



DePaul University/Jeff Carrion



College of Education Report Card

2015-2016

Table of Contents

A Letter from Dean Paul Zionts	3
Contributors	4
Special thanks to:.....	4
College of Education Leadership.....	5
College Administration.....	5
Academic Departments – Administration	5
Dean’s Advisory Council	6
Enrollment.....	7
New Program Enrollment	8
Retention and Graduation Rates by Entry College.....	8
Chicago and International Connections	9
Chicago Connections	9
International Connections	11
Department Accomplishments	12
Department of Teacher Education	12
Department of Educational Policy Studies and Research	13
Department of Leadership, Language and Curriculum.....	14
Department of Counseling and Special Education.....	15
Doctoral Program	16
Centers and Initiatives.....	17
Academic Success Center	17
Office of Innovative Professional Learning (OIPL)	18
Institute for Daisaku Ikeda Studies in Education	19
Education and Counseling Center.....	20
Stockyard Institute.....	21
DePaul University and Facing History and Ourselves Collaboration.....	22
Center for Educational Technology.....	23
Teaching with Primary Sources.....	24
Office of Advising.....	25
College of Education Advancement	26
DePaul Career Center.....	27

College of Education Website	28
Academy for Urban School Leadership	29
Office of Student Teaching & Field Experience	30
Teaching Technology Innovations.....	31
Faculty Awards and Grants	32
Staff Achievements.....	33
Student Accomplishments and Honors	34
Accomplishments	34
Publications and Presentations	34
Activities	35
Awards and Recognition.....	35
Honors.....	36
Special Awards.....	37
Faculty Publications	38
Department of Teacher Education	38
Department of Educational Policy Studies and Research.....	42
Department of Leadership, Language and Curriculum.....	44
Department of Counseling and Special Education.....	45
Gratitude for Service	48

College of Education Report Card

A Letter from Dean Paul Zionts

As we reflect on the conclusion of another academic year, I am overwhelmed by the dedication of our faculty, staff, and most importantly, our students. The collaboration of our DePaul family was made apparent this past year in the efforts of people across the university to fight to restore Monetary Award Program (MAP) grant funding. Because of Illinois' budget impasse, many students' grants remained unfunded, forcing some students to question whether they would be able to continue enrollment at colleges across Illinois, including DePaul. While the State has agreed to fund partially the awards owed to its students in need, DePaul has recognized how critical these funds are to our most vulnerable students. At DePaul, one in three undergraduates receives MAP funding. Further, of these, 41% are seniors. Among College of Education students, 40% receive MAP funding, which is among the highest percentages in the university. To address this crucial need, the university has committed to cover financial aid this Fall for students without funding.

We at the university acknowledge the incredible demands that are placed on our students, and we are working together to develop creative and effective resources to support our student body. In the College of Education, we have developed a mutually-beneficial partnership with Moos Elementary which has allowed 120 of our students to perform student teaching and field experiences in the past year. Through this collaboration, our undergraduate teaching students receive focused attention from teachers, and have the opportunity to undergo individualized training and collaborative work with teachers to better understand classroom intervention. In addition, our Education and Counseling Center enriches our Counseling and Special Education students through clinical experiences on-site. Here, our students utilize our technologically-equipped Center, complete with live observation for our faculty to assist with the training and supervision of our pre-service counselors, special educators, and teachers. Lastly, through the Career Center, the College of Education continues to assist our students and alumni through graduation and beyond by providing critical career guidance, résumé and interview assistance, and job search support. Our COE Career Center liaison Jen Fleming has developed an interactive programming strategy that introduces students to professional environments, mentoring opportunities, interviewing scenarios, and career path development to ensure that COE students are exceptional candidates for the ever-changing field of education.

I look forward to the upcoming academic year of innovation and collaboration with our esteemed and dedicated College family.



Paul Zionts, Ph.D.
Dean

College of Education Report Card

Contributors

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College of Education Report Card

College of Education Leadership

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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 2015-2016 College of Education Dean's Advisory Council Members!

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College of Education Report Card

Enrollment

The 2015-2016 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 2015

The College of Education enrolled 1554 students—605 undergraduates and 946 graduates—during Autumn Quarter 2015. New graduate (master’s plus doctorate) enrollment increased by 29 students, a 3.2% increase and the budgeted target for Fall Quarter was surpassed by 36 students.

Winter Quarter 2016

The College of Education enrolled a total of 1505 students— 574 Undergraduates and 931 Graduates.

Spring Quarter 2016

The College of Education enrolled a total of 1427 students—532 undergraduates and 895 graduates enrolled.

Top Ten Graduate Majors at DePaul	
	# Students Enrolled in Fall
MBA (all concentrations)	145
Accountancy (all concentrations)	96
Computer Science	90
Nursing-Generalist	86
Public Service (all concentrations)	81
Teaching & Learning (all concentrations)	78
Human Computer Interaction	67
Counseling (all concentrations)	51
Finance	48
Information Systems	46

Two of the most popular majors for incoming graduate students for Fall 2015 were offered in the College of Education: Teaching & Learning (# 6) and Counseling (#8).

New Program Enrollment

A selection of enrollment figures for new COE programs from Fall 2013 – Fall 2015 can be found in the charts below. New programs show stability and growth.

Enrollment in New Undergraduate Program Offerings New Program, Fall 2013-2015

	Enrollments		
	2013	2014	2015
Environmental Science (2015)			1
Middle School Math and Language Arts (2015)			1
Pre-Middle School Math and Science (2015)			1
Pre-Sec-Ed Pre-Sec-Ed w/DbI Major (2015)			2
Sec-Ed w/ DbI. Major (2015)			1
Special Education (2014)		14	28
Exercise Science (2013)	3	26	41
Pre-Sec Ed - Japanese	1	1	2
Early Childhood Education (Joint SNL/Education) (2010)	2	2	4

Enrollment in New Graduate Program Offerings New Program, Fall 2013-2015

	Enrollments		
	2013	2014	2015
Doctorate in Early Childhood Education (2013)	2	7	7
Special Education (2015)			13
Sports Fitness Leadership (2015)			8

Retention and Graduation Rates by Entry College

The first year retention for freshmen entering the **College of Education** continues to be amongst the highest of the colleges at 87.6%. During 2014, the College of Education ranked number two across the university in retention rates.

First-Year Retention Rates of Freshmen										
2005 - 2014 Cohorts										
	Percent Retained after One Year									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
College										
Business	84.2	87.9	86.7	87.6	90.7	88.3	87.4	87.4	87.0	85.0
Communication	84.6	83.8	87.8	85.7	85.1	87.4	85.7	82.5	89.3	83.4
Computing and Digital Media	89.2	86.3	83.4	89.9	88.7	90.9	87.9	89.3	89.5	85.8
Education	82	87.3	87.2	91.8	89	87.8	81.1	87.2	88.5	87.6
Liberal Arts & Social Sciences	80	80.6	83.1	81.6	85	83.5	82.8	84.9	87.1	82.7
Music	91.9	88.5	93.8	94.4	90.2	91.1	93.8	85.7	93.4	93.8
Science & Health							82.7	79.5	83.6	79.6
Theatre	77.9	71.1	80.9	80.5	80.2	85.9	90.1	95.8	89.2	86.8

College of Education Report Card

Chicago and International Connections

Chicago Connections



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 College of Education continued its partnership with the **Academy of Urban School Leadership (AUSL)** with cohorts in Secondary Education, the new pre-service master’s program in Special Education (Summer 2016), and a new cohort in Early Childhood Education for Summer 2016.

The College continued its partnership with **Chicago Public Schools’ Chicago Leadership Collaborative** with the 2015 Educational Leadership Cohort that includes students from a variety of school settings who are pursuing Principal Licensure of a Teacher Leader Endorsement.

