

# KNOWLEDGE



## SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



Greetings from the UAlbany School of Education!

A society can make no better investment in its future than education. Education is the engine that drives a nation to reach its ambitions, that empowers the young to take on the challenges of invention and

humanity, that ensures the health and growth of democracy. We are eager to contribute our part to the education enterprise, to champion learning and healthy human development as virtues in themselves and to serve economic and social goals.

This issue of Knowledge gives a small sample of the exciting, intellectual environment in our School. For example, you can read descriptions of six of our recent books and of newly funded research and development projects. And you will see a number of distinctions awarded to our students and faculty members, including the induction of Professor Frank Vellutino to the International Reading Association's Reading Hall of Fame.

All of this is to advance the future, to work with the hundreds of students in our graduate programs and undergraduate courses and our many partners around the region, state, nation, and the world to enhance knowledge and professional practice in education and mental health.

Unfortunately, state support continues to erode, especially in this current economic crisis. At a time when the state, nation, and world most needs the innovative ideas and skills that come from cutting-edge education, our resources are markedly constrained. But you can help. You can tell others of the value of education from your own experience. You can remind your legislators of how education has benefited you. You can offer your expertise to support our initiatives. You can contribute to our growth through your philanthropic gifts - to our general fund, to scholarships for students, to specific needs of faculty, through annual giving, endowments, or bequests.

We are ready and able to do so much. The School of Education has seen many challenges and changes in its 166-year history. Together we will continue a tradition of excellence long into the future.

Robert Bangert-Drows  
Dean

## Vellutino to be Inducted into the International Reading Hall of Fame



Photo by Mark Gohmert

Department of Educational and Counseling Psychology Professor Frank Vellutino will be inducted into the International Reading Hall of Fame at the International Reading Association's 55th Annual Convention in April. The Reading Hall of Fame consists of nationally and internationally prominent researchers who are recognized as having made extraordinary contributions to theory and research in the study of literacy acquisition. Inductees are elected to this elite membership by their peers.

Frank Vellutino earned his Ph.D. in Psychology at Catholic University. His research integrates cognitive psychology, psycholinguistics, and developmental psychology, and he is especially interested in the cognitive and linguistic underpinnings of reading development and reading disability. It has generated numerous articles in refereed journals, in addition to numerous book chapters addressing the causes and correlates of reading difficulties with young children. Among Dr. Vellutino's most important publications are an invited book entitled *Dyslexia: Theory and*

*Research* published by MIT Press, and an invited article entitled *Dyslexia*, which appeared in *Scientific American*. All of his research has been supported by external funds, and he and his colleagues have been the recipients of large awards from agencies such as the National Institute of Child Health and Human Development, the U.S. Department of Education, the Spencer Foundation, and the Recording for the Blind among others.

Dr. Vellutino has taught at the College of William and Mary and at Boston University, and currently holds joint faculty appointments in the Department of Educational and Counseling Psychology, the Department of Psychology (Cognitive Psychology Program), and the Program in Linguistics and Cognitive Science of the Department of Anthropology. He is also Director of the Child Research and Study Center, a research and student training center.

Dr. Vellutino currently teaches a graduate course in children's learning that emphasizes cognitive, perceptual, memory, and language development, as well as a graduate seminar in human development that focuses on the relationship between language and cognitive development.

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### School of Education Hall of Famers

Vellutino joins four other School of Education colleagues who were previously inducted into the Reading Hall of Fame - Distinguished Professor Arthur Applebee and Distinguished Professor Judith Langer, both in the Department of Educational Theory and Practice, and Professor Peter Johnston and Professor Emeritus Rose-Marie Weber, in the Department of Reading. This brings University at Albany representation in the Hall of Fame to five - the largest representation of any single institution.

## Student Awards

The **2009 University at Albany Presidential Distinguished Doctoral Dissertation Award** was given to three School of Education graduates last May.

**Marcelo A. Rabossi**, Educational Administration and Policy Studies, *Agency Costs and Labor Contract Design in the University Market: Public and Private Cases in Argentina*, Dissertation Chair: Daniel Levy

**Melissa J. Sheehy Carmel**, Educational and Counseling Psychology, *The Relation of Secondary Traumatization to Therapists' Perceptions of the Working Alliance With Sex Offenders*, Dissertation Chair: Myrna Friedlander

**Thomas L. Tarantelli**, Educational Administration and Policy Studies, *Lessons From Katrina: The Response of Higher Education to Assist Students Impacted by the Storm*, Dissertation Chair: Kevin Kinsler

The **University at Albany Dissertation Research Fellowship Awards** support doctoral dissertation research. The following students in the School of Education recently received such an award.

**Anna Marie Bonafide**, Educational Theory and Practice, *The Construction of Reading Identity in Struggling Middle School Students*.

**Cheonghwa Cheong**, Reading, Writing and Identity Among Korean Students Who Learn English as a Second Language in the U.S.

**Deven Horne**, Educational Theory and Practice, *Teacher Identity as it is Revealed Through the Descriptive Review of a Child*.

**Annie Moore-Cox**, Educational Theory and Practice, *The Enculturation of Graduate Nursing Students in an Online Course: A Phenomenological Study*.

**Deniz Ortactepe**, Educational Theory and Practice, *The Development of Conceptual Socialization in International Students: A Language Socialization Perspective to Conceptual Fluency and Social Identity*.

**Cagri Ozkose-Biyik**, Educational Theory and Practice, *Exploring Adult EFL Learners' Language Learning Potential During Long-Term Dynamic Assessment Sessions: A Sociocultural Approach*.

**Lawrence Paska**, Educational Theory and Practice, *Does Film Affect Learning Engagement?: Historical Inquiry and the Document-Based Question in a Seventh Grade Social Studies Classroom*.

**Susan Rogers**, Educational and Counseling Psychology, *Grading Participation in College Courses: Instructor Attitudes and Practices*.

**Jennifer Rosenthal**, Educational Theory and Practice, *Stories of Transformation: Place-Based Education and the Development of an Ecological Consciousness in the Lives of Teachers Along the Hudson River*.

**Sedef Uzunur**, Educational Theory and Practice, *Doctoral Students' Learning in a Blended Research Methods Course: A Phenomenological Case Study*.

**Donna Watson**, Educational Administration and Policy Studies, *An Analysis of New York State Mentoring Programs: When is Teacher Mentoring Most Effective?*

The **Initiatives for Women (IFW) Awards** support the educational and professional goals of women students, staff and faculty on the UAlbany campus. The following School of Education student received an award in 2009.

