



**DEPAUL
UNIVERSITY**
COLLEGE OF EDUCATION



College of Education Report Card

2016-2017

Table of Contents

A Letter from Dean Paul Zions	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	13
Department of Counseling and Special Education	14
Doctoral Program	15
Centers and Initiatives	17
Academic Success Center	17
Office of Innovative Professional Learning (OIPL)	18
Moos Elementary Partnership	19
Institute for Daisaku Ikeda Studies in Education	20
Education and Counseling Center	21
Stockyard Institute	22
DePaul University and Facing History and Ourselves Collaboration	23

Center for Educational Technology	24
R.E.A.L.....	25
Office of Advising.....	26
College of Education Advancement.....	27
DePaul Career Center	28
College of Education Website	29
Academy for Urban School Leadership	30
Office of Student Teaching & Field Experience	31
Teaching Technology Innovations	32
Faculty Awards and Grants.....	33
Staff Achievements	34
Student Accomplishments and Honors	35
Accomplishments	35
Publications and Presentations.....	35
Activities.....	36
Awards and Recognition.....	36
Honors.....	37
Special Awards	38
Faculty Publications	39
Department of Teacher Education	39
Department of Educational Policy Studies and Research	44
Department of Leadership, Language, and Curriculum	46
Department of Counseling and Special Education.....	48
Gratitude for Service	51

College of Education Report Card

A Letter from Dean Paul Zionts

The College of Education reached new heights of innovation during the 2016-2017 academic year. The COE continued its partnership with Facing History and Ourselves, AUSL, and our partnership with Bernhard Moos Elementary School. All endeavors continue to mutually benefit our organizations, and have demonstrated the value of collaboration within the education community. The OIPL continued our relationship with Beijing, China and began work with The Barat Foundation that should result in exciting developments that will continue into this coming academic year. The Educational Doctoral Program expanded to include two new cohorts with the Fraternal Order of Police and Naperville District 203. The Stockyard Institute hosted PUBLIC SCHOOL, an incredible exhibition for the community at the Hyde Park Art Center. Further, faculty continued to conduct research, author articles and books, and execute enriching projects, all while providing our students with the high-level education for which the College is renowned. To say I am proud of the work we have done together is an understatement.

Yet, the conclusion of the 2016-2017 academic year was bittersweet resulting in significant changes to the COE's organization. Despite the many obstacles we faced, we continued to collaborate as colleagues throughout the year to create new opportunities and provide critical resources to our students and community members. Faculty worked together to create a new arrangement of our departments, considering the diverse backgrounds and disciplines of our professors. We now move forward with three robust departments of accomplished, dedicated, and exceptional faculty members. I also reflect on the challenges facing our staff, who continue to support our faculty, students, and one another unconditionally. Their willingness to take on any project that comes their way exemplifies the Vincentian spirit we hold so dear at DePaul. Truly, we have achieved great things, and should take pride in our triumphs.

I look forward to the upcoming academic year and discovering the new innovative ways we can support our incredible students and reach out to the community at large.



Paul Zionts, Dean
College of Education

College of Education Report Card

Contributors

This 2015-16 COE Report Card was prepared by Jennifer Tatum, Executive Assistant to the Dean, and Sarah Magnuson, Scholarship and Fundraising Administrator, and made possible by the efforts of the following College of Education faculty and staff.

Special thanks to:

Jen Fleming

Assistant Director and
Career Specialist
DePaul Career Center

Jim Duignan

Associate Professor
and Director
Stockyard Institute

Meredith Gioia

Web Developer

Nancy Hashimoto

Director
Office of Advising

Jason Goulah

Associate Professor and
Director
Institute for Daisaku Ikeda
Studies in Education

John Gieger

Instructional Technology
Consultant
Center for Educational
Technology

Sally Julian

Associate Dean for
Development

Horace Hall

Associate Professor and
Director
R.E.A.L. Program

Martha Mason

Director
Education Counseling
Center

Andre Lewis

Director
Graduate Admissions

Kate Liston

Director
Office of Field Experiences
& Student Teaching

Jennifer Loncola Walberg

Associate Professor and
Chair
Department of Counseling
and Special Education

Donna Kiel

Director
Office of Innovative
Professional Learning

Nora Murphy

Director
Academic Success Center

Roxanne Owens

Associate Professor and
Chair
Department of Teacher
Education

Amira Proweller

former Chair
Department of Educational
Policy Studies and Research

Sonia Soltero

Associate Professor and
Chair
Department of Leadership,
Language, and Curriculum

Jim Wolfinger

Professor, Associate Dean
of Curriculum and
Programs, and Director
DePaul University and
Facing History & Ourselves
Collaboration

College of Education Report Card

College of Education Leadership

College Administration

Paul Zionts, Ph.D.

Dean, College of Education

Ronald Chennault, Ph.D.

Associate Dean for Student Development

Sally Julian, Ph.D.

Associate Dean for Development

Jim Wolfinger, Ph.D.

Associate Dean for Curriculum and Programs

Zongmin Kang, Ph.D.

Assistant Dean for Assessment

Academic Departments – Administration

Roxanne Owens, Ph.D.

Chair, Teacher Education

Amira Proweller, Ph.D.

former Chair, Educational Policy Studies and Research

Sonia Soltero, Ph.D.

Chair, Educational Policy Studies and Research

Jennifer Walberg, Ph.D.

Chair, Counseling and Special Education

College of Education Report Card

Dean's Advisory Council

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

Many thanks to the 2016-2017 College of Education Dean's Advisory Council Members!

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

Kathleen Bandolik
(1969 LA&S)

Elizabeth Blinderman

Sunny Chico
(MED 1988 Education)

Bradley Dineen
(MED 1999 Education)

Sandi Gaskin
(BS 1975 Education)

Irene Hayes

Bennett Johnson III

Larry Kugler

Darlene Larson

Connie Lindsey

Juan Mir
(MBA 1986 Business)

Susan Power

Alderman Michele Smith

Kendra Wallace

Katie Weitz
(MED 1999 Education)

Ernest Wish
(BSC 1957 Business, LLD 1991
Business)

Nanette Zander

College of Education Report Card

Enrollment

The 2016-2017 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 2016

The College of Education enrolled 1474 students—574 undergraduates and 900 graduates.

Winter Quarter 2017

The College of Education enrolled a total of 1439 students— 534 undergraduates and 905 graduates.

Spring Quarter 2017

The College of Education enrolled a total of 1430 students—520 undergraduates and 910 graduates.

Top Ten Graduate Majors at DePaul

	# New Students Enrolled in Fall
MBA (all concentrations)	198
Accountancy (all concentrations)	126
Computer Science	93
Public Service (all concentrations)	85
Teaching & Learning (all concentrations)	73
Nursing-Generalist	70
Cybersecurity	60
Information Systems	57
Counseling (all concentrations)	51
EdD Educational Leadership	50

Three out of ten of the **most popular majors** for incoming graduate students for Fall 2016 were offered in the College of Education: Teaching & Learning (# 5), Counseling (#9), and EdD Educational Leadership (#10).

New Program Enrollment

A selection of enrollment figures for new COE programs from Fall 2013 – Fall 2016 is included in the charts below. New programs show stability and growth.

Enrollment in New Undergraduate Program Offerings

New Program, Fall 2013-2016	2013	2014	2015	2016
Environmental Science (2015)			1	1
Middle School Math and Language Arts (2015)			1	1
Pre-Middle School Math and Science (2015)			1	
Pre-Sec-Ed Pre-Sec-Ed w/DbI Major (2015)			2	2
Sec-Ed w/ DbI. Major (2015)			1	4
Special Education (2014)		14	28	36
Exercise Science (2013)	3	26	41	48
Pre-Sec Ed - Japanese	1	1	2	1
Early Childhood Education (Joint SNL/Education) (2010)	2	2	4	2
Middle School Math and Social Science (2016)				1

Enrollment in New Graduate Program Offerings

New Program, Fall 2013-2016	2013	2014	2015	2016
Doctorate in Early Childhood Education (2013)	2	7	7	10
Middle School Education (2016)				7
Special Education (2015)			13	15
Sports Fitness Leadership (2015)			8	13

The year noted after program indicates when fall enrollment began, not necessarily the year the program started.

Retention and Graduation Rates by Entry College

The first year retention for freshmen entering the **College of Education** continue to be amongst the highest in the university at 87.0%. During 2015, the College of Education **ranked number two** in retention rates.

