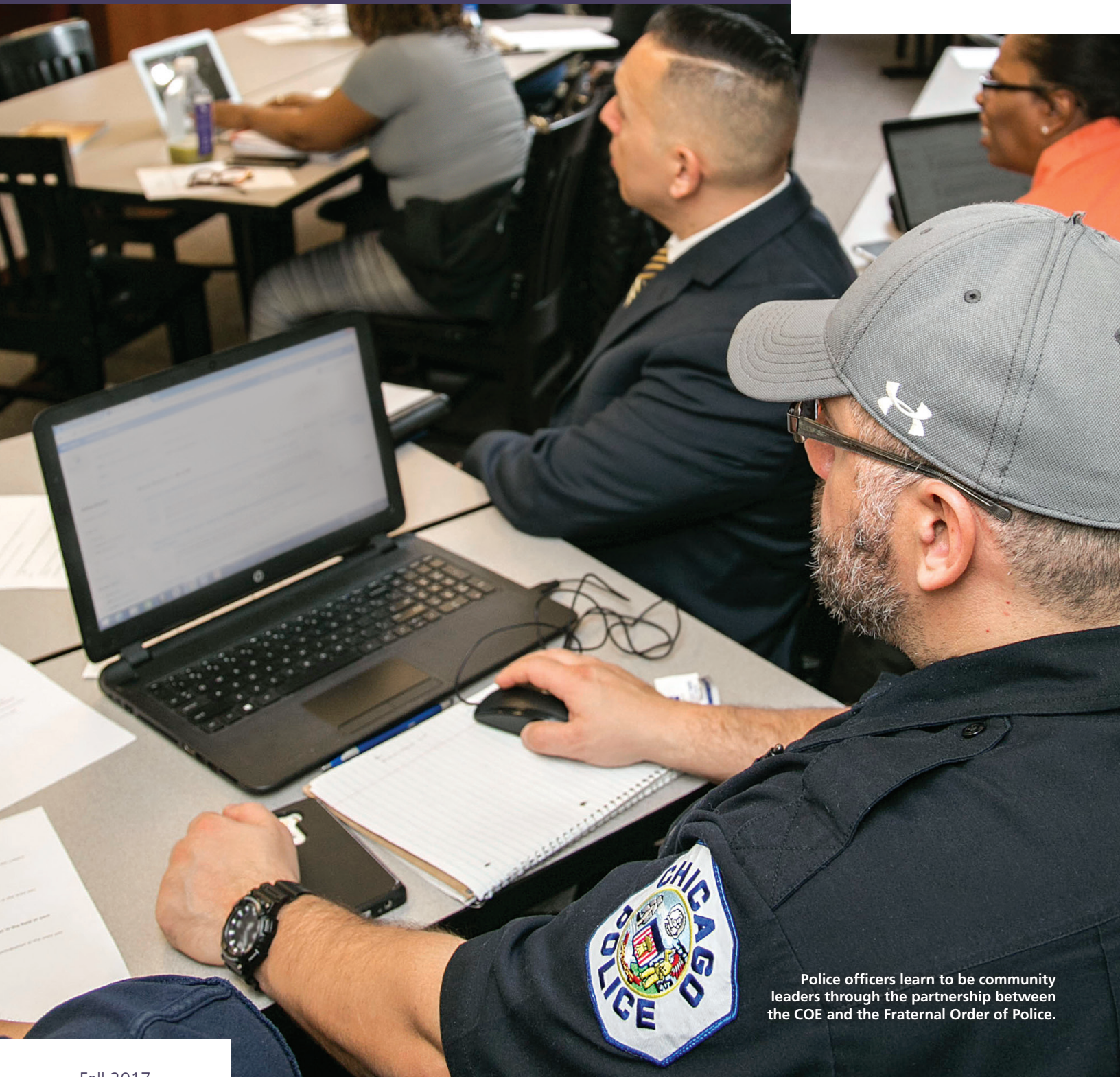


ACTION IN EDUCATION

A publication for College of Education alumni

DEPAUL
UNIVERSITY

COLLEGE OF EDUCATION



Police officers learn to be community leaders through the partnership between the COE and the Fraternal Order of Police.

Fall 2017

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ACTION IN EDUCATION

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DEAN'S CORNER

As we begin a new academic year, our faculty, staff and students have one shared focus: to answer the call for social justice. We recognize that the odds are stacked against students in underrepresented communities, particularly children of color living in poverty. For these vulnerable students, additional care and dedication are critical. Teachers, educational leaders and counselors do more than educate and guide our nation's students—they amplify the voices of seldom-heard children and give them the special tools they need to enter a world that too often seems inaccessible. Our mission, never more timely, never more critical, is to prepare future teachers and counselors consciously and persistently to do just that.

This fall, the college was fortunate to host a discussion on social justice and education activism with renowned educator, activist and author Jonathan Kozol ("The Shame of the Nation: The Restoration of Apartheid Schooling in America" and "Savage Inequalities: Children in America's Schools"). Kozol's advocacy for students, particularly public school students, long has inspired generations of educators, including myself. It was an honor to host him, and I am proud to see our COE faculty reflect this same passion for addressing the often-overlooked needs of underserved children.