**Jill DeTosta**, a doctoral student in Counseling Psychology, received a **Karen R. Hitchcock New Frontiers Fund Award**.

## Student News

**John Jablonski**, a doctoral student in Educational Administration and Policy Studies, began his new post as the president of Clinton Community College in Plattsburgh in June 2009. Jablonski previously served as provost and vice president of academic affairs at Fulton-Montgomery Community College in Johnstown, where he held various positions since 1986.

**Shelley Dixon**, a doctoral student in Educational Administration and Policy Studies, recently published an article inspired by work originally done in her EAPS 700 Organizational Management and Leadership in Education course. Read it at [www.studentaffairs.com/ejournal/Summer\\_2009/FromADistance.html](http://www.studentaffairs.com/ejournal/Summer_2009/FromADistance.html).

**Allison Leventhal**, a Queens native, addressed UAlbany graduates, families and friends during commencement ceremonies on Sunday, December 6. Leventhal graduated from the School of Education with a master's degree in mental health counseling. She received her bachelor's degree in psychology from UAlbany in 2008.

**Laurie Nagelsmith**, a doctoral candidate in Educational Psychology and Methodology, recently received a prestigious scholarship from the Nursing Organizations Alliance (NOA) for the Nurse in Washington Internship Program in March 2010. One full scholarship is granted each year. The internship experience includes learning about the public policy process, advocacy training, panel sessions with expert nurse advocates, a congressional staff panel session, and an opportunity to meet with members of Congress on Capitol Hill.

## School of Education Dean's List

Graduating students with a record of sustained academic excellence

### Spring 2009

Valerie Anwari  
Hannah Becker  
Mary Berkan  
Austin Cooper  
Thomas Catorilli  
Leanna Glavin  
Gail Gomella  
Lisa Groat  
Jennifer Kasper  
Jason Kozel  
Mary Mahoney  
Lauren McCauley  
Heather Robertshaw  
Heather Rusinko  
David Shaw  
Teresa Tremblay  
Kristen Williams

### Summer 2009

Cynthia Young  
Lynne Adams  
Alexandra Bernier  
Colleen Bryla  
Melissa Call  
Beth Canale  
Anne Canale  
Stannecker  
Brittany Coleman  
Lindsay Cooper  
Kristen Cospito  
Megan Crupi  
Jane DeMeis  
Tiffany DePeralta  
Kathryn Dimichino  
Colleen Donovan

Meaghan Fitzgerald  
Jamie Glokler  
Juli Hutchins  
Helen Matz  
Megan McCarthy  
Stacey McDonald  
Nicole Miller  
Meghan Morris  
Kelly Mraz  
Elizabeth Neild  
Vicki Quimet  
Sarah Richardson  
Sarah Spicola  
Catherine Tuohy  
**Fall 2009**  
Marie Anastasio  
Kathleen Beck

Kelly Booher  
Erin Brennan  
Melissa Civiok  
Laurie Anne DeNovio  
Lisa DeSteno  
Tara Durning  
Holly Ellram  
Robert Emich  
Kelly Geddes  
Peter Jones  
Aimee Kern  
Jane Keyes  
Elizabeth Larzere  
Genna Leder  
Allison Leventhal  
Joseph Macura  
Lyndsey Manquitt  
Joseph Maybee

Christina Otero  
Nadine Pangburn  
Courtney Pecker  
James Ranni  
Elizabeth Rosco  
Eric Sponato  
Theresa St. John  
Melissa Stepanian  
Jennifer Storz  
Patricia Taber  
Jessica Torrisi  
Heather VanWagner  
Ashley Wallis  
Katherine Watson  
Gail Wilner-Giverc  
Susan Woerner



KNOWLEDGE

UNIVERSITY AT ALBANY School of Education

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### Dean:

Robert Bangert-Drowns

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Arthur Applebee,

Educational Theory and

Practice

Kevin Quinn, Educational

and Counseling

Psychology

Alan Wagner, Educational

Administration and Policy

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Peter Johnston, Reading

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## New Books by School of Education Faculty



### Handbook of Formative Assessment

Co-edited by Heidi L. Andrade and Gregory J. Cizek

Department of Educational and Counseling Psychology

Routledge, 2009

Formative assessment has become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. The *Handbook of Formative Assessment* comprehensively profiles this burgeoning field of study. Written by leading international scholars and practitioners, each chapter presents current issues in formative assessment policy and practice, as well as those likely to affect research and practice in coming years.



### Best Practices from High-Performing Middle Schools: How Successful Schools Remove Obstacles and Create Pathways to Learning

By Janet I. Angelis and Kristen C. Wilcox  
AIRE, CELA, Department of Educational Theory and Practice

Teachers College Press, 2009

*Best Practices from High-Performing Middle Schools* is essential reading for everyone who cares about adolescents and wants to ensure their success in later schooling and in life. The authors share what they have learned about how some middle schools consistently foster better academic performance than other similar schools and how these schools have learned to successfully adapt to the climate of accountability while practicing the essentials of effective middle-level education.



### Overcoming Inequality: Why Governance Matters

Co-authored by Aaron Benavot as a member of the EFA Global Monitoring Report Team  
Department of Educational Administration and Policy Studies

UNESCO, 2009

*Overcoming Inequality: Why Governance Matters* presents some of the public policy and governance reforms that can break the cycle of disadvantage, improve access, raise quality, and enhance participation and accountability. This report offers national and international policy-makers the analysis of complex issues and recommendations to provide equal chances in learning for all children, youth and adults. It also tracks yearly progress towards Education for All (EFA) goals, and provides a comprehensive overview of the state of education in the world today.



### School Crisis Prevention and Intervention: The PREPaRE Model

Co-authored by Stephen E. Brock, Amanda B. Nickerson, Melissa A. Reeves, Shane R. Jimerson, Ted Feinberg, Richard A. Lieberman  
Department of Educational and Counseling Psychology

NASP, 2009

Effectively dealing with a school crisis requires a cohesive multidisciplinary team and a comprehensive plan that includes prevention, preparedness, response, and recovery. From the innovative PREPaRE school crisis training curriculum, *School Crisis Prevention and Intervention: The PREPaRE Model* combines research and theory with the specific skill building techniques and practical resources to establish teams, develop a plan, and implement procedures that reflect on children, schools' unique cultures and structures, and the importance of supporting physical and psychological safety.