Internationally recognized speakers were invited for a variety of **public lectures** for more than 800 attendees. Speakers included: Father Michael Pflieger, noted activist and religious leader; Claudio Sanchez, Education Correspondent for NPR consultant; and Kwame Anthony Appiah, “The Ethicist” for the *New York Times Magazine*.

Horace Hall, Associate Professor, and Director of R.E.A.L., and Jason Goulah, Associate Professor and Director of the Ikeda Institute, began “Value Creation in R.E.A.L.” with **St. Francis de Sales High School** on the South Side of Chicago. This program, under the auspices of the [Institute for Daisaku Ikeda Studies](#), engages high school males in Hall’s ongoing [R.E.A.L program](#) with a literacy curriculum based on the book *America Will Be!*, Daisaku Ikeda’s published dialogue with civil rights leader Vincent Harding.

The College of Education partnered with **Bernhard Moos Elementary School**. To date, over 120 COE students have completed their student teaching and field experiences at the school, and the International Baccalaureate training program, develop by OIPL, is being piloted at the school.

The College of Education hosted two **public seminars** as a part of its [Educational Issues Forum Initiative](#). 2015-16 forums included: Curriculum for Social Justice: Grounded in our Students' Lives and their Communities (Fall 2015) and Taking a Critical Look at the edTPA High Stakes Test for New Teachers (Winter 2016). A link to the Winter Forum (Taking a Critical Look) can be found [here](#).

The [Education Counseling Center \(ECC\)](#) worked with the **Penedo Organization** to provide a summer day program for at-risk girls in 6th-12th grades, with the Young People's Project to provide academic support with math and science, and with **Catholic Charities** to provide therapeutic and academic support for displaced youth.

Barbara Rieckhoff, Associate Professor, served as the faculty liaison to **The Golden Apple Foundation Scholars Program**. The program provides evidence-based teacher support and tuition funding for aspiring teachers. Twenty two Golden Apple Scholars currently are pursuing a degree in the College of Education, 6 of whom are new scholars for 2016.

College of Education faculty were deeply involved in local bodies that impacted the field of education. Notably, Marie Donovan, Associate Professor of Early Childhood Education, was elected chair of the Faculty Advisory Council of the **Illinois Board of Higher Education** for 2015-16 and re-elected for 2016-17.

Nell Cobb, Associate Professor, and Eunmi Lee, Assistant Professor, invited middle school girls in the Chicago-area to a two week camp, **DePaul Inspiring STEM in Girls**. A 2016 Motorola Innovation Generation Grant in the amount of \$20,000 made the camp possible.

The Stockyard Institute, directed by Associate Professor Jim Duignan, continued its work in the Chicago community with the exhibition, [Smart Radio](#), a Stockyard Institute community radio station built inside the Smart Museum at the **University of Chicago**.

Several faculty partnered with **Precious Blood Ministry of Reconciliation**, a community center in Back of the Yards, including Amy Feiker-Hollenbeck, Associate Professor, to provide assessment services to urban youth as a service-learning opportunity for students;



Director of OIPL, Donna Kiel, to create an innovative after school STEM program for students; and Joby Gardner, Associate Professor, to focus on job readiness for African American males aged 18-24.

The College hosted its fourth annual **Celebrating Teachers** Award Ceremony. All DePaul Seniors were invited to nominate a K-12 teacher who has impacted their life. Four students' essays were selected and seven teachers were presented with an award at the College's annual Honors Convocation this year. A list of awardees and a tribute video from student nominators is posted [here](#).

International Connections

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

Dr. Nell Cobb received a grant in the amount of \$3,500 from the Global Learning Experience to continue the DePaul and **Dublin** City University (**Ireland**) partnership for preservice teachers in mathematics.

Dean Paul Zions and Dr. Jason Goulah traveled to **Tokyo, Japan** to meet with representatives from Soka University, Soka High School, and the Makiguchi Foundation for Education. The delegation discussed creating faculty and student exchanges and forming an official relationship between the DePaul University [Institute for Daisaku Ikeda Studies in Education](#) and the Soka University Soka Education Research Institute.



The Department of Teacher Education hosted **two visiting scholars** (one from Turkey and one from Japan) to observe and conduct research with Math faculty.

The Office of Innovative Professional Learning continued its collaborative relationship in **Beijing, China**, providing professional development for teachers in Beijing. The Office coordinated four trips to China to facilitate training. Dr. Liliana Zecker, Associate Professor, Melissa Bradford, an Education Doctoral candidate, and adjunct faculty Brenda Kraber and Nicole MacMillan, are the most recent faculty trainers. The four trips to China have resulted in DePaul faculty teaching over 400 teachers in Beijing research-driven best practices for student-centered learning, engaged teaching, and STEM teaching methods.

COE Faculty presented their work and gave lectures around the globe. Highlights include: Stephen Haymes, The Commission of Justice and Peace: The Open School/Classroom (**Bogota, Columbia**); Eva Patrikakou, Center for Public Policy (**Prague, Czech Republic**); and Akihiko Takahashi, Math Counts 2016 Conference (**Dublin, Ireland**).

Trans Action Publications was produced as a major newspaper project between the Stockyard Institute and the National College of Art and Design in **Dublin, Ireland**.

College of Education Report Card

Department Accomplishments

Department of Teacher Education

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

The department designed a Transfer Initiative Plan that works closely with community college feeder schools and includes faculty outreach to transfer students. Eleven \$1,000 scholarships were offered to students from those schools. Three sections of a Transfer Transition course were offered and feedback on the course was very positive.



Alphonus Academy students listen to an elementary education major read during a Field Experience course

The Secondary Education Program launched full integration of the International Baccalaureate principles into coursework to give secondary candidates IB teaching eligibility upon program completion and revised secondary content course requirements to respond to state changes, prepare candidates more strategically, and enable greater flexibility for incoming candidates.

The Early Childhood Education Program developed a sequence of courses to provide a Developmental Therapy focus.

edTPA components were more fully integrated into courses throughout the department to prepare students for the state-mandated, high

stakes teacher licensing assessment.

Graduate and undergraduate Elementary Education programs passed Illinois State Licensure Board review.

The Physical Education Program began recruiting its second cohort for the fully online Master's Program, and the Secondary Program began recruiting for the new Middle School Program to be offered 2016-2017.

2016-2017 Goals

1. Implement the Early Childhood Education AUSL cohort
2. Continue to support adjunct faculty through orientations, Livebinder site, peer reviews, and timely responses to their inquiries.

Department of Educational Policy Studies and Research



Photo courtesy of EPSR: Father Michael Pfleger, Wednesday, April 27, 2016. Father Pfleger, noted activist and religious leader, delivered the Department of Educational Policy Studies and Research Spring Lecture, titled, "Where Do We Go From Here: Chaos or Community?"

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

The Department's annual Spring Lecture featured Father Michael Pfleger, noted activist and religious leader, who presented a talk, entitled, "Where Do We Go From Here: Chaos or Community?" exploring the topic of police-community relationships within a broader context of structural violence, economic marginalization, and the violence plaguing communities throughout Chicago.

The Department developed a graduate student blog focused on current educational issues and policy.

The Social and Cultural Foundations in Education Graduate Student Organization (SCFE GSO) was created. The SCFE GSO seeks to provide a platform for student voices and active engagement within the Social and Cultural Foundations in Education master's program.

2016-2017 Goals

1. Enhance enrollment in the SCFE Master's Program, the Undergraduate Minor in Educational Studies, and the Graduate Certificate Program by building relationships with other university departments and programs.
2. Develop a five-year BA/MA with the African & Black Diaspora Studies Program.

