Greetings from the UAlbany School of Education.

Imagine a class where computers sit dark and unused in the back of the room. Students passively listen to their teacher emphasizing important facts and concepts with chalk on a blackboard.

Or imagine a computer lab where all the students work quietly at their stations, immersed in a virtual world of their own, listening to headphones. Such scenes are not unusual in K-12 settings.

Now imagine a classroom where students work together to search the Internet, critically evaluate websites, and integrate electronic texts into coherent narratives. They produce multimedia products: texts, messages, tweets, blogs, chats, digital slideshows, videoconferences, video recordings, and discussion threads.

Where is the teacher in this classroom? She is the architect of authentic and engaging activities. She convenes ad hoc collaborations to solve problems of learning, teaching, and communication. She醟ers around the room, asking probing questions about content and quality of communication, encouraging experimentation, reminding students of their long-term goals, and providing mini-lectures for just-in-time learning. This is a different kind of teaching.

A 21st century School of Education must investigate effective educational uses of technology and prepare teachers to embrace and employ technological innovation. Technologies provide new and powerful tools for learning, teaching, and communication. They also enable collaboration and inquiry, provide access to an enormous range of information, and engage students in active and meaningful learning.

The School of Education's Department of Reading will soon have a new name—the Department of Literacy Teaching and Learning. In the next few months, the Department, School, and University will progressively introduce the new name, with the website and university policy documents making the formal transition in August 2014 in preparation for a new academic year.

"The Reading Department is the School's oldest continuous department, predating the University by almost 20 years," points out Dean Robert Bangert-Drowns. "That's a phenomenal record of contributions to literacy in the region, state, nation, and around the world. Matters of literacy are addressed in research and curriculum throughout the School, but the new departmental name for Reading—Literacy Teaching and Learning—is very descriptive of the central mission of this creative and renowned faculty."

When the Department of Reading was created in 1948, the faculty prepared certified teachers as Reading Teachers in grades K-12, or extended the instructional reading program for grades K-6. More recently, Reading Teacher certification and teaching positions shifted from Reading Teachers to Literacy Specialists and Literacy Coaches.

In 2000, responding to changes in New York State regulations, the MS in Reading programswere completely revised to new MS programs in Literacy, in Early Childhood Literacy (offered jointly with the Division of Early Childhood Education), in Literacy and Special Education (offered jointly with the Division of Special Education). At the doctoral level, the Department focuses on literacies related to acquisition, schooling, and society. Situated in a School of Education with programs leading to teacher certification, the additional terms “teaching” and “learning” provide the context for the use of literacies... and so the new department name has evolved.

Other departments in the School of Education engage in scholarship and professional development around literacy. The Department of Educational Theory and Practice and jointly with Literacy Teaching and Learning, the Division of Special Education, for example, have graduate degree programs where students can develop expertise in literacy, language, and learning. And active programs of research on matters of language and literacy in education are distributed throughout the School. But the Department of Literacy Teaching and Learning will continue and extend its long tradition of excellence and international renown for the preparation of leaders and specialists in reading and literacy and its scholarly productivity in related areas.

What does this name change mean for students, alumni, colleagues, and friends? The Department of Literacy Teaching and Learning will continue its 66-year history working in partnership with you for years to come.

Join the University at Albany School of Education on Facebook
In 1970, 34-year-old Piyush Agrawal was traveling to the United States after completing an assignment for UNESCO in Tanzania. His wife Sudha, at home in India with their three children, suggested he take some time to explore America. With a $3,000 budget—including $600 for me,” said Sudha, referring to airfare home—Piyush settled in Rochester with a friend for a few days. But the cosmonautical appeal of New York City beckoned, and, in short order, Piyush boarded a "red-eye" Greyhound ride—to save a night of hotel costs—to the Big Apple.

The bus trip proved a sleepless night—to many young people talking excitedly about resuming studies in the state’s capital. At first overhearing their stories and then in direct conversations, Piyush learned of these students’ enthusiasm for the brand-new campus and quality of education at the University at Albany. On the spur of the moment, Piyush decided to see this university for himself.

