



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

2023-2024

annual report



a welcome from DEAN JENNIFER MUELLER

The end of an academic year is the perfect time to take pause, reflect on all that has occurred, and all that we have accomplished as a college. For me, 2023-2024 will stand as a landmark in my professional career as the first full year in which I served as dean of DePaul University's College of Education.

It's been such a pleasure to meet so many of our students, to meet and work alongside our faculty, staff, university colleagues, and to connect with all those who support the COE and DePaul in our mission. This mission is, of course, to best prepare future educators, counselors and leaders—the next generation that will educate and guide upcoming generations. This includes Birth-Grade12 through higher education and those in their communities—local here in Chicago, across the nation, and around the globe.

It has been a fantastic year of learning about all our amazing programming and all that our incredibly talented faculty and staff lead and participate. It is so generative to collaborate, learn new perspectives, and acclimate to a new culture! I was fortunate to engage many experiences this year that broadened my own worldview and retain my commitment to being a life-long learner. For example, I traveled to Japan to learn more about our unique Institute for Daisaku Ikeda Studies in Education. For more on this, read the featured story under "Institute Spotlight" (page 12). Similarly, we were able to support the research interests of an amazing group of high school students from the Peace & Education Coalition Alternative High School (see page 28) who bring important perspectives to local issues.

You will find many stories of student, faculty and alumni accomplishments within these pages; in our classrooms, in classrooms and lecture halls out in the world, and in the pages of journals and books filled with the research and writing of our faculty, students and alumni.

I am so proud of all the College of Education has accomplished this year and truly excited for the path ahead together (page 31). Here's to a bright and successful 2024-2025 academic year!



Dean Jennifer Mueller
DePaul University College of Education
Summer, 2024



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student enrollment

1,290 STUDENTS

enrolled for 2023-2024 academic year

442 UNDERGRADUATE / 585 MASTERS / 237 DOCTORAL
20 CERTIFICATE / 6 NONDEGREE

ENROLLMENT BY DEPARTMENT

TEACHER EDUCATION, KINESIOLOGY
AND EDUCATIONAL STUDIES (47%)

COUNSELING
& SPECIAL
EDUCATION (28%)

LEADERSHIP,
LANGUAGE &
CURRICULUM (24%)

UNDECIDED (1%)

TOP ENROLLMENT FROM OUT-OF-STATE STUDENTS

1. CALIFORNIA
2. INDIANA
3. MICHIGAN
4. WISCONSIN
5. MASSACHUSETTS

TOP ENROLLMENT FROM INTERNATIONAL STUDENTS

1. CHINA
2. INDIA
3. PAKISTAN
4. JAPAN & RWANDA (TIE)
5. BRAZIL & U.K. (TIE)

& graduate outcomes

CAREER SUCCESS RATES

employed, continuing education or pursuing other goals within
six months of graduation

92% GRADUATE DEGREE
RECIPIENTS

86% EMPLOYED / 7% STILL SEEKING

3% CONTINUING EDUCATION / 2% PURSUING OTHER GOALS

* totals may not add up to 100 due to rounding

BACHELOR'S DEGREE
RECIPIENTS **88%**

81% EMPLOYED / 11% STILL SEEKING

3% CONTINUING EDUCATION / 3% PURSUING OTHER GOALS

* totals may not add up to 100 due to rounding

FOR MORE INFORMATION ON COLLEGE OF EDUCATION
ENROLLMENT AND GRADUATE OUTCOMES, VISIT THE DEPAUL CAREER CENTER AT
WWW.DEPAUL.EDU/ACADEMICS/PAGES/CAREER-SUCCESS.ASPX

program

CHICAGO TEACHER RESIDENCY (CTR): TEACHER QUALITY PARTNERSHIP (TQP) GRANT

The Teacher Quality Partnership Grant from The U.S. Department of Education supported 71 residents this past academic year. The students began their coursework in June 2023, completed their MEd, and served as full-time teacher residents in Chicago Public Schools of high-need. Completing year two of the five-year grant (a grant which funds the partnership with AUSL and brings the Chicago Teacher Residency Model to DePaul), the residents are placed in CPS

schools to serve neighborhood children. Grant funds provide laptops for each resident, academic and social emotional support, professional development, a resident stipend and reduced tuition.

The graduating class in the second year of the grant is 79% hired and placed in the district. The remaining residents continue to interview and await school budget finalization to receive their placements. The break-

down of the graduate cohorts is:

Art - Six residents
Special Education - 33 residents
Elementary - 14 residents
Middle/High School - 18 residents

The incoming 2024-2025 resident class is currently at 117 residents. They started coursework and clinical experience in June of 2024.

BILINGUAL-BICULTURAL EDUCATION

COE is thrilled to be offering a brand-new program for Chicago Public School teachers to get endorsed in Bilingual-Bicultural Education and English as a Second Language. This program is for teachers to gain BBE and ESL endorsements to enhance the work they are doing in CPS schools. After gaining these

endorsements, this new cohort will be able to better support multilingual students already in the CPS system in addition to the many migrant students in Chicago. This one-year endorsement program for CPS teachers is an incredibly exciting new venture. Part of our college's mission is to prepare educators,

counselors and leaders who are committed to creating equitable, compassionate, intellectually rich and socially just environments. Offering this new opportunity is just another step to furthering our mission and supporting our community.

INTERNATIONAL BACCALAURETE EDUCATOR CERTIFICATE (IBEC)

The International Baccalaureate Educator Certificate (IBEC) program, another significant success for OIPL, has attracted students from over 80 countries. Students enrolled in the IBEC

have come from Venezuela, Hong Kong, South Korea, Austria, Switzerland, Qatar, Jordan, and 73 other countries. This program prepares educators to teach within the International Baccalaureate

framework, promoting global educational standards and best practices. During the 2023-2024 year, the IBEC program has exceeded its enrollment goal by 132%.

updates

OFFICE OF INNOVATIVE PROFESSIONAL LEARNING (OIPL)

Under the leadership of **Donna Kiel**, the Office of Innovative Professional Learning (OIPL) has emerged as the preferred source for innovative professional learning across multiple sectors. OIPL has set a high standard for educational excellence and created a platform for faculty across the College of Education and the wider university to share their expertise through professional development and research efforts coordinated by OIPL.