EPSR News is published bi-annually. For digital copies, contact Alexis Hicks at AHICKS15@depaul.edu.



Department of Leadership, Language and Curriculum

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

In partnership with the CPS Chicago Leadership Collaborative, the Educational Leadership Program launched the 2015 Leadership Cohort in the Fall Quarter of 2015 with students from a variety of school settings who are pursuing Principal Licensure or the Teacher Leader Endorsement.



Drs. Jason Goulah and Sunny Park- Johnson presented at the annual International Society for Language Studies Conference.

The Department successfully hired a new tenure-track Assistant Professor in Bilingual Bi-cultural Education.

The Department completed the proposal for a new degree, Educational Specialist (EdS) in Curriculum Studies, which is awaiting approval by the Commission of Higher Education.

The Department of Leadership, Language, and Curriculum hosted the event, "Alienation: Poor Children and Opportunity in America's Schools" featuring Claudio Sanchez.

The LLC Department continued its pursuit of initiatives to increase the incorporation of adjunct faculty within the department, including an orientation for adjunct faculty that aims not only to provide foundational information but also to build community and support networks.

Joby Gardner continued his involvement with Peace and Education Coalition High School, in

Back of the Yards, around civic engagement and youth action research for alternative school youth/ youth who have returned to school after leaving or being kicked out.

2016-2017 Goals

1. The LLC Department will continue to develop the IB Advanced Certificate in Teaching and Learning Research (Curriculum Studies) and the IB Advanced Certificate in Leadership Practice (Educational Leadership).
2. The Educational Leadership Program will finish the ISBE re-approval process for the Superintendent Endorsement.

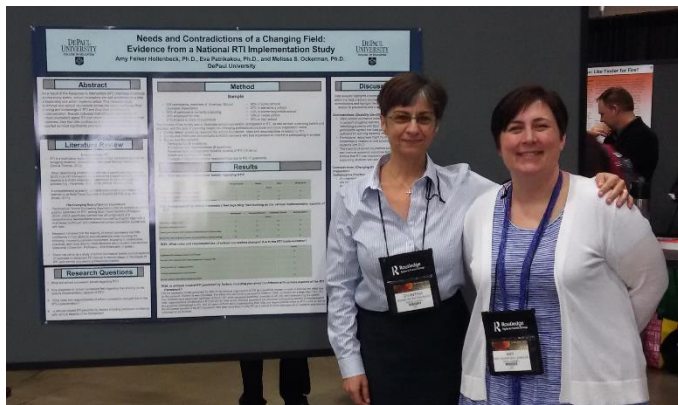


Department of Counseling and Special Education

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

The newly developed Pre-service Special Education Master's degree program was offered for the first time as part of the Academy of Urban School Leadership (AUSL) teacher residency program. Faculty collaborated with the AUSL leadership team throughout the year to ensure the successful launch of the program.

In an effort to align existing programs with the newly developed Pre-service Special Education Master's program, revisions were made to the Special and Elementary Education and Special Education for Teachers programs. Proposals have received approval at all curricular levels (Department, College, University) and were approved by Faculty Council in March. The Special and Elementary Education program is currently under review by the Illinois State Board of Education, with approval expected in the fall.



Eva Patrikakou and Amy Feiker Hollenbeck presenting at AERA. Photo courtesy of CSE.

Counseling faculty currently are pursuing Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation. Throughout the year faculty have been working with a consultant to ensure compliance with all CACREP regulations.

Dr. Erin Mason accompanied four Counseling students who volunteered for the week at the Juvenile Temporary Detention Center (JTDC) in Cook County. This volunteer opportunity was conducted in collaboration with the

DePaul University's College of Law, which has done this spring break project over the past three years. The success of this experience has led to the development of a special topics course, which will be offered for the first time during Intercession 2016.

2016-2017 Goals

1. Counseling faculty will submit the CACREP self-study. Following CACREP's review of the self-study, a site visit will be scheduled.
2. The Department will pilot and evaluate a new administrative structure, replacing the Associate Chair position with program directors (two for Counseling, one for Special Education).



Doctoral Program

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

The EdD Program hosted the new EdD student orientation on September 2, 2015, two Meet & Greet events for EdD students and faculty on January 13, 2016 and April 6, 2016, and weekly writing groups, led by The Writing Center, met throughout the year.

The EdD Program hosted three Brown Bag Lectures (Oct. 14, 2015: Dr. Karen Monkman; Feb. 10, 2016: Dr. Ronald Chennault; March 2, 2016: Dr. Beverly Trezek).

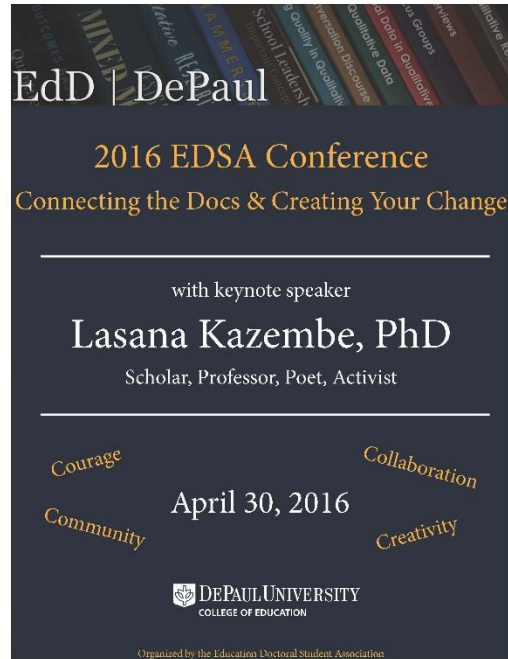
The Annual EDSA Conference took place on April 30, 2016. It featured alumni panels, student research presentations, roundtable discussions, poetry readings, and an inspiring keynote address by DePaul adjunct professor Lasana Kazembe entitled "Run Toward Fear: Engaging a Radical Praxis of Truthspeak and Critical Humanizing."

The Program hired a new Program Assistant, Sophia Neely.

Curriculum Studies EdD students, Melissa Bradford, Rhonda Stern, Tameka Carter, and Kendrick Johnson, successfully submitted proposals for panel sessions at the annual Soka Education conference at Soka University of America on February 13. In addition, these students were invited to present in April at the John Dewey Society's two-day event commemorating the centennial of Democracy and Education, in Washington DC. Melissa, Rhonda, Tameka, and Kendrick have been supported in preparation by Jason Goulah and Gonzalo Obelleiro.

2016-2017 Goals

1. The EdD Program expects continued enrollment growth next year, particularly due to the development of new cohorts—Naperville and Fraternal Order of Police. Faculty will continue to promote the program and develop programming that supports both growth and student success.
2. The EdD Program plans to expand writing and dissertation support for students and expand programming that incorporates faculty research presentations.



EDSA Conference 2016 Poster



College of Education Report Card

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 an instructor. Instructors or chairs refer most students, while others come as a condition of academic probation.

In 2015-2016, the Academic Success Center offered Saturday TAP (Test of Academic Proficiency) Boot Camps 2-3 times per quarter. Approximately 75 students attended throughout the year. During Spring Quarter, tutors focused predominately on individual appointments for passing TAP, as most students had taken the test by this time and may have been prevented from moving forward because of failed areas within the TAP. Students' needs were best met by working with a tutor individually.

253 students logged into the Academic Success Center 842 times (with an additional 200 estimated visitors who did not log in with their ID card) during 2015-16. Total logged visits may have decreased due to the availability of study guides online, which the ASC recently implemented, resulting in thousands of dollars saved in printing costs.

The 842 recorded student visits represent appointments that typically last an hour and cover at least one area of tutoring and/or intervention. Students commonly log in and see three tutors during the same visit to cover all sections of the TAP exam.