Arriving in Albany at 4 a.m., Piyush was ill-prepared for a positive presentation on campus. But a generous bus station clerk allowed him a place to safely sleep, shower, and dress. Fortified, Piyush caught the bus uptown and sought out the Office of Admissions. There, a caring advisor, hearing the story of Piyush’s unplanned arrival, counseled him, “You are from India, and so you must be smart. You can go to the statistics department, computer science, or education.” Piyush chose education.

School of Education Assistant Dean Bud Blodgett wasn’t sure what to make of someone seeking admission to graduate study on such short notice. “You can’t put the Greyhound Bus Station as your home address,” he remarked pointedly. With characteristic pluck, Piyush replied, “Sir, now I know Mr. Bud Blodgett, and he can receive my mail.” Flustered, the Assistant Dean called the chair of Curriculum and Instruction, Professor Joe Leese. Dr. Leese took a new approach with this unusual applicant, putting the person before procedure. “Tell me about yourself,” he began the interview. Quickly, Professor Leese discovered considerable potential in this UNESCO expert from India, and admitted Piyush as a non-degree student.

Thus began a long relationship with the University at Albany. Piyush Agrawal would complete three degrees in education at the university, culminating in the doctorate in 1979. Though he excelled, academic progress was not always easy with a family and demanding International Civil Service. In 1971, UNESCO assigned him to Liberia. Quick assistance from Professors Leese and Tom Curtis saved his academic career. They allowed Piyush, in this era before the Internet, to receive course assignments via mail and participate in his courses by return correspondence. Returning to Albany with his family, department secretary Hope Shambrook made arrangements to store Piyush’s belongings. During his residency year of his doctoral program, Piyush applied for a federal grant. Piyush’s proposal was funded over competing proposals from UAlbany faculty and from the New York State Education Department, and he received one of the largest awards in the nation. This grant became the basis for his dissertation research. Before completion, Piyush secured a position as Director of Mathematics Instruction in the fourth largest school district in the country located in Florida. His family moved south, and Piyush began a period of East Coast commuting. “I finished my dissertation on the plane,” said Piyush.

After working in K-12 educational administration, Dr. Agrawal explored various entrepreneurial ventures, establishing vibrant companies that specialized in the distribution of medical supplies. He has led numerous state and federal organizations for the advancement of social and multicultural opportunity, including the Florida Fund for Minority Teachers, the Florida Racial and Ethnic Health Disparity Advisory Committee, the Association of Indians in America, and the Global Organization of People of Indian Origin. His major donation helped build a college for girls in rural India where he was born. In gratitude for his days in Albany, he and his wife of 50 years established the Piyush and Sudha Agrawal Endowed Educational Scholarship to support students of the School of Education. In 2009, Dr. Agrawal received the Excellence in Education Award from the UAlbany Alumni Association.

Dr. Piyush Agrawal’s long affiliation with the University at Albany began on a whim, hatched in the wee hours of the morning on a bus ride to New York City. It grew under the guidance of his department chair and advisor Professor Joseph Leese, nourished by UAlbany faculty and staff, family, and friends. Reflecting on his journey from rural India, and through years of UNESCO service, educational careers, and entrepreneurship, and his generous donation to the School of Education, Piyush commented, “We are the beneficiaries of the generosity of others. If we do not give in our turn, the well will run dry.” He added, “The way the university treated me, I feel humbled and proud.”
Arthur Applebee, Educational Theory and Practice, delivered a keynote address at the third Writing Research Across Borders Conference hosted by the International Society for the Advancement of Writing Research in Paris, France. He spoke on “What Shapes School Work? Examining Influences on School Writing Systems in U.S. Secondary Schools.”

Virginia Guzzelle, Literacy Teaching and Learning, is recipient of a 2014 UAlbany Excellence in Academic Service Award.

Peter Johnston, Literacy Teaching and Learning, received The P. David Pearson Scholarship Award from the Pearson Research for his book, 

Alumni News

Pamela V. Agan-Smith (Psych School Psychology ’01, CAS School Psychology ’83, MS Ed Psych & Statistics, ’82) was named the 2013 Frank Plumeau New York State School Psychologist of the Year. This award is given each year by the New York Association of School Psychologists (NYASP) at the NYASP annual conference to a school psychologist who exemplifies valuable school psychology practice according to criteria in eleven domains delineated by the National Association of School Psychologists (NASP). NYASP also recently announced their nomination of Dr. Agan-Smith for the NASP 2013 School Psychologist of the Year award. Agan-Smith has served as school psychologist in the Greeneville Central School District for 26 years.