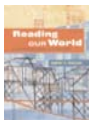


### Identifying, Assessing, and Treating Posttraumatic Stress Disorder at School

Co-authored by Amanda B. Nickerson, Melissa A. Reeves, Stephen E. Brock, Shane R. Jimerson  
Department of Educational and Counseling Psychology

Springer, 2008

Emphasizing prevention as well as intervention, *Identifying, Assessing, and Treating PTSD at School* clearly defines posttraumatic stress disorder, explains its adverse effects on children's academic and social-emotional skills, and offers expert guidance on how to recognize student needs and provide appropriate services. For the school-based professional, the ability to recognize the symptoms and warning signs is essential. School psychologists, counselors, social workers, and general and special education personnel will find *Identifying, Assessing, and Treating PTSD at School* an invaluable resource in their practices.



### Reading Our World: Conversations in Context

By Robert P. Yagelski  
Department of Educational Theory and Practice

Wadsworth, 2009

*Reading Our World: Conversations in Context* helps student writers improve their critical reading and writing skills by teaching them the value of contextual awareness. This full-color thematic reader of more than 300 traditional, image, audio, and video "texts" teaches students to use audience-centered writing strategies as they explore ongoing conversations about cultural, academic, political, and personal ideologies. This second edition delivers updated discussions of the rhetorical situation, audience analysis, and discourse, and also includes new coverage of avoiding plagiarism and working with source material.

## Faculty News

**Arthur Applebe**, Educational Theory and Practice, has been named to the Validation Committee of the Common Core State Standards Initiative, a joint effort by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The NGA Center and CCSSO created this expert validation committee to provide an independent review of the common core state standards, and grade-by-grade standards, in English language arts and mathematics across 48 states.

Dean **Robert Bangert-Drowns**, Educational Theory and Practice, is Co-PI of a two-year \$800,000 grant from the National Science Foundation, called Learning Computational Thinking in Context: Using Problems and Cases in Financial Market Regulation. The project will integrate computational thinking as an essential theme in curriculum on financial market regulation. It will create interdisciplinary cases, modules, and courses in which students become interested and proficient in computational thinking and understand its importance to society. Bangert-Drowns is working with George Berg, Peter Bloniarz and Sandor Schuman (College of Computing and Information), Indushobha Chengalur-Smith (Information Technology Management), David McCaffrey (Public Administration) and Theresa Pardo (Center for Technology in Government).

Last summer, thirty students from Albany, Schenectady, and Troy City School Districts took part in a three-week summer workshop, the Institute of Nanoscience Technology and Youth (INTY), held at UAlbany's NanoCollege. This workshop is the result of a partnership between the College of Nanoscience and Engineering (CNSE) and the Center for Urban Youth and Technology (CUYT), the latter directed by **Joseph Bowman, Jr.**, Educational Theory and Practice. INTY aims to engage underrepresented, underserved and economically disadvantaged youth and adults in nanoscience and engineering.

**Cheryl Dozier**, Reading, was promoted to Associate Professor with continuing appointment.

**Micki Friedlander**, Educational and Counseling Psychology, was elected Fellow in Division 43-Family Psychology of the American Psychological Association.

**Vicky Kouba**, Educational Theory and Practice, and Sandra McGarraugh, Center for Women in Government & Civil Society, received \$400,000 from the U.S. Department of Education for a Women's Educational Equity Act Program. Project Numbers and Futures is an intervention program designed to improve computational and mathematical problem solving ability of minority high school females through gender specific tutoring strategies. The afterschool program includes mentoring, career exploration and parent involvement to expand knowledge and interest in career options in Science, Technology, Engineering, and Math (STEM).

**Deborah May** and **Kevin Quinn**, Educational and Counseling Psychology, received an \$800,000 four-year special education leadership grant from the U.S. Department of Education to support special education doctoral training. The project will prepare doctorally trained personnel with skills necessary to assume leadership roles in special education or inclusive teacher education at colleges and universities, in research, and in state and federal agencies responsible for special education policy.



The School of Education Excellence in Teaching Awards are given to the most outstanding of our part-time instructors. Recipients in 2009 were:

**Ruth Kellogg**, teaching in the Department of Educational Administration and Policy Studies since 2000.

**Marlene Guilfrè**, teaching in the Department of Educational and Counseling Psychology since 1997.

**Noreen Benton**, teaching in the Department of Educational Theory and Practice since 1991.

**Brian Burr**, teaching in the Department of Reading since 2005.

**Dianna Newman (PI)** and **Deborah Kundert (Co-PI)**, Educational and Counseling Psychology, received \$1.3 million for a four-year Evaluation of the Striving Readers project for the NYS Education Department (NYSED). The NYSED and New York City Department of Education Striving Readers Program will provide explicit, targeted and engaging supplemental instruction in vocabulary, comprehension strategies, writing, fluency and word analysis to sixth and seventh grade students who are struggling readers in nine New York City Public Middle Schools. The study will determine the effectiveness of the supplemental literacy intervention program on student achievement in literacy.



**Amanda Nickerson**, Educational and Counseling Psychology, has been actively involved in the development, implementation, and evaluation of the PREPaRE School Crisis Prevention and Intervention Training. In December, the National Association of School Psychologists (NASP) was invited to present testimony about PREPaRE at a hearing of the Ad Hoc Subcommittee on Disaster Recovery of the U.S. Senate Committee on Homeland Security and Governmental Affairs. Nickerson notes, "It is really gratifying that NASP and PREPaRE is receiving such important recognition."

**Ruth PAGERE**, assistant dean for professional studies, has been funded \$200,000 by the New York State Education Department to improve student learning by strengthening content knowledge and pedagogical practice through Learning Communities, and to develop leadership in the area of service learning as a vehicle to improving student learning. The project's model of embedded, school-centered professional development will be replicable in schools across the Albany school district and in school districts across the state.

**Susan Phillips**, Educational and Counseling Psychology, University provost and vice president for academic affairs, has been awarded the Council of Counseling Psychology Training Programs (CCPTP) 2009 Award for Lifetime Contributions to Education and Training in Counseling Psychology. The award recognizes faculty who have distinguished themselves through significant, long-term service and contributions to education and training in counseling psychology and was presented at the 117th annual convention of the American Psychological Association in August.

**Susan Phillips** has been appointed to the National Advisory Committee on Institutional Quality and Integrity (NACIQI) by U.S. Secretary of Education Arne Duncan. NACIQI advises the Secretary on accreditation issues and the eligibility and certification process for institutions of higher education. It is also charged with recommending to the Secretary the accrediting or state approval agencies that should be recognized as reliable authorities for judging the quality of postsecondary institutions and programs.

