- 2019 academic year, the Academic Success Center (ASC) continued to provide quality test preparation and tutoring to COE students. Director Nora Murphy continued to monitor and work with students on probation, conditionally admitted students, and students with dispositions. The ASC developed workshops to help Counseling students pass the School Counseling Licensure Exam and Licensed Professional Counsellor (LPC) Exam.

The ASC continued its Get Unstuck Program open to all DePaul students who struggled academically and were falling behind. Students were referred to the ASC by faculty, advisors, and the Academic Progress reporting system on Bluestar. 23 students took advantage of the Get Unstuck Program and met weekly throughout the quarter. The predominant interventions included assistance with executive functioning skills, reading skills, strategies to deal with anxiety including test anxiety, and emotional support. The ASC also worked with students in the COE individually to help them finish IN courses.

This year, Director Nora Murphy obtained her L.C.P.C (Licensed Clinical Professional Counselor) for the state of Illinois.

During the 2018-2019 academic year, the ASC took on the responsibility of distributing \$25 vouchers for ILTS exams. The ASC proposed and was approved for a grant for \$14,000 to develop a peer-mentoring program for transfer students.

Goals 2019-2020:

- Manage the Katie Brown Memorial Library.
- Distribute vouchers for ILTS tests.
- Be proactive in helping students prepare for and pass EdTPA.
- Hire 6 peer mentors and launch the Peer Mentor Initiative for transfer students.
- Use Bluestar to make appointments and allow for tutoring notes to be shared between tutor/director and faculty.

Office of Innovative Professional Learning (OIPL)

During 2018-2019, OIPL provided K-12 teachers and leaders both locally and globally with opportunities to grow professionally and personally. Once again, the programs of OIPL have leveraged the expertise of COE faculty and doctoral students to support innovative solutions for teachers and leaders.

This year, OIPL successfully facilitated several micro-credential programs. Through these programs, professionals demonstrate learning through the creation of an action project that provides evidence of learning according to rigorous standards. OIPL offered the following micro-credential programs: Faith Leadership Micro-credential, Innovative Teaching Micro-credential, Library of Congress Teaching with Primary Sources and Civics Micro-credential, International Baccalaureate Micro-credential, Lesson Study Micro-credential (Developed by Dr. Aki Takhashi), and Transformative Teaching Micro-credential.



OIPL was selected to support new principals within Catholic schools with the customized yearlong Faith Leadership micro-credential program. The Faith Leadership Micro-credential provided principals with a personalized process of deepening principles of faith, leadership, and the cultivation of academic communities of faith. Throughout the yearlong program, principals were empowered to lead using foundational principles of their faith within the context of research-driven best practices of educational leadership. OIPL also created the new Catholic Innovative Teaching Micro-credential, which integrated Catholic values into best practices of teaching. During 2018-2019, the teachers of Alphonsus Academy and Center for the Arts participated in earning the micro-credential. Each teacher engaged in learning designed to deepen their expertise as innovative teachers within the context of a Catholic school. Using the school's vision as the guidepost, teachers engaged in customized and individualized professional development with monthly coaching and mentoring from DePaul faculty. The culmination of the yearlong work was the demonstration of best teaching practices by each teacher who in turn earned a micro-credential.

OIPL has been awarded a subcontract grant by the Barat Education Foundation to develop a micro-credential as part of the Library of Congress Teaching with Primary Sources grant program. OIPL created and launched a pilot of the TPS Civic Educator Micro-credential Program. The goal of the TPS Civic Educator Micro-credential program is to establish an innovative, transformational, capacity-building professional learning experience for teachers across the nation that supports teachers in becoming civic-minded educators skilled in using inquiry to teach with primary sources from the Library of Congress and to share this skill with other teachers. This year, the micro-credential was launched with a pilot of 45 teachers from across the state.

Goals 2019-2020:

- Expand International Baccalaureate Educator Certificate program to include the Primary Years Program, the Leadership Practices, and Leadership Research Certificates.
- Expand micro-credentialing programs within new areas of need.
- Expand international programs with China, South Africa, and Guatemala as potential sites.

Institute for Daisaku Ikeda Studies in Education

In 2018-2019, the DePaul University Institute for Daisaku Ikeda Studies in Education saw continued international growth in its online credential and master's degree program in *Value-Creating Education for Global Citizenship*. It hosted the 1st International Conference on Ikeda/Soka Studies in Education, attended by a hundred scholars from ten countries. To date, the Institute has secured \$1 million in grants and gifts for initiatives, including adding a second doctoral assistant in the Institute and providing full- and partial-tuition scholarships for a dozen graduate and doctoral students pursuing Ikeda/Soka studies at DePaul. Institute-affiliated faculty and students published four refereed articles and a refereed chapter, book review, and scholarly translation in leading outlets. They also presented 25 refereed and invited papers at conferences in the U.S. and abroad, including keynotes by Institute director Prof. Jason Goulah in Canada and Germany.



