DEAR ALUMNI AND FRIENDS OF THE COLLEGE OF EDUCATION,

I hope you enjoy reading about the internationalization efforts underway here at the University of Kentucky College of Education. In the next year faculty members in our college intend to develop a strategic plan focused on expanding internationalization of the college.

IT IS OUR GOAL TO WIDEN OPPORTUNITIES FOR OUR FACULTY AND STUDENTS TO BECOME ACTIVELY ENGAGED IN THE INTERNATIONAL EDUCATION ARENA.

We recognize that as educators, our graduates must function effectively in a global society. Accordingly, as one of our internationalization foci, we intend to provide international exposure for students through curricular and co-curricular experiences. We welcome your thoughts and suggestions as we move forward.

It is with mixed emotions that I announce my intention to step down as dean. Effective July 1, 2008, I will become president of the National Council for Accreditation of Teacher Education (NCATE) in Washington, D.C. I am the second dean of the college to assume this role. (Former Dean George W. Denemark was the first.) It is my belief that accreditation is a crucial tool to provide quality assurance and quality enhancement in our profession, and I intend to bring national leadership to strengthen the accreditation process. I thank the many alumni who have supported and sustained our college in the last six years that I have been dean, and for many years prior to that. For the next year, Associate Dean Rosetta Sandidge will assume the role of interim dean as the college searches for a full-time replacement. The University of Kentucky College of Education continues to grow in quality and stature. I am confident that in the future it will continue to serve both the Commonwealth and the nation with distinction.

Sincerely,

James G. Cibulka
Dean
UK Professional Education Unit Earns Continuing Accreditation from NCATE

After a rigorous review process in late 2007, the University of Kentucky’s professional education unit recently was notified that it has received continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE). The Unit Accreditation Board unanimously validated that all standards were met by the unit and that there were no areas requiring improvement.

“The University of Kentucky is gratified at the highly successful outcome of our NCATE continuing accreditation process,” said James G. Cibulka, head of the professional education unit and dean of the College of Education. “It is rare that an institution goes through the process without receiving any areas for improvement. Our faculty and staff will continue to work with all our partners to assure that our educator preparation programs are of the highest quality.”

The continuing accreditation review focused on the professional education unit at UK, which includes initial and advanced educator preparation programs located in seven colleges on the UK campus: Agriculture, Arts and Sciences, Communications and Information Studies, Education, Fine Arts, Health Sciences, and Social Work.

Forty-two programs in the unit were reviewed during NCATE’s visit in 2007. These programs included 18 leading to initial certification of teachers; 11 leading to advanced preparation of teachers; 11 leading to preparation of other school professionals, such as principals, superintendents, school social workers, school psychologists and school media librarians; and two endorsement programs in instructional computer technology and reading and writing.

For more information, visit www.uky.edu/Education.
DeYoung Conducts Research in Kyrgyzstan

Alan DeYoung, professor in the Department of Educational Policy Studies and Evaluation, traveled to the former Soviet Republic of Kyrgyzstan during the Spring 2008 semester to conduct research under a United States Department of State-funded project.

DeYoung’s research, entitled “Making Market Choices in Higher Education: How Students Choose Universities and Specializations and How Universities Create New Specializations in Contemporary Kyrgyzstan,” examined student and parent aspirations and expectations about universities and major subject fields among cohorts of secondary school graduates, entering university students and their parents in northern Kyrgyzstan.

DeYoung said his interest in this topic is a result of his earlier research which found skyrocketing demand for higher education by secondary school graduates, even though the national economy has limited employment opportunities. When the new republic was part of the Soviet Union, student enrollment in republican universities was about 14 percent, but since 1991 that figure has increased to about 70 percent.

“What makes these universities increasingly desirable when the schools are decreasingly utilitarian?” DeYoung asked. “The government has provided opportunities for more universities to be created, but the oversight of programs and quality is seemingly very weak. Who decides upon and what are the criteria for evaluating newly created academic specializations?”

DeYoung’s work is being funded through a Special Initiatives Research Fellowship administered by the American Councils for International Education: ACTRA/ACCELS courtesy of the U.S. Department of State’s Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII).