**Kristie Asaro Saddler**, Educational and Counseling Psychology, received a one-year, \$30,000 grant from the Organization for Autism Research for her project, Writing Instruction for Children with Autism Spectrum Disorders: A Study of Self-Regulation and Strategy Use. This study will investigate the effect of teaching children with Autism Spectrum Disorder (ASD) who have difficulty with writing a story or a persuasive essay planning and writing strategy utilizing the Self-Regulated Strategy Development (SRSD) approach.

**Peter Shea**, Educational Theory and Practice, was awarded a \$600,000 U.S. Department of Education Instructional Materials Grant. The three-year grant will allow Dr. Shea and his collaborator, Lilia Cai-Hurteau, to develop and evaluate the effectiveness of the Student-to-Student Language Lab. This project will involve working with schools in both the U.S. and in China to develop text, images, digital video, and complementary instructional materials to facilitate student collaboration in support of language learning. These high quality instructional materials will be easily accessible through Internet-based technologies."



**Peter Shea** is collaborating with the SUNY Learning Network to investigate effectiveness of online instructional environments. The three-year \$129,000 project will provide funding for Dr. Shea and doctoral students in Educational Theory and Practice and Informatics to both design new studies and continue a series of ongoing investigations that seek to understand the conditions under which online students outperform their classroom counterparts. In addition to bi-annual surveys of students in the SUNY Learning Network, this project will support ongoing investigations that examine online classroom interaction through detailed transcript analyses and the development of new studies comparing identical college course sections offered in both online and classroom modalities.

**Alan Wagner**, Educational Administration and Policy Studies, was selected to receive a University at Albany Disability Resource Center Outstanding Achievement Award. This award is given to individuals who have demonstrated outstanding commitment to persons with disabilities. The award is given each year to a person who exemplifies these virtues.



Last summer local teachers gathered at the School of Education to take part in the Capital District Writing Project 2009 Invitational Summer Institute. **Robert Yagelski**, Educational Theory and Practice, associate dean for academic affairs, and director of the CDWP, ran the annual four-week institute, in which a cohort of 14 teachers from eight different school districts and one private school explored strategies for teaching students at all grade levels to write well and for enhancing overall student learning.

The University's **Faculty Research Awards Program (FRAP)** provides seed funding for a select number of faculty research projects that have strong potential for future external funding. The following proposals from School of Education faculty were recently selected for FRAP support.

**Kristie Asaro Saddler**, Educational and Counseling Psychology, for *Teaching Children with Autism Spectrum Disorders: Knowledge and Use of Best Practices*.



**Lynn Gelzheiser**, Educational and Counseling Psychology, for *A Comparison of Phonics Instruction and Pattern Detection Training*.



**LaRae Jome**, Educational and Counseling Psychology, for *Amherst College Class of 1959 Project: A Longitudinal Study of Men's Psychological, Social and Vocational Development*.

**Kevin Kinser**, Educational Administration and Policy Studies, for *Developing a World-Class System of Higher Education: The Malaysian Case*.

**Kevin Kinser and Jason Lane**, Educational Administration and Policy Studies, for *The Role of Public Multi-State Higher Education in Expanding Educational Access*.

**Alandemo Oliveira**, Educational Theory and Practice, for *Exploring Teacher Performance of Science Read-Alouds in Elementary Classrooms*.

**Alex Pieterse**, Educational and Counseling Psychology, for *Exploring the Relationship Between Perceptions of Racism and Health-Related Attitudes and Behaviors Among Black American Adults*.



## School News

**Jason Gallo** joined the Department of Educational and Counseling Psychology's Division of Counseling Psychology as director of master's training. Dr. Gallo is a graduate of our doctoral program in Counseling Psychology. Welcome Dr. Gallo!

If you haven't visited [www.albany.edu/education](http://www.albany.edu/education) lately, check it out! **The School recently launched a new website** to show what we are all about - a nationally ranked graduate school of education offering a world of opportunity. If you have something to share, a news item, accomplishment or story of your own, or if you'd like to tell us what you think of our new and improved website, contact Beth Skrobela at [enorton@tamail.albany.edu](mailto:enorton@tamail.albany.edu). We hope to hear from you!

The 2009 U.S. News and World Report rankings of graduate schools of education placed the UAlbany School of Education at #61 in the nation.

**The Department of Educational and Counseling Psychology's Division of Counseling Psychology** co-sponsored with Williams College the **New England Society for Psychotherapy Research (NESPR) Conference on October 2-3**. NESPR is affiliated with the international Society for Psychotherapy Research, which is the premier professional society for therapy researchers. The largest student attendance at the conference was from UAlbany, and four faculty and eight doctoral students presented posters or hosted roundtable discussions.

**The Department of Educational and Counseling Psychology's Counseling Psychology doctoral students have been selected to take stewardship of the Student Affiliates of Seventeen (SAS) for the 2010-2013 term.** Their application stood out because of the leadership skills and commitment to social justice that the students consistently demonstrate in running their annual diversity conference. SAS is a national student organization that is affiliated with Division 17 of the American Psychological Association - The Society of Counseling Psychology - and is designated to address the needs of the students in the field of Counseling Psychology.

**The School of Education co-hosted a gathering of Capital Region superintendents with the Capital Area School Development Association (CASDA) on September 23.** CASDA is a 50-year-old study council affiliated with the School of Education and boasting 120 school districts as members. The annual gathering allows superintendents and UAlbany researchers to exchange insights and pose questions from theoretical and practical perspectives and to identify ways in which School of Education researchers and superintendents can collaborate to the benefit of teacher professional preparation and K-12 education.

**The School welcomed Allan Collins, Professor Emeritus of Education and Social Policy, Northwestern University, who spoke on Rethinking Education in the Age of Technology on November 4.** There was a reception and book signing following the lecture. The event was sponsored by the School of Education and its Department of Educational Theory and Practice.

**The Future Educators' Club (FEC)** has 65 members who have an interest in careers in the field of education. Last fall, the Club collected food and cleaning items that were donated to New Faith Family Center, part of the Albany City Mission on Pearl Street. The students also put together two gingerbread houses to be donated to a local Albany elementary school. They collected money and books, and made bookmarks to be donated to BookWise Buddies, a program to foster literacy by providing books to preschool children in poor economic standing. For more information on how to join the FEC, visit [www.albany.edu/~fec/](http://www.albany.edu/~fec/).