First-Year Retention Rates of Freshman

2010 - 2015 Cohorts	Percent Retained after One Year					
	2010	2011	2012	2013	2014	2015
College						
Business	88.3	87.4	87.4	87.0	85.0	85.0
Communication	87.4	85.7	82.5	89.3	83.4	83.0
Computing and Digital Media	90.9	87.9	89.3	89.5	85.8	89.0
Education	87.8	81.1	87.2	88.5	87.6	87.0
Liberal Arts & Social Sciences	83.5	82.8	84.9	87.1	82.7	85.0
Science & Health		82.1	79.5	83.6	79.6	80.0

College of Education Report Card

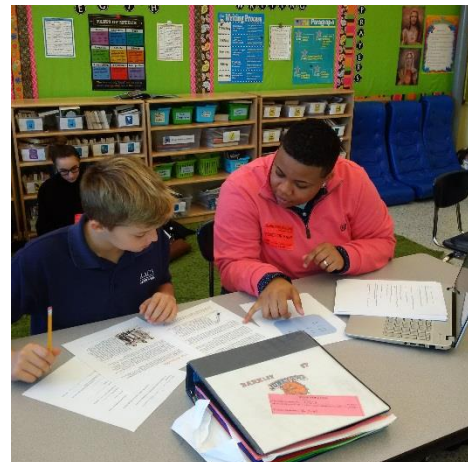
Chicago and International Connections

Chicago Connections

The College of Education continued its partnership with the [Academy of Urban School Leadership \(AUSL\)](#) with a second cohort in both Early Childhood Education and Special Education Programs. In fall 2017, the partnership is expected to reach approximately 100 aspiring teachers and leaders.

The Office of Innovative Professional Learning (OIPL) began a collaboration with the [Barat Education Foundation](#). Barat Education Foundation facilitates the Our American Voice civic engagement curriculum and teacher professional development program. Barat selected OIPL as a potential partner because the mission of the COE and the work of the OIPL align with the foundation's intent and programs. The collaboration offers the COE an opportunity to expand work in the area of civic engagement and action.

COE students continue to receive individualized training and collaboratively work with teachers at [Bernhard Moos Elementary School](#) through field placements and student teaching. To date, more than 140 students have completed student teaching and field experiences at the school, the OIPL piloted the International Baccalaureate training program at the school; and the Education Counseling Center has provided counseling to over 30 students at Moos, and the Stockyard institute has set up a satellite space to work on projects with the school and its community.



Student teaching at Alphonsus Academy

College of Education students completed student teaching and field placements in more than 300 **Chicago Public Schools** and 200 **Catholic Schools**.

Faculty and staff are regularly featured in Chicago's local media outlets. Martha Mason, director of the Education Counseling Center, was interviewed about her expertise on mindfulness in the classroom on [WGN-TV, Channel 9](#); Roxanne Owens, associate professor, was a guest on [WBEZ's the Morning Shift](#) where she talked about the influence of Dr. Seuss' *The Cat in the Hat* on children's literacy; and James Wolfinger, professor, was

interviewed about migrant labor by [Hoy](#), a Spanish language publication of the *Chicago Tribune*.

The College hosted its fifth annual **Celebrating Teachers** Award Ceremony. All DePaul juniors and seniors were invited to nominate a K-12 teacher who has impacted their life. Six students' essays were selected and their 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](#).



Christine Mei & Celebrating Teachers Recipient, Rick Foerster

The [Education Doctoral Program](#) added two new Educational Leadership cohorts during fall quarter—one at the **Fraternal Order of Police** (FOP) and one in **Naperville District 203**. The addition of these cohorts has led to a sharp increase in the Edd Program's growth.

The [Golden Apple Foundation Scholars Program](#) provides evidence-based teacher support and tuition funding for aspiring teachers. 21 Golden Apple Scholars are currently pursuing a degree in the College of Education, and 9 are new scholars for 2017.

During its third year of programming, the **InSTEM Camp for Girls** provided middle school girls in low-income CPS schools with the unique opportunity to engage in STEM activities in the College of Education. Nell Cobb, associate professor, designed STEM activities for a week-long experience in July 2016 to enhance students' content knowledge and promote interest and confidence in advanced education and STEM careers.

The College of Education hosted three **public seminars** as a part of its [Educational Issues Forum Initiative](#). 2016-17 forums included: The Challenge of Teaching in a Racially and Politically Polarized Time (Fall 2016), Trauma Informed Teaching and Counseling (Winter 2017), and Advancing Democracy and Justice in Public Education in the Trump/DeVos Era (Spring 2017). The Fall Forum is featured on CAN TV at this [link](#) and the Spring Forum was featured on CAN TV in May and can be found at this [link](#).

The Stockyard Institute, directed by associate professor Jim Duignan, continued its work in the Chicago community with the exhibition, [PUBLIC SCHOOL](#), at **Hyde Park Art Center**. The exhibit, included a fort, a stage, a tower, a piano, and a decommissioned school bus—a playground for all ages. Weekly workshops, classes, performances, and talks took place at the gallery and in off-site locations. In addition, the space was the site of research, lively discussions, free school supply exchanges, radio broadcasts, and much more.

International Connections

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

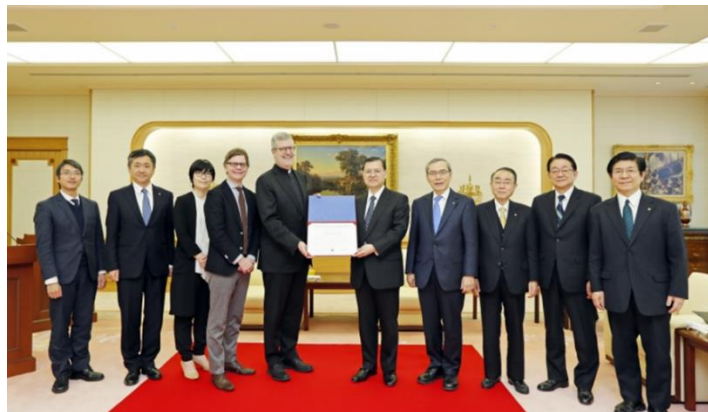


Photo courtesy of DePaul's *Newsline*.

DePaul's 11th President, the Reverend Dennis H. Holtschneider, traveled to Japan to confer an Honorary Doctorate of Humane Letters on Daisaku Ikeda, President of Soka Gakkai International, for his efforts in education and peace building. Jason Goulah, associate professor and director of the Institute for Daisaku Ikeda Studies in Education, was also in attendance. The ceremony took place on December 28, 2016 at the Soka Gakkai Headquarters in **Shinanomachi, Tokyo**.

The Office of Innovative Professional Learning (OIPL) expanded engagement efforts in China and sent two faculty members and four adjunct faculty members to **Beijing, China** to teach and mentor current teachers. DePaul faculty provided teachers in China with professional development in STEM instructional practices, student centered learning, and teacher evaluation.



James Wolfinger and Roxanne Owens with teachers in Beijing, China

COE Faculty presented at international conferences around the globe. Highlights include: Gonzalo Obelleiro, instructional assistant professor: 2016 SIMS International Conference, **Seoul, Korea**; Melissa Ockerman, associate professor: International Conference on Addiction, **Tralee, Ireland**; and Jennifer Mata-McMahon, assistant professor: International Conference on Children's Spirituality, **Lincoln, United Kingdom**.

As a member of the Ethics Commission of Victims of State Crimes, **Stephen Haymes**, associate professor, was invited to **Colombia** to participate in the formal signing ceremony of the final peace agreement for the termination of conflict between the Government of Colombia and the insurgency in Havana, Cuba.

College of Education Report Card

Department Accomplishments

Department of Teacher Education

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

The School Nurse Certificate Program was approved by CCP.

All first time adjuncts received a peer review. All course adjuncts reported feeling supported in their teaching efforts in post quarter interviews.

All prospective students who attended an open house event received a personal email from a faculty member thanking him/her for attending and offering to set up a phone conference or in-person appointment. DTE continued its efforts to meet with representatives from community colleges to familiarize them with its programs, and offered a 2-credit hour course for transfer students to ease the transition into DePaul.



The newly designed Early Childhood Education program was submitted to and approved by ISBE without request for revision. The department also launched AUSL Early Childhood partnership. Fifteen students began the program in July 2016. Twelve students completed the program in June 2017. Two of the students joined our regular T&L program.

The department expanded the possible minors for Elementary Education majors. This allows students to complete Bilingual/Bicultural, English as a Second Language, or Special Education Minors which qualifies them for additional endorsements on their license—making them more marketable. The first Middle Grade Education cohort (grad and undergrad) was recruited. In Secondary Education, International Baccalaureate modules were fully implemented into courses and the Secondary Program was nominated for the DePaul Annual Assessment Award. For the Physical Education/Exercise Science program, the first cohort of students in the Master's in Sports Fitness and Recreational Leadership graduated. In addition, all PE students passed edTPA on first try.

Goals for 2017-2018:

1. Gain approval of the School Nurse Program by Illinois State Board of Education.
2. Gain approval of new concentration in BS Exercise Science/Pre-Physical Therapy Program (in collaboration with CSH) by CCP.

Department of Educational Policy Studies and Research

Highlights from the College of Education's Department of Educational Policy Studies & Research include:



Dr. Lewis Gordon's Spring Lecture, *On Neo-Fascism*

The annual Spring Lecture featured Dr. Lewis Gordon, Professor of Philosophy and Africana Studies, University of Connecticut, Storrs, *On Neo-fascism*, March 29, 2017. Dr. Gordon's talk addressed the rising tide of neo-fascism in contemporary political culture in the United States and Europe, focusing on the "philosophical anthropology" of political movements and ideologies. The department hosted its Critical Issues in Education 2017 Film Series from January – May 2017. The series featured four films: *In the Game*; *The Homestretch*; *No Le Digas a Nadie*

(Don't Tell Anyone); and *Night School*.