This past year, Horace Hall, co-founder of the Respect, Excellence, Attitude and Leadership (R.E.A.L.) Youth Program, partnered with the ARK of St. Sabina to provide college orientation for ARK students. The program, which you will read about in this issue, offers these students information about navigating higher education that might not otherwise have been available. Further, the community of mentors and students Hall has constructed will ensure the longevity of student success.

You'll also read about how the faculty and administrators of our Educational Leadership doctoral program have partnered with the Fraternal Order of Police. Faculty teach at the Chicago Police Academy and explore ways that education can be one of many solutions to the violence and crime that plague the city and its students.

In addition, Donna Kiel, director of the Office of Innovative Professional Learning (OIPL), introduced micro-credentialing as a means for current teachers to gain meaningful professional development. At the forefront of her micro-credential programming is civics education, a discipline that is part of a nationwide movement to instruct youth to be active and engaged citizens and advocates.

Every day, I am inspired by our faculty's efforts to improve the lives of young people and by our COE students who arrive here eager to develop the skills needed to transform lives. Many of them are first-generation students who understand through personal experience the hardships that children in underserved schools nationwide face. The shared mission and values that our faculty, staff and students hold dear bring me incredible pride, as well as hope for future generations of students.

Paul Zionts

Dean Paul Zionts

MASTER'S DEGREE FIRST IN WORLD

Groundbreaking graduate degree in Ikeda/Soka studies

For the first time, people seeking to study the Soka philosophy of education may do so—in English—through the college's new online and face-to-face master's degree on the teachings of renowned Japanese Soka educators Tsunesaburo Makiguchi, Josei Toda and Daisaku Ikeda.

The Master of Education in Value-Creating Education for Global Citizenship is the only formal program on the Soka method in the world, says Jason Goulah, associate professor and director of the bilingual-bicultural education and world languages education programs and director of the college's Institute for Daisaku Ikeda Studies in Education. "Soka" means "value creation" in Japanese.

Growing out of Makiguchi's belief that the purpose of education is to help people become genuinely happy and thereby contribute value to the world, the Soka

method emphasizes student dignity and unlimited potential and the commitment to never give up on a student. The philosophy is growing in popularity internationally.

"Teachers and leaders around the world are trying to implement these ideas, but there isn't a place for them to formally study," says Goulah, who is excited to have the college fill this need. Most of the founders' writings exist only in Japanese, but that's about to change. Goulah has recruited many of the world's top Soka scholars to teach the courses, and they'll be translating many materials into English for the first time.

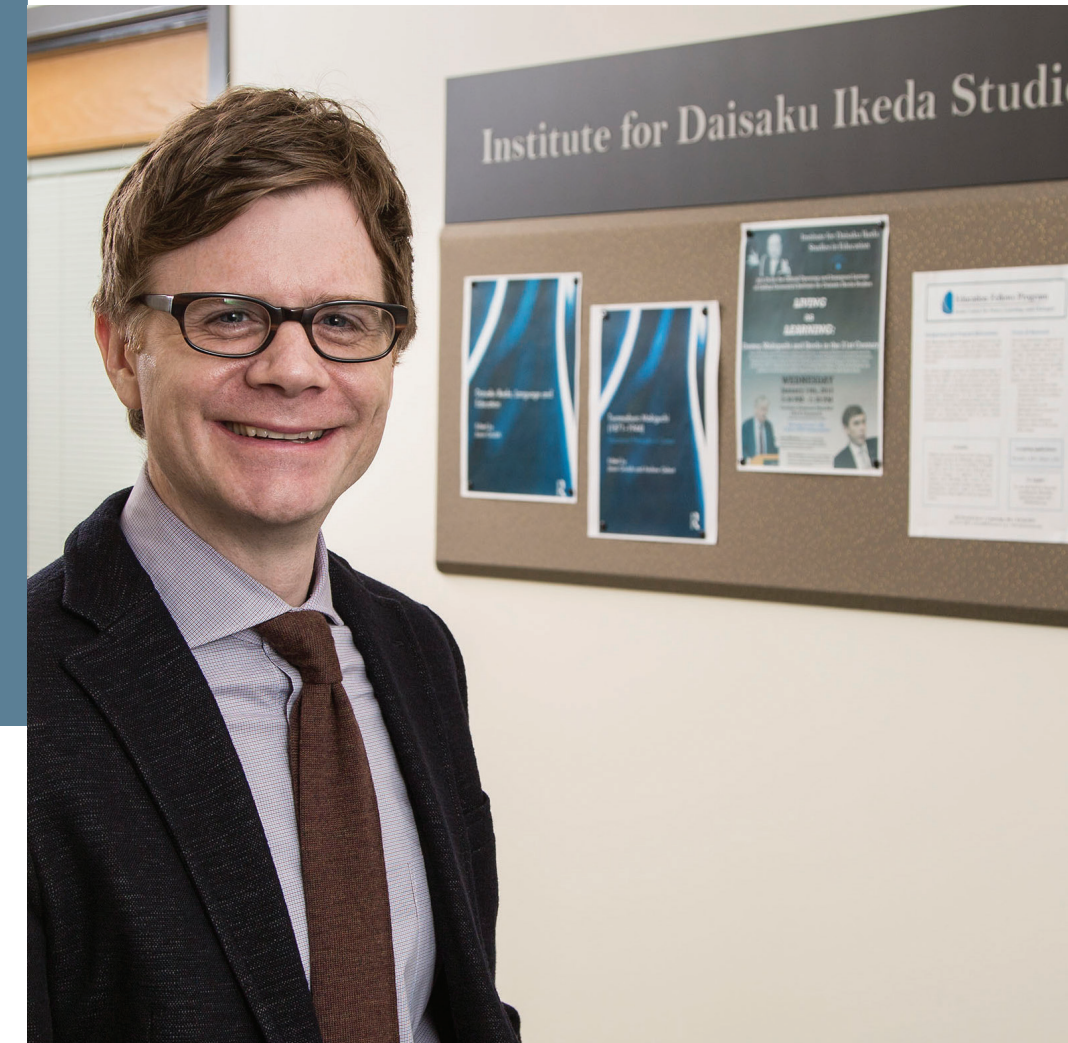
Because the degree is also offered online, Goulah expects a number of international students to register, bringing a global perspective to discussion boards and forums. Students can begin the 12-course program during any quarter. For more information about the degree, visit education.depaul.edu/academics/graduate/masters-programs.