The breakdown of students' use of services is as follows:

- TAP Preparation accounted for 392 visits (47% of visits);
- Writing Assistance accounted for 175 visits (21% of visits);
- Meetings with Director accounted for 122 visits (15% of visits);
- Content Test preparation accounted for 73 visits (8% of visits);
- Help with Course Work accounted for 55 visits (14% of visits);
- Technology Assistance accounted for 14 visits (3% of visits); and
- Proctored Tests accounted for 11 visits (1% of visits).

2016-2017 Goals

1. Improve marketing for Saturday TAP Boot Camps, and plan more boot camps for the Fall Quarter.
2. Track and record data spent per student in the ASC.

Office of Innovative Professional Learning (OIPL)



Precious Blood Ministry of Reconciliation students and volunteers.

The [Office of Innovative Professional Learning \(OIPL\)](#)

created an immersive STEM experience for a group of eighth grade boys who attend an after school program at Precious Blood Ministry of Reconciliation community center in Back of the Yards. The eight-week program engaged students in thinking creatively and collaboratively, finding solutions, and developing learning confidence.

OIPL expanded outreach to Catholic elementary schools and Catholic high schools both in Chicago and in

Wisconsin (Queen of Martyrs School, Most Holy Redeemer School, and Christ the King School). The teachers from these three schools came together to share best practices for teaching and participate in mentoring from DePaul faculty.

OIPL created a strong collaboration with Catholic Theological Union which focuses on providing ongoing support, mentoring, and professional development to the faculty of CTU as they examine their programs and curriculum.

This year, Rush University collaboration and professional development was expanded to include all faculty in the university. Professional development provided by OIPL supported the clinical faculty in gaining the expertise and skill in assessment, curriculum development, and instructional best practices.

OIPL launched an online presence for teaching training with the creation and facilitation of the International Baccalaureate Educator Certificate (IBEC) program. The fully online IBEC provides current teachers the opportunities to engage in a competency based learning experience to gain the International Baccalaureate Educator Certificate in either the Middle Year Program or the Diploma Program. OIPL ran a successful pilot of the 4-course program with teachers from Bernhard Moos Elementary School.

2016-2017 Goals

1. Establish online professional development programs, which will offer micro-credentialing in key areas of need for current teachers.
2. Create collaborative programs with the Education Counseling Center.

Institute for Daisaku Ikeda Studies in Education



The [Institute for Daisaku Ikeda Studies in Education](#)'s purpose is to conduct, present, and publish research on the educational philosophies and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi; to provide professional development based on these for teachers and school leaders, as well as workshops and symposia on these to students, educators, counselors, academics, and educational leaders in the greater Chicago area.

In March 2016, the Institute welcomed Kwame Anthony Appiah to give the second annual Ikeda Lecture on the theme of "Education for Global Citizenship and the Crisis Facing Black

America." The lecture was attended by nearly 600 students, faculty, and members of the larger community from as far away as Michigan and Missouri.

The Institute for Daisaku Ikeda Studies in Education introduced engagement opportunities for graduate students: 1) the Dialogue Sessions, which brings DePaul graduate students engaged in Makiguchi and Ikeda studies into multiple dialogue sessions around themes addressed in the *Ikeda Lecture*, and 2) the Doctoral Research Dialogue Series, which brings DePaul graduate students engaged in Makiguchi and Ikeda studies into dialogue with doctoral students from other universities who are engaged in similar scholarship.

In Fall 2015, the Institute for Daisaku Ikeda Studies hired a doctoral assistant to support the institute's various initiatives, such as cataloguing resources, creating newsletters and social media, assisting in event planning, and conducting research.

In Spring 2016, Dr. Goulah and Dr. Horace Hall, Associate Professor in the College, developed and began implementing Value Creation in R.E.A.L., a curriculum and mentoring program with 9-12th grade males of color at St. Francis de Sales High School.

2016-2017 Goals

1. Launch an online master's degree program in *Value-Creating Education for Global Citizenship*.
2. Sponsor an International Researchers Forum on Ikeda/Soka Studies in Education.



Education and Counseling Center

Many community services were offered in the [Education & Counseling Center](#) during 2015-16, including ongoing academic tutoring, individual and group counseling, and a weekend parent/child group for children with developmental differences services. Quarterly services include reading diagnostic and screening, reading remediation, math camp, and career assessment.



Participants in the Penedo Organization's Summer Day Program

The ECC has several new initiatives in 2016 including partnerships with Moos Elementary School to provide Saturday counseling groups, with the Penedo Organization to provide a summer day program for at-risk girls in 6th-12th grades, the Young People's Project to provide academic support with math and science, and with Catholic Charities to provide therapeutic and academic support for displaced youth.

The ECC Director provides supervision for counseling interns working with community clients, as well as recent counseling graduates as they work towards clinical licensure. The ECC also had a successful kick-off to the monthly professional development series which has included trainings for "Hearing Voices- a simulation experience" and "Suicide: Recognize and Intervene!"

Spring Quarter welcomed several new service learning initiatives added into student coursework including:

- CSL 519, "Special Education: Legal and Professional Issues for School Counselors," offered a parent and child play and learn group for families of children with disabilities.
- As part of CSL 522 "Delivery of Comprehensive Developmental School Counseling Programs," students offered presentations on bullying prevention for students, staff, and parents of three local Catholic schools as well as schools in the larger Chicago community.
- Students in the CSL 454 "Career Counseling" course provided two career counseling sessions for DePaul undergraduate students. As part of the CSL 475 "College and Career Readiness Counseling for School Counselors" class, students conducted presentations for parents and students on transitioning from high school to college.

2016-2017 Goals

Continue to strengthen community relationships and partnerships in order to develop new and innovative programming for DePaul students and the Chicago community.

Stockyard Institute

The [Stockyard Institute](#) continued its many pedagogical and public projects in art and education throughout the quieter quadrants of the city of Chicago, venturing to include and align with groups and spaces internationally through pedagogical work that has illuminated a broader and deeper range of built examples of how to use a community to imagine better outcomes. The Institute is committed to the youth and disadvantaged areas of this city and to locating the procedures to assist through the arts in enabling a more vibrant and relevant set of opportunities with all people we encounter.



The Stockyard Institute developed *Smart Radio*, a Stockyard Institute community radio station built inside the Smart Museum at the University of Chicago, active from July 6 through August 18, 2016.

A College of Education graduate internship was developed with the Stockyard Institute.

Trans Action Publications was produced as a major newspaper project between the Stockyard Institute and the National College of Art and Design in Dublin, Ireland.

Jim Duignan, DePaul graduate student David Ladon, friends, and volunteers of the Stockyard Institute building a radio station inside the Smart Museum at the University of Chicago.

Jim Duignan, Director of the Stockyard Institute, was invited to be the inaugural Socially Engaged Fellow at the Ragdale Foundation.

Stockyard Institute was awarded a grant for \$52,000.00 by the Weitz Family Foundation. The Foundation will also fully fund a 20-year anniversary catalogue.

The Institute was invited to give several talks during 2016-16, and highlights are below:

- February 24, 2016: Forum with students, teachers, and artists from Chicago and Milwaukee exploring ideas of violence in U.S. murder rates at University of Wisconsin Milwaukee
- August 4, 2015: Lecture at the Museum of Contemporary Art's Teacher's Institute
- May 14, 2016: *Building New Communities of Practice* at the University of Chicago
- March 27, 2016: *Chicago Style: The Artist Teacher City* for the National Art Education Association

2016-2017 Goals

1. Distribute the 20 year anniversary catalogue on the works and ideas of the Stockyard Institute.
2. Locate the first Artist in Resident for the Stockyard Institute.