## Forty-six School of Education Students Receive Scholarships

We are pleased to announce the recipients of the 2009 School of Education Scholarships presented May 7th at an awards ceremony and reception well attended by School of Education faculty, donors and the friends and families of the scholarship recipients.

The **Class of 1955 Award**, established by members of the Class of 1955 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

**Suzanne Levine**, Curriculum and Instruction

The **Class of 1956 Scholarship**, established by members of the Class of 1956 and contributors to their fund, supports senior undergraduate or graduate students with demonstrated financial need who plan to pursue a career in teaching.

**Charles Johnson**, Special Education and Literacy  
**Susan Rogers**, Educational Psychology

The **Louise Swire Baldwin and Norman Burton Baldwin Technology Education Scholarship** is awarded to a student whose course of study or research demonstrates a commitment to the integration of technology and learning.

**Daniel Knox**, Educational Administration and Policy Studies

The **Benevolent Association Scholarship** is awarded to a student enrolled in a School of Education graduate program who demonstrates academic merit.

**Nadia D'Iuso**, Counseling Psychology

The alumnae of the Beta Zeta Sorority established the **Beta Zeta Scholarship** to support a student who plans to pursue a career in teaching, with preference for the recipient to be a female student.

**Robin Akawi**, Educational Psychology

The **Malcolm E. Blum Endowment** honors Malcolm Blum, a 1954 graduate of the New York State College for Teachers, the predecessor of the School of Education. This fund supports students enrolled in teacher training programs.

**Brian Banks**, Special Education and Literacy  
**Brandon Mendoza-Walker**, Teaching English to Speakers of Other Languages

The **Anna Maria Bonaventura Memorial Scholarship** commemorates Anna Maria Bonaventura '74, '78, '87. This scholarship is awarded to a graduate student in the School of Education with an interest in teaching English as a second language.

**Deniz Ortachtepe**, Curriculum and Instruction

The **Mary M. Briggs Scholarship** supports a student with demonstrated financial need who is pursuing a career in teaching. Ms. Mary Briggs, M.A. '83, established this fund in 2002.

**Brian Banks**, Special Education and Literacy

The **Arvid J. Burke Scholarship** honors Dr. Arvid Burke, a professor in the Department of Educational Administration and Policy Studies from 1960 to 1971. This fund supports students in an advanced graduate degree program who have demonstrated outstanding academic potential and talent.

**Alexandra Angel**, Educational Administration  
**Wanda Carter**, Educational Administration  
**Joanna Demurat**, Educational Administration and Policy Studies  
**Jessica Martin**, Counseling Psychology  
**Prachayani Praphamontripong**, Educational Administration and Policy Studies



Professor Alan Wagner and Arvid J. Burke Scholarship recipient Prachayani Praphamontripong.

**Nicole Miller**, Special Education and Literacy, received the **Nelson J. Armlin Scholarship**. This award is presented to a University at Albany graduate who is entering the teaching profession. It honors a preservice teacher who displays a strong academic background and commitment to teaching; exhibits excellent potential and enthusiasm for teaching; demonstrates work with children or students over time in either volunteer or job-related activities; and fosters cultural diversity in work with students. The Nelson J. Armlin Scholarship is awarded each spring at the Capital Area School Development Association (CASDA) annual meeting and awards dinner.

The **Elizabeth H. Christen Scholarship** is awarded to a student in a literacy program who has a special interest in adult literacy.

**Jane Bonacci**, Reading  
**Melody Nadeau**, Curriculum and Instruction

The **Richard M. Clark Scholarship** supports a doctoral student who has a paper accepted for presentation at a professional conference.

**Jenna Shim**, Literacy

The **Delta Omega Scholarship** fund is endowed by gifts from the alumnae of the Delta Omega sorority at the New York State College for Teachers. The scholarships are made possible in large part by a generous bequest from Delta Omega alumna Julia Fister Rector, '32. The fund supports female students enrolled in teacher preparation programs.

**Heather Zumpe**, Literacy

The **Kenneth T. & Kathleen E. Doran Scholarship** is awarded to a student who plans to become a public school teacher and has demonstrated high academic achievement. This fund was made possible by a generous gift from Kenneth and Kathleen Doran. Ken is a member of the Class of 1939 and Kathleen ("Connie") received her M.S. in 1970.

**Kate Domnarski**, Special Education and Literacy

The **Dr. Kimberly E. Esterman Memorial Award** was established in the memory of Dr. Kimberly E. Esterman '02 to support a student working in the Middle Earth Peer Assistance Program and enrolled in the School of Education with a demonstrated interest in working in alcohol, drug, and/or suicide prevention programs at the collegiate level.

**Rita Pearlman**, Rehabilitation Counseling

The **Ira & Elsie Ferber Freedman Education Scholarship** is awarded to a student pursuing a career as a public school educator who has shown exceptional academic achievement.

**Sarah Richardson**, Special Education and Literacy

The **Cathy Bertolino Hoey Scholarship** is awarded to a School of Education student who has demonstrated steady academic performance and financial need.

**Brandon Mendoza-Walker**, Teaching English to Speakers of Other Languages

**Jack's Fund**, in memory of Professor Jack Ether, supports a student with a demonstrated interest in working with disadvantaged individuals who has shown exceptional academic achievement.

**Callen Fishman**, School Psychology

The **Mauritz Johnson Scholarship** is awarded to a graduate student pursuing a career in education preferably in the area of curriculum and instruction.

**Sedef Uzuner**, Curriculum and Instruction

The **Dr. Ralph B. Kenney Endowment** was established by Marjorie W. Kenney '29 in memory of her husband Ralph Kenney '28, Professor Emeritus of the Department of Education who taught guidance at the New York State College for Teachers. This fund supports graduate students in the Department of Educational and Counseling Psychology enrolled in the school counseling and guidance program.

**Helen Matz**, School Counseling

**Gertrude Hunter Parlin** was a member of the Class of 1917 and left a generous gift for future students who plan to become teachers in New York State. Her endowment supported five students this year.

**Steven Lopez**, Secondary Spanish Education

**Annamarie Parathiras**, Secondary English Education

**Jennifer Stabler**, Secondary English Education

**Ray Watson**, Secondary Social Studies Education

**Kimberly Wolk**, Teaching English to Speakers of Other Languages

The **Stella R. Pietrzyk Scholarship** is awarded to a graduate student in the Reading Department who recognizes the importance of children's literature. The award will support the student's attendance at a national conference on reading. The scholarship was established by Susan M. Benjamin, Class of 1980, in memory of her mother, Stella R. Pietrzyk.