Special education degree proves popular with transfer students

As the first graduates of the new bachelor's degree in special education crossed the commencement stage in June, an enrollment analysis revealed an unexpected trend: Students are transferring from other universities into the College of Education's program.

Amy Feiker Hollenbeck, associate professor of special education, believes that the extensive experience students receive in the Education and Counseling Center and in the field, coupled with immediate feedback, is creating good word-of-mouth about the degree, which debuted in 2014.

"Students say that they are having much stronger preparation than their peers who are attending other institutions," she says. "As much as they talk about how rigorous we are and our high expectations, by the end, our students say that there was value to it all."





GETTING R.E.A.L.

COE gives St. Sabina students a taste of college

“**R.E.A.L. allows mentors to gain hands-on experiences by thinking on their feet, becoming comfortable with being uncomfortable, and forcing them to think in nontraditional ways.**”
—Damian Baez

For many students in disadvantaged communities, graduating from college is even harder than getting admitted.

“A lot of universities will let you in, but they don’t necessarily help you get out,” says Horace Hall, associate professor of human development and co-founder of the Respect, Excellence, Attitude and Leadership (R.E.A.L.) Youth Program. Without college-educated family members and mentors to offer guidance and support, students often drop out.

Hall is hoping to change that through a partnership he piloted with the ARK of St. Sabina last spring. The ARK is a community youth center operated by the Faith Community of St. Sabina, whose pastor is the Rev. Michael Pflieger, a noted activist. Located on Chicago’s South Side, the center already offers arts-based life skills programs similar to those that R.E.A.L. has provided to Chicago schools since 2000. Hall and

church leaders proposed teaching a different set of skills to teens at St. Sabina.

“Part of what we do through R.E.A.L. is practice the life skills that let you navigate the space that you’re in,” Hall says. Historically, R.E.A.L. has helped teens steer a course through broken homes or dangerous communities. In college, success takes a different kind of wayfinding.

“College can be incredibly difficult at times, not just in terms of cognitive abilities, but also in terms of how to deal with professors and classmates,” he says. Minority students face additional hurdles. “A university’s racial climate and how well students of color, particularly black and Latino males, can successfully navigate that climate is linked to their academic success and ability to stay on track toward graduation.”

To address these issues, Hall recruited DePaul faculty and staff, COE students and community partners to provide ARK

students with a college orientation that went far beyond a campus tour. Once a month for six months, ARK participants came to DePaul to learn about college life. Miranda Standberry-Wallace (SNL ’09, CDM ’12), an adjunct faculty member from the College of Computing and Digital Media, engaged students in a typical class. Consultant Shannon Stone-Winding (SNL ’14) discussed the importance of networking for career development.

Chris Rone (EdD ’11), an associate director in DePaul’s financial aid department, explained admission and aid to the ARK participants. “It is crucially important that first-generation and minority potential college students have information about admission and financial aid as early as possible,” Rone says. “R.E.A.L. provides a needed platform for disseminating such information to those who most need it.”

The sessions were a real confidence builder, says Courtney Holmon, youth program director for the ARK. “Learning about the different forms of financial aid and how to navigate choosing a college and classes helped the students feel more relaxed and ready for their future.”

Several COE students shared their college experiences with the ARK students and were surprised by how much they learned themselves.