Goals 2019-2020:

- Increase international enrollments in the Institute's micro- and macro-credential programs in Value-Creating Education for Global Citizenship.
- Continue producing translations of, and research on, the educational philosophies and practice of Daisaku Ikeda, Tsunesaburo Makiguchi, and Josei Toda.
- Host the second international conference on Ikeda/Soka studies in education.

Education and Counseling Center

This year the Education and Counseling Center continued to explore the Vincentian question “What must be done?” which resulted in new community partnerships and expanded opportunities for faculty and students to engage with the Chicago community, especially the at-risk youth population. The ECC also established itself as a primary counseling and tutoring referral source for Chicago Catholic Schools and CPS.

Partnerships Expanded:

- Moos Elementary School
- Chicago Youth Program
- Penedo Organization

New Partnerships:

- Sertoma Centre Inc.
- Chicago Survivors
- Office of Multicultural Student Success

Accomplishments of the ECC during the 2018-2019 year include:

- Moos Elementary School ECC Extension - Moos students receive weekly counseling
- Chicago Youth Program 2018 Summer Camp
- Penedo Organization 2018 Summer Camp
- Harry Potter/Witches and Wizards 2018 Summer Camp
- Penedo Organization 18-19 After-School Program
- Chicago Youth Program 18-19 After-School Program
- Strengths Builder Program for Chicago Youth - two sections
- Learning to Breathe Program for Chicago Youth - two sections
- Literacy and Reading Remediation Program - quarterly
- Counseling Services for Children and Adults - ongoing
- One-on-One tutoring for Chicago Youth - ongoing
- Professional Development for COE Students and Counseling Site-Supervisors
- Parent Workshop Series for Community Families
- Expanded collaborations with Catholic Schools and CPS
- Sertoma Centre Inc. - New partnership with programming starting in fall 2019
- Chicago Survivors - New partnership with programming starting in fall 2019
- DePaul Office of Multicultural Student Success - New partnership providing support for first generation and undocumented students starting Fall 2019



Approximately 200 Chicago youth participate in ECC activities each quarter. All programming in the ECC is accomplished through building relationships with Chicago schools and community agencies, and through collaborations with COE faculty and students. Students facilitate programming as part of coursework, special projects, internships, and service-learning via volunteering.

2019-2020 Goal:

- Continue to seek out and build relationships within the Chicago community in order to develop meaningful real-world learning opportunities for COE students.

Stockyard Institute

Exhibitions

- 2019: *Jim Duignan, Claire Pentecost, & Melissa Potter: Love All Potatoes, The Franklin*, East Garfield Park, Chicago June 14 – September 1.
- 2018: *Wrong Man Beating Up the Wrong Guy: 68+50, Co Prosperity Sphere*, Chicago, August 31

Publications

- Andel, Jaroslav (2019) *Back to the Sandbox, Art and Radical Pedagogy*, W. Washington Press.
- Hieggelke, Brian (2019) *New City, '33 Visions for the Next City'*, <https://newcity.com/author/brianhey/>
- Duignan, J. (2018) *Lumpen Magazine, 1968*, Public Media Institute, Chicago
- Baggesen, L. & Brackman, Y. (2018) *Poor and Needy catalogue*, (Artist Jim Duignan) PF Press, WI / Krabbesholm, DK

Press

- Hieggelke, Brian (2019) [New City '33 Visions for the Next City'](#)
- Sheehy, C. J. (Ed.) (2018) *Pollinators at the Plains*, Christine Baeumler's Defiant Garden for Plains Art Museum, Plains Art Museum, Fargo, ND.
- [Explore the Legacy of the 1968 Democratic Convention](#), Illinois Humanities Council
- [68 + 50](#)
- [New Art Examiner](#), Infinite Games 50/50
- [The Shepard Express](#) (2018)
- [Woodland Pattern Book Center](#) (2018)
- [The Visualist](#) (2018)

Goals 2019-2020:

- Organize a major international exhibition and catalogue with DePaul Art Museum 2021.
- Design, produce, and install a sculptural installation with St. Alphonsus Center for the Arts.
- Cultivate new and support existing relationships with international organizations, residencies, and arts and pedagogical alliances around the world.
- Provide arts careers educational support to teachers and students.
- Produce *Trans Action #3* focused on the documentation that arose from "Arts for a More Democratic Society" panel at the DePaul Art Museum.
- Strengthen our ongoing and meaningful partnerships with area schools and art centers.
- Continue to present historical research documentation and arts-based research in public settings with galleries, museums, journals, and alternative spaces.

DePaul University and Facing History and Ourselves Collaboration

The 2018-2019 academic year marked the tenth year of the Facing History and Ourselves Collaboration and continued to implement themes of social justice and the creation of equitable classrooms by supporting pre-service teachers, practicing teachers, and university faculty. The Collaboration delivered 24 course presentations, hosted by a range of faculty in the areas of teacher education, social and cultural foundations, educational leadership and special education. Since its inception in 2012 to the present time, the Collaboration has served 5,310 participants in various events and programs.