College of Education Hosts Education Reform Symposium

In June 2008, the 4th International Symposium on Educational Reform was held on the UK campus in collaboration with faculty from universities in Finland, Norway, Republic of South Africa, Ecuador and the People’s Republic of China. Since 2004, UK and other international universities have gathered to provide participants with opportunities to study educational reform and changes in leadership and preparation in nations throughout the world.

“The International Symposium on Educational Reform is unique in that its sole focus is on doctoral students,” said Lars Björk, a professor in the Department of Educational Leadership Studies. “It provides seminars on leadership and change, as well as a Research Forum in which doctoral students may present dissertation proposals and research findings.”

The 2008 Symposium included the following components:

- Doctoral-Level Course: EDL 705 - International Perspectives on Educational Reform (3 credits/10 EU credits). The course focused on international educational reform; the function of schools in national social, economic and political development; and perspectives on leadership and professional preparation. EDL 705 was conducted online as well as through seminars scheduled during the International Symposium on Educational Reform.

- Research Forum: provided doctoral degree students an opportunity to present dissertation proposals and findings on teaching, learning and leading educational reform.

- Washington Policy Seminar: convened representatives from the American Association of School Administrators (AASA), National Association of Secondary School Principals (NASSP) and the Council of Chief State School Officers (CCSSO) who are deeply involved in educational reform, leadership and preparation to discuss issues of global relevance.

- Colloquia and School Visits: The Kentucky Education Reform Act (KERA) of 1990 launched the most comprehensive, research-based educational reform initiative in the nation. Key staff in professional associations and at the Kentucky Department of Education, Fayette and Jessamine County Public Schools, and Kentucky Center on School Safety conducted colloquia and school visits for superintendents and principals. This enabled practitioners from several nations to exchange ideas on major issues faced by their respective nations in reforming public schools.
**Faculty Around the World**

**Professor Visits Ecuador**

Mary Ann Vimont, associate professor and director of student activities, alumni, community affairs and public relations for the College of Education, visited the Jose Kentenich Foundation school in Quito, Ecuador, in April. The school serves very poor children ages 2-14 years old. Plans are in place to build a facility for a high school and technical program. Vimont worked with the children on a project that allowed the fifth-grade class to share what “hope” means to them through their writing and art work. The children will share their work with fifth-graders in Lexington, Ky., and Weija, Ghana, as a means of learning about the other students’ cultures.

**Jensen Takes Part in Honors Program Travel**

Technology is a buzzword around the world today. With significant advancements in technology being made everyday, items we use on a daily basis are becoming smaller and smaller or are becoming more robust due to the decreased space their components require.

And this nanotechnology is one of five foci of the UK Honors Program.

Assisting in this track is Jane Jensen, associate professor in the Department of Educational Policy Studies and Evaluation. In cooperation with College of Engineering faculty members Pinar Menguc and Ingred St. Omer, Jensen accompanies Honors students to Italy where they can expand their understanding of the history and societal implications of emerging technologies. They look at the aqueducts, the compass and Mediterranean trade, architectural innovations, and nanotechnology.

“During our co-teaching of the first two courses (History of Emerging Technologies and Introduction to Nanoscale Science), we thought it would be interesting to take the students to actually see the historic sites and to explore how another country approaches nanoscale science,” Jensen said. “I love teaching in experiential settings. Sharing the process of exploring a Roman aqueduct, visiting an Italian nanotechnology laboratory, or just having dinner in a small piazza with the students brings our classroom discussions to life.”

However, for Jensen, these trips have more than one benefit. They have assisted her in establishing relationships that will enhance her work in the College of Education.

“These trips also allow me to maintain connections with Italian faculty,” Jensen said. “I am developing a research program investigating reforms in Italian higher education. I hope to extend my trip this year for another week to pursue this research in the Province of Molise.”

**Perry Wins Award From NRC for Literacy Research**

Imagine being in a foreign country. You know the language, but you still have a difficult time getting along. While you know the words, you don’t always understand their usage.

Kristen Perry, assistant professor in the Department of Curriculum and Instruction, has researched this scenario in respect to Sudanese refugees in the United States, work that helped her garner the J. Michael Parker Award from the National Reading Conference. The award is given to a graduate student or untenured faculty member for contributions to adult literacy research.