Through OIPL, faculty members have facilitated professional development sessions and engaged in groundbreaking research, significantly heightening their research efforts and the visibility of DePaul, and most importantly, advancing DePaul's Vincentian mission. With its tailored approach, OIPL has successfully supported Catholic

and public schools through customized professional development initiatives. These include micro-credentialing programs, personalized coaching, and curriculum development projects, all designed to enhance educational practices and improve student outcomes.

A testament to its impact, the Office of Catholic Schools in the Archdiocese of Chicago has selected and engaged OIPL as a key support entity for over 200 Catholic schools. This partnership underscores OIPL's critical role in advancing educational excellence within the archdiocese.

One of OIPL's hallmark achievements is the expansion of the Catholic Future Teacher Leader Program, generously funded by Schreiber Philanthropy. This program has empowered

over 2,200 middle grades and high school students, equipping them with leadership skills and fostering a commitment to future educational roles.

Through the coordination of the Library of Congress Teaching with Primary Sources Grant, OIPL has developed a unique racial equity and empowerment micro-credential program for middle grades students in underserved communities. This initiative has provided these students with crucial educational opportunities and a deeper understanding of racial equity. The program creates the opportunity for these young people to have a positive impact in their community through creation and implementation of civic action research projects.



Photos by Donna Kiel.

program

PRINCIPAL MENTORING PROGRAM GRANT

Being a school principal is a demanding job. More than 1 in 10 public school principals left the profession between 2020-22, with higher-poverty and rural districts seeing greater numbers of departures.

In response to the growing challenge, DePaul's College of Education was tapped in 2021 by the Illinois State Board of Education to participate in the New Principal Mentoring Program,

which pairs new principals with experienced ones. The program aims to build leadership capacity and reduce principal turnover, particularly for diverse leaders and in schools serving diverse student bodies. So far, the COE has shepherded 52 new principals through the program across three years.

DePaul has been awarded nearly \$300,000 in funding to coordinate this program so far. Prin-

cipals have joined from as far north as Waukegan, all around the Chicago suburbs and into western Illinois.

New principals receive 40 hours of mentoring throughout the course of the school year and participate in monthly networking and professional development opportunities with DePaul's Office of Innovative Professional Learning.



updates

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

The Illinois Legislature created the Early Childhood Access Consortium for Equity (ECACE) in 2021 as a way for higher education institutions to collaborate in educating the early childhood workforce and improving the quality of care. As a founding ECACE member, DePaul's Early Childhood Education Program was awarded a grant of \$874K over the last two years to recruit and support incumbent workforce members to enroll at DePaul. Through this grant and additional State scholarship funding, 18 Early Childhood Education students completed their degrees; another 41 are continuing their studies.



Academic honors recipients of the Early Childhood Education Program pose with Program Director Marie Donovan and ECACE Mentor Ariel Sylvester at the June 2024 Honors Ceremony. Photo by Tom Evans.

FACING HISTORY AND OURSELVES

COE continued its longstanding collaboration with Facing History and Ourselves and was able to offer enriching virtual presentations in two 90-minute professional development sessions for students, faculty, and staff of the DePaul College of Education.

The first session was entitled "Supporting Inquiry in the Social Studies Classroom: Expanding the Teaching of the US Founding" with a second session entitled "Creating Inclusive Schools and Teaching Current Events." These

sessions utilized classroom resources and strategies to engage in discussion about how to invite students to explore the complexity of identity and develop a sense of agency as they reflect on history and what it means to grow up in the world today.

After the sessions, participants gave lots of positive feedback, saying things such as "I feel generally empowered and emboldened to have tough discussions with my students,"

and "I learned very valuable techniques and the importance of bringing history to the present day by using different tools and digestible resources that promote discussion and understanding."

The sessions are aimed to help participants explore and familiarize themselves with activities, readings, lessons, and strategies designed to help educators develop a meaningful civic education experience in their classrooms and schools.

program

STOCKYARD INSTITUTE

Stockyard Institute and Director Jim Duignan have been focused on growing numbers of prospective artist educators and an artist network that shares a commitment to steadily occupy and maintain relationships across Chicago communities to coordinate, organize futures, interrupt, and co-create remedies to a problem alongside the community with which they are organizing.

Duignan is working in collaboration with the DePaul Art Museum's Learning Studio and "Life Cycles" exhibit, implementing a new collaborative curatorial approach. Together with Stockyard Institute, the museum is piloting a radical and groundbreaking approach to engagement, learning and experimentation. This art education model champions intergenerational exchange and experimentation across the city through the mutual sharing of ideas and resources amongst artists, teachers, and students, with a fundamental shift and redefinition of current educational hierarchies and frameworks.



"Radio Banner" (2024) by artist Jeff Zimmerman. 8 ft x 10 ft.

updates

RISE (RACIAL JUSTICE PROGRAM)

The RISE: Racial Justice Program, which supports Catholic leaders, students, and parish communities in creating greater unity and belonging, continues to be a prominent project for Catholic schools. This program has been instrumental in fostering inclusive environments and addressing racial justice within Catholic institutions.

In the 2023-2024 school year, the Office of Innovative and Professional Learning has implemented the comprehensive program in schools and parishes across the archdiocese.

COUNSELING INTERNSHIP

Counseling master's students are required to complete a year-long internship experience as part of their degree program. Over the 2023-2024 academic year, there were 92 total counseling interns; three College Counseling and Student Affairs (CCSA) Track/Specialty Area, 23 School Counseling (SC) Track/Specialty Area, and 66 Clinical Mental Health Counseling (CMHC) Track/Specialty Area. These 92 interns were across 99 total sites—some students working at multiple.

OFFICE OF COMMUNITY PARTNERSHIPS AND STUDENT INTERNSHIPS (CPSI)

The Office of Community Partnerships and Student Internships helped place 161 students for their student teaching experience during the 2023-2024 academic year. These placements spanned across the greater Chicago area in 127 partner schools. Students can complete their student teaching at any quarter during the year, but the majority are completed in the spring quarter; this past year, CPSI had 28 autumn student teachers, 27 winter student teachers, and 105 spring student teachers.