The Collaboration hosted several annual events, including the evening seminar, “Beyond Stonewall: Creating a Safe Environment for LGBTQ Students”; and the Summer Institute, “Student Activism: Freedom Rides and Other Protests”, which featured a discussion with noted historian Professor Raymond Arsenault who spoke on the Freedom Riders and their quest to create a more socially just United States.

This year’s Symposium event, with representatives from nine universities, continued the theme, “How Can 21st Century Colleges of Education Prepare Educators to Build an Informed Citizenry,” and was attended by representatives from all three Vincentian universities, DePaul, St. John’s University, and Niagara University.

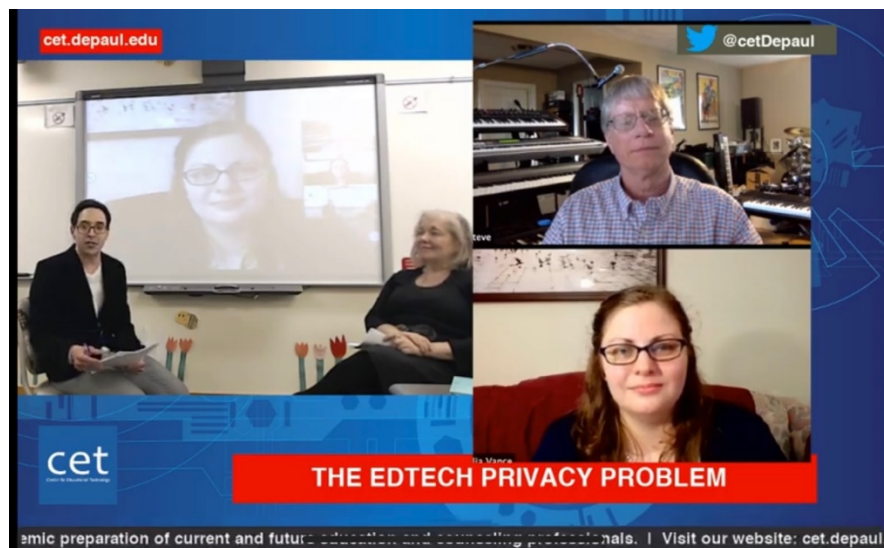
Goals 2019-2020:

- Provide professional development in key courses (aligning content with DePaul’s and FHAO mission).
- Develop and deliver relevant evening seminars in connection with COE departments.
- Expand Senior Fellow Network and role to include mentoring and coaching teachers in Collaboration initiatives.
- Build upon the university network to develop a shared symposium.



Center for Educational Technology

- Continued quarterly edTPA workshops, open-hours for assistance, and classroom visits.
- All programming now includes a web-stream that allows individuals to participate remotely via video and chat features.
- Live-streams reach participants not able to physically attend on campus and provide opportunities to involve a more diverse selection of panelists (virtually and nationwide). Moreover, the recordings of these events can now be viewed asynchronously, broadening their reach and growing viewership.
- There have been over 350 item checkouts since the beginning of Autumn 2019, a steady increase from AY17-18.
- Lab attendance has increased through a broadening of programming and marketing.
- Because faculty expressed a desire to refresh skills and learn more advanced methods of course design, the CET launched a series of Lunch & Learn brown-bag workshops that have been met with enthusiasm.
- Continue to create and update instructional and educational technology guides and resources.
- Hosted panel discussions on AI & Special Education and Student Privacy Issues.
- Hosted a film screening for “Paywall: The Business of Scholarship”.



Goals 2019-2020:

- Increase faculty professional development workshops (including Lunch & Learns).
- Increase cross-institutional collaborations.

College of Education Report Card

Office of Advising



The College of Education Advising Office has had a year of transitions and opportunities. Changes in advising assignments, including the addition of all Counseling students, and responsibilities provided several challenges but always with a focus to serve student needs first. Additionally, changes in licensure requirements and grade ranges implemented by the Illinois State Board of Education (ISBE) also presented challenges to assure that students receive proper information about the change. The Licensure Officers worked collaboratively with ISBE to interpret

requirements for COE candidates and attended webinars and conference meetings. Advisors also collaborated with faculty to update information and assist in program design, curriculum planning, and course catalog updates including development of new/revised programs in Pre-Physical Therapy, Bilingual Bicultural Education, Educational Leadership, Doctoral Programs (PhD addition and new concentrations), and the revisions to principal preparation internship processes. The advising staff attended meetings with community college representatives to foster better collaboration and information sharing and improved transfer guides for prospective students. Advisors participated in orientations for the Fraternal Order of Police (FOP) cohort off campus and the AUSL student orientation. In technology initiatives, the Advising Office continue to use the check-in kiosk for appointment tracking and advisor notification and the implementation has vastly improved efficiency, record keeping, and notifications.

