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Brian Coleman (MEd ’14) in Washington, D.C., to accept the 2019 National School Counselor of the Year award. See page 4.

Photo courtesy of the American School Counselor Association
I’m frequently reminded of the indisputable truth behind the well-known African proverb, “It takes a village to raise a child.” Teachers, counselors, administrators, and parents understand the teamwork required to raise our students to meet the demands of their professions and adult lives. In the College of Education (COE), I often witness our experienced students guiding newer members of our family. I am inspired by the connections within our village. Together, we grow.

When I talk with alumni, I am struck by their positive reactions to the good work being done in the college. Our graduates are not merely impressed; they are also eager to learn ways they can become involved. Our alumni continue to be a critical component of our community, whether by mentoring students, lending a hand in our offices and centers, providing career counseling, sharing industry knowledge or connecting us with fundraising opportunities.

For example, our alumni work with our centers and initiatives to provide resources and positive learning experiences to our students. They help organize and facilitate experts to act as speakers. They brainstorm ways we can further support Catholic school teachers. They share how to market creative endeavors. Recently, graduates worked with Associate Professor Joby Gardner and his innovative Lift as You Climb program to coach our students on how to develop community projects from concepts to reality. (See the story in the fall 2018 issue.) Through the Office of Innovative Professional Learning, our alumni have even traveled to China to help demonstrate our methods for teaching science, technology, engineering, arts and mathematics (STEAM) subjects.

As the alumni in this issue will tell you, staying connected with your college benefits you, too. You can expand your professional network. You can learn about and discuss new trends and techniques. You can brainstorm solutions to problems you face in your classroom or your workplace. More than one graduate has told me, “The more involved I get, the more I gain.”

I invite you to return to the college and take part in the exciting work we are doing in counseling and education. Please reach out to us with any ideas that you think might have an impact on others. Contact us if you simply are looking for ways to become involved. If you would like to share your time, talents and experiences with our students, you are welcome here. There will always be a place for you in our village.
DePaul... IS A GAME CHANGER

FOR THE SECOND YEAR IN A ROW, A COE GRADUATE IS NAMED NATIONAL COUNSELOR OF THE YEAR

The cartwheel was entirely unplanned. Representatives of the American School Counselor Association (ASCA) and the Chicago Public Schools (CPS), including 2018 winner Kirsten Perry (MEd ’11), wanted to surprise the winner of the 2019 National Counselor of the Year award at his workplace. They succeeded.

“I had no idea what the assembly was about, and then I saw Kirsten’s face and I just lost it,” says Brian Coleman (MEd ’14), whose spontaneous cartwheel of joy was captured by news media. Although he was one of six finalists for the title, Coleman figured the odds were low that the award would go to alumni of the same college working for the same district two years in a row.

“DePaul really sets an incredibly strong foundation, and CPS has been doing powerful work creating consistency around what it means to counsel throughout the district,” says Coleman, who is department chair of counseling services at Jones College Preparatory High School in Chicago’s South Loop.

As an intern at Jones, Coleman helped a student group broaden its focus to serve all LGBTQIA students. When he returned to the high school the following year as a staff counselor, he launched counseling services for the same population. He has headed cross-disciplinary teams and initiatives to ensure that the school’s social and emotional support system parallels its acclaimed academic programs, including expanded sexual health education, self-care workshops for its seniors and increased awareness of and support for first-generation students. Coleman made such an impression that after Jones more than doubled in size to 1,800 students, he was promoted to head of the six-person counseling team.

“Brian is truly talented and deeply committed to building a more just society through education,” says LaToya Hudson-Spells, former school counseling department co-chair at Jones. “He has done so much for our school community in his short tenure as a school counselor.”

Coleman credits his success to COE, the ASCA counseling model and the high school’s commitment to counseling. “DePaul really has been a game changer in my life. I’ve only worked at Jones, and I come to work with the resources, content knowledge and skills that I learned from DePaul.”

Newly Revised Gateways Credential Benefits Alumni

Current and future graduates of COE’s Early Childhood Education (ECE) program have additional pathways to employment through DePaul’s recently renewed recognition as an Illinois Gateways to Opportunity entitling institution. The Gateways credentialing organization certifies that individuals are qualified to provide care and education for children from birth to 8 years of age in a variety of settings, regardless of whether they hold a state teaching license.