DePaul University and Facing History and Ourselves Collaboration

In the 2015-2016 academic year, the [DePaul University and Facing History and Ourselves Collaboration](#) continued to provide tools and support for teachers to instruct social justice in their classrooms. The Collaboration delivered 34 course presentations to a total of 563 students. Further, 14 faculty members with diverse areas of expertise hosted these course presentations. From its inception to this Spring Quarter, the Collaboration has served 2741 participants in its various events and programming. Expanding its support to counselors, the Collaboration piloted its program in Counseling Education.



Summer Institute 2015, June 22-24

The Collaboration hosted several annual events, including the evening seminar “One Step Forward, Two Steps Back: How History Informs Equitable Education for All Students”; and the Summer Institute “Race in America: The Reconstruction Era and the Meaning of Democracy”, which featured a discussion and speaker event with Pulitzer Prize for History winner Professor Steven Hahn. This year’s Symposium event, “How Can 21st Century Colleges of Education Prepare Educators to Build an Informed Citizenry” expanded to include six participating schools.

2016-2017 Goals

1. Institute Senior Fellows program with experienced teachers;
2. Expand Symposium network

Center for Educational Technology

After the new addition of Courtney Bregar to the team, [the Center for Educational Technology \(CET\)](#) was able to reconsider and realign its purpose within the College. CET staff reconsidered whether the Center should only be providing services to faculty and staff or whether to expand its services to students as well. CET staff decided to determine whether students would have any interest in CET services and hosted the first ever Tech Fair.

After months of planning, the CET hosted multiple speakers who gave SMART board and Google Cardboard demonstrations. Different stations were available with a variety of activities, and students who attended were awarded prizes. The event was a success with more than 70 people in attendance, and as such, CET now plans to host similar events in the coming year.

The Center's interaction with students did not end with the fair. With edTPA becoming a main focus for many students, CET staff dedicated time to developing training materials, sitting with students through the process, and supporting teachers when needed.



The normal demands of Digication and D2L were present throughout the year, but with each passing quarter, COE faculty gain experience and expertise in navigating the system.

2016-2017 Goals

1. Host more Tech Fairs and demonstrations.
2. Continue to evolve tech support for the COE.

Teaching with Primary Sources

This year, the [Teaching with Primary Sources \(TPS\)](#) program served 579 educators through 33 professional development events, including presentations to COE classes and at 7 conferences, group professional development programs for schools and districts, and individual tutoring, coaching and lesson-plan development.

TPS also initiated program collaborations with Illinois Labor History Society and the DBQ Project, and continued collaborations with the Chicago History Museum, and Big Shoulders Fund

David Bates, Director, published a series of articles on primary source integration in the *Illinois Reading Council Journal* and taught two sections of EE 355: Contemporary Teaching of Social Studies.

To increase the program's digital identity, resources were expanded on the [website](#), and the monthly newsletter was distributed to over 4700 contacts. TPS also expanded its social media presence with a new Twitter page.

2016-2017 Goals

After recent submission of a grant proposal, the program is hoping to be accepted for another year of funding from the Library of Congress. The proposal includes an ambitious series of collaborations with internal and external partners, including OIPL, the Art History department, and expansions of our partnerships with the Chicago History Museum and Big Shoulders Fund.



College of Education Report Card

Office of Advising

This academic year was a busy and engaging one for the [College of Education Advising Office](#). In support of Illinois State Board of Education mandated revisions and requirements for programs, the Office collaborated with ISBE and attended webinars and seminars to interpret changes, and worked with faculty to update information and assist in program design, curriculum planning, and course catalog updates including development of new/revised programs in Elementary Education, Middle Grades Education, Secondary Education, Special Education, and Academy for Urban School Leadership (AUSL).



The advising staff attended meetings with community college representatives to foster better collaboration and information sharing and improved transfer guides for prospective students. Orientation sessions (both undergraduate and graduate) have received high praise from attending students.

The Office completed a redesign of the weekly email sent to students that is more inviting, engaging, and allows staff to track and record activity from the email.

A check-in kiosk was implemented for appointments that provides better notification to advisors as well as monitoring and evaluating appointment patterns.

The College of Education's advisors are more than just advisors; they're involved in the DePaul community. Among them, you will find ASK Mentors, the Staff Advisor for Alpha Sigma Alpha-Delta Eta, Staff Professionals for the Chicago Quarter Program, "BUILD-ers," the Staff Advisor for Alpha Phi Gamma, the Vice President of Staff Council, the Diversity Chair for Staff Council, members of DePaul Women's Network, and members of various DAAN committees.

2016-2017 Goals

1. Develop personal connections to students through outreach.
2. Develop collaborative partnerships within the COE and university community.

College of Education Report Card

College of Education Advancement

The COE received 334 donations, totaling \$643,294, a growth of 26.2% from the previous year. Approximately 74% of the support received was given to support scholarship funds and the remainder was given in support of programs. Notable donations included gifts for the Institute for Daisaku Ikeda Studies in Education; the Stockyard Institute; the DePaul



InSTEM camp participants with Dean Zionts, Associate Dean Sally Julian, Associate Professor Nell Cobb, and Dean's Advisory Council member Elizabeth Blinderman.

University and Facing History and Ourselves Collaboration; the InSTEM Summer Program; and the creation of a new scholarship, the Theodore and Theresa Krom Endowed Scholarship.

Grants: Eleven grants were applied for from corporations, family foundations, charitable organizations and the Department of Education. Four grants were received, for a total of \$127,000; 2 are pending.

Identification, Cultivation and Solicitation Activities: The

Associate Dean of Development had 49 visits with prospects for the purposes of identification, cultivation or solicitation; Dean Zionts joined 26 of the meetings.

Stewardship Activities: In response to generous gifts received, 17 stewardship visits were held with valued donors. Donors were sent over 300 individualized pieces of correspondence, including 222 formal letters of thanks and 48 handwritten personal notes.

College of Education Scholarships:

The COE currently has 15 expendable and endowed scholarships.

During 2015-16, total scholarship applications received: 1021

Number of expendable and endowed scholarships awarded: 28

Total amount awarded to COE students: **\$ 117,627.10**

The Dean's Advisory Council: The Council added three new members in 2015-16, and increased activities and communications to build member affiliation and advocacy for the COE and its programs. Gifts received by members totaled \$67,211.86, excluding pledges to scholarships and initiatives, which is an increase of over 1100% from the previous year.

College of Education Report Card

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 2015-2016 Academic Year:

Workshops and events:

- Soup It Up – Resume and Interviewing Workshops
- Clip Chats Workshop– Post-Secondary Education – “First Generation”
- Counselor Connections Series: Alternatives and Urban Alliance
- The Teacher’s Lounge: Job Searching Tips from Administrators
- Naperville Lunch and Learn
- Noble Network Open House Annual Recruitment Event
- edTPA National Conference - *Full Circle Perspectives: Connecting edTPA to Career Development*
- Beyond Boundaries Workshop: Chicago Literacy Alliance
- Consortium Education Job Fair (Partnership with Loyola and UIC)
- Creation of *New Teacher, Best Practices Reflective Workbook* connecting edTPA to the job search with implementation into capstone and seminar courses for student teachers
- 3rd Annual Working for the Common Good, 8th annual Teacher’s Forum, and annual customized job search presentation.



New Workshops and Events:

- Applicationpalooza: An in-Depth Look at Various Types of Education Job Applications
- COE Coffee and Chill pilot event for secondary and elementary majors
- New Teacher, Best Practices: Leveraging your edTPA Portfolio to Land a Job

Participants at 3rd Annual Working for the Common Good event

The Career Center also welcomed a new College of Education Career Advisor, Jen Fleming.