“It is not necessarily the meaning of the words that they aren’t clear on, it is how to use that text,” Perry said. “For example, they may know what a coupon is, but they may not know how to use it.”

Another prime example Perry gave was the understanding of documents given to children in schools. The parents receive items like permission slips, but they have a hard time understanding their purpose.

“We can’t just teach basic reading and writing,” Perry said. “We have to teach them how to use a text beyond just reading it.”

Perry came to UK in 2007 after receiving her Ph.D. in learning, technology and culture with a literacy specialization from Michigan State University.

“I wanted a place that would let me research and teach,” Perry said. “With UK’s Top-20 Initiative, I thought it would be exciting to be a part of that.”
Doctoral Student Opens School in Ghana

In the town of Weija, Ghana, citizens commute to the nearby city of Accra to work. The 20-mile roundtrip journey by foot or bus helps keep parents away from their homes from the early morning to the late evening. Or, they work 12-hour shifts in the local stone quarry. Being away from home, these parents are unable to look after their children, often leaving them alone to roam the town unattended.

Hoping to stem this lack of supervision and provide a stable educational experience for some of the children, Anthony Donkor (top photo, far left), his wife, Jarvis, and their five children opened their small, 700-square-foot home in 1999 to a group of 15 children, ages 1-6. The Hope International School was born.

Donkor, who is pursuing his doctorate in educational leadership in the College of Education, said that the school grew quickly, taking on 50 children by the end of the first year and educating 150 students currently with the help of eight additional teachers.

"We thought we could teach the children from the heart and with compassion," Donkor said. "We also wanted to get the parents involved."

Because of this and the fact that nearly 80 percent of the parents in Weija are illiterate, Donkor's dissertation work will focus on the parental perceptions of the value of education.

Donkor came to the United States in October 2000 as an International Fellow sponsored by the International Studies Program at Denver University in Colorado. Through his work with Habitat for Humanity, he met many counterparts and gave informal presentations about his school. Seeing that the school was a local initiative born out of the local value system and morals of the village and set up to directly meet immediate and compelling needs of the community, people made contributions to begin construction of a permanent school building.

While construction is not yet complete, progress is being made.

In the meantime, the community's children are continuing to gain an education through the kindness and efforts of Donkor and those who have helped make the Hope International School a reality.

For more information, please visit www.hopeinternationalschool.org.
COST: Consortium for Overseas Student Teaching

Reflections on Learning While Teaching

**Kathleen Bowler | Elementary | Christchurch, New Zealand**
I have grown in so many ways. I have stepped out of my comfort zone, accepted challenges and completed challenges successfully. My growth is continuous and ever-changing. I cannot wait to use the resources that I have accumulated. I now have new rubrics, ideas for writing prompts and strategies for math. I feel that I will be a completely different person by the end of this experience and that in itself will be what I bring home to the schools in the U.S.

**Patrick Effgen | Secondary Social Studies | Cape Town, South Africa**
I was a sub for an Afrikaans class. They were all speaking a language I couldn’t understand. It made me think about immigrant students who come to America and don’t know the language. They are put into our school system with a language they can’t understand so it must be quite hard for them to adapt and learn. I have a new respect for this problem that is very common in American schools, particularly in urban schools where the Spanish-speaking populations have been growing rapidly and are entering the school system underprepared.

**Kathryn Radun | Secondary Social Studies | Dusseldorf, Germany**
The experience has been so different from working in any other school that it has been like stepping into a parallel educational universe—the similarities are there, but the differences are obvious, often overwhelming, sometimes enchanting, occasionally unfriendly, but always an adventure. I have learned that one action that I must incorporate into my own teaching is the acceptance of other cultures as an asset to the class. Rather than attempting to ignore the differences in a classroom, they should be identified and used to foster greater understanding.

**Jessica Roberts | Elementary | Geelong, Australia**
I think I have gained a lot more confidence in myself as a person and as a teacher. I feel more confident now to teach a class. I feel like I now have the skills I need to go teach by myself anywhere. I also have learned that I really do want to teach. I love teaching and I love that feeling you get when a student gets a concept. I also have a lot more confidence in myself to just go and do the things I want to do. I have learned that I can make it on my own and find my own way.