Kristen Wilcox (PhD Curriculum & Instruction ’11) has published a chapter based on her dissertation research on reading identity in struggling middle school readers in the Sage Research Methods Casos. Bonafide is a English Language Arts teacher and Senior High Curriculum Content Specialist at Ravena-Coeymans-Selkirk High School in Ravena, New York.

Yoav Kaddar (PhD Educational Administration & Policy Studies ’09) built the first dance major at West Virginia University. Read more at www.albany.edu/education. Click on “People.”

Frederick Peace, Professor Emeritus, Educational Leadership and Administration, and Policy Studies, received the Comparative and International Education Society (CIES) Distinguished Career Award for his work in the international education field. In this role he oversees all internat

Knowledge

Tori Jones (MS Special Education ’11), Emily Rose (MS Special Education ’10), and Michelle Tesser (MS Special Education ’12) were all recently honored with Bright Spots in Education awards. Bright Spots in Education are awarded by Delta Kappa Gamma International, an international society for women educators, and honor inspiring and creative women educators in their first three years of teaching. Jones (Mount Anthony Union High School in Bennington), Rose (Molly Stark Elementary in Bennington), and Tesser (Fisher Elementary in Arlington) teach in different schools in the Southwest Vermont Supervisory Union in Bennington, Vermont.

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University at Albany Remain Top-Ranked Public School of Education in New York State According to U.S. News & World Report

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Student News

Christine Farrugia, doctoral student in EAPS, received the 2014 Harold Josephson Award for outstanding work in international education from the Association of International Education Administrators (AIEA). She was presented with the award at the AIEA conference in February.

Michelle Feder, doctoral student in EAPS, received a UAlbany President’s Award for Community Service Leadership at the President’s Awards for Community Outreach and Engagement in May.

School of Education Dean’s List Fall 2013

Rebecca Bachman
Lauren Beaulieu
Jeremy Boyce
Julie Butler
Jordan Carroll
Bridgeport Connolly-Howe
Megan Dahl
Catherine Dukovic
Jaimee Faiman
Laura Fitzpatrick
Krystal Folk
Katie Dowd
Michelle Feder
Heather Schreiner
Dana Starke
Lindsey Svec
Nicole Tyminski
Sarah Griffin
Kylee Goss
Kris Strain
Eric Jenkins
Melanie Kramer
Oksana Nabatis
Stephanie Nolte
Haather Schneider
Dana Starke
Lindsey Svec
Nicole Tyminski
Scholarships and Awards

We are pleased to announce the recipients of the 2014 School of Education Scholarships and Awards who were celebrated by School of Education faculty, University colleagues, donors, and friends and families of the scholarship recipients at a ceremony and reception held on May 13th. The School’s generous donors provide meaningful opportunities for our students to learn and grow. For more detailed descriptions of each of these scholarships, please visit www.albany.edu/education/scholarships.

The Nelson J. Armlin Scholarship was awarded to Keyana Williams, Secondary Mathematics Education.
The Class of 1955 Award was awarded to Nicole Dunham, Literacy.
The Class of 1956 Scholarship was awarded to Maria Barrera and Samantha Welter, Special Education & Literacy.

The Jack’s Fund was awarded to Julien Almonte, Counseling Psychology.

The Ralph B. Kenney Endowment was awarded to Michael Deng, Mental Health Counseling.

The Alice Clark Long Scholarship was awarded to Katharine Shaffer, Counseling Psychology.

The Gertrude Hunter Perlin Teacher’s Scholarship was awarded to Adam Cutspec, Secondary Social Studies Education, and Cayla Cluckey and Emily Shoop, Literacy.

The Bette Knowlton Roe Scholarship was awarded to Farrell Luttinger, Secondary Spanish Education.

The Delta Omega Scholarship was awarded to Maria Kahn, Mohammad Mansoor Khan and Sarah Zuckerman, Educational Administration & Policy Studies, and Callie Lehrer, School Psychology.

The Elizabeth H. Christen Scholarship was awarded to Rebecca Benjamins and Mahmuda Shaila, Reading.

The Richard M. Clark Scholarship was awarded to Xian Li, Educational Psychology.