INSTITUTE FOR DAISAKU IKEDA STUDIES IN EDUCATION

The Institute for Daisaku Ikeda Studies in Education celebrated its 10th anniversary this past April and was again active with public events, research activities and translation initiatives. The Institute hosted the 3rd International Conference on Ikeda/Soka Studies in Education, convened under the theme of interdependence, literary selfhood, and the restoration of humanity. The three-day biennial conference included more than sixty in-person and virtual presentations and was attended by participants from around the world. The Institute also welcomed Boston University Professor Anita Patterson to give a keynote address titled "Dialogues of the Heart: Daisaku Ikeda, Transnationalism, and American Literature."

institute

Institute for Daisaku Ikeda Studies in Education

The DePaul University Institute for Daisaku Ikeda Studies in Education celebrated its 10th anniversary in April 2024. In addition to its regular research and translation initiatives, the Institute hosted the 3rd International Conference on Ikeda/Soka Studies in Education, welcoming more than 150 participants from around the world, and Institute director, Professor **Jason Goulah**, delivered invited presentations about the Institute's work in the U.S., Italy, and Spain. A highlight from this year was a June Japan trip by Goulah and College of Education Dean **Jennifer Mueller** to meet with Institute partners in Tokyo and Hiroshima, tour schools established by Mr. Ikeda, and introduce Dean Mueller to the foundations of our Institute and the COE's related degree programs in Value-Creating Education for Global Citizenship.

During the trip, Goulah and Mueller met with Soka University President Masashi Suzuki, School of Education Dean Hiroko Tomioka, and representatives from the university's research center on Ikeda studies. They also toured Soka elementary and secondary schools, visited classes and met with students, teachers, and administrators. Dean Mueller delivered a talk and engaged in dialogue with students in the Soka high school Global Seminar. The trip began in Hiroshima, where, among other activities, Goulah and Mueller toured the Hiroshima Peace Memorial Museum, visited the Hiroshima Peace Park, offered flowers at the Hiroshima Victims Memorial Cenotaph on behalf of the College of Education, and met with a survivor of the 1945 atomic bombing of Hiroshima.



spotlight



Below are excerpts from a discussion with Dean Mueller and Professor Goulah about their trip and its connections with DePaul's mission.

THE FOUNDATIONS OF IKEDA STUDIES

JASON GOULAH: Our Japan trip centered on two initiatives in the College of Education: the Institute for Daisaku Ikeda Studies in Education and our degree programs in Value-Creating Education for Global Citizenship. Both are based on the ideas and work of Daisaku Ikeda (1928 – 2023). Mr. Ikeda was a Buddhist leader and philosopher, author and poet, global peacebuilder and educator, and founder of an international network of nonsec-

tarian schools and universities and centers to advance peace, nuclear disarmament, environmental sustainability, and cultural exchange and understanding through dialogue, the arts, and Eastern philosophy. DePaul established the Institute for Daisaku Ikeda Studies in Education in 2014, conferred an honorary doctorate on Mr. Ikeda in 2016, and, in 2018, established the world's first degree programs in Value-Creating Education for Global Citizenship based on his philosophy and practice of peace and human education.

Dean Mueller and I traveled to Japan to meet with individuals involved in Ikeda studies and to visit organizations Mr. Ikeda founded and led until his pass-

ing in November 2023.

JENNIFER MUELLER: Many of the things that drew me to DePaul centered around Vincentianism. From a leadership standpoint, the Institute is in the College of Education, so I desired to know more about its foundations and their connection to our degree programs in Value-Creating Education for Global Citizenship. The opportunity to go to Japan and put all of this in context was an amazing experience. The trip provided a blossoming affirmation of the seamless connections between the thought and work of Mr. Ikeda and our intentional approach to thinking about our role and how we need to function in the space of what it is to be a good

institute spotlight

human being. This connects so much with Vincentian personalism. They align in the premise that a transformation in each person is what creates value and interdependence. Different from individualism, this is inner transformation with a goal toward good global citizenship. It is not just to make oneself better, but to do so with the idea of connecting to the world and making the world a better place.

Visiting Hiroshima was one of the most incredible experiences of my entire life. It shaped the whole rest of the trip and my understanding about how much of Mr. Ikeda's teachings and thought are based on national trauma related specifically to war. Jason and I have discussed how the notion of world peace can seem so incredibly abstract. We can talk about it and talk to students about it, but our work through our Institute and degree programs in Value-Creating Education for Global Citizenship strives to provide a schema and framework to understand peace and effectuate it in a more real and concrete way.

GOULAH: This was crystalized in the Soka schools we visited. The high school students' questions were big, profound kind of questions about the nature of world peace. It was impressive to see.

MUELLER: They were amaz-



ing. They were so amazing. We could have sat with them asking questions for two more hours than we did. It was fantastic.

GOULAH: We have a wide variety of students in our degree programs in Value-Creating Education for Global Citizenship, from Pre-K all the way to adult educators in formal and non-formal schooling. We also have people in the corporate sector, the arts, law, NGOs and religious organizations.

As Mr. Ikeda's ideas span discrete curricular applications all the way to nuclear disarmament, combating climate change, advancing human rights, and so

on, our students are engaged in a shared conversation, thinking about these ideas in the context of their spheres of influence to try to pioneer a better age, a different kind of way of doing things.

MUELLER: At DePaul's College of Education, we're preparing professionals who have to go out into the world and do this work—educators and counselors—supporting them with a disposition towards understanding interdependence.

The expectation is we are interconnected and we are interdependent. We live in a really individualistic society and to have a foundation in the program that sends people into the world with this kind of a worldview is important. Even if they're not specifically in the Value-Creating Education for Global Citizenship program, I feel like there's some permeation of 'Vincentianism brings us together' and some permeation of these kinds of values and ways of thinking about the world that are so important for a counselor, so important for a teacher, so important for a leader in education. And the way that it connects, it bolsters Vincentianism. We have that and that's amazing and here's something from a completely different cultural lens that dovetails and integrates almost seamlessly with the Vincentian pieces of it. I think it is pretty incredible.

student highlights

Jesus Magallon is a community policing officer in the 25th District, a doctoral student in the Education Leadership program at the COE, and an advocate for the migrant population in his community. When he noticed an influx of immigrant children and their families staying at police stations and shelters, he decided to use his passion for education to launch a literacy campaign and began an off-duty endeavor to provide bilingual books for migrant children.

“As a youth, literacy was near and dear to my heart; I was spending time in libraries, always having access to books and being a reader. As the weeks became months, it got me thinking, ‘What can we do here?’ I think this is an area that was kind of underutilized.”

Jesus created partnerships with nearby schools, educational nonprofits, and police families to collect books to deliver to children. He has collected over 300 books so far and he’s just getting started. Officer Magallon is utilizing his education and position as a youth officer to serve the larger community and collaborate with other organizations to extend his efforts throughout Chicago. He is truly an outstanding member of our community here at the COE.



Photo by Book Club Chicago.