The Social and Cultural Foundations in Education (SCFE) program [promotional video](#) was developed for use on the SCFE program home page of the COE website.

SCFE alumni participated in a panel as part of the ASK SCFE Networking Event, sponsored by the DePaul University Office of Alumni Relations. As part of this event, a panel of SCFE alumni discussed their current position and shared their career journeys with current students since graduating from the SCFE program.

Goals for 2017-2018:

- Ongoing efforts to enhance enrollment in the SCFE Master's Program, SCFE graduate Certificate Program, and the Undergraduate Minor in Educational Studies.

Department of Leadership, Language, and Curriculum

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

The Educational Leadership Program, in conjunction with the OIPL, hosted Catholic School leaders for the event *Mission and Data: Growing Catholic Schools from Within* on June 8, 2017.



LLC Faculty celebrate Fr. Dosen's retirement
Photo Credit: LLC Department.

A new master's degree program in Value-Creating Education for Global Citizenship was approved this spring 2016, and it is set to begin next year.

The Curriculum Studies program launched a new EdS degree program. The EdS is situated between the existing master's and doctoral degrees and allows students wishing to continue their professional development to pursue classwork toward an advanced degree without the additional requirement of extensive, specialized training in research design and methods.

The Educational Leadership program hired Dr. Leodis Scott as Assistant Professor and Sr. Mary Paul McCaughey as an Instructional Assistant Professor.

Goals for 2017-2018:

1. Submit a proposal for an EdS degree in Educational Leadership.
2. Continue to recruit and develop new cohorts for both its master's and doctoral program offerings.



Department of Counseling and Special Education

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

The Counseling Poster Conference was held on May 20, 2017 and was a great success with 60 student participants and more than 80 attendees.



Antonio Porter registers students at the Counseling Poster Conference.

Dr. Rebecca Michel held CARA poster events in March and May for students in her career counseling classes. These events allowed her students to share workshops they conducted with the CARA organization.

The undergraduate Special Education program graduated its first cohort in Spring 2017. In addition, the Pre-service Special Education (PSE) program began its first cohort of students in September 2016. Students in this program will be able to teach K-12 Special Education.

The Special and Elementary Education (SEE) program was approved by ISBE in Autumn of 2017. This newly revised program allows students to qualify to teach grades K-12 in Special Education and 1-6 in Elementary Education.

The Counseling Faculty Completed work on the Self-Study required for the Counsel for Accreditation of Counseling and Related Educational Program (CACREP) accreditation and submitted the proposal in June.

During the 2016-2017 academic year, Dr. Rebecca Michel was introduced as an Assistant Professor in Counseling. For the upcoming 2017-2018 academic year, CSE is thrilled to add three Human Development faculty to the department: Dr. John Taccarino, Dr. Horace Hall, and Dr. An Chih Cheng.

Goals for 2017-2018:

1. Counseling Faculty will continue to work on setting up systems to support CACREP as they prepare for a site visit in 2017-2018.
2. The Special Education Faculty will work to gain college and university curricular approval for a Four Course Online Certificate program in Special Education.

Doctoral Program

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



EDD Alumni participate in 2017 EDSA Conference.
Photo Credit: EDSA.

On April 8th, 2016, the Education Doctoral Student Association (EDSA) hosted the annual conference titled *Accountability and Resistance: Pushing Back Against Hegemonic Discourses in Education*. The conference featured Dr. Crystal Laura, a local author, educator, and activist, as the Keynote Speaker. The conference also featured presentations by DePaul EdD faculty, including Drs. Jason Goulah, Gonzalo Obelleiro, Leodis Scott, and Ann Frkovich as well as an EdD alumni panel.

The EdD Program in Educational Leadership began two new on-site cohorts in fall 2016—one in Naperville and one at the Fraternal Order of Police. Recruitment for an additional cohort at the Fraternal Order of Police is under way.

Course enrollment in both the Educational Leadership and Curriculum Studies EdD courses has grown by over 200% since AY 2014.

Goals for 2017-2018:

1. Generate innovative strategies to create a vibrant scholarly community among EdD students both on campus as well as at the on-site cohort locations.
2. Continue to build upon the existing writing support opportunities for students.



College of Education Report Card

Centers and Initiatives

Academic Success Center

In the 2016-2017 academic year, the [Academic Success Center](#) continued to provide tutoring, workshop, and proctoring services. The ASC offered weekend Boot Camps and provided individual tutoring geared towards helping students pass the TAP (Test of Academic Proficiency) requirement as well as content test preparation. Other tutoring and workshop efforts include tutoring in math for the ACT and SAT exams; workshops focusing on Time Management and Test Anxiety, offered through OMSA and the Learning Commons; workshops for Goal Setting, Career Planning, and Interviewing for both the Penedo Organization and InSTEM Summer Camp for Girls initiatives; summer workshops and individual tutoring with AUSL; and summer tutoring for those conditionally admitted to the COE for Fall Quarter. In addition, the ASC staff continues to proctor tests for students, as well as assist students with coursework, writing, and using technology. To provide an insight into a College environment for high school students, the ASC staff offered guided tours for several high school groups.

ASC Director Nora Murphy now provides early intervention and coaching for students who exhibit dispositional issues. Through this process, department chairs and faculty may continue to refer students who need extra support and/or concerned parents to the ASC Director for assessment and intervention. To address the needs of both current transfer students and students on probation, the course EDU 115 Critical Thinking and Learning Strategies has positively affected retention for transfer students and students on probation.

2017-2018 Goals:

1. Initiate programming to reach transfer students earlier in their career at DePaul to prevent probation.
2. Cultivate an Orgsync presence and create a blog for social media.
3. Create new study guides for the Elementary K-6 and Middle School content test.



Office of Innovative Professional Learning (OIPL)



Professional development in a classroom in Beijing, China.

The Office of Innovative Professional Learning (OIPL) expanded international connections for teacher professional development through several new teacher training projects in China, offering teachers in China with research-driven and innovative best practices.

The International Baccalaureate Educator Certificate (IB) program has been very successful. The fully online program is for current teachers and offers the development of knowledge and skill in the IB programs for the middle

years program (grades 6-9) and the diploma program (grades 11-12). Current teachers in the program are from Greece, South Korea, China, Japan, and all across the United States.

OIPL has been a pioneer in creating micro-credentialing in key areas of teacher professional development. The micro-credential offers educators a customized, competency-based method to learn and grow in teaching and leading best practices. The topics of micro-credentials offered by OIPL this year include: technology integration, student engagement, assessment, change leadership, mindful leadership, and data driven leading and teaching.

OIPL expanded outreach to Catholic elementary and high schools in Chicago and surrounding areas, including Queen of Martyrs School, Guerin Prep High School, DeLaSalle High School, Nazareth Academy, St. Theresa School, Alphonsus Academy, and Center for the Arts and continued strong partnerships with several Chicago Public Schools, facilitating collaboration and professional development at Phoebe Hearst School, Moos Elementary, Edwards School, and Kelly High School.

The Office also created a strong collaboration with Rush University Medical Center and Rosalind Franklin University of Medical Sciences, offering faculty the best practices in teaching and with practical and meaningful application of practices to support student learning.

2017-2018 Goals:

1. Launch fully online teacher certificate program for teachers in China.
2. Continue to develop micro-credentialing professional development opportunities.

Moos Elementary Partnership

The College of Education continued its 4-year collaboration with Bernhard Moos Elementary School, in Chicago's Humboldt Park neighborhood.

To date, **over 140 COE students** have completed their **field experiences and student teaching at the school**. During the 2016-2017 academic year, **4 student teachers** received focused attention from experienced teachers at Moos, and had the opportunity to undergo individualized training and collaborative work with teachers to better understand classroom intervention while completing their student teaching.

The Office of Innovative Professional Learning successfully launched the **International Baccalaureate Program** at Moos. The International Baccalaureate Educator Certificate (IBEC) in Teaching and Learning is a fully online certificate program that is endorsed and approved by the International Baccalaureate Organization (IBEC) and provides inservice teachers with the needed skills to teach in an IB World school in either the Middle Years or Diploma Programs. Two teachers from Moos have completed the program and four are on their way to completion.

The Stockyard Institute set up a **satellite space on the third floor** to work on projects with the school and its community. The intent of the space is to be a multi-use community inclusive space for the children of the school.

The Education Counseling Center (ECC) partnered with Moos to provide counseling for at-risk children. Moos Elementary School- ECC counseling interns **provided counseling for 30 Moos students** during the 2016-17 academic year.

The College of Education invited 6th grade students from Moos to the DePaul Lincoln Park campus to listen to **Sharon Draper**, the COE's 2017 Commencement speaker and honorary degree recipient, to discuss her award-winning novel, *Out of My Mind*. The novel details the experience of a middle school girl with Cerebral Palsy and Ms. Draper explained the process of writing the book and the importance of looking beyond physical differences. The COE provided each school with copies of the novel prior to the event.