College of Education Report Card

College of Education Website

In an effort to drive more traffic to the [College of Education website](#) and to increase our visibility as an authority in education issues, the home page was redesigned to incorporate editorial content. The content, which will be updated four times a year, includes a feature article on a current topic in education, a faculty-focused



as

article, and an alumni profile. Each update also allows for a degree program to be highlighted with a direct-link to the program page from the homepage.

To better focus the purpose of the COE website as a tool for current and prospective students, all faculty and staff resources were moved to the newly-organized secure site. This allows for more sensitive information to be included in the resources and for faculty and staff to have access to the information from any web browser.

In consultation with a task force of faculty members, enhancements to the faculty biography pages will be made on the website. These additions, to be implemented during summer 2016, will better showcase the accomplishments of our faculty.

The College welcomed a new Web Developer, Meredith Gioia, formerly of Student Records.

2016-2017 Goals

1. Work with the various individuals responsible for social media accounts within the COE to better focus our social media strategy. This includes rebranding the COE Graduate Admissions Facebook page to become the general College of Education Facebook page.
2. Review the text on each of the degree and program pages and work with the department and program chairs to rewrite the text for better search engine optimization and to align with best practices for writing website content.

College of Education Report Card

Academy for Urban School Leadership



Photo credit: Academy for Urban School Leadership

During the 2015-16 Academic Year, the College of Education continued its partnership with the Academy for Urban School Leadership (AUSL) with summer cohorts for the new pre-service Master's degree program in Special Education and a newly developed Early Childhood Education cohort are included below:

	DEPAUL	DEPAUL	DEPAUL	DEPAUL
15-16 Summer Quarter	APPL	ADMT	MATR	ENR
AUSL TOTALS	34	32	30	30
Special Education	17	16	15	15
Early Childhood Education	17	16	15	15

College of Education Report Card

Office of Student Teaching & Field Experience

Throughout the 2015-16 academic year, the [Office of Student Teaching and Field Experiences](#) hosted four orientation meetings for student teachers. New to the Fall and Winter meeting formats this year, was a focus on edTPA (high stakes, state-required teacher licensing assessment) which includes a panel of students who have completed edTPA. The meeting was recorded and is available on the D2L Student Teaching site for students to access. Students have expressed positive feedback, citing that hearing from their peers is very helpful. The Spring format of the Orientation also includes students meeting with their University Supervisors and Capstone Professors to share expectations and plan for classroom observations.



Placement Specialists now work on both field experience placements and student teaching placements which has increased response from schools to placement requests. This has helped students begin working in their student teaching placement sites earlier and longer which has increased success with edTPA.

Students completed their field experiences and internships in over 200 Catholic schools throughout the Chicagoland area and in over 300 Chicago Public Schools.

The Office hired Antonio Porter as the placement specialist for Dual Certification, Early Childhood Education, and Elementary Education student teachers.

2016-2017 Goals

1. In order to strengthen student and faculty resources for state-required edTPA the office will hire an edTPA Coordinator, continue classroom visits and continue working with full- and part- time faculty adjunct instructors to increase their knowledge of edTPA, classroom projects, assignments, videotaping, etc.
2. The office will pilot a new Integrated Tracking System with students and staff, making the field experience placement process more efficient through the utilization of the Integrated Tracking System.

College of Education Report Card

Teaching Technology Innovations

Highlights from the COE's 2015-16 innovations in teaching technology include:

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 College provided students and faculty with a website created in-house that hosts videos and other resources to provide assistance. These web resources include depaul.digication.com and the Student Teaching site, housed on D2L.

Key components of Year Two of the technology integration grant funded through the **John and Frances Beck Foundation** included the development of teacher mentors, which drew



Students at St. Margaret of Scotland participating in the DePaul Beck Foundation 21st Century Learning Initiative.

upon the experience of teachers who had participated in Year One's training and had experience leading initiatives in their own schools. The six mentors assisted with the online and face-to-face courses, led monthly discussions, and mentored teachers in their schools or neighboring schools. Grant participants worked in teams to develop what they had learned from the project, as well as ways they will incorporate technology in their own classrooms in the future.

During AY 2015-16, seven faculty completed **DOTS training**. 75% of full-time faculty are DOTS certified, and historically, a total of 63 COE faculty (both full-time and part-time) have completed DOTS.

The COE continued to expand [online and hybrid course offerings](#) and offered a fully online International Baccalaureate Certificate in Teaching and Learning for Middle Year Program (MYP) and Diploma Program (DP), through the OIPL.

College of Education Report Card

Faculty Awards and Grants

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

Hilary Conkin received a \$5,000 DePaul University Research Council Collaborative Research Grant and a \$25,000 grant from the Brinson Foundation for *Fostering student voice: A case study of the impact of participatory civic education on secondary students' literacy and civic skills*, along with Co-principal Investigator, Molly W. Andolina.

Amy Feiker-Hollenbeck was awarded a Quality of Instruction Council summer stipend to support her work in developing courses for the new undergraduate special education program.

Jason Goulah received the American Educational Studies Association *Critics Choice Book Award* for *Daisaku Ikeda, language and education*. (Goulah, J. (Ed.). (2013). *Daisaku Ikeda, language and education*. New York, NY: Routledge.)

Jeffrey Kuzmic was awarded the 2015 Excellence in Teaching Award for the College of Education.

Gayle Mindes received funding from the City of Chicago's Department for Faculty and Support Services (DFSS) for Head Start Teachers.

Melissa Ockerman received a \$3,200 grant from the Quality of Instruction Council.

Sunny Park-Johnson was awarded the 2015 College of Education Term/Adjunct Faculty Excellence in Teaching Award.

Darrick Tovar-Murray received the "outstanding Alumni Award" from the Department of Counseling Education and Counseling Psychology (CECP) at Western Michigan University.



DePaul University/Jeff Carrion

The University Research Council awarded 2016-2017 research leaves to **Jason Goulah**, **Jeffrey Kuzmic**, and **Stephanie Whitney**.

James Wolfinger received a DePaul University Competitive Research grant for Fall 2016.

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

November 2015: Meredith Gioia, Dalila Gonzalez, Jennifer Hobgood, Stephanie Parrillo McCullough, Sandra Tanksley, Alexa Walsh, Brandon Washington

June 2016: Meredith Gioia, Dalila Gonzalez, Jennifer Hobgood, Beth King, Sarah Magnuson, Stephanie Parrillo McCullough, Antonio Porter, Jenn Tatum, Lois Walsh

Staff published scholarly work, served on DePaul committees, and completed DePaul certification programs, amongst other outstanding achievements. A selection of achievements is below:

- **David Bates** published a series of articles on primary source integration in the Illinois Reading Council Journal.
- **Sarah Brown**, along with Liliana Zecker, Associate Professor, contributed to the presentation “Borrowing the (proverbial) cup of sugar: Bringing diverse disciplines together to establish university wide ePortfolio practices,” which their colleagues presented in Washington, DC in January and with DePaul colleagues, Michelle Navarre Cleary, Kathryn Wozniak, and Julie Bokser, presented “Identifying and Eliciting Students’ Metacognitive Development” at the Conference on College Composition and Communication in Houston, TX.
- **John Gieger** was elected Committee Chair of Staff Resources for University Staff Council.
- **Nancy Hashimoto** completed Levels I and II of the BUILD Diversity Certificate Program, and was elected Vice President of University Staff Council.
- **Karlee Johnson** received a Louis de Marillac Women of Spirit and Action Award.
- **Molly Kanaley** completed Level 1 and II of the BUILD Diversity Certificate Program.
- **Kate Liston** presented at the National edTPA Conference in Savannah, Georgia with Gina Anselmo and Dr. Nell Cobb, and received the Louise de Marillac Women of Spirit and Action Certificate in October 2015.
- **Nora Murphy** received an Adjunct Recognition Award for her service as an adjunct in the Department of Educational Policy Studies and Research.
- **Hilary Ozog** completed Level 1 and II of the BUILD Diversity Certificate Program.
- **Katie Schiller** completed Level I of the BUILD Diversity Certificate Program.
- **Sandra Tanksley** was elected to University Staff Council and as Committee Chair of Diversity for University Staff Council.