NOMINATE A STUDENT AND LET THEM SHINE

We want to recognize outstanding students who have excelled in academics, arts, athletics or other activities to inspire others. Share news of your students' accomplishments to education@depaul.edu to help us showcase their achievements.

student highlights



Photo by Danielle Nolen.

The photography of **Danielle Nolen**, a senior early childhood education major and photographer, was featured as part of the Freedom Square: The Black Girlhood Altar exhibition at the Chicago Cultural Center from Nov. 1-March 10. The Chicago DCASE website says: "The Black Girlhood Altar 'is a multimedia, artifact-based, video, and object-based artwork to create sacred spaces and honor the lives of Black girls and young Black women who have gone missing or been murdered. This iteration, 'Freedom Square: The Black Girlhood Altar,' supports a necessary dialogue with the City of Chicago about the crisis of missing and murdered Black girls and young women. The exhibition at the Chicago Cultural Center creates a space for artists, families, organizers and young people to engage in a public conversation."



In 2020, DePaul entered into a 3+1 degree program agreement with Hainan Normal University in China to jointly teach DePaul courses to their early childhood education majors.

Yuxuan Cai and **Hangao Qin**, two students from the first Hainan cohort (i.e., seniors) came to DePaul in AY 2023-24 to complete their joint degrees. Another five Year 4 students from Hainan will arrive this August.

Pictured L to R: Yuxuan Cai and Hangao Qin. Photo by Nancy Hashimoto.

student highlights

During the autumn and winter quarters, counseling students worked directly with school counselors in four CPS Schools (Otis Elementary, Chicago Academy School, Pritzker Elementary and Jones College Prep High School). Throughout the two quarters, DePaul school counseling students created needs assessments for their partner schools, met with school counselors, created community resource maps, developed newsletters for partner schools, and created a website encompassing components of a comprehensive developmental school counseling model aligned with the national model for school counseling.

The project work culminated in presentations for their class and the school counselors from the partner schools. The presentation groups partnered with Jones College Prep (JCP) High School included DePaul school counseling students: **Danielle Chopp**, **Elyse Hill**, **Olivia Kelley**, **Isabella Portelli**, and **Angelica Williams**. The Jones College Prep Department Chair **Brian Coleman**, and Jones College Prep School Counselor **Hope Stimac**, were so impressed with the presentation that they invited the CSL 522 students to present to the Jones College Prep School Counselors.



JCP Counselors Brian Coleman, Saj Syed, Anne Halliday, Hope Stimac, and Ryan Swanson with DePaul school counseling candidates. Photo by Vince Walsh-Rock.

Due to Professor **Chris Wortham**'s work at Greeley Elementary School, a conversation emerged regarding how DePaul counseling students might be able to provide additional support to Greeley and their school counselor, Lisa Lofton, given the school has had over 450 newcomer students this school year alone. Three second-year DePaul students volunteered to spend 1-2 hours weekly during the winter quarter. **Olivia Kelley**, **Olivia Lewis**, and **Isabella Portelli** are all second-year students in the DePaul School Counseling Program.

To date, they have volunteered 47 hours at Greeley and have worked with individual students, co-presented classroom lessons, and co-led small groups. They consult with **Vince Walsh-Rock** about their experiences at Greeley and process possible next steps and reflections for their work. All three students continued their work at Greeley into the spring quarter.

alumni spotlight



Principal of the Year Lisa Bucciarelli-Carlos proudly accepts the Stanley C. Golder Leadership Award for Excellence in Leadership. Photo by Dion Martorano/Journal-Topics.com.

Several DePaul COE alumni were in the running for this year's Golden Apple Awards for Excellence in Teaching. According to the nonprofit, the Golden Apple Awards for Excellence in Teaching honor outstanding teachers for "having lasting, positive effects on students' lives and school communities." Teacher finalists demonstrate—in their teaching and results—a "significant, positive impact on their students' growth and learning." Award recipients become Fellows of the Golden Apple Academy of Educators, a community of educators who play an important role in preparing the next generation of teachers in the Golden Apple Scholars and Accelerators programs—dedicated to addressing Illinois's teacher shortage.

Brian Kelly (MEd '05), principal of Dr. Martin Luther King Jr. College Prep High School in Chicago and **Lorianne Zaimi** (COE '00), principal of Helen C. Peirce School of International Studies in Chicago, were both selected as finalists for the 2024 Golden Apple Awards.

Lisa Bucciarelli-Carlos (COE PhD '05), principal of Plainfield Elementary School in Illinois, received the 2024 Golden Apple Award for Excellence in Leadership as Principal of the Year. Congratulations to all of our DePaul finalists and winners on this huge professional accomplishment.

alumni spotlight

Jim Wolf (COE MEd '10) joined Elgin School District U-46, the second largest school district in Illinois, as the director of Information Services.

Community College System comprising 48 colleges and one multi-community college center in 39 community college districts.

Sheri Costello (COE MEd '09) was appointed principal of Benet Academy, a co-educational, college-preparatory Benedictine high school in Lisle, Ill.

Jerry Travlos (EdD '20) was appointed chief of schools for Chicago Public Schools' (CPS) Network 4, an elementary school division of CPS. Travlos served as principal of Chicago's Washington D. Smyser Elementary School for 19 years. He was named an independent school principal in 2016, lead assessor with CPS' department of principal quality in 2019 and Network 4's deputy chief of schools in 2022.

Phil J. Verpil (EdD '22) was appointed as the assistant vice president for enrollment management and executive director of admissions at Auburn University.

Elizabeth Kotis (COE '03) was named principal of Three Hierarchs Orthodox Christian High School, the first pan-Orthodox high school in Illinois.

Dena Giacometti (MEd '17) was named the director of English language acquisition with the Illinois Community College Board. The board coordinates the Illinois

Chala Holland (MA '05) was appointed as superintendent of the Deerfield and Highland Park high school district for a three-year term.

Monica C. Schroeder (COE '99) was named superintendent of schools for North Shore School District 112. The district serves 4,000 Pre-K through 8th grade students in Highland Park, Highwood and Fort Sheridan, Ill. Schroeder has also served as the president of the Illinois Association of School Personnel Administrators and is also president of the American Association of School Administrators.

Eric Martzolf (MEd '95) was hired as the principal of Lisle High School in Lisle, Ill. He previously served as assistant principal for curriculum and instruction at Hinsdale South High School in Illinois.

COE Alumni: Class Notes are dedicated for alumni to share information about their accomplishments and milestones. They provide a way for alumni to spread the word about a promotion, award/honor received, career moves, etc.