**Marta Albert**, Literacy

Bette Knowlton Roe, Class of 1942, and her husband, Dan, established the **Bette Knowlton Roe Scholarship Fund** to assist students committed to teaching. This endowment supported five students this year.

**Tracy McGeary**, Special Education and Literacy

**Stephanie Miller**, Special Education and Literacy

**Lisa Shine**, Teaching English to Speakers of Other Languages

**Teresa Tremblay**, Literacy

**Catherine Tuohy**, Literacy

The **James P. Ryan Northeast Career Planning Scholarship** is awarded to a second-year M.S. student in the Rehabilitation Counseling program.

**Jerilyn Jesco**, Rehabilitation Counseling

The **Paul Saimond Memorial Scholarship** is awarded to a student pursuing a career in secondary teaching or school leadership who has shown exceptional academic achievement.

**Douglas Morrissey**, Educational Administration and Policy Studies



Recipients of the **Arnold J. Burke Scholarship**, **Joanna Demurat**, **Alexandra Angel**, **Wendie Carter**, and **Prachayanti Phrompongsepong** at the May 2009 Awards and Scholarships Ceremony.

The **Gladys G. Sawyer '37 & J. William Sawyer '31 Scholarships** are awarded to undergraduate students pursuing a career in education.

**Jessica Canley**, Undergraduate Sociology with Education Studies minor

**Brittany Loddell**, Undergraduate Spanish with Education Studies minor

A **School of Education Scholarship** is awarded to a student enrolled in a School of Education graduate program who demonstrates academic merit.

**Brianne Dwyer**, School Psychology

The **Secondary Education Scholarship** is awarded to a student enrolled in a School of Education graduate program that leads to an initial, or professional certification in secondary education who demonstrates intent and ability to teach at the high school level.

**Susan Smith**, Secondary Mathematics Education

The **Dr. H. Craig Sipe Science Education Scholarship** is awarded to a student enrolled in a School of Education graduate program who demonstrates exceptional academic achievement and an interest in pursuing a career in science education, preferably chemistry or physics.

**Marie Anastasio**, Secondary Earth Science Education

**Stephen Mulick**, Secondary Chemistry Education

The **Gene M. Winter Scholarship** was established to support a doctoral student whose dissertation research focuses on issues of higher education, preferably with regard to two-year college administration and teaching.

**John Jablonski**, Educational Administration and Policy Studies



Dean **Robert Bangert-Drowns** with **Michael C. Hoffman** Endowed Scholarship representatives, **Michael C. Hoffman** and **Brian Straughter** at the May 2009 Ceremony.

*"We are truly grateful for the generous support offered by alumni and friends of the School. Thank you to all of our donors for showing such incredible commitment to our School and to our students. We are delighted to present two new scholarships this year."*

- **Robert Bangert-Drowns**  
Dean

The **Dr. Frank J. Filippone '41, '48 - Hillside House Scholarship** was established by Hillside House of Coeymans, Inc., in memory of Dr. Frank J. Filippone '41, '48 by his daughter, Dr. Julia Filippone '92, '97. This fund supports a matriculated graduate student in the School of Education, the College of Arts and Sciences (Department of Psychology), or the School of Social Welfare with financial need and academic achievement who demonstrates an interest in helping people with developmental disabilities.

**Lindsay Washington**, College of Arts and Sciences, Psychology

The **Michael C. Hoffman Endowed Scholarship** was established by Mr. Michael C. Hoffman, awarded to a student enrolled in the School of Education and who is working in the Albany, Schenectady, Troy, or Cohoes school district as a classroom teacher or specialist.

**Sarah Johnson**, General Education Studies



## Meet Aja Case



Photo by Mark Schmitt

The School of Education is happy to introduce the newest member of our team, Aja Case! Aja's official title is Development Officer, and a vital part of her work will be to facilitate private donations to enhance the excellence of the School. But she is really so much more - a catalyst for new ideas and new initiatives to enliven the relationship between alumni and the School. Aja comes to us from the College of Nanoscale Science and Engineering where she was Special Events Coordinator. A passion for education is in her heart - her undergraduate degree is in early childhood education and her father, Martin Case, a UAlbany alum, celebrates his 28th year of teaching social studies. Aja is enthusiastic about meeting alumni and hearing your experiences at the University at Albany's School of Education and discovering ways you'd like to share your talents or just reconnect with the School. She can be reached at [ajacase@uamail.albany.edu](mailto:ajacase@uamail.albany.edu) or (518) 437-5068. Join us in welcoming Aja!

## Gathering for Educational Leaders and Alumni of the Capital Region

Last November, the School of Education hosted a gathering for educational leaders in the capital region who are alumni of the School. This event fostered discussion about new ways to forge meaningful partnerships, ideas for connecting with the School and with each other. The event was a great success! We look forward to a second gathering planned for March 18. For more information, contact Aja Case at [ajacase@uamail.albany.edu](mailto:ajacase@uamail.albany.edu).





## Alumni News

**Elizabeth Bissell** (AGC '08, School Building Leadership) was appointed principal of the George D. Ryder Elementary School in the Cobleskill-Richmondville Central School District. She previously served as assistant principal of Queensbury Elementary School and has several years of elementary classroom teaching experience within the South Colonie Central School District.

**Mohua Bose** (Ph.D. '07, Educational Psychology) has been promoted to Director of Outcome Assessment at Excelsior College. She is conducting research and writing grants as well as serving as the major director of consumer evaluation studies. She has taught in the School of Education as an adjunct professor, and spent time working at the Evaluation Consortium, directing and participating in multiple program evaluation projects.

**Toni Doherty** (Ph.D. '05, Curriculum and Instruction) is currently serving as Department Head in Nursing at Dutchess Community College.

**Karen Erickson** (M.S. '88, Special Education) was named the David E. and Dolores J. Yoder Distinguished Professor of Literature and Disabilities at the University of North Carolina at Chapel Hill. She is also director of the Center for Literacy and Disability Studies and is involved with many exciting research projects, particularly with students with severe disabilities.

**Susan Holland Field** (B.S. '77, Business Education) is assistant principal at Freehold Township High School in Freehold, New Jersey. After graduating from the School of Education, she was a business teacher for 25 years, first in upstate New York and then New Jersey.