College of Education Report Card

Student Accomplishments and Honors

Accomplishments

Publications and Presentations

Several students affiliated with the Institute for Daisaku Ikeda Studies delivered a total of 17 juried and/or invited presentations and contributed to publications on Makiguchi/Ikeda studies.

Publications include:

- **Melissa Bradford** published “Seeking Dewey’s hope in the 21st century” in *Kinesic Journal of Philosophy*.
- **Melissa Bradford** and **Michio Okamura** co-authored a book review of “Jim Garrison, Larry Hickman, and Daisaku Ikeda” in *Living as Learning: John Dewey in the 21st Century*.
- Social and Cultural Foundations master’s student, **Jude Macdonald**, Curriculum Studies doctoral student, **Kendrick Johnson**, and Dr. Karen Monkman co-authored the review of the book *Women interrupting, disrupting and revolutionizing educational policy and practice* by W. S. Newcomb & K. Cumings Mansfield in *Teachers College Record*.
- Jeff Kuzmic and CS doctoral student and DePaul staff member, **Olena Marshall**, had a piece, “Engaging Epistemologies: Art, Curriculum, and Criticality” published in the AERA Qualitative Research SIG Newsletter (Spring 2015).
- **Michio Okamura** completed a manuscript titled, “Makiguchi Tsunesaburo’s Knowledge Cultivation Model and Its Application to Foreign Language Education,” based on his reading of the *Complete Works of Makiguchi Tsunesaburo* and his application of it in his Chicago Public Schools K-8 foreign language classroom. The manuscript has been accepted for publication in the forthcoming book *Tsunesaburo Makiguchi in the Context of Language, Identity and Education*.
- **Sophia Neely** and **Loyola Pasiewicz**, with Dr. Karen Monkman, published a review of the book *Schooling Girls, Queuing Women: Multiple Standpoints and Ongoing Inequalities*, by H. A. Moore published in *Teachers College Record*.
- SCFE Master’s Program student, **Julie Parson Nesbitt** has a forthcoming review, in *Education Review*, of the book *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion*, edited by D. J. Losen.

Presentations include:

- **Melissa Bradford, Tameka Carter-Richardson, Rhonda Stern, and Kendrick Johnson’s** *Education for a Democratic and Diverse Public: Toward a Praxis of Ikedeian Dialogue for Value Creation and Harmonious Coexistence* at AERA in Washington, D.C.;
- **Melissa Bradford, Tameka Carter-Richardson, Rhonda Stern, and Kendrick Johnson’s** *Four Scholar-Practitioner Engagements with Value-Creating Education:*

Application of Soka Ideals to Dialogic Transformation of Educators, Emancipatory Study Abroad of Low Income Black High School Students, Joyful Elementary Schools, and Happiness of Queer Black Boys at Soka University of America in Aliso Viejo, CA;

- **Melissa Bradford** and **Michio Okamura's** *Revitalizing the Commons through Community Studies and Value-Creating Education* at Eastern Michigan University;
- **Nozomi Inukai, Emily Kraus, and Michio Okamura's** *Reimagining language education: Global citizenship and value creation* at DePaul University.

The Annual EDSA Conference took place on April 30, 2016. It featured alumni panels, student research presentations, roundtable discussions, poetry readings, and an inspiring keynote address by DePaul adjunct professor, Lasana Kazembe, entitled "Run Toward Fear: Engaging a Radical Praxis of Truthspeak and Critical Humanizing."

Curriculum Studies EdD students, **Melissa Bradford, Rhonda Stern, Tameka Carter, and Kendrick Johnson**, successfully submitted proposals for panel sessions at the annual Soka Education conference at Soka University of America on February 13. In addition these students were invited to present in April at the John Dewey Society's two-day event commemorating the centennial of Democracy and Education, in Washington DC. Melissa, Rhonda, Tameka, and Kendrick have been supported in preparation by Jason Goulah and Gonzalo Obelleiro.

Activities

Amy Feiker Hollenbeck and COE student, **Alyssa Kalb**, have collaborated to create the Future Teachers Club. This club provides a forum through which future teachers across disciplines can come together to learn about issues affecting schools today as well as best practices in education. The club also has a service aspect, with an emphasis on Chicagoland schools and organizations.

Awards and Recognition

Recent Elementary Education graduate **Erik Martinez** was featured as an exemplary graduate in DePaul's [Newsroom](#).

Undergraduate student, **Sandro Murillo**, has accepted the Seen + Heard Washburn Research Fellowship for 2016. Sandro will join Rachel Harper and ECE doctoral student, **Brandon Gilbert**, to work in residence at the Art Institute of Chicago museum this July. Sandro hopes to learn more about meaningful arts education in summer camp settings by transforming the traditional crafts curriculum, specifically through infusing strategic opportunities for critical inquiry into community issues that children identify as important to their everyday lives as a driver for making projects.

Alumna **Erika Wozniak** (BS 2004 Elementary Education) was given the Everyday Hero award through the American Federation of Teachers. Erika is a teacher at Oriole Park Elementary School.

Honors

The 2015-2016 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 2015-2016 Honors Convocation:

Doctoral Students:

Andrew Gibbs
Dennis Gregory
Denitra Griffin
Charemi Jones
Anya Niazov
Felicia Richardson-
McGee

Graduate Students:

Justine Amato
Rima Barkauskas
Kimberly Bart
Kirsten Bernardini
Michele Blankenberger
Sonya BruBaker
Elizabeth Cummings
Katherine Currie
Sara Damyan
Ryan Dixon
Elizabeth Dolle
John Dudley
Megan Escutia
Alicia Ferraris
Maureen Flaherty
Stephanie France
Eric George
Katie Gertler
Lisa-Marie Greco
Alessandria Grisanzio
Jason Haarmann
Rachael Hancz
Victoria Haytchouk
Allison Heaney
Jill Homerding
Diane Hu

Meghan Huffman
Miles Jackson
Stephany Jimenez
Nora Keating
Michelle Keen
Arlicia Ketchum
Lauren Krpan
Mollie Kryka
Todd Lentz
Caitlin Locke
Lauren Lystrup
Rahael Mathew
Katherine McInnis
Yee Wan Mo
Paige Neuhaus
Kylie Noecker
Hannah Okonow
Nicole Pinelli
Kimberly Polsen
Bethany Prenevost
Kristen Rabe
Allison Restko
Robin Rich
Lavon Robinson
Katherine Robison
Lauren Ross
Molly Rowan
Michelle Scandora
Gretchen Selzer
Sarah Swetz Huang
Kourtney Vahle
Vanessa Verner
Megan Vinicky
Caroline Yankee

Undergraduate Students:

Suad Abdeljaber
Maureen Anderson
Kathryn Baker
Caleb Bromberg
Victor Bucio
Mariela Casimiro
Sarah Chang
Clarissa Clark
Rebecca Coakley
Jasmine Dahm
Vanessa Davenport
Colum Dillon
Athanasia Drakoulis
Erin Duffy
Paige Dunseith
Jacob Eaton
Maria Fernandes
Stephanie Fernandez
Sarah Galvan
Brendan Glenn
Veronica Gonzalez
Joanna Gorczyca
Patrick Graff
Molly Hendershott
Lauren Hettasch
Sarah House
Connie Huang
Kathleen Hurley
Olivia Hyman
Al-rahim Jiwani
Jessica Jones
Kristen Karr
Qadeer Khan
Taylor Krause