“Our graduates qualify for a Gateways Level 5 credential, which opens up all sorts of employment doors to you. You can work with infants and toddlers. You can be the teacher at record in a pre-kindergarten program. You can be a primary-grade teacher. You don’t need to work only in a public school or preschool,” says Marie Donovan, associate professor and director of the undergraduate and graduate ECE programs. Donovan worked for almost a year with COE faculty to update the curriculum to meet the revised Gateways credentialing standards.

As ECE students take courses and complete internship requirements, they earn stackable credentials at Gateways levels 2, 3 and 4. These graduated levels indicate their employability and readiness for taking on roles of increasing responsibility and salary.

“Being a Gateways entitling institution is a mark of quality. We are delivering the type of preparation that national early childhood organizations recognize as the gold standard,” Donovan says. “These credentials make our ECE graduates competitive in the marketplace. Employers know they are highly qualified to provide expert education and care.”

Alumni automatically qualify for Level 5 and may request the credential by visiting registry.illgateways.com.

Research Space Enables Bilingual Lab Expansion

With the opening of its new research space in COE, the Bilingual Language Development (BiLD) Lab is now able to partner with additional schools, says co-founder Sang “Sunny” Park-Johnson, an assistant professor of bilingual-bicultural education and director of the bilingual and ESL minors. Through the BiLD Lab, faculty and student researchers study bilingual and second- and heritage-language acquisition, particularly by young students. The lab is a collaboration between COE and DePaul’s College of Liberal Arts and Social Sciences.

In the past, the research team worked in individual offices to transcribe, code and analyze the data they collected. While that was sufficient for the team to discover results that have since been presented at conferences, the dedicated space increases their efficiency and the lab’s profile both among students and in the metropolitan area.

“The space makes us official. People seek us out now,” says Park-Johnson, noting that a doctoral student from another university introduced her to the former heritage school that is the BiLD Lab’s newest partner.

In addition to giving student researchers a place to work, “its excellent having an established research location where we can talk face to face about our results, the patterns we notice and our observations and plans,” Park-Johnson says. Park-Johnson says she and co-founder Carolina Barrera-Tobin, assistant professor of modern languages, are always looking for additional school partners who can provide opportunities for them to observe culturally and linguistically diverse students. “We’re more than happy to work with teachers on all the innovative things they are doing in their classrooms with respect to language development, multiculturalism and multilingualism.”

To find out about the BiLD Lab and having researchers at your school, contact Park-Johnson at sparkjohn@depaul.edu.
Sister McCaughey, O.P., is delighted to spearhead COE’s array of new Catholic initiatives.

“I certainly never would have thought that I would be involved in program development, but I’m finding it really exciting,” says McCaughey, who taught in Catholic schools and universities for decades and rose to become superintendent of schools for the Archdiocese of Chicago before coming to DePaul in 2017. “There are so many great things that the college can do.”

In partnership with other faculty, McCaughey helped recruit the first all-Catholic cohort for COE’s master’s program in educational leadership. She also refined two customized courses and is teaching to the 17 students in the cohort.

She took the lead on COE’s contribution to a partnership, spearheaded by Australian Catholic University, to offer an online-only doctoral program in global Catholic leadership. Then, she consulted with Barbara Rickhoff, associate professor and director of the educational leadership master’s program, to propose that DePaul create a doctoral program in global Catholic leadership.

“We think it will be exceedingly powerful because people are looking for an online program and there isn’t one. We haven’t found a completely online EdD in Catholic leadership anywhere,” she says. McCaughey is developing courses for the program while the proposal works its way through the approval process. She piloted one course in the winter quarter. While future EdD participants may complete the degree online, they can choose to come to DePaul for one or two summers to take immersive courses. “When they graduate, our intent is that they will be prepared to lead a Catholic institution anywhere in the world,” she says.

McCaughey already has forged new opportunities through her connections with the archdiocese and area Catholic schools. COE’s Education and Counseling Center is now one of the primary locations in Chicago where Catholic schools refer students in need of support. DePaul renewed the Catholic Schools Educational Leadership Project, through which the university and the archdiocese cover two-thirds of the tuition for Catholic school teachers who already hold a master’s degree in education to transition to leadership roles. When she visits Catholic schools, McCaughey promotes the new Learning Behavior Specialist 1 Endorsement; she believes the four-course online program is more accessible to Catholic teachers than other options.