**Richard Lehrer** (M.S. '76 Educational Psychology and Statistics; C.A.S. '82, School Psychology; Ph.D. '83, Educational Psychology and Statistics) received the Award for Distinguished Contributions of Applications of Psychology to Education and Training from the American Psychological Association at the 117th annual APA convention in August 2009. This award acknowledges psychologists who contribute to new teaching methods or solutions to learning problems through the use of research findings or evidence-based practices. Dr. Lehrer is currently professor of science education in the Department of Teaching and Learning at Vanderbilt University's Peabody College. He is an internationally recognized scholar whose research focuses on the design of learning environments, the development of representation and representational systems, and the learning of mathematics and science.

**Christopher McNally** (M.S. '02, Educational Administration; Ph.D. '07, Educational Administration and Policy Studies) was promoted to professor at Hudson Valley Community College. He has been a faculty member at the college since 1996. McNally also recently received the SUNY Chancellor's Award for Excellence in Teaching. He currently teaches automotive electronics courses required for all Automotive Technical Services students.

**Brett Miller** (AGC '08, School Building Leadership) was appointed grades 9/10 principal at Ravenna-Coeymans-Selkirk High School. Miller previously served as assistant high school principal at Ichabod Crane since 2006. Prior to that, he was a social studies teacher in the Bethlehem schools and in Orchard Park High School outside Buffalo.

**Orpha Ongiti** (M.S. '04, Educational Administration; Ph.D. '08, Educational Administration and Policy Studies) has had her dissertation, *Professional Socialization and Women Participation in Mathematics: The Impact of Policies and Practices on Professional Socialization of Women in Graduate Mathematics*, accepted for publication as a book by VDM Verlag. Dr. Ongiti has served as a postdoctoral associate at the School of Education in the Department of Educational Theory and Practice and as a high school teacher and educational administrator in Kenya.

**Mary Lee Pollard** (Ph.D. '04, Curriculum and Instruction) has been named associate dean of the School of Nursing at Excelsior College. Dr. Pollard most recently served as Director of the Ellis Hospital School of Nursing. She began her career as a staff nurse at Ellis, advancing to the positions of assistant instructor, and then instructor. She also is a clinical examiner for Excelsior.

**Stanley N. Rabinowitz** (M.S. '77, Ph.D. '90, Educational Psychology) is currently director of Assessment & Standards Development Services at WestEd. Previously, Rabinowitz directed the statewide assessment program for the New Jersey Department of Education. Rabinowitz was recently appointed to the Common Core State Standards Initiative Validation Committee, which will review the expectations for college and career readiness.

**Amy Riddell** (M.S. '89, C.A.S. '89, Counseling Psychology) opened the first upstate New York outlet of the Boston-based Emack & Bolio's Ice Cream. The shop is located on Delaware Avenue in Albany and has seen huge success since its opening in June 2008. Riddell is a former High School counselor.

**Alan J. Zarembo** (B.A. '71, Speech Education; M.A. '72, College Student Personnel) is associate professor of communication studies at Northeastern University. Dr. Zarembo developed and is academic coordinator for the School of Professional and Continuing Studies programs in Corporate and Organizational Communication. He has received four awards for Excellence in Teaching. He has twice been recognized with Northeastern University's award and before coming to Northeastern was a recipient of the State University of New York's Chancellor's Award for Excellence in Teaching. In 2001 he was honored with an Excellence in Education award from the University at Albany Alumni Association.

**UAlbany's Alumni Association Excellence Awards** recognize alumni and friends of the University for their outstanding achievements and service to the University and community. Three School of Education Alumni were honored with 2009 alumni awards.

**The Bertha Brimmer Medal** celebrates excellence in teaching K-12 and dedication to the profession.

**Dr. Helen C. Stuetzel** (M.S. '79, CAS '82, Ph.D. '91) recently retired as principal of Ballston Spa Middle School, a position she held since 2001.

**The Excellence in Education Award** pays tribute to alumni for extraordinary distinction in the field.

**Dr. Piyush C. Agrawal** (M.S. '72, Ph.D. '79) has served the field of education for more than 40 years through a career spanning four continents.

**Dr. Joseph E. Bowman, Jr.** (B.A. '72, M.S. '74, M.S. '75) is associate professor in the Department of Educational Theory and Practice and serves as a New York State Regent.



Dr. Piyush C. Agrawal, M.S. '72, Ph.D. '79 at the 2009 Alumni Awards Gala in Italy.

## PKD News and Events

On November 19, **Phi Delta Kappa (PKD)** welcomed thirty new members, including Dean Bangert-Drowns, into the international association for professional educators. Family, friends and PKD members came to participate in the celebration. For more information on joining PKD, contact Heidi Audino, [haudino@uamail.albany.edu](mailto:haudino@uamail.albany.edu).



Susan Amatuzzo  
Paul Annuncharico  
Robert Bangert-Drowns  
Katie Botisti  
Shane Lillian Braverman  
Michael Bush

Piera Composeo-Iaia  
Diane Carl  
Katie Catucci  
Heather Cavelius  
Kendra Chaires  
Sarah Dennis

Heather Flood  
Maggie Frey  
Ashley Frogoso  
Elizabeth Gonzalez-Egan  
Amber Hayen  
Brian Holtz

Johnny Jackson  
Kelly Layton  
Beth Lilling  
Nicole Lopez  
Amy Messersmith  
Margaret Patterson

Lauren Rapsard  
Laura Risley  
Colleen Schilling  
Jason Thompson  
Erin Turner  
Linda Wojtala

### Upcoming PDK Events

#### Chalk Walk

**Date:** Saturday, April 17, 2010, 1:00 p.m.

**Location:** University at Albany Uptown Campus  
1400 Washington Avenue, Albany

The Chalk Walk is a special fundraiser to provide support for the PDK Prospective Educator Scholarships. Participants will circle the UAlbany uptown campus on Perimeter Road beginning at the Circle. Walk begins promptly at 1:00 p.m.

#### 2010 Induction and Awards Dinner

**Date:** Thursday, April 22, 2010, 5:00 p.m.

**Location:** Schenectady County Community College  
Elston Hall, Mohawk Room

#### 2010 Golf Tournament

**Date:** Sunday, June 6, 2010, 9:00 a.m.

**Location:** Western Turnpike Golf Course  
Route 20, Guilderland

For more information visit  
[www.albany.edu/education/pdk/](http://www.albany.edu/education/pdk/).