Left to right: Christopher Worthman, Sharon Draper, Mojdeh Bayat at Ms. Draper's reading.

Institute for Daisaku Ikeda Studies in Education

The DePaul University Institute for Daisaku Ikeda Studies in Education held a weeklong research forum on Ikeda/Soka studies for 22 leading and emerging scholars (from six countries) in the field. DePaul faculty and doctoral students engaged in Ikeda/Soka studies also participated in the forum. This forum was envisioned to coordinate and advance scholarship in Ikeda/Soka studies in education by bringing together scholars from various fields, such as philosophy, history, economics, early childhood education, Black popular culture, and language education, as well as teachers, administrators, and school founders.

DePaul University President the Reverend Dennis H. Holtschneider traveled to Japan to confer an Honorary Doctorate of Humane Letters on Daisaku Ikeda, President of Soka Gakkai International (SGI) and Institute namesake, for his efforts in education and peace building. The conferral ceremony took place on December 28, 2016 at the Soka Gakkai Headquarters in Shinanomachi, Tokyo.

On May 16, 2017, The DePaul University Institute for Daisaku Ikeda Studies welcomed Dr. Awad Ibrahim to give the 2017 Ikeda Lecture, “Re-mixing Borders: Education & the Global Solidarity of Hip-Hop.” Ibrahim is an award winning author and education theorist specializing in cultural studies, Hip-Hop, youth and Black popular culture, social justice, diasporic and continental African identities, and applied linguistics.

At the Institute’s inaugural event, Dean Zions announced an initiative to launch an online and face-to-face master’s degree program in *Value-Creating Education for Global Citizenship*. This master’s program was formally approved by the Provost’s office in May 2017. The new program will roll out in AY 2017-2018.

2017-2018 Goals:

1. Recruit cohort of students for the new MEd in Value-Creating Education for Global Citizenship
2. Host an international scholars forum on Ikeda/Soka studies



Dr. Awad Ibrahim gives the keynote address at the 2017 Ikeda Lecture
Photo Credit: Bob Nardi



Education and Counseling Center

The ECC expanded its programming, community outreach, and service learning opportunities throughout the past year. Since June of 2016, the ECC has facilitated intensive marketing efforts to Chicagoland schools. As a result, during the past year the ECC



Image courtesy of DePaul *Newsline*.

has received referrals from over 200 elementary and high schools, and more than 400 Chicagoland students have participated in academic and/or counseling support services. All ECC services are tied to courses within the COE, completed as internship hours, or are facilitated by COE student volunteers developing career skills. All services are supervised by the ECC Director and DePaul faculty.

Community collaborations and partnerships during the past year include:

- Moos Elementary School- ECC counseling interns provided counseling for 30 Moos children during the past school year;
- Penedo Organization- COE students provided summer day programming for 30 at-risk girls 6th-12th grades as well as support services throughout the school year;
- Young People's Project- COE education students provided summer *STEM* academic support for 40 Chicago high school students;
- Sertoma Centre- Sertoma provided monthly professional development to COE students through the ECC, as well as facilitated discussion panels with clients diagnosed with chronic mental illness;
- DePaul College Prep- COE counseling students provided career assessments and *Transition to College* workshops through the ECC;
- Oscar Mayer Elementary School and Columbia Explorers Academy - ECC is providing professional development for teachers/staff;
- Archdiocese of Chicago- ECC is developing a crisis support team as well as providing professional development for teachers/staff;
- Catholic Charities- ECC interns are providing parent support for displaced families.

2017-2018 Goals:

1. 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 hosted two exhibitions during the 2016-2017 academic year. The Smart Museum served as a home base for the Stockyard Institute to work as an Interpreter in Residence alongside the Arts and Public Life, Redline Services, and the



Sojourner Program at the University of Chicago. There, the Institute built a radio station, which facilitated conversation between staff and museumgoers to respond to the idea of 'belonging'. In addition, PUBLIC SCHOOL worked as a sanctuary for teachers, artists, youth, community members, musicians, and many others to use the Hyde Park Art Center as a space to imagine and begin the work they will do over the next few years.

Bernhard Moos Elementary School was the site for general preparations for sustained programming and building out the space as a multi-use community inclusive space for the children of the school. Meetings and equipment have been placed and the space is moving extremely well with much excitement for the coming year.

Other current Stockyard Institute partners and programs include: San Miguel School in the Back of the Yards, Seen + Heard, the Read/Write Library in Humboldt Park, Hyde Park Art Center, Museum Education at the Art Institute of Chicago, the Foundation for Homan Square with the School of the Art Institute of Chicago, Community Outreach for the Smart Museum at the University of Chicago, Museum of Contemporary Art Chicago, University of Hip-Hop Chicago, National College of Art and Design in Dublin, Rebuilding Exchange Artist Residency, Chicago Creative Reuse Exchange, Chicago Architectural Biennial, and North Lawndale College Prep.



2017-2018 Goals:

1. Develop a sustainable plan for long-term funding and secure funds (FY 2018) in partnership with College of Education.
2. Oversee and support partnership programs.

DePaul University and Facing History and Ourselves Collaboration

In the 2016-2017 academic year, the DePaul University and Facing History and Ourselves Collaboration continued to provide tools and support for teachers to offer instruction that emphasizes social justice in their classrooms. The Collaboration delivered 33 course presentations to a total of 530 students. Further, 27 faculty members with diverse areas of expertise hosted these course presentations. From its inception to this Spring Quarter, the Collaboration has served 3,426 participants in its various events and programming. Expanding its support to special education, the Collaboration piloted its presentations in that program.



The Collaboration hosted several annual events, including the evening seminar, “I Learn America: Creating a Culture of Belonging in Schools”; and the Summer Institute, “Ordering America: How the Progressive Era and the Eugenics Movement Shaped Our Society”, which featured a discussion and speaker event with prize-winning historian Professor Timothy Gilfoyle. This year’s Symposium event, “How Can 21st Century Colleges of Education Prepare Educators to Build an Informed Citizenry” expanded to include eight participating schools. The Collaboration also instituted a Senior Fellows program that involves Chicago-area educators in supporting the Collaboration’s work and held its first networking event for Chicago educators.

2017-2018 Goals:

1. Grow the participant network of Chicago-area educators.
2. Expand Symposium network.

Center for Educational Technology

2016-17 was a year of transformation in the Center for Educational Technology (CET). John Gieger became the department's new Instructional Technology Manager and a Graduate Assistant position was created, realigning the organization of CET to be leaner and more efficient.



In addition to reorganizing the department, the CET has worked this year to focus on expanding student outreach, including increasing classroom presentations and workshops, restarting a quarterly newsletter, and developing new tools like an edTPA mock-submission module for student teachers. The CET also held the annual Technology Fair and presented at the new student teacher orientation meetings.

In the Spring quarter of 2017, CET Director Erin Mason departed DePaul University. The Director position was dissolved and the Instructional Technology Manager position was migrated to Faculty Instructional Technology Services (FITS). This move ensures that the College of Education will continue to have a strong line of in-house instructional technology support, as well as increased resources to develop more initiatives and capability.

As always, the CET aided faculty, staff, and students through the quarterly demands of Digation and D2L, as well as updating guides and tools along the way.

2017-2018 Goals:

1. Continue to increase workshops and hosting other public events.
2. Develop more tools and resources for the COE community.

R.E.A.L.

This year, the R.E.A.L. Youth program partnered with the ARK of St. Sabina, a community youth center located on the St. Sabina campus at 7800 South Racine Avenue in Chicago. The center was named “The ARK” to symbolize Rev. Michael L. Pfleger's intent for it to be a safe haven for youth to escape from the storms of the world and prepare for a better life. Between February and June, R.E.A.L program meetings were held on DePaul's Lincoln Park campus. Sessions were held once a month on Friday evenings.

R.E.A.L. engaged between 10-15 ARK high school students in exploring their interests in entering post-secondary institutions; developing new skills for the college domain; acquiring hands-on college classroom experiences; and improving their ability to succeed



Ark of St, Sabina students and Associate Professor, Horace Hall

in higher education. The program specifically focused on the following: 1. Becoming familiar with goals and skills necessary for attaining higher education; 2. Discussing alternatives to college degrees; 3. Applying to universities and financial assistantships; 4. Using life skills necessary for navigating in and outside of the college domain; and 5.

Building social and cultural capital while attending higher education institutions. The idea was to do more than introduce college campus life, by teaching students how to successfully navigate and negotiate that space in the direction towards degree completion.

In implementing program curriculum, R.E.A.L also partnered with two other youth and civic programs: Shannon Stone-Winding's Shannon Stone Consulting Group, LLC, which provided a session on developing social networks on and off campus, as well as DePaul Professor Miranda Standberry-Wallace's Plate 45, which conducted a mock college class familiarizing ARK youth with college course work and expectations.