Advising staff are involved in the DePaul community. Among them, you'll find ASK Mentors, the Vice President of Staff Council, the Diversity Chair for Staff Council, members of DePaul Women's Network, Golden Apple Liaison, several True Blue members, President's Diversity Council, DePaul Parent Connection president, member of Quarter to Semester Task Force, and members of various DAAN (DePaul Academic Advising Network) committees. This year, the Director of Advising almost singlehandedly coordinated the third Take Your Child to Work Day for faculty and staff which was attended by over 100 individuals and was extremely well-received by the community.

Goals 2019-2020:

- Develop personal connections to students through outreach.
- Develop collaborative partnerships with the university community.
- Engage in professional development.

College of Education Report Card

College of Education Advancement

Fundraising: During fiscal year 2018-2019, the College of Education received \$1,079,595 in external funds to support faculty efforts and programs across the College, as well as student scholarships. Over 350 donations from alumni, faculty, staff, students, organizations and foundations, and friends of the College contributed to this outstanding year of fundraising. Over \$247,709 was raised for scholarship support for the COE's talented and deserving students. The remainder was given in support of programs such as the DePaul University and Facing History and Ourselves Collaboration, inSTEM Camp for Girls, and Katie Brown Memorial Library. Notable donations include: \$150,000 to endow the Value-Creating Education Scholarship; \$50,000 from the Brown Family to endow the Brown Family Endowed Scholarship for Counseling; \$20,000 toward the Dr. Andrew T. and Alice O. Kopan College of Education Social Sciences and Leader fund; and over \$75,840 in support of the inSTEM Camp for Girls.

Foundation and Federal/State Grants: The Associate Dean for Development worked with faculty and staff to apply for grants to fund the many exciting projects in the College of Education. This past year, over \$65,800 was awarded to the College of Education's programs.

Identification, Cultivation, Stewardship, and Solicitation Activities: Meetings, meals, and visits were held with prospects for the purposes of identification, cultivation, stewardship, or solicitation. These activities included an alumni reception event, two suburban alumni luncheons, and stewardship trips to California, Nebraska, Florida, and Colorado.

College of Education Scholarships:

The COE offered 17 expendable and endowed scholarships. During the 2018-19 academic year, 128 COE students were awarded expendable and endowed scholarships. The total amount awarded to COE students was \$234,498.

Goals 2019-2020:

- Identify 10 new major gift prospects.
- Develop an efficient system for gift acknowledgement.

College of Education Report Card

DePaul Career Center

This year marked a transition for the Career Center as it launched a new advising model of Career Communities. This new model has allowed students more flexibility in the advisors they see, has helped to normalize career exploration, and provides students access to a community of career professionals, alumni, and employers with industry-specific expertise.

The Career Center supported students in the Education, Nonprofit, & Government (ENPG) Career Community through individual advising, classroom presentations, and events. Those services that directly relate to the College of Education are listed below in further detail.

- **Be the Change: Careers in Social Impact** - Students attended a panel discussion with career professionals whose work focused on social impact; afterward they were able to engage in networking conversations with the panelists and additional alumni working in similar capacities.
- **CPS Interview Event** - Students met with representatives from the Chicago Public Schools' Talent Acquisition Office to participate in initial interviews and receive written and verbal feedback to aide them in securing a full time position within the district.
- **Education Consortium Job Fair** - DePaul, Loyola, and UIC students attended the Education Consortium Fair on March 1st at UIC to meet with representatives from school districts and educational organizations to learn about opportunities in Chicagoland, across the country, and even internationally.
- **Service Opportunities Fair** - Students met with representatives from organizations across the Chicagoland area to learn about volunteer and service opportunities to further explore their interests and gain related experience.
- **Presentations** - The Career Center offered classroom presentations related to resume & cover letter writing, job searching, and interviewing to all students graduating from the Teacher Education and Counseling departments. In addition, a resume presentation was provided in each Student Teacher Mandatory Meeting as well as presentations focused on available services, which were promoted in various COE courses.
- **ENPG Newsletter** - Students had the option to opt in to the Education, Nonprofit, & Government Career Community via Handshake in order to receive a bi-weekly newsletter containing relevant information pertaining to events, jobs, internships, and professional development.
- **Advising Appointments** - The Career Center completed a total of 506 appointments with students from the Education, Nonprofit, and Government Career Community for the 2018-2019 academic year.