**Jessica Sanders | Elementary | Bonn, Germany**
Personally, I have learned more about who I am as a person, my strengths and weaknesses. Professionally, I have learned a lot about what all is involved in being a teacher and what it means to be a good teacher. Relationships are important! And providing a positive environment is also important! Learning really doesn’t happen in the classroom unless you have the relationship with the kids, as well as providing a positive environment. I’ve learned that I’m teaching students how to learn, so that they can take these skills and use them throughout their lives.

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Did you know?
There are more than 21,000 alumni from the College of Education living across the United States, including all 50 states, Washington, D.C., and Puerto Rico.

Did you know?
College of Education alums are living or working in 22 different countries around the world.
At 90 years of age, former UK President Frank G. Dickey has seen a great many changes at the University of Kentucky. When asked about his time at UK, he told story after story about his encounters, his achievements, and the University.

President Dickey is very unassuming and extremely cordial, a born gentleman. But deep down he takes pride in the mark he made on UK and the College of Education. That mark was significant despite being the dean of the College of Education at the tender age of 33 and president of UK at just 38.

His legacy includes the following milestones:

- The Medical Center was built and staffed, and the Medical School was completed and the first class graduated;
- The Patterson School of Diplomacy opened;
- The University Press expanded greatly;
- The foundation for the Community College System was set and a number of new community colleges were being planned;
- UK enrollment increased significantly; and
- The extensive addition of land helped the campus grow through the construction of new buildings and the renovation of current buildings.

In President Dickey’s words...

“As dean, I was involved in state-wide field service education programs. My most satisfying experience as dean was the opportunity I had to visit all 120 counties in the Commonwealth. I felt that if I was going to serve the whole state then I needed to know the strengths and weaknesses of each county.”

“When I was appointed dean, UK President (Herman) Donovan said he would approve a year of post-doctoral study and I got a Carnegie Grant at Harvard. Harvard President James Bryant Conant told us, ‘Harvard is yours.’ He said we could take any courses we wanted. He also said that if we find a class boring to just get up and leave, that it would do the professors some good.”

“The most meaningful course I took at Harvard was ‘Human Relations’ in the College of Business Administration because it taught me that to know how people will make decisions you have to put yourself in their shoes.”

“My most satisfying moment as president was seeing the completion of the Medical Center. I am highly pleased with the state of the Medical Center today because it has increased its status, and it has excellent physicians serving the needs of the state. The quality of the faculty is outstanding.”

Photos courtesy of the University of Kentucky Archives.
LEXINGTON, Ky. – The batter steps to the plate. He plants his cleats in the dirt. He sizes up the pitcher. And he awaits the delivery.

Once the ball leaves the pitcher’s fingers at 90 miles per hour, the batter has approximately 0.42 seconds to decide whether or not he’s going to swing and execute the swing. Less than a half a second. Not much time to make such a decision and execute a successful swing.

During the spring and summer months, players in college and the major leagues are making those decisions numerous times a day.

But once the decision to swing is made, what goes into the mechanics of the follow through? How much force is applied as the batter steps? How is the bat positioned in relation to the body? Do the batter’s hips turn? How are his legs positioned? And how does all of this relate to the effectiveness of the swing?

Robert Shapiro, professor of biomechanics in the Department of Kinesiology and Health Promotion, has been studying these very questions.

When former UK Baseball Coach John Cohen arrived in Lexington, Shapiro approached the coach about using UK players in his work. Cohen quickly took to the idea and suggested hitting as the subject of the initial study.

However, pitching is what most of Shapiro’s work has revolved around. After receiving his doctorate from the University of Illinois, he took a job at Northern Illinois University where he was introduced to the general manager of the Chicago White Sox. Shapiro convinced the team to allow him to study the mechanics of the team’s pitchers, a study that lasted for more than 10 years and was well ahead of its time.

“There were no other studies of its kind out there,” Shapiro said. “The study was the only one to collect data during actual Major League Baseball games.”

Shapiro came to the University of Kentucky in 1985 and began working with the baseball team in the late 1980s. After a small break, Cohen came in as UK’s new skipper and the work began anew.