2017-2018 Goals:

1. Continue building on its collaboration with St. Sabina
2. Expand its network partnerships with youth and civic programs

Office of Advising

With pending changes occurring in transitioning to new grade ranges for licensure implemented by the Illinois State Board of Education, the [Office of Advising](#) staff are continuing to work individually with students, provide information about the new requirements and change to teaching credentials. Licensure Officers worked collaboratively with the ISBE to interpret requirements for candidates and attended webinars and conference meetings. Staff also collaborated with faculty to update



information and assist in program design, curriculum planning, and course catalog updates including development of new/revised programs in Early Childhood Education, 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. Additionally, its undergraduate and graduate orientation sessions received high praise from attending students.

The advising staff received awards for the BUILD program, COE Staff Recognition Award, several nominations for the Gerald Paetsch Academic Advising award, and the DAAN-Y “Raises the Bar” award.

2017-2018 Goals:

1. Act as a resource for students, providing accurate and timely information about curriculum, college policies and administrative procedures
2. Develop collaborative partnerships within the COE and university community

College of Education Report Card

College of Education Advancement



During fiscal year 2016-2017, the College of Education received \$491,620 in external funds to support faculty efforts and programs across the college. The COE received 300 donations, totaling \$183,997.29. Over 90% of the support received was given to support scholarship funds. The remainder was given in support of programs such as the DePaul University and Facing History and Ourselves Collaboration, InSTEM Camp for Girls, and Katie Brown Memorial Library. Notable donations include: over \$26,000 donated through the Blinderman Construction Food Truck Fundraiser for the InSTEM Camp for Girls; \$18,000 to support a speaker event; and \$50,000 to establish the Darlene Glickman Larson Endowed Scholarship.

Foundation and Federal/State Grants: The Associate Dean of Development worked with faculty and staff to apply for grants to fund the many exciting projects in the College of Education. This past year, \$307,623 was awarded to the College of Education's programs, including \$132,253 to Teaching with Primary Sources, \$94,468 to Dr. Akihiko Takashashi's School-wide Lesson Study project, and \$43,262 for the InSTEM Camp for Girls.

Identification, Cultivation, Stewardship, and Solicitation Activities: Over 35 visits were held with prospects for the purposes of identification, cultivation, stewardship, or solicitation. These activities included an alumni reception event, an alumni luncheon, and three stewardship trips to Seattle/Portland, Los Angeles, and Fort Lauderdale.

College of Education Scholarships:

The COE currently has 15 expendable and endowed scholarships. During the 2016-17 academic year, more than 700 scholarship applications were received. 128 COE students were awarded expendable and endowed scholarships. The total amount awarded to COE students is \$284,992.70.

The Dean's Advisory Council: The Council added one new member in 2016-17, and developed activities designed to increase member affiliation and advocacy for the COE and specifically its Centers and Initiatives. Three Dean's Advisory Council meetings took place, as well as a reception for the FHAO Summer Institute Evening Speaker, the annual Ikeda lecture, and the Public School exhibit.

College of Education Report Card

DePaul Career Center

In an effort to continue to provide College of Education students with best practices, trends, networking, and career opportunities, the Career Center provided the following resources during the 2016-2017 academic year:



Students at a DePaul Diversity Series Workshop

Workshops and Events:

- 9th Annual DePaul Teachers' Forum
- Beyond Boundaries: Building your Base-Counseling Experience with Adults
- Naperville Lunch and Learn
- Consortium Education Job Fair (Partnership with Loyola and UIC)
- Connect with Professionals in Counseling
- Annual customized job search presentation

New Workshops and Events:

- The DePaul Diversity Series (Collaboration with COE Advising)
 - LGBTQ Student Issues: How to Incorporate LGBTQ History and Acceptance for Students
 - Restorative Justice and Social Emotional Learning
 - ESL: Modifying the Classroom for the Changing Faces of America
 - Working with High Needs Student Populations: How to Holistically Support Students
 - Microaggressions in the Classroom: How Educators Can Embrace Students' Unique Identities
 - Special Education: How to Meet the Diverse Needs of All Students
- ASK Event: Social Cultural Foundations in Education
- Mock Interviews with Chicago Public Schools



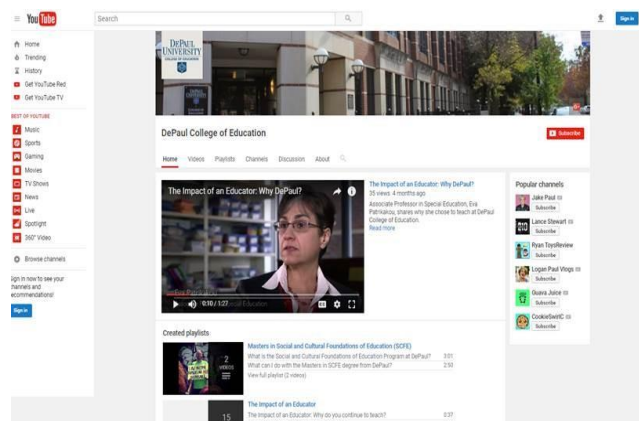
College of Education Report Card

College of Education Website

To provide more opportunities for departments to feature their accomplishments as well as the accomplishments of their faculty and students on the [College of Education website](#), the homepage editorial update schedule was revised from four to five times annually.

In association with the new editorial staff at our alumni newsletter, *Action in Education*, an [online version](#) was developed for the College of Education website. Previously, only a PDF copy of the newsletter was offered but now, after the paper version has been mailed, individual articles are available online to be read and shared by our alumni.

To better showcase the highlights of the MA/MEd in Social and Cultural Foundations in Education, two [promotional videos](#) were created and added to their program pages. Featuring commentary from faculty, current students, and alumni, one video explains what the degree means at DePaul while the other shares the various avenues a graduate could pursue with the degree.



A weekly web series titled “The Impact of an Educator” was developed. Utilizing snippets of interviews with faculty, students and Celebrating Teachers nominees, the videos featured their answers to questions such as “What is most exciting about education?”, “What inspires you?”, and “Why DePaul”. The entire series is now available on our newly expanded [YouTube channel](#).

To increase the College of Education’s social media reach, the COE Graduate

Admissions Facebook page was rebranded to become the Facebook page for the entire College of Education. Regularly scheduled posts of COE website articles, faculty/alumni news snippets, and the aforementioned weekly video series, has resulted in a 34% growth in followers.



College of Education Report Card

Academy for Urban School Leadership

During the 2016-17 Academic Year, the College of Education continued its **three-year partnership** with the Academy for Urban School Leadership (AUSL) offering cohorts for pre-service teachers and school administrators pursuing the following degrees in critical areas of the education field: Early Childhood Education Master's Degree (MEd); Educational Leadership Principal Preparation Master's Degree (MEd); and a Three-year Special Education (MEd).

By the end of Fall 2017, approximately **100 aspiring teachers and leaders** will have entered the program.

- 34 students have graduated;
- 23 are currently completing coursework;
- and 33 students are enrolled for the Fall 2017 quarter.



Educational Leadership cohort

The partnership has been **embedded fully into each of the three departments** in the College.

Department chairs and faculty from Teacher Education, Special Education, Early Childhood Education, and Educational Leadership have been actively involved in cohort development, from recruitment to program completion.

The AUSL liaison has a **designated office in the COE** to better facilitate communication between the two organizations.

The partnership responds to **current needs in the field of education**, specifically in the following areas:

- School Principals: the partnership meets the critical need for school principals in Illinois.
- Special Education: the partnership responds to the request for a pre-service Master's Program at DePaul (instituted Summer 2016).

Graduates from the first Educational Leadership Program cohort are now **leaders in AUSL schools throughout Chicago**, equipped to become transformative forces in their schools and prepared to help reinvigorate some of Chicago's lowest performing schools.

College of Education Report Card

Office of Student Teaching & Field Experience



During the 2016-2017 academic year, the Office of Student Teaching & Field Experiences fulfilled all placement requests for Fall, Winter, Spring, and Summer. In addition, the Office secured Student Teaching placements for Fall, Winter, and Spring quarters per student teacher choice, and worked with CPS on the status of these placements. AUSL, ECE, and Special Education student teachers were placed with university supervisors. LBS1 Practicum students were placed for Summer Quarter, and the Office coordinated with Cove School

in Northbrook for LBS1 High Incidence placements. Staff assisted new faculty with field experience and background check information and with finding placements for their students. To accommodate the placements, a Field Placement Coordinator was hired.

Regarding edTPA, the Office ordered and distributed edTPA vouchers for Fall, Winter, and Spring quarters and coordinated with the Business Office. Staff shared edTPA modules on D2L and vouchers with School of Music education students.

This year, the Office reserved and organized four orientation meetings, as well as Capstone/Seminar presentations for Fall, Winter, and Spring quarters. Further, the Office organized and presented at nine mandatory meetings in the fall and ten in January, and individual meetings throughout the year. At the COE Premier and Transition presentations, staff met with incoming freshmen and their parents, as well as transfer students to provide information and answer questions.

2017-2018 Goals:

1. Create an efficient process for collection and retrieval of Approval Notices, Guidelines, and Mandated Reporter Certificates from instructors' D2L sites
2. Improve the process of eliciting assistance for students with edTPA retakes
3. Design a better system for collection of Cooperating Teacher Self-Reports and completion of Content/Core online evaluations

College of Education Report Card

Teaching Technology Innovations

Highlights from the COE's 2016-17 innovations in teaching technology include:

At the end of AY 2016-17, 72% of full-time faculty in the College of Education had completed **DOTS training**.