Visit <https://shorturl.at/wTyoi> or email dpalumni@depaul.edu to submit to DePaul University Class Notes. All Class Notes are considered for use in all university publications.

faculty focus

Honors and activities of our faculty—and sincere thanks for those who've left DePaul for new paths in their academic careers and retirement.



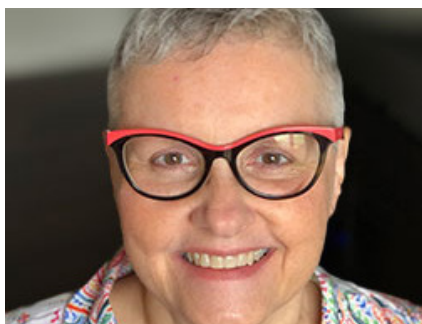
Sonia Soltero was awarded the Spirit of DePaul Award that honors and recognizes members of the DePaul Community for their leadership and service in the spirit of Saint Vincent de Paul.



Ronald Chennault (above) stepped down as associate dean after 14 years. **Darrick To-var-Murray** (below) will be the new associate dean for DEI and faculty development.



Marie Donovan has been appointed by the State Superintendent of Education Tony Sanders to the Illinois State Board of Education's Teacher Performance Task Force.



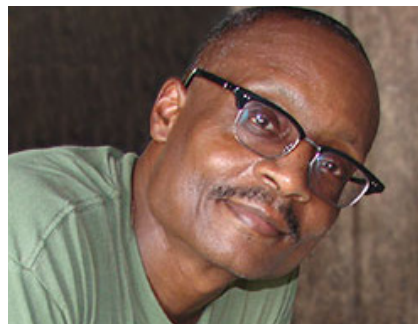
Melissa Bradford (above) and **Roxanne Owens** (below) were awarded Excellence in Teaching Awards at Convocation for '23-'24 and '22-'23 respectively.



Katherine Kapustka (below) will be serving as the new director of teacher preparation leadership and licensure.



Melissa Ockerman and **Stephen Haymes** (below) have earned promotion to full professor. Haymes received the Presidential Faculty Fellowship for the 2023-2024 academic year.



faculty farewells

Honors and activities of our faculty—and sincere thanks for those who've left DePaul for new paths in their academic careers and retirement.



John Taccarino, associate professor, retired after 53 years of service at DePaul. Taccarino enjoyed working with students and was always very committed to their professional growth. A licensed clinical psychologist, Taccarino anchored several of our key human growth and development courses. He taught pivotal courses including helping future educators understand the cognitive, physical, psychological, and emotional develop-

ment of their future students.

In addition to his direct work with students, Taccarino was also key in the support and growth of programs in the college, contributing his expertise through both program development and leadership roles. We've been fortunate to have Taccarino as a member of DePaul; he has had a profound impact on our entire educational community and we will miss him.



Mojdeh Bayat accepted a new position as dean of the School of Education at Fitchburg State University. She served as a professor in our Early Childhood Education program for 19 years, while also serving on numerous committees across the university. Bayat also stepped in as interim dean of the COE in the winter and spring of 2023, steadily guiding the college through times of reconceptualization and restructuring.



Sr. Mina Mary Paul McCaughey accepted a position as prioress general of the Dominican Sisters of Springfield, Ill. While in DePaul's College of Education, Sr. M. Paul was an inspirational faculty member who served in numerous roles over many years in the college and the Department of Leadership, Language & Curriculum and was key in developing innovative Catholic initiatives within the college.



Thomas Noel, Jr. accepted a position at Morgan State University in Baltimore, Md. Noel joined the DePaul College of Education's Department of Leadership, Language and Curriculum in the autumn of 2017 as an instructional assistant professor of Educational Leadership. Noel passionately served on the committees of many doctoral students and worked extensively on the Lift as You Climb initiative.

publications & presentations

The 2023-2024 academic year proved a busy and fruitful time for our faculty, students and alumni not only in the classroom, but in research, publications and presentations here at DePaul University, at other academic institutions throughout the U.S. and around the globe. Here's a sampling of all the subjects of research and presentations of findings generated in the College of Education.

COUNSELING & SPECIAL EDUCATION

Deanna Burgess and **Autumn Cabell** published an article in collaboration with colleagues at other universities. The article, entitled "Burnout, Racial Trauma, and Protective Experiences of Black Psychologists and Counselors" was published in "Psychological Trauma: Theory, Research, Practice, and Policy."

Autumn Cabell, **Deanna Burgess** and **Carlos Medina**, alongside Boston University faculty member **Eric Brown**, had a poster presentation at the Association for Counselor Education and Supervision Conference. The poster was entitled "Counselor Trainees' Experiences Working with Afghan Refugees."

Autumn Cabell and **Carlos Medina** published an article, "Examining Black and Latinx College Students' Perceived Stress, Resilience, and Networking Efficacy from a Social Capital Perspective," in the "Journal of Educational Studies and Multidisciplinary Approaches."

Rebecca Michel was awarded a DePaul University Public Service Council grant for her project, "DePaul Works: Increasing Career Support for Spanish-Speaking Job Seekers."

Rebecca Michel participated in a Fulbright exchange in Nepal where she supported local and

government schools and met with educators and students. She also worked with Empower Nepali Girls, an NGO focused on supporting and advancing education for girls in Nepal.

Rebecca Michel and colleagues were awarded the Association for Assessment and Research in Counseling Patricia B. Elmore Award for Outstanding Research in Measurement and Evaluation, Association for Assessment and Research in Counseling.

Kim Molnar presented "School Counselors' Perceptions Working with School-Based Mental Health Counselors" at the Association for Assessment and Research in Counseling Conference in Nashville, Tennessee.

Alexandra Novakovic and **Eva Patrikakou** presented their research on college freshmen's perceptions of their high school college and career readiness counseling at the 2024 Evidence-Based School Counseling Conference.

Eva Patrikakou presented at the annual International Conference on Education and New Developments in Porto, Portugal. Her presentation, "Autism Spectrum Disorders and AI: Applications and Areas of Promise" engaged the audience in the critical role artificial intelligence can play in diagnosing ASD and providing personalized interventions for individuals with autism.

LEADERSHIP, LANGUAGE & CURRICULUM

Jason Goulah delivered a keynote address on Ikeda/Soka studies in education and the Italian translation of "The Light of Learning," the 2021 edited collection of selected writings by Daisaku Ikeda on education to which Goulah contributed the foreword, at La Luce Dell'Apprendimento, Presentazione Libro, a conference centered on the book's launch held at the Centro Culturale di Firenze in Florence, Italy.