While with the White Sox, the method for collecting data was much more time consuming than it is today. Shapiro now collects data by placing more than 40 markers on the body, bat and ball. Twelve high-speed digital video cameras are positioned on the batter and pick up only the reflection of the markers to generate a real-time three-dimensional image. Once the computer maps the image, a skeletal frame representative of the batter is inserted to display the positions of the parts of the body during the swing. In the end, many facets of the swing can be determined and an individual batter can make adjustments based on the data.

“You can use it as a teaching tool with nearly immediate feedback, but we are still restricted to laboratory or practice situations,” Shapiro said. “And they are developing markerless tracking that is based on shapes instead of markers.

With an advanced version of the system, you could take an image in the third inning of a game and make the correction in the fifth inning.”
Christensen Makes Learning Fun

For many, publishing a single book is quite a feat and publishing five or even 10 is a rarity. But for Evelyn Christensen, that’s just a drop in the bucket. Since 1995, Christensen, who received her specialist and doctoral degrees from the Department of Curriculum and Instruction, has published 33 educational activity books, with sales topping 200,000.

“A lot of those sales are to teachers for classroom use, so I feel good about the number of students whose lives my books have touched,” Christensen said.

After 13 years teaching elementary school in Fayette County, Christensen has been writing full-time for five years. But activity books are not the only outlets for her creativity. She has had numerous puzzles, poems and stories accepted for publication in children’s magazines, and one of her poems will be included in the upcoming anthology “Sweet Dreams.” “The most important thing about this work I’m doing is getting kids excited about learning,” she said. “I want them to enjoy stretching their minds and sharpening their thinking skills.”

Pope Leads Alumni Association

“It’s about family.”

Whether it is in teaching, fund raising or working with alumni, Paula Leach Pope believes these words to be important.

Pope, who received a master’s degree in adult and higher education from the College of Education in 1975, took this philosophy to jobs at Southern Middle and Tates Creek Middle schools, where she taught social studies.

Later, Pope moved to a position in fund raising for UK Libraries where she worked for nearly 17 years, and she now serves as director of campaign services and donor relations in the UK Office of Development. And for the last year, she has served as president of the UK Alumni Association.

Each of these jobs deals with servicing the same component: family. “As a teacher, you think you’re dealing with the individual student, but you’re not,” Pope said. “They bring the whole family. There’s more to the individual than just the individual. It translates to donors as well. It’s not an individual thing. It’s family.”

Hayes Assists Children’s Hospital

Thanks to the guidance of College of Education graduate Anne Hayes, the Palmetto Health Children’s Hospital coffers gained a sizable contribution last November.

Hayes led a 24-member volunteer steering committee for the Palmetto Health Foundation’s 19th Annual Festival of Trees in Columbia, S.C., an event that attracted more than 7,000 visitors and raised more than $210,000 to benefit the children’s hospital that was expected to open in May 2008.

Hayes earned a bachelor’s degree from the College of Education and went on to teach mathematics within the Jefferson County (Ky.) Public School system. She then worked in the telecommunications industry for 22 years before taking a part-time position as a patient financial representative with Palmetto Health Homecare.

Ellsworth Publishes Book to Help Abuse Victims

As a clinical therapist for a non-profit organization, Laura Ellsworth had treated numerous children and adults who had sexual abuse histories; however, resources for working with this population were scarce. So, after 16 years, Ellsworth decided to let her experience help others.

In April 2007, Ellsworth published “Choosing to Heal,” which focuses on the impact and treatment of child sexual abuse. The Owensboro, Ky., native and graduate of the College of Education’s master’s program in counseling psychology used the treatments she found successful in her work as the basis for the book.

To correspond with the publication of her book, Ellsworth also stepped out on her own to set up her private practice. In addition to direct counseling, she is a registered custody evaluator and also provides professional seminars based on her book.

“The aspect of being in private practice that I enjoy the most is the flexibility,” Ellsworth said. “I maintain a maximum caseload of 15 individual counseling clients and two custody evaluations, which provides a personalized service that I could not offer when I had a caseload of 60-80 at an agency. It is satisfying to watch my clients develop insight into their issues and make changes that help them have a better quality of life.”
2008 Ashland Kentucky Teacher of the Year

College of Education graduate **Chandra Emerson** earned the state’s top teaching award when she was named the 2008 Kentucky Teacher of the Year by Ashland Inc. and the Kentucky Department of Education.