And that’s just the beginning, says McCaughey with a sparkle in her eye. She’s got more ideas, including an initiative with the archdiocese that she hopes to launch by fall. “We think it will be a simply fabulous resource for Catholic school educators!”

Donna Kel thinks it is very interesting that the student activists who emerged after the shooting at Marjory Stoneman Douglas High School in Parkland, Fla., were also the first in the state to have mandatory civics instruction in middle school. Nationally, most schools eliminated civics instruction following passage of the No Child Left Behind Act in 2001.

“Our college is committed to creating strong citizens for the future. We want teachers to be the leaders of creating responsible citizens,” says Kel, director of the Office of Innovative Professional Learning (OIPL). She says OIPL eagerly welcomed a partnership with the Barat Foundation to be a collaborator for two civic-education projects funded by a Teaching with Primary Sources grant from the Library of Congress: Citizen U and the Civic-Mindedness Micro-credential for teachers.

Citizen U is a series of lesson plans in math, science, English and social studies. Each plan integrates civics using Library of Congress primary sources into lessons within the other discipline. The lesson plans, teacher guides and additional resources for use in grades four through 12 are available for any teacher on the Citizen U website. A grant from the Library of Congress supported the collaboration of OIPL and DePaul with the Barat Education Foundation and Constitutional Rights Foundation.

Building on the success of that collaboration, Barat requested that OIPL create the Civic-Mindedness Micro-credential, which will enable teachers of any subject to incorporate civics into their curriculum. OIPL faculty are crafting the three stackable micro-credential courses, which use a competency-based learning approach to prepare teachers to customize the materials for use in their classrooms. The project is supported by another Library of Congress grant.

The first micro-credential trains teachers on how to teach civics using primary sources and how to use the Library of Congress. In the second micro-credential course, teachers learn how to design inquiry-based civics lessons in their discipline. The third integrates adult learning theory so that teachers know how to coach their colleagues on ways to incorporate civics into their classes.

You’ll find Citizen U at www.citizen-u.org. To find out about the micro-credentials, email innovate@depaul.edu.
Brown Honored
DePaul President A. Gabriel Esteban, PhD, congratulates Associate Professor Enora Brown on her E. Glenn Ward Family Foundation community service award. She specializes in the social and cultural foundations of education.

Understanding Teachers Unions
COE students better understand the role of a teachers union after the college’s 2018 fall forum. Through a program described as “teachers union 101,” students learned concepts such as collective bargaining and due process. Panelists shared examples of how unions helped teachers enhance their professional practice, improve building conditions and understand complex issues such as how to work with families at risk of deportation. Speakers also reviewed legal decisions affecting unions and the role of unions in politics, especially in the past few years. Watch the forum at bit.ly/TeacherUnions101.

Donovan Re-elected
Marie Donovan was re-elected chair of the Faculty Advisory Council of the Illinois Board of Higher Education. She is an associate professor and program director for the bachelor’s, master’s and doctoral programs in early childhood teacher education. She has served as the council chair since winter 2015.

Hashimoto Recognized
Nancy Hashimoto, director of advising, was honored with the Spirit of DePaul Award, which recognizes university employees for incorporating Vincentian values into their leadership and service to DePaul.

Powerful Voices at Leadership Summit
"Each of our voices is powerful and beautiful," said Phil Siegel, a student in the educational leadership doctoral program, after attending the College Leadership Summit hosted by the Illinois Holocaust Museum and Education Center last fall. The four DePaul student attendees reflected on social justice, human rights and inclusion with peers from across the metropolitan area.

Socially Engaged Practice and Scholarship
The desire for social justice is shaping the lives and careers of four COE alumni who spoke to students and faculty last fall during the 20th anniversary celebration of the Doctorate in Education program. These program graduates, who chose to attend DePaul because of its commitment to social justice, are advancing that commitment in their professional lives. The speakers were Karl Brooks (EdD ’12), vice president for student affairs at Oakton Community College in Des Plaines, Ill.; Tanya Brown Merriman (EdD’10), professor at the University of Southern California and author of “Those Who Can: A Handbook for Social Reconstruction and Teaching”; Judy McCann Floeter (EdD ’15), principal at Jefferson Elementary School in Harvard, Ill.; and Johnnie Thomas (EdD ’10), superintendent at Rich Township (Ill.) High School, District 227. Melissa Bradford (EdD ’18), now an a professional lecturer, moderated the panel.