“Talking to the young adults in R.E.A.L. was powerful for me, not only as a future teacher but as a college student,” says

Demitria Pates, a sophomore majoring in secondary education. “They asked questions that pushed my own view of being in college and opened my eyes to their concerns.”

Damian Baez, also a sophomore majoring in secondary education, agreed. “R.E.A.L. allows mentors to gain hands-on experiences by thinking on their feet, becoming comfortable with being uncomfortable and forcing them to think in nontraditional ways.”

In response to the positive feedback, Hall plans to continue the partnership with the ARK and expand it in several ways. He wants to collaborate with other youth and civic programs and deepen the relationship with Stone’s consulting group and Standberry-Wallace’s Plate45 Institute. Further, Hall wants to add parent forums focused on the college experience, increase the number of community and student volunteers, and offer the college orientation at additional schools.

“Research shows that to truly impact young people as a mentor, you have to be more involved in their lives over a longer period of time,” Hall says. “I want to develop a consistent body of students and adults who will work with high school students from their freshman through their senior year and even beyond.”

If you are interested in learning more or volunteering with R.E.A.L., contact Hall at hhall@depaul.edu.

Hall Honored

Horace Hall, associate professor of human development, was inducted into the Society of Vincent de Paul Professors in fall 2017. Members of this DePaul society for exceptional teacher-scholars serve as ambassadors within and outside the university, teach crucial gateway courses, mentor faculty and engage students in scholarly and creative work outside the classroom.

In addition, Hall received the prestigious DePaul University Excellence in Teaching Award. He was recognized for both at the university’s fall convocation.



Horace Hall at DePaul’s 2017 academic convocation.



Consultant Shannon Stone-Winding (SNL ’14) teaches R.E.A.L. participants about networking.

CHICAGO POLICE

POISED TO BECOME EDUCATIONAL LEADERS



This is an opportunity for the COE to redefine and even expand the way we think about educational leadership.”
—Leodis Scott

Kimberly Lloyd has been an officer with the Chicago Police Department for over 18 years, but she hasn't forgotten what she learned during her previous decade as a teacher in Catholic and public elementary schools in Chicago. In her experience, many boys in third grade would score in the 90th percentile in reading, then plunge to the 35th percentile in fourth grade when they couldn't keep up with the more difficult material. Such struggles in school dramatically increased the odds that someday they'd be in trouble with the law.

"I'm creating a not-for-profit that will work with those boys," says Lloyd, a member of the first cohort earning a doctoral degree in educational leadership through a partnership between the COE's Department of Leadership, Language and Curriculum and Chicago's Fraternal Order of Police. She's combining her educational and law enforcement experiences to try to change the outcome for such students.

Leodis Scott, an assistant professor in the educational leadership program, says, "It's less about everyone wanting to lead schools and more about wanting to change communities or the environments that they're in." The first cohort is now working on dissertation ideas, which include topics such as enhancing the role of school resource officers, reducing the number of repeat offenders and

preparing police to provide emergency medical care.

"This is an opportunity for the COE to redefine and even expand the way we think about educational leadership," says Scott. "It enriches our program, because we have to think about how to create a curriculum that's more diverse and serves more leaders than only principals."

"We're excited about the impact of our partnership with the FOP on Chicago," says Paul Zions, dean. "We're able to equip these students with leadership knowledge that incorporates Vincentian values and social justice, which will resonate both within the Chicago Police Department and in the communities that our students plan to serve."

Scott is excited about the potential for tangible solutions to violence and crime in Chicago to emerge from the program. "This is a huge opportunity for DePaul, the Chicago police and the City of Chicago. The nation is looking to us for leadership," he says. "I'm excited to think that I may be a part of new ideas on how we can do things differently in areas like community policing and crime prevention."

For her part, Lloyd is encouraging her colleagues to enroll. "I tell people all the time that it's a great program; it's a great school."



Chicago police officers enrolled in the COE's educational leadership doctoral program learn about DePaul resources such as the library.



DePaul librarian Susan Shultz.



Leodis Scott, assistant professor in the educational leadership doctoral program.

IN BRIEF

STEM IN THE SUMMER

Solar cars and robots swarmed around the COE building for a week in August during the fourth annual InSTEM summer program run by Nell Cobb, associate professor of elementary math and associate chair of teacher education, and her team of volunteer mentors. More than 80 Chicago sixth-, seventh- and eighth-graders participated in the free, hands-on program designed to inspire middle-school girls to pursue careers in science, technology, engineering and mathematics (STEM). Students programmed robots, studied molecular structures and learned about computer coding and game development logic. Mentors included several high school students who previously participated in the program.



OCKERMAN RECEIVES AWARD

Melissa Ockerman, associate professor of counseling, was honored by the Illinois School Counselor Association (ISCA) with a 2017 Friends of ISCA award in April at its annual conference. She was cited for furthering the profession of school counseling, demonstrating leadership and participation in school counseling associations in the state, and supporting and advocating for school counseling using ISCA standards and the national model of the American School Counselor Association.