Patricia LeGrand
Victoria Lesnicki
Sten Nikolaj Leusink
Tommy Makuch
Erik Martinez
Anthony Mazza
Sarosh Meghani
Arianna Montes de Oca
Alma Moya
Sarah Penze
Shontita Perry
Kevin Ramirez

Noemi Ramos
Alexandra Reyes
Kelsey Rodriguez
Margaret Rosinski
Lia Santucci
Alyson Schlauder
Kendall Schroeder
Marc Sheckells
Sage Siler
Brenda Silva
Estefania Silva
Anna Skoullous

Savannah Stanaszek
Rebecca Tauber
Sara Teemer
Jill Theile
Lauren Upchurch
Mary Frances Usenik
Paige Wentzel
Zoe Wolf

Special Awards

Charles Doyle Service Award: Alyssa Kalb

Gerald Foster Memorial Science Award: Amanda Marwitz

Andrew T. Kopan Senior Leadership Award: Alyson Schlauder

Peter Pereira Mathematics Education Award: Victor Bucio

Barbara A. Sizemore Multicultural Award: Edgar Melero



Dr. Frank Tavano and Andrew T. Kopan Senior Leadership Award winner, Alyson Schlauder.

College of Education Report Card

Faculty Publications

Department of Teacher Education



Mojdeh Bayat
Associate Professor

Bayat, M. (2015). *Addressing Challenging Behaviors and Mental Health Issues in Early Childhood* New York: Routledge.



Nell Cobb, Ph.D.
Associate Professor

Melva R. Grant, William Crombie, Mary Enderson & Nell Cobb (2016): Polynomial calculus: rethinking the role of calculus in high schools, *International Journal of Mathematical Education in Science and Technology*, DOI: 10.1080/0020739X.2015.1133851.



Hilary Conklin, Ph.D.
Associate Professor

Conklin, H & Hughes, H. (2016). Practices of compassionate, critical, justice-oriented teacher education. *Journal of Teacher Education*, 67(1), 47-60.

Conklin, H. (2015). Preparing novice teacher educators in the pedagogy of teacher education. *Action in Teacher Education*, 37(4), 317-333.

Zeichner, K. & Conklin, H. G. (Sept. 2, 2015). The misuse of research to support deregulation and privatization of teacher education. *Washington Post*. Available at: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/09/02/the-misuse-of-research-to-support-deregulation-and-privatization-of-teacher-education/>.



Marie Donovan
Associate Professor

Donovan, M.A., Steinhaus, P., Potenza, A., George, A., Bulat, C., & Walker, D. (2016). When innovation means breaking the enrollment management mold: Building a postsecondary institution transfer network consortium. *In: Bernoteit, S., Latham, N., & Darragh, J., eds., Voices from the field.* Edwardsville, IL: Illinois Education Research Council.

Donovan, M.A. and Yockey, M. (2016) Check It Out: Library as Sanctuary. *Illinois Reading Council Journal*.

Donovan, M.A. and Yockey, M. (2016) Check It Out: Selling Books. *Illinois Reading Council Journal*, Vol. 44, No. 1 (Winter), pp. 59-64.

Donovan, M.A. and Yockey, M. (2016) Check It Out: Text Settings. *Illinois Reading Council Journal*, in press.

Yockey, M. and Donovan, M.A. (2016) Check It Out: Who's in Your Library? *Illinois Reading Council Journal*, Vol. 44, No. 2 (Spring).

Yockey, M. and Donovan, M.A. (2015) Check It Out: Curating Your Classroom Library. *Illinois Reading Council Journal*, Vol. 43, No. 4 (Fall), pp. 58-62.

Donovan, M. and Yockey, M. (2015) Check It Out: Maker Spaces. *Illinois Reading Council Journal*, Vol. 43, No. 3 (Summer), pp. 56-60.



Jim Duignan, M.F.A.
Associate Professor

Jacob M. J. and Zeller, K. (2015). A Lived Practice. Exhibition Catalogue. Chicago Social Practice History Series: Chicago: University of Chicago Press.

Jacob M. J. and Zeller, K. (2015). *Art Against the Law*, Chicago Social Practice History Series: Building a Gang-Proof Suit: A Pedagogical and Artistic Framework for the Stockyard Institute. Chicago:

University of Chicago Press.

Jacob M. J. and Zeller, K. (2015). *Institutions and Imaginaries: Engaged Education and the Schools*. Chicago Social Practice History Series: Chicago: University of Chicago Press.

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2016 St. Paul Public Art, April 28.

2016 Reykjavik Art Museum, Iceland, January 15- April 30.

2016 Who Cares for the Sky, Hyde Park Art Center, February 21- May 1.

2016 Chicago Art Department, Chicago, February 12- 20.

2016 Missing Titles, Vagabond Reviews, HPAC, July 2- August 30.

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Ani Frank, Ed.D.
Associate Professor

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Jennifer Mata-McMahon, Ph.D.
Assistant Professor

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Gayle Mindes, Ed.D.
Professor

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Akihiko Takahashi, Ph.D.
Associate Professor

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James Wolfinger, Ph.D.
Professor

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Christopher Worthman, Ph.D.
Associate Professor

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Liliana Zecker, Ph.D.
Associate Professor

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Department of Educational Policy Studies and Research



An Chi Cheng, Ph.D.
Assistant Professor

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Horace Hall
Associate Professor

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Stephen 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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John Taccarino, Ph.D.
Associate Professor

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Department of Leadership, Language and Curriculum



Anthony Dosen, Ph.D.
Associate Professor

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Jason Goulah, Ph.D.
Associate Professor

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Sung Park-Johnson, Ph.D.
Assistant 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



Anne Butler, Ph.D.
Instructional Assistant Professor

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Amy Feiker Hollenbeck, Ph.D.
Associate 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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Beverly Trezek, Ph.D.
Associate Professor

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Jennifer Walberg, Ph.D.
Associate Professor

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College of Education Report Card

Gratitude for Service

College of Education faculty and staff celebrated **employment anniversaries** this year. The College thanks the individuals below for their extraordinary service.

10 YEARS

Harold London, Clinical Assistant Faculty of Secondary Education
Barbara Rieckhoff, Associate Professor of Educational Leadership
Melissa Ockerman, Associate Professor of Counseling
Alexa Walsh, Associate Director, Office of Advising
Lois Walsh, Student Teaching Placement Specialist, Office of Field Experiences and Student Teaching

15 YEARS

Kate Liston, Director, Office of Field Experiences and Student Teaching

20 YEARS

Marie Donovan, Associate Professor of Early Childhood Education
Dalila Gonzalez, Administrative Assistant, Student Records
Nancy Hashimoto, Director, Office of Advising
Liliana Zecker, Associate Professor of Language and Literacy

25 YEARS

Margaret Strzynski, Budget Manager

The College of Education hosted its first annual **Adjunct Recognition Celebration**. Twenty adjuncts were recognized for their service and six were present to receive their certificate at the reception. Honorees include: Francesca Alcozer, Carla Carter, Edward Cave, Jessica



Coors, Sheryl Covitt, Carolyn Cyriaque, Tami Herbst, Marcus Hughes-Bey, Tyler Kahdeman, Ilene Karol, Kimberly Kopec, Brenda Kraber, Timothy Lang, Nora Murphy, JoEllen O'Keefe, Daniel Powers, Maureen Rich, Denise Rode, Michele Shultz, Paul Szerszen, Shirlen Triplett, Joaquin Villegas, Keith Westman

Tyler Kahdeman, Amira Proweller, Shirlen Triplett, Nora Murphy, Sonia Soltero, and Lasana Kazembe at the first annual Adjunct Recognition Celebration