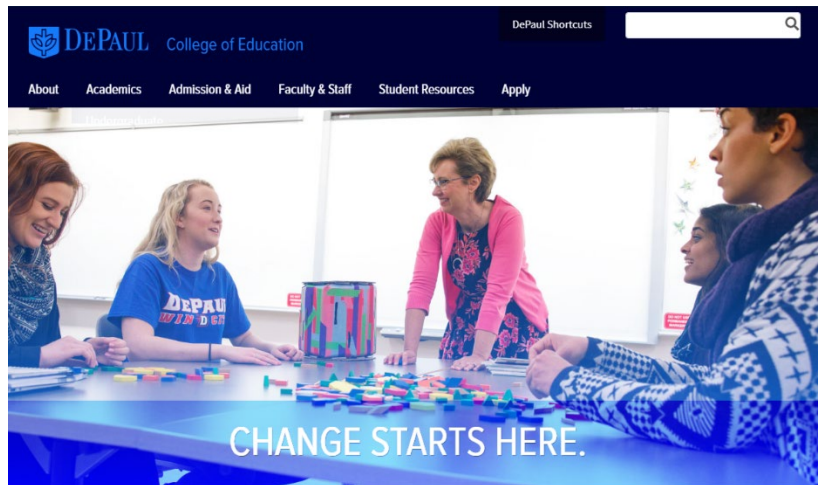
Goals 2019-2020:

- Build a Faculty Ambassador Network and expand programming with Chicago Public Schools.

College of Education Report Card

College of Education Website

Following the design and content refresh completed Summer 2018, the College of Education website experienced an eight second increase in the average time visitors spent on pages overall and a thirteen second increase in the average time visitors spent on academic content pages (degree description pages, requirement pages, etc.). In addition to showing better content engagement, organic site visits increased over 6,400 users in just the first six months (07/2018 through 12/2018). Finally, the majority of programs moved up in keyword search engine ranking. For example, the COE doctoral program moved from a ranking of >100 to 4th when searching the keywords “Doctor of Education” and the graduate Bilingual Education program went from 16th to 1st when searching the keywords “MA Bilingual Education”.



In May 2019, working with Information Services, the College of Education website was the first college site within the university to upgrade to SharePoint 2010. Being that the upgrade had only been completed on university core sites before this one, extensive testing was completed prior to the rollout of the new system to confirm a seamless transition. At the same time, all required content shared from the University Catalog was updated to link to the new CourseLeaf catalog system.

Finally, the College of Education Facebook page continues to build its follower count. Total followers increased 27% from this time last year. The page was integral to the Blue Demon Challenge with the COE social media campaign experiencing nearly record reach and engagement. Other posts with notable reach and engagement were a March article congratulating Education Leadership EdD student, Corey Winchester, on being presented with the Gold Apple Award for Excellence in Teaching and a February article announcing that alumnus Brian Coleman was to be presented with an Upstander Award by the Human Rights Campaign Foundation (HRC).

Goals 2019-2020:

- Include more alumni news on our social media in the next year.

College of Education Report Card

Office of Student Teaching & Field Experiences

The Office of Student Teaching and Field Experiences underwent a number of staffing changes this year. Despite often being understaffed, Director Kate Liston and her team accomplished remarkable service to students. These services include daily communication, communication via phone, visits, and e-mails with principals, assistant principals, school district offices, cooperating teachers, university supervisors, students, and parents of students. In addition, 9 mandatory meetings for student planning to student teach Fall 2019 were conducted, as well as 11 mandatory meetings for students planning to student teach Winter 2020. Further, 3 orientation meetings for Student Teaching Orientation & Capstone/Seminar Meeting were held.

Field Experiences placed students in courses for 5, 10, 15, 17, 20, 25, 30, and 35-hours, as well as internships and Level I and Level II Field Experiences. Students were placed for Field Experiences in 48 school sites. Field Experiences were secured for 30 courses.

Student Teaching secured placements in 37 schools in Fall 2018; 44 schools for Winter 2019; and 96 schools in Spring 2019. Cities where students were placed during the 2018-19 academic year include:

- Addison
- Algonquin
- Barrington
- Bensenville
- Berwyn
- Buffalo Grove
- Burbank
- Chicago
- Cicero
- Crystal Lake
- Darien
- Downers Grove
- Elk Grove Village
- Evanston
- Glenview
- Kenilworth
- La Grange
- Lake Forest
- Libertyville
- Lincolnwood
- Lombard
- Midlothian
- Minooka
- Morton Grove
- Mount Prospect
- Mundelein
- Naperville
- Northbrook
- Oak Lawn
- Oak Park
- Orland Park
- Out of State
- Palatine
- Prospect Heights
- Rolling Meadows
- Schaumburg
- Roselle
- Skokie
- South Holland
- Tinley Park
- Wilmette
- Winnetka

Goals 2019-2020:

- Improve the distribution of field experience hours.
- Analyze and improve rubric growth with edTPA.
- Collaborate with the School of Music on student teaching tracking.