DONOVAN RE-ELECTED CHAIR

Marie Donovan, associate professor of early childhood education, was re-elected to a third one-year term as chair of the faculty advisory council (FAC) of the Illinois Board of Higher Education (IBHE). She has served as DePaul's representative since 2006.

A standing advisory council to the IBHE, the 36-member FAC researches and deliberates on issues related to all types of postsecondary institutions. It influences how institutions are evaluated, how academic programs are approved and measured, and how the legislature and state agencies should interpret new laws. Illinois is the only state with an elected body representing all types of faculty, from tenured to adjunct.

"She's been a terrific leader who has made a lasting impact for the better," says Peter Coffey, DePaul's associate vice president for community and government relations. "All faculty in Illinois owe her a debt of gratitude."

COE FACULTY NAMED OZANAM FELLOWS

Beverly Trezek and Amy Feiker Hollenbeck, both associate professors of special education, were named to the inaugural cohort of Ozanam Faculty Fellows, named for Frédéric Ozanam, a 19th-century Vincentian scholar and academic. Designed to help tenured faculty members develop an ongoing plan for their career, the cross-disciplinary program will help them explore new pedagogies and new avenues of research and scholarship.

ALUMNA STARS IN WNBA

Professional basketball player Allie Quigley (EDU '08) of the Chicago Sky won the 2017 3-point contest held by the Women's National Basketball Association (WNBA). The former Blue Demon standout is now in her ninth season as a professional player. She won the WNBA Sixth Woman of the Year award for her outstanding performance as a substitute in 2014.



HIP-HOP TRANSCENDS NATIONAL BOUNDARIES

The liberating power and creativity of hip-hop has the ability to unite youth worldwide, said Awad Ibrahim, who gave the 2017 Ikeda Lecture, titled "Re-mixing Borders: Education and the Global Solidarity of Hip-Hop." Speaking to about 400 DePaul students, faculty and community members, including about 40 in-service teachers, Ibrahim identified intersections with Makiguchi and Ikeda's value-creating pedagogy and with the bodhisattva spirit of compassion. Ibrahim, a professor at the University of Ottawa in Canada, specializes in cultural studies, youth and black popular culture, applied linguistics and African identities. Born in Sudan, he has taught and conducted research in North America and the Middle East and has written several award-winning books. For information on the 2018 Ikeda Lecture, visit education.depaul.edu/about/events.



Honoree Kathy Pouloupoulos accepts her award from Dean Paul Zions.

FACING HISTORY

Educators who attended the three-day DePaul University and Facing History and Ourselves Collaboration Summer Institute in June learned about the historical and ethical issues of the late 19th and early 20th centuries that still face society today. Timothy Gilfoyle, expert on the era and former president of the Urban History Association, told an overflow crowd of more than 100 people that a century ago, educated, middle-class Americans who termed themselves progressives tried to bring order to what they perceived as an increasingly chaotic society. Drawing on the science of the day, they laid the groundwork for many initiatives now perceived as positive, such as the Pure Food and Drug Act of 1906 that led to further consumer protection laws and the establishment of the Food and Drug Administration. However, they also pursued immigration bans, forced sterilization and separation of the races. Gilfoyle shared strategies that teachers could use to examine those movements and issues being faced today.



Keynote speaker Timothy Gilfoyle.

CELEBRATING TEACHERS

Six K-12 educators were honored at the fifth annual Celebrating Teachers Reception in June. Juniors and seniors from every DePaul college and school were invited to nominate K-12 educators who made an impact on their lives. This year's honorees were:

- Timothy DeBoer from Joliet (Ill.) West High School, nominated by Matthew Verive (College of Computing and Digital Media)
- Rick Foerster from Crystal Lake (Ill.) Central High School, nominated by Christine Mei (BUS '17)
- Kathy Pouloupoulos from Greenbrook Elementary School, Hanover Park, Ill., nominated by Isolda Gargano (COE)
- Lynn Love from Byron (Ill.) High School, nominated by Mirlinda Isai (CSH '17)
- Aubrey Smith from the Sarah E. Goode STEM Academy, Chicago, nominated by Kevin Horwitz (School for New Learning)
- Jaimee Stephens from Our Lady of Tepeyac High School, Chicago, nominated by Ana Cortes (COE)



Alumnus leads teens to change perceptions

Ricardo Castro (EDU '07) knows from experience the potential dangers when students see themselves negatively. He became involved in gangs as a teen growing up in Chicago.

Fortunately, his family and faith turned him around, propelling him toward college. DePaul gave him a minority transfer scholarship for three years, enabling him to earn his degree. Just a decade later, he was named a 2017 Illinois Teacher of the Year for founding a program to help at-risk teens like he was follow his trajectory.

"He is one of the most impressive educators I've ever encountered," says Paul Kelly, principal of Elk Grove (Ill.) High School, where Castro works. "He is constantly thinking about the long-term impacts of education, not only on an individual student, but on the entire community."