Emerson received her bachelor’s degree at UK and has been teaching for 16 years, the last seven of which she has been teaching 7th-grade language arts at Oldham County (Ky.) Middle School.

2008 Ashland Teacher Achievement Award Honorees

**Beth Randolph** (left), who received bachelor’s and master’s degrees from the College of Education, has spent the last 19 of her 20 years in teaching at the School for the Creative and Performing Arts in Lexington. She has taught math, social studies and language arts, and she co-authored “Money in the Middle,” published by the National Council on Economic Education.

**Karen V. Gill** (right) received her master’s degree and Rank 1 certification at the College of Education and has taught science courses at Henry Clay High School in Lexington for 15 of her 17 years of teaching. She has served as a participant and presenter for many training, mentoring and leadership development initiatives.

2008 Kentucky Special Education Teacher of the Year

**Selina Meyer**, a graduate of the College of Education, was named the 2007-08 Kentucky Special Education Teacher of the Year by the Kentucky Department of Education and the Kentucky Council for Exceptional Children (KYCEC). Meyer teaches students with functional mental disabilities at Indian Trail Elementary School in Jefferson County, where she has been for the last seven years.

Meyer earned her bachelor’s degree and Rank II in moderate/severe disabilities from UK and is working toward her master’s degree in the College of Education.

Sellars Joins the University of Kentucky Alumni Board

**Candace Sellars**, a graduate of the College of Education, joined the UK Alumni Association Board of Directors in late 2007. Her appointment runs until 2010.

Sellars earned her bachelor’s degree in elementary education in 1995 and her master’s degree in school administration in 2003. She has taught in both the Fayette and Jefferson County school systems. Sellers just completed her third year as principal of Goshen Elementary School in Goshen, Ky.

Lowery Tops at Houston School

Having international experience in education certainly has influenced one College of Education alumnus.

While working on his bachelor’s degree at UK, **Raymond Lowery** participated in a student teaching program in Cali, Colombia, that he said was an incredible experience. It was so incredible in fact that after earning his B.A. in 1976, Lowery sought and landed his first job at another Colombian school, Colegio Karl C. Parrish in Barranquilla, Colombia.

Lowery then moved on to the Colegio Bolivar school in Cali, spending four years there before returning to the States in 1984 to take a position in the Alief Independent School District in Houston, Texas, where he has been ever since. He has worked his way up from an English teacher to his current position of principal at Kerr High School, which is ranked one of the top high schools in the country by *U.S. News and World Report*. 
Linda Levstik, a professor of social studies and humanities education in the Department of Curriculum and Instruction, received the 2007 Jean Dresden Grambs Distinguished Career Research in Social Studies Award from the National Council for the Social Studies. The award, presented every other year, recognizes professionals who have made extensive contributions to knowledge concerning significant areas of social studies education through meritorious research.

"On a personal level, I am delighted that my peers feel that I have made significant contributions and have generated quality research in my field," Levstik said. "Professionally, it is an acknowledgement that my work is worthwhile, but my hope is that my lifelong work has made a difference in the classroom and in students’ understanding of history."

In the past year, John Thelin, professor in the Department of Educational Policy Studies and Evaluation, has garnered the attention of a number of national organizations. In 2007, he was appointed to the advisory and editorial board for the National Collegiate Athletics Association (NCAA) Scholarly Colloquium on College Sports, which was developed to unite top scholars to study intercollegiate athletics’ influence on both university and cultural life.

In March 2008, Thelin received a 2007 National Education Association Excellence in the Academy Award at the 2008 NEA Higher Education Conference for his article “Expectations and Reality in American Higher Education” which appeared in the Fall 2007 issue of the NEA’s journal Thought and Action. Then in April 2008, he was presented with the Eldridge W. Roark Meritorious Service Award from Omicron Delta Kappa (ODK), which is presented to individuals who have shown varied and meritorious service to ODK.

Janice Almasi, the Carol Lee Robertson Endowed Professor of Literacy in the Department of Curriculum and Instruction, joined two select groups this year when she was elected to the Board of Directors for both the National Reading Conference and the International Reading Association. Her terms will run from 2008 to 2011.

“T am so honored to not only have been nominated by each of these organizations, but also to have the support of their members,” Almasi said. “I never envisioned being nominated for both and being elected to both in the same year. I am more humbled than anything else to think that so many of my esteemed colleagues value and think so highly of my work and my leadership capabilities.”