Several COE fulltime and part-time faculty were the recipient of **DePaul Quality Matters Star Award for Excellence in Online Course Design** during the 2016-17 academic year, including Doug Bakker, adjunct; Enora Brown, associate professor; Nell Cobb, associate professor; Hilary Conklin, associate professor; Stephen Haymes, associate professor; Donna Kiel instructional assistant professor, and Darrick Tovar-Murray, associate professor.

The College of Education continues to offer three **fully online programs**: [Educational Leadership Master's Degree](#), [Special Education \(LBSI\) Endorsement](#), and [Sport, Fitness, and Recreation Leadership Master's Degree](#) and in fall 2017 will offer a **new fully online program**, the [Value-Creating Education for Global Citizenship Master's of Education degree](#).

COE students also have the opportunity to take one or more of their **concentration courses online** through the [Curriculum Studies](#), [Educational Leadership](#), and [Special Education](#) programs.

Additionally, the [Social and Cultural foundations in Education](#) and [Counseling Programs](#) offer **online and hybrid courses**.

The College continues to support students through the state-mandated **edTPA Illinois State Licensure Assessment system**, offering tutoring through the Academic Success Center (ASC), equipment and resources for portfolio preparation through the Center for Education Technology (CET), and test registration and ongoing portfolio support from the Office of Field Experiences and Student Teaching (FEST). With edTPA fully implemented in all programs, the College showed **strong pass rates**. In 2016, 100% of Elementary Education graduates passed the assessment on their first try and the College had a 94.76% pass rate (235 students took the test).

College of Education Report Card

Faculty Awards and Grants

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

Nell Cobb was awarded a \$20,000 grant by Motorola Solutions for the third annual summer inSTEM Camps for Girls.



Horace Hall at 2017-18 Convocation

Horace Hall received the 2017 Excellence in Teaching Award and **Marcus-Hughes-Bey** received the 2017 Adjunct-Term Excellence in Teaching Award.

Horace Hall was inducted into the Society of Vincent de Paul Professors.

Hilary Conklin, Amy Feiker Hollenbeck, Linsey Sabielny, and **James Wolfinger** were awarded research grants from the DePaul University Research Council.

Jim Duignan received a \$5000 Hyde Park Art Center grant and a \$52,000 Weitz Family Foundation grant for Stockyard Institute projects and initiatives.

Amy Feiker Hollenbeck and **Beverly Trezek** were selected as DePaul Ozanam fellows.

Rachel Harper's co-authored book, *Rethinking Sexism, Gender, and Sexuality*, was selected by the American Library Association LGBTQ Roundtable for the Stonewall Book Award.

Rebecca Michel, was awarded a DePaul Public Service Council Research grant and a 2017-18 Steans Center Community-based Research Faculty Fellowship.

Karen Monkman received the 2016 Excellence in Teaching award, and **Prem Pahwa** received the 2016 Adjunct-Term Excellence in Teaching Award.

Jennifer Mata-McMahon, Karen Monkman, Roxanne Owens, and Sunny Park-Johnson, and **James Wolfinger** received DePaul Academic Initiatives Grants.

Alexandra Novakovic and **Roxanne Owens** received the 2016 DePaul Women of Spirit and Action award.

Melissa Ockerman, associate professor, received the [Friend of ISCA Award](#) at the 2017 Illinois School Counseling Association's Annual conference.

College of Education Report Card

Staff Achievements

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

John Gieger, instructional technology consultant; **Jennifer Hobgood**, operations coordinator; **Karlee Johnson**, department assistant, LLC; **Kate Liston**, director of field experiences and student teaching; **Sarah Magnuson**, fundraising and scholarship administrator; **Nikki Nudo**, department assistant, DTE; **Stephanie Parrillo McCullough**, budget manager; **Antonio Porter**, placement specialist; **Sandra Tanksley**; department assistant, Advising; **Jennifer Tatum**, executive assistant to the Dean; **Brandon Washington**, academic advisor; and **Lois Walsh**, placement specialist.

Staff published scholarly work, received awards, and served on University committees, amongst other outstanding achievements. A selection of achievements is below:

- Several COE staff serve on University Staff Council, including **John Gieger** on the Staff Resources Committee; **Nancy Hashimoto**, director of Advising, as Staff Council Vice President; and **Sandra Tanksley** as Staff Council Diversity Committee Chair.
- **Martha Mason**, director of the Education Counseling Center was featured on [WGN-TV, Channel 9](#), [DePaul Magazine](#), and [Newsline](#) about her expertise in mindfulness in the classroom and the Education Counseling Center's Learning to Breathe Program.
- **Kevin McCann**, academic advisor, was featured in [Newsline](#), in an article about his other position at DePaul, as scorer/timer for the Blue Demons, one of the many ways that he demonstrates his commitment and dedication to the university.
- **Antonio Porter** was one of five graduate Counseling Students selected to serve on the Career Counseling Outreach Team, led by Rebecca Michel, assistant professor. Students will attend the National Career Development Conference and design career presentations to deliver in the community.
- **Sandra Tanksley** served on the Presidential Search Committee.
- **Jennifer Tatum** published an essay with dancing girl press titled, "A Theory of Bricks."
- **Brandon Washington** received the DePaul Academic Advising Network's "Raises the Bar" award.

College of Education Report Card

Student Accomplishments and Honors

Accomplishments

Publications and Presentations

- **Vijay Pendakur** (EDU '13) edited the book *Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success* (2016).
- Curriculum Studies doctoral student, **Michio Okamura**, a second-year doctoral student in Curriculum Studies, completed a manuscript titled, "Makiguchi Tsunesaburo's Knowledge Cultivation Model and Its Application to Foreign Language Education," based on his reading of the Makiguchi Zenshu and his application of it in his Chicago Public Schools K-8 foreign language classroom. This manuscript was published in *Tsunesaburo Makiguchi in the Context of Language, Identity and Education* (Routledge, May 2017).
- Curriculum Studies doctoral student, **Brian Gilbert**, published the article "Racing tradition: Catholic schooling and the maintenance of boundaries" in the May 2016 issue of *Race, Ethnicity and Education*.
- Curriculum Studies student, **Nozomi Inukai**, published a review of the book *Schooling selves: Autonomy, interdependence, and reform in Japanese junior high education* in the March 2017 issue of the journal, *Schools*.
- Curriculum Studies student, **Melissa Bradford**, presented her work at a number of academic conferences and has a co-authored (with **Michio Okamura**) article under review in the journal *Issues in Teacher Education*.
- Darrick Tovar-Murray and Counseling MED student, **Amanda Torchio**, had a proposal to the Illinois Counseling Association and it was accepted.
- The essay, "Whatever happened to the child of tomorrow? A textual analysis of Rousseau's Emile as Nietzsche's concept of the Übermensch" by Social and Cultural Foundations in Education alumnus, **Nicholas Turner** (EDU '16), was recently published in *Dialogue: The Journal of Phi Sigma Tau, International Honor Society for Philosophy*.

Activities

- **Eduardo Garza** (EDU '15), an alumnus of the Education Doctoral Program and adjunct faculty member was appointed by Governor Bruce Rauner to the Northeastern University Board of Trustees.
- **Vijay Pendakur** (EDU '13), alumnus of the Education Doctoral Program was named Dean of Students at Cornell University.
- Five graduate Counseling students have been selected to serve on the Career Counseling Outreach Team, led by Rebecca Michel, assistant professor, including: **Michelle Berkeley, Jeanette Lesenko, Maria Mendez, Antonio Porter, and Mary K. Weldel**. Students will attend the National Career Development Conference and design career presentations to deliver in the community.

Awards and Recognition

- Bilingual/Bicultural Education student **Amy Vogelsang** was the recipient of a 2015-16 Fulbright award. Amy will collaborate with English teachers in a Malaysian high school to enhance instruction and engage in cross-cultural exchange.
- **Kirsten Perry** (EDU '11), was awarded the Illinois Elementary School Counselor of the Year Award by the Illinois School Counseling Association.
- Alumnus **Ricardo "Ricky" Castro** (EDU '07) was named 2017 Illinois Teacher of the Year. He is a language arts and Spanish heritage teacher at Elk Grove High School in Township High School District 214.
- College of Education alumni **Mabel "Dolly" Staton** (EDU '55) was the feature profile in the summer issue of DePaul Magazine. At age 19, she participated in the 1952 Helsinki Olympics. After completing her track career, Dolly went on to become the first black teacher hired at Paulsboro High School in New Jersey, where she taught for many years.
- Early Childhood Education undergraduate student **Justine Carlson**, was featured in the [Newsline](#) Student Spotlight discussing her service experience and work in the Office of Religious Diversity.
- The following College of Education students are now Gates Millennium Scholars: **Mayra Carrera, Tiana Sameera Ghazzali, Cynthia Montoya, Courtney Nicol Tarver, Tunisha Lashay Rush, and Chastity Stokes**.