The Delta Omega Scholarship was awarded this year, in honor of Eunice Amanda Perine, Professor of Fine Arts 1901, to Suzanne Murphy, Early Childhood Education, and Christina Zontini, Teaching English to Speakers of Other Languages.

The Kenneth T. & Kathleen E. Doran Scholarship was awarded to Ayasha Umer, Special Education & Literacy.

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The Cathy Bertolino Hoey Scholarship was awarded to Farrell Luttinger, Secondary Spanish Education.

The Dr. Frank J. Filippone ’41-Hillside House Scholarship was awarded, this year in honor of Eunice Amanda Perine, Professor of Fine Arts 1901, to Suzanne Murphy, Early Childhood Education, and Christina Zontini, Teaching English to Speakers of Other Languages.

The Dr. H. Craig Sipe Science Education Scholarship was awarded to Michelle Feder, Educational Administration & Policy Studies, and Jennifer Phillips, Curriculum & Instruction.

The Matthew John Pietrzyk Scholarship was awarded to Lisa Michaels, Reading.

The Stella R. Pietrzyk Scholarship was awarded to Farah Lewis, Reading.

The Dr. Anna Maria Bonaventura Memorial Scholarship was established through the Estate of Marion Bulger ’34, and is awarded to a graduate student pursuing a degree in Educational Administration. This year it was awarded for the first time to Olivia Ciesielski, Educational Administration & Policy Studies.

The Margaret and Bill Robelee Scholarship was established by Margaret and William Robelee ’54, ’55, and is awarded to a graduate student accepted for full-time study in the Division of School Psychology who plans a career in school psychology. This year it was awarded for the first time to Lia Luciano Wagner, School Psychology.

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The Cathy Bertolino Hoey Scholarship was awarded to Farrell Luttinger, Secondary Spanish Education.

The Dr. Kimberly E. Esterman Memorial Award was awarded to Toni Verdejo, Mental Health Counseling.

The Frank J. Filippine ’41, ’48 - Hillside House Scholarship was awarded to Brittni Bartholomew, Special Education & Literacy; Stephanie Fox, Psychology; Jonathan Richardson, School of Social Welfare; and Michelle Thornhill, School Psychology.

The Ira & Elsie Ferber Freedman Education Scholarship was awarded to Michelle Feder, Educational Administration & Policy Studies, and Jennifer Phillips, Curriculum & Instruction.

The John T. Pietrzyk Scholarship was awarded to Lisa Michaels, Reading.

The Stella R. Pietrzyk Scholarship was awarded to Tarie Lewis, Reading.

The Paul G. and Marion Bulger Scholarship in Educational Administration was awarded to Robert White, Special Education & Literacy.

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The School of Education Excellence in Teaching Awards are given to the most outstanding of our part-time instructors.

Jay Worona, EdS, Educational Administration & Policy Studies
Dr. Charles Horowitz, Educational & Counseling Psychology
Jani Cappelletti, Educational Theory & Practice

NEW in 2014!

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Virginia Guaita, Literary Teaching and Learning, is recipient of a 2014 UAlbany Excellence in Academic Service Award.

Peter Johnston, Literary Teaching and Learning, received The P. David Pearson Scholarly Influence Award from the Literacy Research Association for his 2004 book, Choral Words. Johnston is the first recipient of this award established in 2012 to honor the author of a work that has demonstrable positive and lasting influence on literacy practices and policies.

Hal Lawson, Educational Administration and Policy Studies, and colleague Michael A. Lawson, Binghamton University, received a 2014 American Educational Research Association (AERA) Review of Research Award for their article “New Conceptual Frameworks for Student Engagement Research: Policy, and Practice.” This award recognizes an outstanding review of research appearing in the AERA Review of Research in Education or Review of Educational Research journals during the prior year.

Hal Lawson also received a UAlbany President’s Award for Exemplary Community Engagement for his productive and impactful history of interdisciplinary community-based scholarship.

Daniel C. Levy, Educational Administration and Policy Studies, received the Comparative and International Education Society (CIES) Higher Education Site Award for Louis Button to the field, which honors a long-time member of CIES who demonstrates evidence of regular presentation on international higher education and an extensive history of work in international higher education.

Heinz-Dieter Meyer, Educational Administration and Policy Studies, received a prestigious National Endowment for the Humanities award to support completion of his book, The Institutional Design of the University: German, American, Global.