College of Education Report Card

Grants

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

- Leodis Scott received a URC Summer 2019 Research Grant (\$3.5k).
- Joseph Gardner, Thomas Noel, Rebecca Michel, and Shanita Bigelow received a QIC Departmental Initiatives grant for work on Lift As You Climb (\$7,000). The group also received a PSC Applied Academic Expertise grant (\$3,500).
- Sung Park-Johnson received a URC Summer Research Grant for a project entitled Bilingual Language Development in a Spanish Immersion Preschool.
- Rachel Harper received the 2019 Vincentian Endowment Fund Grant.
- Stephen Haymes was awarded a University Global Learning Experience (GLE) Grant.
- Rebecca Michel received the DePaul University Research Council (URC) Summer Research Grant for “Investigating the career and social justice development of counseling students.” She also received the DePaul Academic Incentives Pool grant for “Exploring the personal and professional impact of career training and counseling” (\$4,000).
- Jennifer Cannon’s 2019 QIC grant proposal was selected for funding: DePaul University Couple & Family Counseling Program: Strengthening Our Counseling Program and Community.

College of Education Report Card

Staff Achievements

College of Education 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, student success and/or the student experience, operational efficiency, and/or provide exceptional customer service. Recipients include:

- **Cassidy Bradford**, EdD Program Assistant
- **John Gieger**, Instructional Technology Manager, FITS
- **Meredith Gioia**, Web Developer and Designer
- **Dalila Gonzalez**, Student Records Specialist
- **Jordan Humphrey**, Assistant Dean for Assessment
- **Kate Liston**, Director of Field Experiences and Student Teaching
- **Sarah Magnuson**, Fundraising and Scholarship Administrator
- **Stephanie Parrillo McCullough**, Budget Manager
- **Nora Murphy**, Director of the Academic Success Center
- **Nicole Nudo**, Department Assistant
- **Antonio Porter**, Program Coordinator
- **Marc Schell**, Department Assistant
- **Sandra Tanksley**, Department Assistant, Advising

College of Education Report Card

Student and Alumni Accomplishments and Honors

Accomplishments

- Doctoral student Rita Obelleiro presented “K-12 Students Can Become Artists With Political Agency” at the National Art Education Association Annual Meeting.
- Doctoral students Michio Okamura and Nozomi Inukai successfully completed the first year of the prestigious Education Fellows Program at the Ikeda Center for Peace, Learning, and Dialogue.
- Doctoral student Zoab Mirza presented, “Millennial Learners: How do they want to learn?” at the 2019 Interaction Conference in the Future of Education.
- Doctoral student Nozomi Inukai presented, “Rethinking Teacher Education: Defining a ‘Good Teacher’ Through the Soka Framework” at American Educational Studies Association Conference.
- Doctoral student Nozomi Inukai presented, “Understanding a ‘Good Teacher’ from a Soka Perspective” at the American Educational Research Association Annual Meeting.
- Doctoral student Yacoub Aljaffery presented, “Building a Bridge between Refugee Parents and ESL Teachers” at the Illinois Teachers of English to Speakers of other Languages Conference.
- Doctoral student Sarah Bright presented, “Weaving Digital Citizenship into Early Childhood Instruction” at the International Society for Technology in Education Conference.
- Doctoral student Ritsuko Rita presented, “Reconsidering Foreign Language Education: From the Lens of the Theory of Value” at the International Society for Language Studies Conference
- Doctoral student Loyola Pasiewicz presented, “After-school spaces for GIRLS and STEM” at the International Girls Studies Association conference.
- Doctoral student Sarah Wells Kaufman presented, “Teaching as Becoming: A Self-Study Exploring Possibilities of Feminist Pedagogy in Higher Education” at the American Educational Research Association Annual Meeting.
- Doctoral student Jessica Westbook presented, “Interest and Self-Efficacy Outcomes Following an Experimental Cross-Disciplinary Approach to Secure Design (Cybersecurity and Design)” at the American Educational Research Association Annual Meeting.
- Doctoral student Ariel Sylvester presented, “Leveraging Systems to Promote Student Parent Success: New Research on Strategies for Expanding Students’ Access to Child Care” at the Student Parent Symposium.
- Doctoral Student Rafik (Rafi) Antar published, “Exploring the Use of Electronic Media in Young Children’s Lives and its Effects on Brain Development” in the Journal of Early Childhood Education Review (Volume 8, issue 9, 2019).
- Doctoral student Corey Winchester received the 2019 Golden Apple Award.
- Brian Coleman was awarded the American School Counseling Association (ASCA) 2019 National School Counselor of the Year.