Three Promoted
Congratulations to three COE faculty members who were promoted to full professor. Eva Patrikakou and Beverly Trezek are professors of special education, and Christopher Worthman is a professor of secondary English education, as well as director of the secondary education program.

COE in China
During the past four years, COE has worked with nearly 900 teachers in China on effective educational leadership practices and student-engaged learning practices. About two dozen full-time and adjunct COE faculty have led professional development programs in Beijing, gaining valuable insights themselves. The partnership with schools in Beijing and surrounding provinces continued to grow during a trip last winter. COE is one of China’s preferred providers as it adapts its educational system to encourage creativity and innovation, particularly in STEM teaching methods and student-centered learning.

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“IT’S ALMOST LIKE A DIVINE PLAN”

Two years after Evanston (Ill.) Township High School (ETHS) implemented a new dress code allowing hoodies and bare shoulders, the school is still standing.

“Let teaching and learning be the priority of the district, not chasing kids and telling them to take off their hats and hoodies,” Campbell says. The dress code is just one of the innovations that have made Campbell and ETHS national leaders on issues such as de-tracking, student identity, restorative justice and support for at-risk groups, in particular, African-American boys.

“It’s almost like a divine plan that I would have that training at DePaul,” says Campbell, who chose COE because it offered a master’s degree in social work and cultural foundations in education (SCFE). While race- and identity-conscious education policies are making headlines now, Campbell and his classmates were just starting to discuss at the high school those issues surrounding culture, power, systemic flaws and the social and economic consequences of policies more than a decade ago.

“DePaul was extraordinarily instrumental in giving me the tools, the skills and the content for what I’m doing today,” says Campbell, who began working at ETHS as an English teacher 18 years ago. “I was able to make connections between my graduate work at DePaul and things we were just starting to discuss at the high school. Without that work, I would not have been able to move as quickly as I did.”

Campbell gives back by serving as a member of the COE Dean’s Advisory Council and as a frequent guest lecturer at the college. When he’s on campus, he stops by to chat with SCFE faculty about the latest research and trends in education. He strongly encourages both his staff and students to consider DePaul when continuing their education.

High school students are totally different from second-graders, except, of course, when they’re not. Even halfway around the globe.

“Kids are kids everywhere in the whole world,” says Fulbright Scholar Juliana Minasian (EDU ’18), who is teaching English to French high school students just outside of Paris through the two-year award. The 350 juniors and seniors in her classes live in one of France’s priority education zones for communities needing extra support.

“I’m glad I picked elementary education as my major, but I’m also very happy I’m getting this well-rounded experience of teaching older kids,” says Minasian. She teaches 24 classes of 15 to 18 students each, meeting with each group every two weeks. While she can reuse parts of her lesson plans, she also tailors each class to the needs of the students in it. “It’s interesting how I have to modify lessons for their language abilities. I differentiate a lot,” she says. “Each time I teach, I get better and more effective.”

As a sophomore, Minasian taught second-graders in France through DePaul’s study abroad program and discovered her dream. “I had such a great time working with the kids and I knew I wanted to return to France,” says Minasian. She credits her COE faculty members and classroom experiences as a freshman with preparing her to teach in another country. Minasian added a second major in French and did an independent thesis on teaching English to native French speakers. Applying for a Fulbright scholarship was a logical next step.

“I see being here as a stepping-stone to possibly living and teaching in France,” she says. Teaching abroad will bolster her career in the long term. “If I come back to Chicago, I’ll have something to bring with me about how a different education system works.”

Minasian also is an intern in the EducationUSA advising center in Paris, where she counsels students interested in studying in the United States. “Most of them don’t know anything about Chicago, let alone DePaul. I always tell them it’s such a great school for international students to attend,” she says. “I’m just very proud to say that I’m from DePaul and to talk about how wonderful it is.”

Visit give.depaul.edu/actionineducation to make your gift now.

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“DEPAUL IS DEAR TO ME FOR BEING AS SUPPORTIVE AS IT WAS BACK THEN AND FOR THE CONTINUED SENSE OF COMMUNITY I HAVE TODAY.”

“KIDS ARE KIDS everywhere in the whole world”
Introducing our new alumni blog—the Blue Demon Line! Join us at the Blue Demon Line for an exclusive look into all things DePaul alumni, including in-depth interviews, “DePaul family” recipes, photo contests, tips and tricks from experts, and more!

Blue Demon Line
Once a Blue Demon, always a Blue Demon

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