A teacher of Spanish heritage classes, Castro noticed that many of his Latino students had a negative self-image. After brainstorming with his students, he founded Estudiantes Unidos (Students United) five years ago to mentor middle-school students.

"We came to the conclusion that when students are in high school, [a negative identity] is already set. You try to help someone, and they reject it," he says. "The students and I decided to go into the junior high and begin mentoring kids as early as sixth grade."

Through the voluntary program, Castro prepares his high school students to talk

with younger students about community, social justice and how to pursue social reform. Two years ago, the high school students put those ideas into practice. Many of the school's Latino students live in an unincorporated area, without access to a park district or library.

"We decided to become a temporary park district, a temporary library system ... and a summer camp," Castro says. About 60 junior and senior high school volunteers run four stations—reading, STEM, sports, and arts and crafts. They also operate a mobile library. For each of the past two years, the camps have served about 250 children, and the high school students gain valuable leadership experience.

"We want students to become leaders, and the whole idea of [community] change has to come from within," Castro says. He is so excited about the success of the program that he hopes to expand it to several other school districts in 2018.

Castro says he learned at the COE how to help his students by strengthening their community.

"Everything I teach is connected to making a difference in society. When I'm teaching the Spanish curriculum, we use Cesar Chavez and authors who connect to social justice. We talk about how our students can make a difference in their society," he says. "I developed my philosophy of education at DePaul. That's where I get the commitment to offer leadership opportunities to my students."

To see images from the summer camps, follow Castro on Twitter at Castro@EGHS.



"We want students to become leaders, and the whole idea of [community] change has to come from within." —Ricardo Castro (EDU '07)

Everyday Hero recognized for her advocacy

"So much of my education ... was about equality and understanding other people's perspectives and trying your best to be an advocate for everyone." —Erika Wozniak (EDU '04)



It all started with asbestos.

Erika Wozniak (EDU '04) learned from a co-worker that the toxic material was present in her elementary school classroom. Seeking help, Wozniak called first her father—also a teacher—and then the Chicago Teachers Union (CTU), which sent a representative to the school the next day.

"They were helping me be an advocate for teachers, which also means, for me, being an advocate for my students. When [CTU] asked for someone from our school to be the building representative, my hand shot up," she recalls. "I became a pretty strong advocate—which led me to losing my job."

Her record of advocacy also meant that she was quickly hired by a principal who admired her commitment. She's now been a fourth-grade teacher at Oriole Park Elementary School on Chicago's northwest side for 10 years.

"She's a really dedicated educator. She cares about equity for all kids," says Tim Riff, principal of Oriole Park. "She does serve as a voice for a large group of people who ... may not have the avenue to have their voices heard."

Wozniak's advocacy goes beyond Oriole Park. She's been a CTU union delegate since her first year of teaching. She sits on the State Educator Professional Licensure Board

and the board of Chicago Votes. She lobbies for smaller class sizes and better funding for Chicago Public Schools through letters to the editor, interviews on local news stations and frequent interactions with public officials.

Her passion inside and outside the classroom led to Wozniak being voted an Everyday Hero in a national election held last year by the American Federation of Teachers.

"When the debate heats up about how to improve Chicago Public Schools, Erika is at her toughest and her best," said Mary Cathryn Ricker, the organization's executive vice president, while presenting Wozniak's Everyday Hero award. "She is someone who is not afraid to go to the mat for colleagues and kids."

Wozniak considers her advocacy a direct outgrowth of the Vincentian values she gained through the College of Education. "So much of my education ... was about equality and understanding other people's perspectives and trying your best to be an advocate for everyone."

She teaches others how to be advocates through "The Girl Talk," a monthly talk show during which she and co-host Jen Sabella interview Chicago-area women working for change. "Through the show, we empower and learn from our fellow women. It's really special," says Wozniak.



Now in its second year, the talk show sells out its live-audience seats every month. It's one of the many ways that Wozniak plans to continue advocating for change in Chicago. Always, however, her students come first.

"My main focus ... is doing whatever I can to make sure that my students, and my classroom, and students all across the city have what they need," she says.

Find out about The Girl Talk at [facebook.com/girltalkchicago](https://www.facebook.com/girltalkchicago).

HOT OFF THE PRESS

Build on the ideas you learned as a student by exploring these new works by College of Education faculty members.