Jason Goulah was a featured panelist at the 2023 Ikeda Forum for Intercultural Dialogue on the theme "Dialogues of the Heart: The Role of Literature in Fostering Inner Transformation and Peace." The forum was held this fall and hosted by the Ikeda Center for Peace, Learning and Dialogue in Cambridge, MA.

Jason Goulah published the chapter "Value Creation and Happiness in Education: Considerations for a Post-Truth World" in "The Cambridge Handbook on Ethics and Education," edited by Heybach, Fraser-Burgess & Metro-Roland. (Cambridge University Press)

Jason Goulah and **Nozomi Inukai** presented their paper "Value Creating Approaches In/ Through Online Learning and Instruction" at People, Education, and Technology for a Sustainable Future, the Seventeenth International Conference on e-Learning & Innovative Pedagogies, at the

publications & presentations

The 2023-2024 academic year proved a busy and fruitful time for our faculty, students and alumni not only in the classroom, but in research, publications and presentations here at DePaul University, at other academic institutions throughout the U.S. and around the globe. Here's a sampling of all the subjects of research and presentations of findings generated in the College of Education.

Polytechnic University of Valencia in Valencia, Spain.

Jason Goulah delivered an invited lecture and met with students at the Daisaku Ikeda Joint Research Institute for Education and Development (El Instituto Universitario de Investigación en Educación y Desarrollo Daisaku Ikeda) at Alcalá University in Guadalajara, Spain.

Jason Goulah published the article "Ikeda Daisaku on Artificial Intelligence (AI) and Existential Happiness: Intuition, the Poetic Mind, and Human Education at the Posthuman Turn" in the "Journal of Oriental Studies."

Jason Goulah published the chapter "Daisaku Ikeda: Introduction to the Man, His Influences, and Educational Thought" in the "The Palgrave Handbook of Educational Thinkers," edited by B. A. Geier and published by Palgrave/SpringerNature.

Nozomi Inukai published a book chapter, "Questions of Worth as a Guide for Curriculum Development" in "Enacting Praxis: How Educators Embody Curriculum Studies."

Curriculum Studies adjunct Instructor **Karlee Johnson** presented the paper "Responding to Incidents of Racist Speech on Campus and Reproducing White Institutional Spaces" for the 2024 AERA Meeting on April 12 in Chicago, IL.

Andrea Kayne co-wrote the

article "6 Leadership Lessons from Barbie—Don't Overthink It" that appeared in Forbes.

Donna Kiel presented at the NCSS Conference in Nashville, TN, at the invitation of the Library of Congress. Her presentation, "Creating Belonging and Empathy with Primary Sources," highlighted the program and research Kiel and her team completed it as part of a grant from the Library of Congress and in partnership with Barat Education Foundation.

Donna Kiel was invited by the International Baccalaureate organization and the division of the International Baccalaureate Educator Certificate Management to present the Office of Innovative Learning's International Baccalaureate Educator Certificate program at the prestigious Global International Baccalaureate Conference held in Washington, DC.

Donna Kiel and Dean **Jennifer Mueller** were invited to present the College of Education initiative, "Building Bridges of Hope: DePaul - Migrant Outreach Resource and Engagement (MORE)" to Catholic school principals who gathered at Academy of St. Benedict the African as part of the Office of Catholic Schools initiative to support migrant children and families seeking asylum. The presentation resulted in new collaboration with the Office of Catholic Schools focused on supporting Catholic schools welcoming these newcomer children into their schools.

Sunny Park-Johnson's new book, "Korean-English Bilingualism in Early Childhood: A Longitudinal Investigation of Development," was published in March, 2024.

Sunny Park-Johnson received a contract from Routledge Publishing for her third book, entitled "Equity in Language Assessment: A Comprehensive Guide to Assessing Culturally Diverse Learners." This volume will cover assessment issues for linguistically and culturally diverse students.

The article "Who's on First? Reviewing Catholic School By Laws" by **Sr. M. Paul McCaughey** was published in the newsletter of Catholic School Management as a resource for Catholic Boards across the country, based on earlier presentations made at the National Catholic Educational Association's Convention.

Sonia Soltero published an article in Language Magazine entitled "The North Star of Leadership in Dual Language Education." Soltero was also a keynote speaker at the National Alliance for Bilingualism: Hacia una estrategia nacional y multicultural para el aprendizaje del español e inglés in the Dominican Republic as well as the National Association for Bilingual Education.

TEACHER EDUCATION, KINESIOLOGY AND EDUCATIONAL STUDIES

Amy Clark's article "Flexible Co-

publications & presentations

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Construction of Meaning: Facilitating Emergent Bi/Multilingual Children's Emergent Exploratory talk in Spanish Literature Discussions" was published in the International Multilingual Research Journal (IMRJ) in January, 2024.

Amy Clark presented "Sustaining minoritized languages in kindergarten through grade three." Reconceptualizing Early Childhood Education (RECE) Annual Conference. Manchester, UK (Hybrid): Reconceptualizing Early Childhood Education (RECE).

Ronald Chennault presented "The Ecology of Black Education in a Chaotic Political Landscape: Recreating Community, Advocacy, and Engagement" at the American Educational Research Association (AERA) Annual Meeting in April in Philadelphia, Penn.

Hilary Conklin and Kathy Kapustka both presented "Teachers go to school, too!" in February at the Educators' Rising Conference in Normal, Ill.

Jim Duignan presented "The Early Pedagogical Ideas of the Stockyard Institute" in April at the National Arts in Education Conference. WIT Hotel Chicago: Chicago Arts Partnership in Education and Young Audiences, "Exploring Viola Spolin's Vision of a Non-Authoritarian Philosophy of Education: A Symposium with Aretha Sills" in May at The Learning Studio in Collaboration with the Stockyard Institute & DPAM. Chicago, and

published "XX" in The Lumpen Times: 30 Years of Radical Media and Building Communities of the Future" (p. 532, Chicago, IL: Hat and Beard Press.)

Horace Hall's "Protecting Black youths' emotional lives" was published in Association for Supervision and Curriculum Development (ASCD), 81, 52–57.