## KDP News and Events

**Kappa Delta Pi (KDP)** is an international honor society in education. The organization is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals. The University at Albany chapter is pleased to welcome the students who were inducted in 2009-2010. For more information on joining KDP, contact Chapter Counselor, Jennifer Hogan, [jhogan@uamail.albany.edu](mailto:jhogan@uamail.albany.edu).

#### Current Officers: 2009-2010

**President:** *Alix Markoff*  
**Vice President:** *Amy Kattan*  
**Secretary:** *Cristal Morales*  
**Treasurer:** *Erica Hoxie*  
**Historian:** *Jenae Bonlarron*  
**Foundation Representative:** *Natalie Chicome*  
**Membership Chair:** *Kasey Donnelly*

#### Spring 2009

Talia Adolf  
Aleida Agosto  
Stacy Berkins  
Michelle Berkowitz  
Lisa Berti  
Andrew Blee  
Debbie Brown  
Katie Clough  
Denise Cruz  
Gina Curcuru  
Sabrina Diller  
Noelle Dommasch  
Aubrey Feldman  
David Friedman  
Denise Fuller

#### Kimberly Gargiulo

Rebecca Gelblat  
Suman Ghauri  
Lisa Grant  
Amy Helin  
Brienne Hickey  
Christine Hogan  
Lauren Hunter  
Miriam Iglesias  
Rebecca Kelly  
Jennifer Koury  
Fabuola Lemy  
Jamie Longtin  
Angela Margillo  
Caryn Montalbano  
Lauren Morici

#### Tara Murray

Allyson Pashko  
Chad Polenz  
Matthew Ruiz  
Amy Santell  
Dotan Schips  
Samantha Schluskel  
Mary Cay Snyder  
Kaitlyn Stauffer  
Christina Van Slyke  
Shannon Turner  
Caura Washington  
Jessica Wilson  
Kristina Wood  
Sigourney Younger

#### Spring 2010

Leslie Amodio  
Abigail Archbold  
Katrina Beamon  
Emily Cody  
Danyell Crowley  
Melissa Currie  
Destiny Davis  
Sean DeMartino  
Lauren Diasparra  
Anthony Fini  
Kathryn Grimmick  
Jennifer Gunther  
Christopher Jennings  
Abigail Jensky

Angelyn Krogh  
Rachel Lawrence  
Christopher Mather  
Chelsea McManus  
Fiona Moyer  
Lynn Picard  
Rachel Pushkin  
Ana-Lee Scannella  
Laura Scarcella  
Toni Scialdone  
Alison Silber  
Kadesja Thompson  
Michelle Thornhill  
Chelsea Zantay

## In Memoriam

### Thomas E. Curtis

Retired School of Education Professor  
Thomas E. Curtis passed away on  
November 20. He began his career at the  
University at Albany in the School of  
Education in 1963 and retired from the  
Department of Educational Theory and  
Practice in 1988. He was best known as a  
curriculum specialist who strongly advocated  
for the middle school movement and for  
humanizing and individualizing education.  
He was the author of *Aesthetic Education  
and the Quality of Life* and, with Wilma  
Bidwell, of *Curriculum and Instruction for  
Emerging Adolescents*.

### Francis Femminella

Dr. Francis Femminella passed away on  
October 11. Frank began his career at the  
University at Albany as a lecturer in 1967  
and retired from the Department of  
Educational Theory and Practice in 1995.

His seminal scholarship focused on the  
ethnic diversity of American culture with  
particular attention to the experiences and  
social contributions of Italian Americans.  
He chaired advisory committees on ethnic  
studies for Presidents Ford and Carter and  
served on a White House committee on  
aging. He was well known among students  
for his highly subscribed courses on  
Sociology in Education and Ethnicity in  
Education.

### Sanford Levine

Professor Sanford Levine of Educational  
Administration and Policy Studies (EAPS)  
passed away on November 18. Sanford was  
admitted to the New York Bar at age 23 and  
he spent his long career as an attorney,  
joining the State University of New York's  
Counsel Office in 1970. During his time  
there, he was influential in shaping case law  
on significant higher education issues in the

New York and federal courts. Upon leaving  
this Office, the law library he fastidiously  
looked after was named the Sanford H.  
Levine Law Library. Professor Levine spent  
over 20 years as a faculty member at the  
University at Albany; he taught first as an  
adjunct and then in 1997 became full-time  
professor in EAPS. He pursued interests  
under a program on policy and law, and  
taught higher education law for master's and  
doctoral students. Sanford retired in 2007,  
returning to adjunct status and continuing  
affiliation with the Department until his  
passing. Alan Wagner, chair of the  
Department, fondly recalls Sanford's remarks  
at the SUNY 60th Anniversary Scholarly  
Conference last April, "Sanford set out his  
own account of the events and interests that  
shaped SUNY's earliest days. It was typical  
Sanford: thoughtful, measured, wise, and  
powerfully reasoned. Much like his  
contributions to EAPS."

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For more information, contact  
School of Education Dean's  
Office, (518) 442-4985 or  
[educationdean@albany.edu](mailto:educationdean@albany.edu).



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## SAVE THE DATES

For a list of our faculty and students  
presenting at this year's **AERA meeting**  
**April 30 - May 4 in Denver, Colorado**, visit:  
[www.albany.edu/education/aera](http://www.albany.edu/education/aera)

**School of Education  
Awards and Scholarships Ceremony**  
**Tuesday, May 11, 2010, 2:00 p.m.**  
**Campus Center Ballroom**

For more information, please contact the Dean's Office at (518) 442-4985  
or [educationdean@uamail.albany.edu](mailto:educationdean@uamail.albany.edu).

**The School of Education wants  
to know about our graduates!**  
**Please send us your news and notes  
so we can share in your activities  
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**Send to:**

School of Education Alumni News  
ED 246, 1400 Washington Ave  
Albany, NY 12222  
or [educationdean@uamail.albany.edu](mailto:educationdean@uamail.albany.edu)  
(with SOE Alumni News in the subject line)

**Spring Graduate  
Commencement Ceremony**  
**Saturday, May 15, 2010, 9:00 a.m.**  
**SEFCU Arena**

Reception for School of Education graduates and their  
families immediately following commencement in  
the Hall of Fame Room, SEFCU Arena.

For more information on the ceremony, visit [www.albany.edu/commencement](http://www.albany.edu/commencement).  
For more information on the reception, contact Heidi Audino  
[haudino@uamail.albany.edu](mailto:haudino@uamail.albany.edu).