Honors

The 2016-2017 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 2016-2017 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 Skoullou
Savannah Stanaszek
Rebecca Tauber
Sara Teemer
Jill Theile
Lauren Upchurch
Mary Frances Usenik
Paige Wentzel
Zoe Wolf

Special Awards

Jerry and Katherine Christensen Scholarship Award: **Alyssa Kalb**

Charles Doyle Service Award: **Lyndsay Whitfield**

Gerald Foster Memorial Science Award: **David Liebenson**

Dr. Andrew T. Kopan Senior Leadership Award: **David Ladon**

Donald A. and Margaret Millette Scholarship Award: **Hannah Fitzpatrick**

Barbara A. Sizemore Multicultural Award: **Anais DeJesus**



Dean Zions and Dr. Andrew T. Kopan Senior Leadership Award winner, David Ladon.

College of Education Report Card

Faculty Publications

Department of Teacher Education



Mojdeh Bayat, Ph.D.
Professor

Bayat, M. (2017). *Teaching exceptional children: Foundations and best practices in inclusive early childhood classrooms (2nd ed.)*. New York: Routledge.



Hilary Conklin, Ph.D.
Associate Professor

Zeichner, K. & **Conklin, H.** (2016). Beyond echo chambers and knowledge ventriloquism: Raising the quality of the debate on teacher education. *Teachers College Record*, 118 (12), 1-38.

Andolina, M. & **Conklin, H.G.** (Nov. 5, 2016). We talk a lot about civic education. Here's how to get kids really engaged in it. *Washington Post*. Available at:

<https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/05/we-talk-a-lot-about-civic-education-heres-how-to-get-kids-really-engaged-in-it/>

Zeichner, K. & **Conklin, H.** (2016). Beyond echo chambers and knowledge ventriloquism: Raising the quality of the debate on teacher education. *Teachers College Record*, 119(4).

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

Andolina, M. & **Conklin, H.** (2016, September). *Fostering student voice: The impact of*

Project Soapbox on secondary students' literacy and civic skills. Teaching about the 2016 Elections conference, University of Wisconsin-Madison, Madison, WI.



Marie Donovan, Ph.D.
Associate Professor

Donovan, M.A. & Yockey, M. (2017). Check This Out: Swerve to avoid. *Illinois Reading Council Journal*, 45(3), in press.

Donovan, M.A. & Yockey, M. (2017). Check This Out: Where's Your Librarian? *Illinois Reading Council Journal*, 45(2), 61-67.

Donovan, M.A., Steinhaus, P., Potenza, A., George, A., Walker, D., & Bulat, C. (2017). When Innovation Means Breaking the Enrollment Management Mold: Building a Postsecondary Institution Transfer Network Consortium. In: Bernoteit, S., Latham, N., and Darragh, J., eds., *Voices from the Field: Collaborative Innovations in Early Childhood Educator Preparation*. (pp. 179-198). Edwardsville, IL: Illinois Education Research Center.

Donovan, M.A. & Yockey, M. (2016-17). Check This Out: Library as Sanctuary. *Illinois Reading Council Journal*, 45(1), 56-60.

Yockey, M. & **Donovan, M.A.** (2016). Check This Out: Who's in Your Library? Who's in Your Classroom? Who's in Your School? *Illinois Reading Council Journal*, 44(3), 59-64.



Ani Frank, Ed.D.
Associate Professor

Frank, A. (2016). Sweat the Small Stuff: Understanding the Essence and Impact of Stewardship in Kinesiology. *QUEST*, 68(2), 119-132.



Mindy Kalchman, Ph.D.
Associate Professor

Kalchman, M. & Kozoll, R.H. (2017). Developing Distinct Mathematical and Scientific Pedagogical Content Knowledge in an Early Childhood Dual-Content Methods Course: An Alternative to Integration. *Action in Teacher Education*.

Kalchman, M. & Kozoll, R.H. (2016). Dis-integrating Mathematics and Science in Early Childhood Methods Courses: Encouraging Discrete Content-Area Proficiency. *Journal of Early Childhood Teacher Education*, 37(1), 61-75. (Acceptance Rate: 12%)



Kathie Kapustka, Ph.D.
Associate Professor

Funk, J. R., Floyd, C., Gilson, C.M., **Kapustka, K.M.** & Yew, F. (2016). Research roundup for parents. *Parenting for High Potential*, 6(1), 18-19.



Richard Kozoll, Ph.D.
Associate Professor

Kalchman, M., & **Kozoll, R. H.** (2017). Developing distinct mathematical and scientific pedagogical content knowledge in an early childhood dual-content methods course: An alternative to integration. *Action in Teacher Education*, 39(1), 10-21.

Kalchman, M., & **Kozoll, R. H.** (2016). Dis-integrating math and science in early childhood methods courses: Encouraging discrete content-area proficiency. *Journal of Early Childhood Teacher Education*, 37(1), 61-75.



Jennifer Mata-McMahon, Ph.D.
Assistant Professor

Mata-McMahon, J. (2017). Spirituality and Humour: Making Connections for Early Childhood Education. *International Journal of Children's Spirituality*, 22(2), 170-178. DOI: 10.1080/1364436X.2017.1287681

Mata-McMahon, J. (2016). Reviewing the Research in Children's Spirituality (2005-2015): Proposing a Pluricultural Approach. *International Journal of Children's Spirituality*, 21(2), 140-152.

(double-blind peer-review)

Mata-McMahon, J., Kovač, T., and Miller, G. (Eds.) (2016). *Spirituality: An Interdisciplinary View*. Oxford, UK: Inter-Disciplinary Press. ISBN: 978-1-84888-371-0



Gayle Mindes, Ed.D.
Professor

Mindes, G. (in press) *Teaching young children with challenging behavior*. New York: Routledge.

Mindes, G. (2016). "Social studies from early childhood to the world." Bohart, H., Collick, H. B. & Charner, K. *Spotlight on young children: Teaching and learning in the primary grades*.

Washington, DC: National Association for the Education of Young Children.

Mindes, G. (2016). "Standards Based Curriculum and Assessment" Invited entry for Couchenour, D. and Chrisman, K. *Sage Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: Sage Publishing.



Roxanne Owens, Ph.D.
Chair and Associate Professor

Owens, R. (Ed.). (2016). *Illinois Reading Council Journal*, 44 (3).

Owens, R. (Ed.). (2016). *Illinois Reading Council Journal*, 44(4)

Owens, R. (Ed.). (2016). *Illinois Reading Council Journal*, 45 (1).

Wolfinger, J. & **Owens, R.** (2016, Summer) Getting Outside Your Own Front Door: The Value of External Collaboration. *The*

Department Chair: A Resource for Academic Administrators 27(1), 20-21. Publication of Jossey-Bass/John Wiley and Sons.

Owens, R. (Ed.). (2017). *Illinois Reading Council Journal*, 45 (2).



Akihiko Takahashi, Ph.D.
Associate Professor

Takahashi, A. (2017). Lesson Study: The fundamental driver for mathematics teacher development in Japan, In Kaur, B. & Kwon, O.N. (Eds.), *Professional development of mathematics teachers – An Asian perspective*. New York: Springer.

Takahashi, A., & McDougal, T. (2016). Collaborative lesson research: maximizing the impact of lesson study. *ZDM*, 48, 513-526. doi:10.1007/s11858-015-0752-x

Takahashi, A. (2016). Recent Trends in Japanese Mathematics Textbooks for Elementary Grades: Supporting Teachers to Teach Mathematics through Problem Solving. *Universal Journal of Educational Research*, 4(2), 7. doi:10.13189/ujer.2016.040201



James Wolfinger, Ph.D.
Professor

J. Wolfinger, Drexel University and the Postwar Racial Politics of Philadelphia. (2017). In S. G. Knowles, & R. Dilworth(Eds.), *The City and the University in an Urban World: A History of Drexel University*. Philadelphia: Temple University Press.

Owens, R., & **Wolfinger, J.** (2016). Getting Outside Your Own Front Door: The Value of External Collaboration. *The Department Chair*, 20-21.

J. Wolfinger, The Broad Street Subway of Philadelphia. (2016). In P. Dobraszczyk, C. L. Galviz, & B. L. Garrett (Eds.), *Global Undergrounds: Exploring Cities Within*. London: Reaktion Books.

Wolfinger, J. (2016). *Running the Rails: Capital and Labor in the Philadelphia Transit Industry*. Ithaca, N.Y: Cornell University Press.



Christopher Worthman, Ph.D.
Associate Professor

Worthman, C. (in press). "What must be done?": Vincentian teacher preparation in the 21st century. *Vincentian Heritage Journal*.

Worthman, C., & Troiano, B. (2016). A Good Student Subject: A Foucauldian Analysis of an Adolescent Writer Negotiating Power Relations. *Journal of Critical Studies in Education*, 0(0), 1-18. Available at <http://dx.doi.org/10.1080/17508487.2016.1246372>.