Shannon Sampson, a visiting professor in the Department of Educational Policy Studies and Evaluation, received the 2007 Distinguished Dissertation Award from the Kappa Delta Pi International Honor Society in Education. Her dissertation was titled “An Investigation of Item Fit and Functioning of an Algebra Assessment for English Language Learners” and centered on the complexity of vocabulary and language in classrooms where English Language Learning (ELL) students are present. She explored how the complexity of language affected student performance on an algebra assessment consisting of items from various state and national assessments. She looked at both ELL students and students for whom English is their primary language.

“It is encouraging for a committee beyond UK to recognize the value of my work,” Sampson said. “It is confirmation that the topic was significant and timely.”

Did you know?

DURING THE FISCAL YEAR OF 2007, COLLEGE OF EDUCATION FACULTY RECEIVED MORE THAN $7.1 MILLION IN GRANT MONEY TO CONDUCT RESEARCH AS PRINCIPAL INVESTIGATORS. THE FISCAL YEAR 2007 TOTAL FOR GRANTS ON WHICH COLLEGE OF EDUCATION FACULTY MEMBERS ARE WORKING WITH PRINCIPAL INVESTIGATORS WHO ARE FACULTY OUTSIDE OF THE COLLEGE WAS $19.5 MILLION.
The Kentucky Early Childhood Data System, a cooperative venture between UK and three funding sources in the state of Kentucky, was designated a Commonwealth Collaborative by UK President Lee T. Todd, Jr. “As with any new initiative, getting the word out about the program and benefits of the program is central to ensuring success,” said Beth Rous, associate professor in the Department of Educational Leadership Studies and director of early childhood at the Human Development Institute (HDI). “The distinction of being a Commonwealth Collaborative will help set the scene for informing both programs and providers of the current mandates, as well as the supports that are provided in implementing the system.”

Rous is heading up the project along with co-principal investigator Caroline Gooden, HDI, and consultants Katherine McCormick and Kim Townley, both associate professors in the Department of Special Education and Rehabilitation Counseling. Support is provided by Megan Cox, director of early childhood research at HDI.

Lars G. Björk, professor and acting chair in the Department of Educational Leadership Studies, was selected as a Fulbright Scholar for the upcoming year. Björk will be working with a research team at the University of Jyväskylä Institute of Educational Leadership in Finland on several projects funded by the Finnish Ministry of Education, including conducting the first national study of superintendents in Finland, conducting a study of municipal government mergers, and publishing study findings in international scholarly journals.

“Receiving a Fulbright Scholar Award acknowledges my work as a scholar in the nation as well as internationally,” Björk said. “I am honored to be a part of the Fulbright Program and join the ranks of distinguished alumni who have become heads of state, judges, ambassadors, cabinet ministers, CEOs, university presidents, professors and Nobel Prize winners.”

For more information on the J. William Fulbright Foreign Scholarship Board, visit http://fulbright.state.gov.

Thanks to the guidance of College of Education Professor Xin Ma, the Lexington Winburn Middle School MathCounts team had a strong finish in the 2008 Kentucky State MathCounts Competition. Ma, a professor of mathematics education in the Department of Curriculum and Instruction, helped lead one student to a third-place finish in the Countdown Round of competition and two students to top-17 finishes in individual rounds. In regional competition, one student claimed first place in the Countdown Round, the Winburn four-member team took third place, and four students finished in the top 17 in the individual rounds.

“I feel truly blessed by this coaching and outreach,” Ma said. “The past few months with these students have been one of the most exciting and rewarding times of my life. I simply cannot tell you how exciting and rewarding this has been to me. I have never been so proud to bear UK’s name in the community.”

Gary Schroeder, director of the Office of Academic Services and Teacher Certification in the College of Education, received the 2008 Outstanding Service Award from the Kentucky Association of Colleges for Teacher Education.

“It is an honor to receive an award which, over the years, has been given to people who form a ‘Who’s Who’ in Kentucky educator preparation,” Schroeder said. “Because there are so many outstanding people in leadership positions throughout the state who deserve this award, being selected to receive it is a very special recognition.”