Susan D. Phillips, Provost and Vice President for Academic Affairs, was appointed to a 10-year term on, and elected chair of, the National Advisory Committee on Institutional Quality and Integrity (NAQCQI). NAQCQI advises the Secretary on accreditation matters and the certification process for postsecondary institutions.

Donna Szulc, Literary Teaching and Learning, is a recipient of a 2014 Region 6 Exemplor Award. Presented by the School Administrators Association of New York State, this award is to recognize how Dr. Szulc’s research has “helped struggling readers and instructed educators on best practices to help all levels of learners.”

Peter Shea, Educational Theory and Practice, has been appointed associate professor for online education at UAlbany. This new position will provide campus-wide leadership and coordination for advancing UAlbany’s opportunities in online and digitally-enabled courses and degree programs.

Alumni News

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Kristen Wilcon (PhD Educational Theory and Practice, and Kathryn Schiller (Co-PI), Hal Lawson, and Francesca Durand, Educational Administration and Policy Studies, have been awarded a $475,000 research and development contract by the New York State Education Department. This cross-department team will explore and examine the academic performance of elementary and middle schools in NYS and develop research-supportive resources guided to assist school improvement recommendations from the state’s diagnostic assessment. Sharon Walls serves as project coordinator and field researchers and graduate assistants assist.

Robert Yagelik, Educational Theory and Practice, received a National Writing Project grant for the Capital District Writing Project’s Supporting Effective Educators Development (SEED) Teacher Leadership Development.

Hal Lawson has been selected as one of ten SUNY campuses to host the New York State Master Teacher Program, which seeks to identify, reward, and support exemplary teachers of science, Technology, Engineering, and Mathematics (STEM) subjects. Governor Cuomo announced the new Master Teachers in April–July 2012 that teachers were selected from the Capital Region. The School of Education shared with the Capital Area School Development Association (CASDA) a UAlbany President’s Award for Exemplary Community Engagement for their vital partnership to bring best practices to school districts in New York State’s Capital Region.

The School of Education’s Mental Health Counseling master’s program was awarded accreditation for a ten-year period by the Masters in Psychology and Counseling Accreditation Council. The Council accredits master’s programs that promote science-based and culturally responsive psychological and counseling practice. UAlbany’s Mental Health Counseling master’s program is among the first of its type in the country to receive this accreditation.

In Spring 2014, five undergraduate education minors and two doctoral students received the UAlbany President’s Award for Leadership: Jennifer Alweiss and Steven Valentine, Outstanding Senior Award; Kristal Folk and Katherine Lynne, Great Dane Award; Katie Dowd, Athletics Leadership Award and Middle Earth Award; and UBO, International Student Leadership Award; Michelle Feder, Community Service Leadership Award.

In Fall 2013, Kappa Delta Pi (KDP), honor society in education, inducted 15 students: Bellon, Christopher Blair, Carolyn Broz, Jasmine Carrero, Liana Davis, Theresa Faulkner, Alyssa Frohnhoefer, Colleen Harding, Shayna Kravet, Carly Phair, Shana Small, Bryan Sullivan, Steven Valentine, and Diana Wilkonski. Kappa Delta Pi (KDP) is an international society for women educators, and honoring inspiring and creative women educators in their first three years of teaching. Jean (“Yantic” Anthony Union High School in Bembridge), Rosie (Holly Stark Elementary in Bembridge), and Tucker (Fisher Elementary in Arlington) teach in different schools in the Southwest Vermont Supervisory Union in Bembridge, Vermont.

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Thus began a long relationship with the University at Albany. Piyush Agrawal would complete three degrees in education at the university, culminating in the doctorate in 1979. Though he excelled, academic progress was not always easy with a family and obligations to International Civil Service. In 1971, UNESCO assigned him to Liberia. Quick assistance from Professors Leese and Tom Curtis saved his academic career. They allowed Piyush, in this era before the Internet, to receive course assignments via mail and participate in his courses by return correspondence. Returning to Albany with his family, department secretary Hope Shambo made arrangements to store Piyush's belongings. During his residency year of his doctoral program, Piyush applied for a federal grant. Piyush's proposal was funded over competing proposals from UAlbany faculty and from the New York State Education Department, and he received one of the largest awards in the nation. This grant became the basis for his dissertation research. Before completion, Piyush secured a position as Director of Mathematics Instruction in the fourth largest school district in the country located in Florida. His family moved south, and Piyush began a period of East Coast commuting. "I finished my dissertation on the plane," said Piyush.