Worthman, C. (2016). Figuring Identities and Taking Action: Two Teenage Mothers Efforts to Negotiate Strategic and Practical Gender Needs within a Critical Literacy Program. *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*, 15(2), 42-74.

Worthman, C., & Troiano, B. (2016). Capillary discourses, fissure points and tacitly confessing the self: Foucault's later work and educational research. *Journal of Adult & Continuing Education*, 22(1), 46-67.

Department of Educational Policy Studies and Research



Ronald Chennault, Ph.D.
Associate Professor and Associate Dean

Miretzky, D., **Chennault, R.E.**, & Fraynd, D. (2016). Closing an Opportunity Gap: How a modest program made a difference. *Education and Urban Society*, 48, 48 - 76.



An Chi Cheng, Ph.D.
Associate Professor

Cheng, A. C., Chen, J., Taccarino, J. (2016). Case study of success factors. In J. Taccarino (Ed.), *The Taccarino-Leonard S (Success) Factor: the Psychological Roots of Success*. Motivational Press. (invited book chapter)

Schallert, D. L., Song, K, Jordan, M., Lee, S., Park, Y., Kim, T., **Cheng, A.**, Chu, H., Vogler, Jane S.; Lee, J., (2016). Shifts in trajectories in thought communities and “wobbly” identities enacted in computer-mediated classroom discussions. *International Journal of Educational Research*, 80, 49-59.



Horace Hall
Associate Professor

Hall, H.R., & Trezek, B. (2016). “It helped me think outside the box”: Fostering literacy development in a youth mentoring program. In S. Greene, K. Burke, and M. McKenna (Eds.). *Reframing public spaces: Youth voices, literacies, and civic engagement*. New York: Pete Lang Publishers.



Karen Monkman, Ph.D.
Professor

Monkman, K., & Proweller, A. (September 01, 2016). Emerging youth leaders in an after-school civic leadership program. *Schools*, 13(2) 179-197.

Monkman, K. (2016). Review of educating adolescent girls around the globe: Challenges and opportunities, edited by Sandra L. Stacki and Supriya Baily (2015, Routledge). *Comparative Education Review*, 60(1), 186-188.

Johnson, K., MacDonald, J., & **Monkman, K.** (January 12, 2016). Review of women interrupting, disrupting, and revolutionizing educational policy and practice, edited by Whitney Sherman Newcomb and Katherine Cumings Mansfield (2014, Information Age Publishers). *Teachers College Record*, ID Number: 19316.
<http://www.tcrecord.org/PrintContent.asp?ContentID=19316>.



Amira Proweller, Ph.D.
Associate Professor

Monkman, K., & **Proweller, A.** (September 01, 2016). Emerging youth leaders in an after-school civic leadership program. *Schools*, 13(2), 179-197.

Proweller, A. (2016). Gender equity in k-12 and higher education in the United States. *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. Oxford, UK: Blackwell Publishing, Ltd.



John Taccarino, Ph.D.
Associate Professor

Taccarino, J., & Leonard, M. (2016). *The T-L-S-factor profile: Kindergarten and primary grades form*. Hong Kong: Mirrorwalk.

Department of Leadership, Language, and Curriculum



Anthony Dosen, Ph.D.
Associate Professor

Dosen, A. & Rieckhoff, B. (2016). (Ed.) *Catholic School Leadership: A Volume in Research on Religion and Education*. Charlotte, North Carolina: Information Age Publishing, Inc.



Jason Goulah, Ph.D.
Associate Professor

Goulah, J. (Ed.). (2017). *Tsunesaburo Makiguchi in the context of language, identity and education*. New York, NY: Routledge.

Goulah, J. (2017). Climate change and tesol: Language, literacies, and the creation of eco-ethical consciousness. *TESOL Quarterly*. doi: 10.1002/tesq.277.

Goulah, J. (2017). Value-creating education and the Dewey-Soka heritage in the context of the Trump phenomenon. *Soka kyoiku [Soka Education]*, 10, 49-57.

Gebert, A., & **Goulah, J.** (2017). Coda: Translating Makiguchi. In J. Goulah (Ed). *Tsunesaburo Makiguchi in the context of language, identity and education*. New York, NY: Routledge.

Goulah, J. (2017). Preface. In J. Goulah (Ed). *Tsunesaburo Makiguchi in the context of language, identity and education*. New York, NY: Routledge.



Andrea Kayne, J.D.
Associate Professor

Kayne, Andrea. (April 2017). "A Visitor at Mansfield Park" television pilot. DeHaven Productions.



Sung Park, Ph.D.
Assistant Professor

Park-Johnson, S. K. (2017). Code mixing as a window into language dominance: Evidence from Korean heritage speakers. *Heritage Language Journal*, 14(1), 49-69.



Barbara Rieckhoff, Ph.D.
Associate Professor

Dosen, A. & Rieckhoff, B. (2016). (Ed.) *Catholic School Leadership: A Volume in Research on Religion and Education*. Charlotte, North Carolina: Information Age Publishing, Inc.

Rieckhoff, B. & Damore, S. (2017). Beyond Charlotte: Reflection for continuous improvement. *Journal of Practitioner Research*, 2(1), 1-14.



Sonia Soltero, Ph.D.
Associate Professor and Chair

Soltero, S. W. (2016). *Dual language education: Program design and implementation*. Portsmouth, NH: Heinemann

Department of Counseling and Special Education



Anne Butler, Ph.D.
Instructional Assistant Professor

Butler, A. M., & Monda-Amaya, L. E. (2016). Preservice Teachers' Perceptions of Challenging Behavior. *Teacher Education and Special Education*, 39(4), 276-292.

Butler, A. M., & Ostrosky, M. M. (accepted Feb. 2016). Reducing Challenging Behavior During Transitions: Strategies for Early Childhood Educators to Share with Parents. *Young Children*.



Amy Feiker Hollenbeck, Ph.D.
Associate Professor

Patrikakou, E.N., Ockerman, M., & **Feiker Hollenbeck, A.** (2016). Needs and Contradictions of a Changing Field: Evidence from a National Response to Intervention Implementation Study. *The Professional Counselor*, 6(3), 233-250.

Patrikakou, E., Ockerman, M. S., & **Hollenbeck, A. F.** (2016). Needs and contradictions of a changing field: Evidence from a national response to intervention implementation study. *The Professional Counselor Digest*, 6(3), 4-5.



Melissa Ockerman, Ph.D.
Associate Professor

Patrikakou, E.N., Ockerman, M., & Feiker Hollenbeck, A. (2016). Needs and Contradictions of a Changing Field: Evidence from a National Response to Intervention Implementation Study. *The Professional Counselor*, 6(3), 233-250.

Patrikakou, E., **Ockerman, M. S.**, & Hollenbeck, A. F. (2016). Needs and contradictions of a changing field: Evidence from a national response to intervention implementation study. *The Professional Counselor Digest*, 6(3), 4-5.



Eva Patrikakou, Ph.D.
Associate Professor

Patrikakou, E.N. (2016). Parent involvement, technology, and media: Now what? *School Community Journal*, 26, 9-24

Patrikakou, E.N., Ockerman, M., & Feiker Hollenbeck, A. (2016). Needs and Contradictions of a Changing Field: Evidence from a National Response to Intervention Implementation Study. *The Professional Counselor*, 6(3), 233-250.

Patrikakou, E., Ockerman, M. S., & Hollenbeck, A. F. (2016). Needs and contradictions of a changing field: Evidence from a national response to intervention implementation study.

The Professional Counselor Digest, 6(3), 4-5.

Patrikakou, E.N. (2016). Contexts of Family-School Partnerships: A Synthesis. In S. MSh Sheridan & E. M. Kim (Eds.), *Research on Family-School Partnerships: An Interdisciplinary Examination of State of the Science and Critical Needs*, 3, (pp. 109-120). Switzerland: Springer International Publishing.



Beverly Trezek, Ph.D.
Associate Professor

Hall, H. R., & Trezek, B. J. (2016). "It help[ed] me think outside of the box": Connecting critical pedagogy and traditional literacy in a youth mentoring program. In S. Greene, K. Burke, & M. McKenna (Eds.). *Youth Voices, Public Spaces, and Civic Engagement*, (pp. 148-168). New York, NY: Routledge.



Jennifer Walberg, Ph.D.
Chair and Associate Professor

Walberg, J.L. (2016). Teaching low incidence disabilities online vs. hybrid; Implications for course delivery. *Division on Autism and Developmental Disabilities Online Journal (DOJ)*.

College of Education Report Card

Gratitude for Service

Retirement

Father Anthony Dosen, associate professor, was recognized for his twenty years of service at the President's Annual Distinguished Service luncheon on May 19th, 2017. The College of Education also hosted a retirement celebration in honor of Father Dosen's leadership and service to the College, his department, and students. The College of Education thanks Fr. Dosen for all that he has done and we wish him well in his future endeavors and in retirement!



Father Anthony Dosen and Dean Paul Zionts

Employment Anniversaries

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

10 YEARS

Nicole Ide, Academic Advisor

Jason Goulah, Associate Professor

15 YEARS

Joseph Gardner, Associate Professor

Sally Julian, Associate Dean of Development