Honors

The 2018-2019 Honors Convocation event celebrated the academic achievements of students who earned 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 2018-2019 Honors Convocation:

Doctoral Students:

Deidre Rochelle Berry
Amy Marie Christie
Brandon Lamar Gilbert
Brian R. Gilbert
Jacob Gross
Angela M. Kraemer-Holland
Emily Susan Kraus
Christina R. Matuschka
Megan S. Murphy
Sophia Neely
Loyola Marie Pasiewicz
Rhonda Stern
Dorothy Washington

Graduate Students:

Nora Bingham
Christopher Bishop
Caroline Blazkow
Sara Bradley
Katya Budzinski
Kaitlyn Byrne
Gabrielle Carsello
Ashley Casper
Vanessa Chapman
Ashley Conrad
Olivia Crosby
Nicole Dicks
Jennifer Doherty
Sarah El Neweihi
Katherine Flynn
Erin Folino
Jeremiah Howe
Justine Hunter
Sarah Kaufman
Megan Kehoe
Alexandria Lee
Shannon Leftwich
Kassandra Lozoya

Heather Lux
Stephanie Mackey
Kelsey Marquez
Kiara Merritt
Sophia Meyer
Sean Miller
Christina Moore
Melissa Muth Martinez
Tyler Noe
Karla Noriega
Antoinette Ostman
Elizabeth Pikes
Denise Prociuk
Lauren Rich
Kelsey Rottmuller
Jaime Saavedra
Emily Senchuk
Paul Sheldon
Samara Silverman
Samantha Sklare
Molly Smith
Amanda Sorice
Caryn Stern
Lore Tenezaca
Jason Thevis
Bianca Tomassetti
Juan Uribe
Rachel Vaughan
Zachary Wainer
Kevin Ward
Jenna Weiner
Amanda Wlezien
Mara Yurasek

Undergraduate Students:

Nicole Barfknecht
Isabella Boesso
Molly Briesath
Steven Byers

Sarah Callahan
Emma Carrico
Jennifer Crowley
Adrianna Daskalopoulos
Robert Davis
Emma Dirr
Paulin Draganova
Alexandra Fakhouri
Valerie Figueroa
Alessandra Finnegan-Weston
Cristina Flores
Daniel Fordney
Alec Garza
Avery Gase
Julia Gilson
Alexandra Gorodiski
Della Hall
Nida Hasan
Jessica Hoker
Anna Jakubek
Jessica Johnson
Megan Jones
Janessa Juntilla
Abigail Kayman
Shamamah Khan
Corina King
Brianna Kosuth
Anna Kozak
Elizabeth Lefkow
Sandra Long
Shardei Lozada
Teyoh Mansaray
Melanie Marin
Bela McBride
Elizabeth Meraz
Sabrina Olsen
Kathleen Peterson
Andrea Reyes
Javier Reyes

Carly Rothman
Heidi Russell
Jacqueline Sanchez
Samuel Schroeder
Kristen Smaga

Peter Smith
Megan Steil
Emily Stolz
Milanka Vasilic
Kelsey Wade

Stephanie Wilczynski
Sophia Wilson
Julianna Zukowski

Special Awards

Jerry and Katherine Christensen Scholarship Award: Philip Siegel

Juan J. Mir Scholarship Award: Jazmin Brito

Dr. Andrew T. Kopan Senior Leadership Award: Caryn Stern

The Counseling Student Endowed Award in Honor of Rev. Patrick J. McDevitt, C.M.: Pamela Nehrke

Donald A. and Margaret Millette Scholarship Award: Peter Smith

Barbara A. Sizemore Multicultural Award: Shardei Lozada

College of Education Report Card

Faculty Publications

Department of Teacher Education



Mojdeh Bayat, Pd.D.
Professor

Bayat, M. (2019). *Positive Interactions with At-Risk Children: Enhancing your students' wellbeing, resilience and success* (1st edition). New York: Routledge.



Hilary Conklin, Ph.D.
Associate Professor

Conklin, H. (2018). Caring and critical thinking in the teaching of young adolescents. *Theory into Practice*, 57(4), 289-297.

Andolina, M. & Conklin, H. (2018). Speaking with confidence and listening with empathy: The impact of *Project Soapbox* on high school students. *Theory and Research in Social Education*.



Marie Donovan, Ed.D.
Associate Professor

Donovan, M.A., Yockey, M. (2018). Check This Out: Are you game? Gamification of the library. *Illinois Reading Council Journal*, 46(3), 57-62.

Donovan, M.A., Yockey, M. (2018). Check This Out: Shifting roles and responsibilities in 21st-century schools. *Illinois Reading Council Journal*, 46(2), 64-70.



James Duignan, MFA
Associate Professor

Duignan, J. (2019). A Plea for Playgrounds. In J. Anděl & B. Vémola (Eds.), *Back to the Sandbox: Art and Radical Pedagogy*. Bellingham, WA: Western Gallery, Western Washington University.

Duignan, J. (2018). 1968. *Lumpen Magazine*.

Duignan, J. (2018). Poor and Needy. In Baggesen, L. & Brackman, Y. (Eds.), *Art Migration and Debt*. Milwaukee: Poor Farm Press.



Ani Frank, Ed.D.