Dual Language Education: Program Design and Implementation

By Sonia Soltero, associate professor and chair of leadership, language and curriculum

Current demographic changes in the PK-12 student population present many challenges for educators, while also offering exciting new opportunities to implement innovative and forward-thinking additive language programs that benefit all students. This book provides guidelines and research-based evidence to build the comprehensive knowledge necessary to plan and implement sustainable high-quality dual-language programs. Factors to consider for planning, implementation, improvement and evaluation are based on extensive research on dual-language education as well as on theoretical foundations focused on pedagogical and linguistic disciplines. This book is intended for educators interested in implementing new dual-language programs as well as those looking to improve their existing models. The book examines the pedagogical and organizational principles of dual-language education and the specific conditions and features necessary for their effective implementation and sustainability. Included are in-depth discussions on fundamental elements that must be considered when putting dual-language education into practice, as well as challenges that often arise while developing and implementing these programs. (Heinemann)

Spiritual Experiences in Early Childhood Education: Four Kindergarteners, One Classroom

By Jennifer Mata-McMahon, assistant professor of early childhood education

Spirituality is frequently avoided in the public school classroom in an attempt to prevent controversy. However, by ignoring, preventing or discounting spirituality, educators can also inhibit children's spiritual development. In this book, which is based on qualitative research and interactions with both children and adults, Mata-McMahon argues that educators should be responsible for addressing

children's spirituality in the classroom and for re-introducing these topics into early childhood education in order to provide high-quality care through a holistic understanding of the young child. (Routledge)

Rethinking Sexism, Gender, and Sexuality

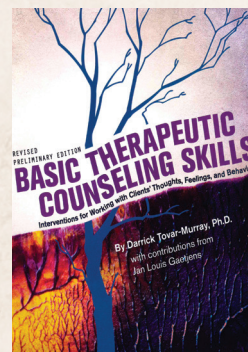
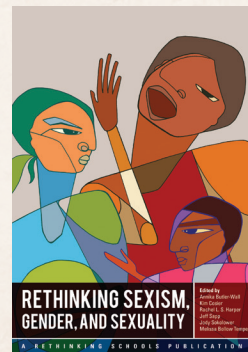
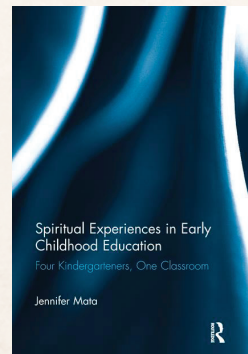
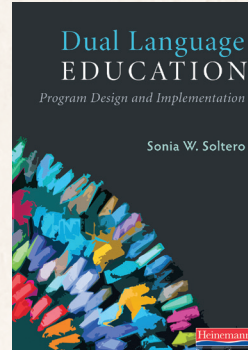
Co-edited by Rachel Harper, adjunct faculty, teacher education

This 2017 Stonewall Honor Book presents a collection of real-life stories by educators, for educators, on incorporating LGBTQ, feminist and inclusive content into their curricula and school culture. Through practical examples, teachers can learn developmentally appropriate responses to common school issues regarding gender and sexuality, ways to deal with racist and sexist content in school books, and the necessity of moving beyond anti-bullying policies. The editors offer concrete strategies for creating safe and affirming schools that support all children and their families. (Rethinking Schools)

Basic Therapeutic Counseling Skills: Interventions for Working with Clients' Thoughts, Feelings, and Behaviors

By Darrick Tovar-Murray, associate professor of counseling

Authored by Darrick Tovar-Murray, associate professor of counseling, with support from his student Jan Louis Gaetjens, this book offers an array of basic and advanced counseling methods to deal with a wide range of cognitive, affective and behavioral concerns. The book is written for counselors-in-training and other helping professionals who desire to learn counseling skills and techniques for working with clients and helping them to resolve problems in their lives. The authors cover the practical aspects of helping and the application of these counseling strategies in real clinical settings. Readers will learn skills to help clients begin to share their circumstances based on how they are seeing, being and doing in the world. The book provides a counseling model that will guide students in their therapeutic efforts and aid them in understanding the entire process of counseling. (Cognella)



NEW PROFESSORS ENHANCE COUNSELING AND LEADERSHIP PROGRAMS

The College of Education welcomed four new faculty members in the fall of 2017.



THOMAS NOEL JR.

Noel is an instructional assistant professor of educational leadership. He recently completed his doctorate in educational policy and theory at the University of Rochester (N.Y.), where his dissertation focused on how student-teacher relationships are impacted when teachers are required to live in the district where they teach.

Noel earned his undergraduate degree in psychology and Africana studies from Rutgers University and a master of arts in liberal studies focusing on education and English literature from the same institution.

He authored a book chapter on advanced placement and college readiness in "The Plight of Invisibility: A Community-Based Approach to Understanding the Educational Experiences of Urban Latina/os," edited by D.M. Harris and J.M. Kiyama (Peter Lang).



MIRANDA PARRIES

Parries is an assistant professor of counseling. She comes to the COE from the University of North Alabama, where she taught in the clinical mental health program of the department of counselor education. She also worked as a counselor with The Balanced Life LLC and as a volunteer counselor with several nonprofits, all in Florence, Ala.

Parries received her undergraduate degree in English from Cleveland State University. She earned master's degrees in English and education and her doctoral degree in counselor education and supervision from Old Dominion University.



MICHAELA SACRA

Sacra is an instructional assistant professor of counseling. She recently completed her doctorate in counselor education and supervision at the University of Montana. Her dissertation focused on clients' counseling experiences in Bhutan, where she worked as a college counselor.