Stephen Haymes's "Afroecological Ethnicities' Ancestral Life Projects: Reconstituting Territorial Peace in AfroPacific Colombia" was published in Land, Culture Dispossession, and Resistance: Afrodescendent and Indigenous Peoples in the Americas (p. 23). New York, New York: Routledge. Haymes also wrote "Arendt's Political Ontology of Worldliness and Worldmaking in Conversation with the Global South," in Creolizing Arendt. Roman and Littlefield Publishers.

Mindy Kalchman presented "Inside-Out: An ABCD Approach to Teaching Inside Jails and Prisons" in May at the DePaul Teaching and Learning Conference. Chicago: DePaul University; "Doing Math for Personal Growth and social change. A Global Mosaic: Celebrating 25+ Years of Transformation from the Inside-Out" at Temple University in Philadelphia, Penn., in November and "Doing Math with Inside Out. Developing an Asset-Based Service Learning Course, at DePaul's Steans and Egan Centers/ ABCD Institute in December.

Kathie Kapustka and Sarah Bright (doctoral program alumna) presented "Worth 1,000 Words: Supporting ELA & SEL with Bluestem Texts" at the Illinois Gifted Association Conference.

Roxanne Owens, R. F., Fleming, C., Smith, S. L., & Aronson, S. A presented "Pondering Primary Sources: Authenticity, Bias, and Controversy in Historical Research" at the American Library Association Conference held on June 28-July 1 in San Diego, Calif.

Roxanne Owens and Marie Donovan presented "New and Notable Children's Literature" on behalf of the DePaul Graduate Admissions department as a marketing event on September 19, 2023.

Roxanne Owens published the Illinois Reading Council Journal's Spring (Vol. 52, 80 pp.) and Summer Issues (Vol. 52, 84 pp.)

Amira Proweller presented "Contemporary culture wars and the assault on teaching" at the Critical Questions in Education Symposium in Chicago, Ill., and published (with Monkman, K.) "Teaching in contentious times: Education culture wars, challenges, and possibilities. Schools": Studies in Education, (21, 42–69.)

staff recognition

The College of Education recognizes our outstanding staff members each year through our Staff Recognition Award. This award acknowledges staff who have gone the extra mile on a task, devoted extra time and energy to projects outside their regular job scope, or volunteered for a college or university-specific project or committee. The COE staff members who were 2023-2024 nominees include **Michael Boland, Nancy Hashimoto, Krisana Holt, Jordan Humphrey, Erin James, Jay Lesenko, Nora Murphy, Nicole Nudo, Stephanie Parrillo McCullough, Bret Ruiz, Alicia Sanders, Ariel Sylvester, and Brandon Washington.**

We also found ourselves saying goodbye to staff members including **Camille Laxamana, Lindsey Mathews, Dania Odeh, and Ava O'Malley,** while welcoming new staff members **Steven Awalt, Michael Boland, Genesis Castello, Krisana Holt, and Julia Stiber.**

A very fond farewell and thanks to those staff members who have moved on from DePaul, and a most enthusiastic welcome to our new colleagues.

HASHIMOTO NAMED DIRECTOR OF NEW OASIS CENTER

Nancy Hashimoto has been named the director of the new Office of Advising, Student Success, Internships, and Student Teaching (OASIS) center, COE's one-stop shop for student advising and counseling needs.

Congratulations on your new role, Nancy!



HOLIDAY CHEER WITH COE STAFF



events



Issues in Education Forums



The College of Education hosts quarterly forums on a wide variety of education issues. The purpose is to engage our students in the discussion of current major issues impacting educators. These forums are coordinated by **Diane Horwitz**, a long-time educator, former COE adjunct professor and public education advocate. Horwitz uses her expertise and educational connections to put together these forums, hosting guest speakers that are experts in their respective fields, practicing educators, and policy advocates. The forums draw our education students, teachers, school administrators and community members.

Two forums were hosted this year, one in winter quarter and another in spring quarter.

The 2024 winter forum, “The New Illinois Literacy Plan: How Will It Impact K-12 Teachers Across Illinois?” featured three panelists, all expert literacy researchers and practitioners, and garnered a few hundred participants. The panel helped attendees understand the national context within which this plan was developed, along with how ISBE defines the problems in current Illinois literacy teaching. The core components of the plan, and how they will affect the curricular and instructional choices made by classroom teachers and teacher education program faculty, were described and discussed. Another focus of the panel was on examining critiques of the plan, what was left out, what the next steps will be for school districts and the extent to which its provisions promote the complexity and nuances of literacy acquisition and teaching. The forum was facilitated by COE’s **Marie Donovan**.

The 2024 spring forum, “Educating for Democracy in a Contentious Election Year,” explored how educators can respond to a changing political climate, and how educator’s responses may differ depending on where they teach, administrative and community norms, and school culture and attitudes about discussing controversial political issues in the classroom. The forum featured nationally recognized civic education scholars and Chicago Public School leaders, and was facilitated by COE’s **Hilary Conklin**.

Recordings of all our Issues in Education forums can be found on our YouTube, [@DePaulCollegeofEd](#).

Keep an eye out on our social media pages and DePaul Events to register for our future forums!

events



Jimmy Soto (left) and Bill Ayers speak before the collected audience of peers at the EDSA Conference. Photo by Michael Boland.

Education Doctoral Student Association (EDSA) Conference

On May 18, the College of Education Doctoral Program hosted its 2024 Annual Education Doctoral Student Association (EDSA) Conference. The theme was "Creative Resilience," celebrating intersecting social identities, cross-cultural first-hand experiences, and perceptions of resilience.

College of Education Dean **Jennifer Mueller** opened the day with an introductory keynote, explaining the theme and inspiring students to engage with panelists throughout the conference. Keynote speakers **Bill Ayers** (an adjunct instructor at DePaul) and **Jimmy Soto** spoke on lessons for educators from prison education. The conference also included panels on "Inspiring Narrative Transformation," "Common Humanity," "Axiological Interactions for Co-creation," and "Resilience Through the Dissertation and Capstone Process."

The day ended with a career panel featuring scholars and professionals from different education-related pathways. The conference was well attended by current doctoral students, faculty and staff, recent graduates, and incoming students alike.

events



Peace & Education Coalition Alternative High School Research Symposium

Through a partnership with the DePaul College of Education and Peace and Education Coalition Alternative High School in the Back of the Yards neighborhood, eight alternative high school students worked on a year-long research project with guidance from COE faculty members. Their project, entitled “Youth Working to Improve Our Communities: Addressing the Current Migrant/Newcomer Arrivals in Chicago” explored the recent arrivals of Venezuelan migrants to the sanctuary city of Chicago. The students studied this phenomenon by surveying their peers, teachers and neighborhood residents about their knowledge, feelings and experiences with the recently arriving migrants. Additionally, they interviewed city and government officials as well as local activists to learn about their work with the migrant newcomers. These students were welcomed to the DePaul campus, where they presented their findings through a research symposium to DePaul faculty, staff, community members, and their families.