After working in K-12 educational administration, Dr. Agrawal explored various entrepreneurial ventures, establishing vibrant companies that specialized in the distribution of medical supplies. He has led numerous state and federal organizations for the advancement of social and multicultural opportunity, including the Florida Fund for Minority Teachers, the Florida Racial and Ethnic Health Disparity Advisory Committee, the Association of Indians in America, and the Global Organization of People of Indian Origin.

His major donation helped build a college for girls in rural India where he was born. In gratitude for his days in Albany, he and his wife of 50 years established the Piyush and Sudha Agrawal Endowed Educational Scholarship to support students of the School of Education. In 2009, Dr. Agrawal received the Excellence in Education Award from the UAlbany Alumni Association. Dr. Piyush Agrawal’s long affiliation with the University at Albany began on a whim, hatched in the wee hours of the morning on a bus ride to New York City. It grew under the guidance of his department chair and advisor Professor Joseph Leese, nourished by UAlbany faculty and staff, family, and friends. Reflecting on his journey from rural India, and through years of UNESCO service, educational careers, and entrepreneurship, and his generous donation to the School of Education, Piyush commented, "We are the beneficiaries of the generosity of others. If we do not give in our turn, the will will run dry." He added, "The way the university treated me, I feel humbled and proud."
Greetings from the UAlbany School of Education.

Imagine a class where computers sit dark and unused in the back of the room. Students passively listen to their teacher emphasizing important facts and concepts with chalk on a blackboard.

Or imagine a computer lab where all the students work quietly at their stations, immersed in a virtual world of their own, listening to headphones. Such scenes are not unusual in K-12 settings.

Now imagine a classroom where students work together to search the Internet, critically evaluate websites, and integrate electronic texts into coherent narratives. They collaborate on small groups, search for relevant resources, such as blogs, chats, digitalslideshows, videoclip libraries, and discussion threads.

Where is the teacher in this classroom? She is the architect of authentic and engaging activities. She convenes ad hoc collaborations to solve problems of learning, and provides feedback to students. They engage in authentic, project-based learning, e-portfolios, and collaborative learning software.

A 21st century School of Education must investigate effective educational uses of technology and prepare teachers to embrace and employ technological innovation. Technologies... prepare their students for citizenship in the information age and connect learners to their futures in a global community.

Robert Bangert-Drowns, Dean

The School of Education’s Department of Reading will soon have a new name—the Department of Literacy Teaching and Learning. In the next few months, the Department, School, and University will progressively introduce the new name, with the website and university policy documents making the formal transition in August 2014 in preparation for a new academic year.

“The Reading Department is the School’s oldest continuous department, predating the University by almost 20 years,” points out Dean Robert Bangert-Drowns. “That’s a phenomenal record of contributions to literacy in the region, state, nation, and around the world. Matters of Literacy are addressed in research and curriculum throughout the School, but the new departmental name for Reading—Literacy Teaching and Learning—very descriptive of the central mission of this creative and renewed faculty.”

When the Department of Reading was created in 1948, the faculty prepared certified teachers as Reading Teachers in grades K-12, or extended the instructional reading practice to include students with learning disabilities. In 2000, responding to changes in New York State regulations, the MS in Reading programs were completely revised to new MS programs in Literacy, in Early Childhood Literacy, in Literacy and Special Education (offered jointly with the Division of Special Education). At the doctoral level, the Department focuses on literacies related to acquisition, schooling, and society. Situated in a School of Education with programs leading to teacher certification, the additional terms “teaching” and “learning” provide the context for the use of literacies... and so the new department name has evolved.

Other departments in the School of Education engage in scholarship and professional development around literacy. The Department of Educational Theory and Practice and jointly with Literacy Teaching and Learning, the Division of Special Education, for example, have graduate degree programs where students can develop expertise in literacy, language, and learning.

What does this name change mean for students, alumni, colleagues, and friends? The Department of Literacy Teaching and Learning will continue its 66-year history working in partnership with you for years to come.