Sacra earned her undergraduate degree in brain and cognitive sciences with an emphasis on neurobiology from the University of Rochester and a master of arts in counselor education from the University of Montana. She has worked as a counselor at an elementary and middle school and a job corps in Montana.



LEODIS SCOTT

Scott is an assistant professor of leadership, language and curriculum. Previously he worked as a term faculty member in the COE and DePaul's School of New Learning.

Scott earned his undergraduate degree in economics and philosophy and a master's degree in measurement, evaluation and assessment from the University of Illinois at Chicago. He completed his doctorate in adult learning and leadership at Columbia University Teacher's College.

Scott edited "Learning Cities for Adult Learners," the spring 2015 issue of the New Directions for Adult & Continuing Education journal.

FACULTY ADAPT CLASSICS FOR SPECIAL-NEEDS AUDIENCES

New teaching tools spring from old stories



Vision Quest created and recorded original music for the shows.



Classic shows from the Golden Age of Radio are a treasure trove for people who are blind or visually impaired. Programs such as “The Adventures of Sam Spade” were created to be listened to, not watched. Yet fresh material is hard to find.

Enter Roxanne Owens, associate professor of teacher education, and Hugh Ingrasci, associate professor emeritus of English. Years ago they had middle-school students listen to, write and record shows like “The Shadow” as a tool for listening comprehension.

“It would take a long time for the students to get used to just listening. But, once they got the hang of using their imagination, they liked it,” Owens said. Students who typically resisted writing would come in with long scripts of their own to record. “It captured their imaginations, especially among the boys.”

After Ingrasci retired and began volunteering with the Chicago Lighthouse for the Blind and Visually Impaired (CLBVI), he asked Owens if she could find the old tapes and donate them to the organization’s clients. She did—and went a step further.

“I wanted to resurrect that old project and expand it,” she said. With the aid of a faculty grant, Owens interviewed four experts in the genre and hired a professional writer to create a model

script as the basis for her lesson plan. She recruited high school students to write their own scripts and perform them. Original music was written and recorded by Vision Quest, the CLBVI’s band. Finally, she hired Bea Aldrich (CMN ’17), then the station manager for Radio DePaul, to incorporate the music and sound effects and finalize production.

Listeners were delighted by the new shows, which aired in fall 2017 on CRIS Radio, the CLBVI’s radio station. The shows may be the first of many.

“It would take a long time for the students to get used to just listening. But, once they got the hang of using their imagination, they liked it.”

“We’ve created a website for teachers where they can see, step by step, how to do this project with their students,” Owens says. “I’m hoping that the teachers send [recordings] to me. If they’re good enough, we’ll continue to play them on the radio station and post them on our website. We think it’s a great literacy project for the 21st-century student.”

Listen to the shows and access the resource website at www.wefli.org.

The Theatre School (TTS) at DePaul held its first sensory-friendly performance adapted for children on the autism spectrum with help from special education assistant professor Linsey Sabielny (left) and instructional assistant professor Anne Butler. The two worked with TTS students to adapt “Cinderella: The Remix.” Changes included brighter, steady lighting, muted sounds and a quiet room for children who needed a break. Graduate students in special education created lesson plans and engaging activities that teachers could use in conjunction with the performance. Sabielny and Butler plan to partner with TTS on future shows.

LAURITA PARAMO



“This is my first time being a full-time student.”

Laurita Paramo worked from the time she graduated from Joliet (Ill.) Central High School in 2006 until she transferred to the COE as a junior. With support from the college’s Stewart/McHugh scholarship, she became a full-time student, majoring in special education and English.

“Before DePaul, I’ve always been a part-time student with a full-time job,” says Paramo, now a senior. Scholarships are hard to find for nontraditional, adult transfer students like she is, which makes her all the more appreciative. “The scholarship made it possible for me to be a student full time, which has been great.”

Paramo started her college career at a small all-Christian college and is thankful for the COE’s diverse student body. “Here at DePaul, you meet people from all kinds of backgrounds,” she says. “Hearing international students talk about their bilingual education changes how I look at what I am doing. It gives me a lot of perspective.”

She’s also inspired by stories of the university’s founding. “Almost every single one of my professors mentioned

“Hearing international students talk about their bilingual education changes how I look at what I am doing. It gives me a lot of perspective.”

that DePaul started because the Vincentians wanted to be able to offer education to groups that were being specifically excluded,” she says.

In addition to her dual major, Paramo plans to add an English language learner/bilingual endorsement. She became interested in bilingual education as a tutor while she was

in high school and combined that interest with special education when she worked as a teacher’s aide at Joliet West High School.

Her short-term dream is to teach at a multicultural Title I school, ideally in Joliet. A research assistant for Jennifer Cohen, associate professor of secondary education, Paramo also would like to continue doing research and someday teach special education at the university level. Wherever she is teaching, she wants to replicate the inclusive culture she found at DePaul.

“I’ve never not felt wanted or welcomed here,” she says. “That’s something I want to continue in my own classroom.”

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