Whole Brain Living

Donna Kiel, director of the Office of Innovative Professional Learning (OIPL), facilitated a virtual workshop by **Jill Bolte Taylor** in autumn quarter 2023. Taylor is a nationally known, Harvard-trained, published neuroscientist. Taylor gave the first TED Talk that ever went viral on the internet and was one of Time magazine’s “100 Most Influential People in the World.” She shared research and insights from her recent book, “Whole Brain Living” with students, alumni, and the Dean’s Advisory Council.

Taylor’s influence has been seen in the COE and beyond. Kiel and **Andrea Kayne** collaborated with counseling faculty’s **Melissa Ockerman** and faculty from Butler University in researching the impact of Taylor’s Whole Brain Living methodology in schools. Whole Brain Living is a model of emotional well-being integrating neuroscience and psychology. Kiel developed a school curriculum based on the model and for the research. She trained Catholic school personnel and families with Whole Brain Living strategies for emotional well-being that leveraged faith and knowledge of the brain. The preliminary data shows a positive impact on participants. If you’re interested in learning more, a recording of the lecture is available on our DePaul College of Education YouTube Channel [@DePaulCollegeofEd](#).

honors ceremony

The annual Student Honors Ceremony was held on Tuesday, June 11 in Cortelyou Commons. The qualifications needed for a student to receive academic honors are a minimum 3.5 GPA for undergraduate students and a 4.0 GPA for graduate students. This year we were pleased to honor 166 students who demonstrated academic excellence. Students who receive honors are awarded a certificate and double gold cords to wear during the commencement ceremony.

We also recognized seven Special Awards recipients at this year's ceremony. Students are nominated for the College of Education Special Awards by faculty and staff who witness firsthand their dedication and hard work. These awards recognize students who have gone above



Photo by Tom Evans.

and beyond during their time at DePaul, whether through excellence in leadership, service, commitment to their community or academics. This year's Special Awards recipients were **Fatima Usman, Andrea Rogel, Ruben**

Espinoza, Jasmine Cotton, Gustavo Giancola, Keisha Twitty, and Michelle Maurer.

Congratulations to all our honors students.

alumni reception

Dean **Jennifer Mueller** hosted her first Alumni Reception as new dean of the College of Education for the 2023-2024 academic year. The reunion was held on May 15 at The Gage in Chicago's Loop. Dean Mueller shared remarks and met with alumni who all enjoyed beer, wine, soft drinks and light hors d'oeuvres while reengaging and reconnecting with fellow alumni and faculty in the COE community. Watch your mail and email for your invite to upcoming receptions.



Photos by Kayla Michaels.

commencement



by the numbers

89 undergraduate and 263 graduate COE students matriculated at the 2023-2024 commencement.

Juan Salgado (pictured top, right) chancellor of City Colleges of Chicago, spoke and received an honorary degree at the 2024 College of Education Commencement ceremony. Salgado oversees a vast educational network that serves more than 60,000 students, 75% of whom are Black and Latinx. Under his leadership, student graduation rates have risen to the highest level on record for City Colleges. For 16 years, Salgado served as CEO of Instituto del Progreso Latino. He has received local and national recognition for his work, including being named a 2015 MacArthur Fellow.



Linda Osei (pictured lower, left), our student speaker at commencement, is a new graduate of the Master of Education, Clinical Mental Health Counseling program.

Osei is a first-generation Ghanaian American who devoted her time at DePaul to prepare for a career in advocacy and service for children facing mental health struggles.



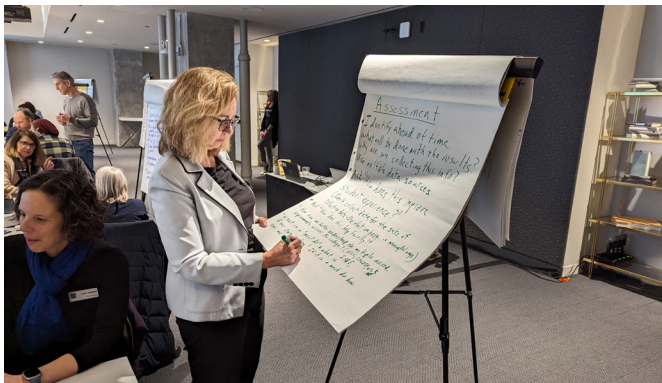
After graduation, she will serve this population as a clinical mental health in Chicago at Mosaic Nature Therapy and Wellness PLLC as a pre-licensed professional counselor.

looking forward

It is important to reflect across the 2023-2024 academic year's accomplishments, and it is exciting to now look forward to 2024-2025! During the Winter and Spring quarters, the College of Education faculty and staff came together to collectively lay out our mission, vision, values, and strategic priorities. We began with a day-long gathering to discuss the state of the college, to chart out a unifying vision to move us together down the path ahead. This unifying vision has been set out in COE's Strategic Plan, a vision built on four pillars: Student Experience, Social Justice & Engagement, Academic Distinction & Innovation, and Continuous Improvement & Effectiveness. The college focused on the strengths and drawbacks of where we currently stand in these essential areas. We began the generative process of creating actionable plans to build on our strengths and to shore up the areas where we must improve, so to turn those too into strengths.

We are a teaching university and college! This necessitates a focus on students as we prepare future teachers, counselors, and leaders. The experience of attending and learning at DePaul is key, but so too the other three pillars inform the first. It is within the Vincentian mission that all at DePaul are engaged in promoting and acting as practitioners for social justice, promoting academic excellence through our dynamic programs and curriculum, and sharing new and innovative knowledge informed by our scholars' research. And finally, all our activities as a college must be continuously studied, reviewed, renewed, and generative to ensure they best serve our students. With these goals reconfirmed, I am fully confident we move forward as "One CoE" to face headlong the challenges ahead in preparing students to make a difference in the classrooms and organizations that support education and mental health in an extraordinarily challenging time.

Jennifer Mueller





 **DEPAUL UNIVERSITY**
COLLEGE OF EDUCATION

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If you wish to support the College of Education, a donation of any size can make a great impact on the lives of our students. Please visit alumni.depaul.edu to make your gift today.