Associate Professor

Russell, J., Hodge, S., Frank, A., & Vaughn, M. (2019). Academic administrators' beliefs about diversity. *Quest*, 71(1), 66-89.



Horace Hall, Ph.D.

Associate Professor

Hall, H. R. (May, 2019). What do Black adolescents need from their schools?: Knowing students' obstacles for building on their academic. *Educational Leadership*, 76(8), 52-57.

Hall, H R. (May 2019). What Do Black Adolescents Need from Schools? Knowing students' obstacles for building on their academic success. Association for Supervision and Curriculum Development (ASCD), 76(8), 52-57.

Rachel Harper, Ph.D.

Professional Lecturer

Harper, R. L. S. & Pilato, N. (In press). Reflective Image: Honoring the Children. *Visual Arts Research*, 45(1).

Stephen Haymes, Ph.D.

Associate Professor

Haymes, S. (2019). Constructing peace in the territories of Colombian ecological ethnicities, *Social Alternatives*, 37, 1.



Karen Monkman, Ph.D.

Professor

Monkman, Karen. 2018. Educating Girls: Complexities of Informing Meaningful Social Change. *Studies in Social Justice*, vol. 12, no. 2 (Dec.), pp. 195-214.



Roxanne Owens, Ph.D.
Chair and Associate Professor

Rieckhoff, B. S. Owens, R. F. & Kraber, B. (2018). Teaching in the 21st Century: Perspectives from a Catholic University Partnership, *Journal of Catholic Education*, 21(2).

<http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=2036&context=ce>

Catlett, B.S., Proweller, A., Crabtree-Nelson, S. (2019). Power and negotiation in a university/community partnership serving Jewish Teen girls. *Journal of Community Engagement and Scholarship*, 11, 2, pp. 19 – 30.

Christopher Worthman, Ph.D.
Professor

Worthman, C. (2018). What Must Be Done?": Vincentian Teacher Preparation in the 21st Century. *Vincentian Heritage Journal*, 34(2), 4. <https://via.library.depaul.edu/vhj/vol34/iss2/4>

Worthman, C. (2018). "Fostering empathetic listening: Integrative storytelling in the writing classroom." *Ubiquity: The Journal of Literature, Literacy, and the Arts*, 5(1), 43-64.

Department of Leadership, Language, and Curriculum



Gonzalo Obelleiro, Ph.D.
Instructional Assistant Professor

Obelleiro, G. (2018). Vulnerability and solidarity in Dialogue. In Stearns, Peter N, editor. *Peacebuilding through Dialogue : Education, Human Transformation, and Conflict Resolution*. (pp. 135-150). George Mason University Press.



Barbara Rieckhoff, Ph.D.
Associate Dean and Associate Professor

Rieckhoff, B. S. Owens, R. F. & Kraber, B. (2018). Teaching in the 21st Century: Perspectives from a Catholic University Partnership, *Journal of Catholic Education*, 21(2).

<http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=2036&context=ce>

Sonia Soltero, Ph.D.
Chair and Professor

Soltero, S. (2018). Dual language higher education: Post-secondary discipline-based bilingual immersion. In H. Knoerr, A. Weinberg & C. Buchanan (Eds.) *Current issues in University-level immersion*. (pp. 29-54). University of Ottawa Press.

Department of Counseling and Special Education



Anne Butler, Ph.D.

Instructional Assistant Professor

Dymond, S. K., Butler, A. M., Hopkins, S., & Patton, K. M. (2018). Curriculum and Context: Trends in Interventions with Transition-Age Students with Severe Disabilities. *Journal of Special Education, 53*(3), 152-162.

Butler, A. M., & Ostrosky, M. M. (2018). Reducing Challenging Behavior During Transitions: Strategies for Early Childhood Educators to Share with Parents. *Young Children, 74*(4), 12-18.



Rebecca Michel, Ph.D.

Assistant Professor

Runyan, H. I., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies for school counselors: A Delphi study. *Professional School Counseling Journal*.

Randick, N. M., Dermer, S., & Michel, R. E. (2019). Exploring the job duties that impact school counselor wellness: The role of RAMP, supervision, and support. *Professional School Counseling Journal, 22*, 1-11.

Michel, R. E., Lorelle, S., & Atkins, K. M. (2018). LEAD with data: A model for school counselors in training. *Professional School Counseling Journal, 21*(1b), 1-11.



Miranda Parries, Ph.D.

Assistant Professor

Published an article in the *Journal of Counseling in Illinois's* Winter 2019 issue titled, "Experiential Learning during Study Abroad: A Phenomenological Case Study."

College of Education Report Card

Gratitude for Service

The College of Education is grateful to the faculty who celebrated their retirement this Spring.



Enora Brown, Ph.D.
Professor Emerita



Nell Cobb, Ed.D.
Professor Emerita



Jeffrey Kuzmic, Ph.D.
Professor Emeritus



Karen Monkman, Ph.D.
Professor Emerita