Schroeder is the official certification officer for UK and serves as a liaison with the Education Professional Standards Board. He has assisted with three National Council for Accreditation of Teacher Education (NCATE) visits and has been actively involved in helping to manage the formal aspects of program descriptions, curriculum contracts, continuous assessment and standards, all of which have been important in the reaccreditation of the college by NCATE.
Juggling college life, work and extracurricular activities can be a daunting task for many. However, College of Education students Ashley Dimkich and Greg Dombrowski are examples of how it can be done with excellent results.

Dimkich and Dombrowski were named finalists for the Southeastern Conference's H. Boyd McWhorter Student-Athlete of the Year award, and they received a $5,000 post-graduate scholarship for their efforts.

An elementary education major, Dimkich was a captain for the UK softball team during the 2008 season. She is an SEC Academic Honor Roll member and was selected as a National Fastpitch Coaches Association All-America Scholar-Athlete in 2005-06. This year the San Marino, Calif., native also was inducted into Omicron Delta Kappa, the national leadership honor society, and the Frank G. Ham Society of Character, the highest honor a student-athlete can receive from the UK Athletics Department.

Dimkich also is active in the community, participating in the "Cats That Care" program, running in the Susan G. Komen Race for the Cure, and volunteering her time with the YMCA, the Special Olympics, Habitat for Humanity, and the Kentucky Children's Hospital.

Dombrowski is a kinesiology major and a pitcher for the UK baseball team. He also has appeared on the SEC Academic Honor Roll during his career and has made the UK Dean's List and the UK Athletics Director's Honor Roll. The Rome, N.Y., native is a member of Delta Epsilon Iota and the Golden Key International Honor Society, and he joined Dimkich in the 2008 Society of Character induction class.

Community involvement also is a staple of Dombrowski's efforts. He has served as an assistant coach for Special Olympics teams and has promoted the Children's Miracle League.

Elizabeth Towles-Reeves, who received her Ph.D. in educational psychology in May 2008, received the 2007 Alice H. Hayden Award at the annual TASH Conference in December 2007. The award is presented to a doctoral student in education or a related field who demonstrates potential for leadership in teaching, scholarship and service on behalf of people with significant disabilities.

"All students should be able to learn," said Towles-Reeves, research coordinator for the National Alternate Assessment Center (NAAC), a project in UK's Human Development Institute. "They should have access to instruction because it helps them be productive members of society. All children are important."

Towles-Reeves manages the research projects of NAAC, and she coordinates the activities of NAAC and partner projects and states.

Senior Donald Hughes was named a "Torch Bearer" at the 2007 Lyman T. Johnson Awards Banquet. The honor recognizes African-American students and alumni who exhibit faith, determination, hard work and academic excellence. Hughes received his bachelor's degree in secondary education in May 2008 and is pursuing his master's with initial certification in social studies education.

"Because of what the award stands for, it's an honor to be one of the recipients," Hughes said. "A "Torch Bearer" provides a beacon of light, lighting the way for others to success. Education and community service have availed me the opportunity to become a positive role model to others, proving that no obstacle is too great to overcome."

Did you know?

The University of Kentucky Graduate Program in Rehabilitation Counseling, in the Department of Special Education and Rehabilitation Counseling, has been ranked in the Top 20 among the over 90 programs accredited by the Council on Rehabilitation Education in rankings published by U.S. News & World Report for the 2007 edition of its annual guide, America's Best Graduate Schools.
Joanna Howerton, a secondary education major, was honored this past year with the Maurice A. Clay Award given annually by the UK chapter of Omicron Delta Kappa Leadership Honor Society to students who show exemplary academic and leadership achievement. "From my courses and experiences, I have encountered many talented students in the college," Howerton said. "I was honored to be selected for this award, and I am very appreciative of the honor." Howerton also will take part in the 2008 University Leadership Summit, an experience designed for the University's top student leaders to build unity among campus leaders, create a collaborative campus climate and provide basic leadership training. "As a future teacher, I hope to be a leader in my classroom, school and community," Howerton said. "I am excited about this leadership training to prepare me for this role. I am looking forward to networking with fellow leaders on campus and working together to create positive changes at UK."
CCLD Celebrates 10-Year Anniversary

The Collaborative Center for Literacy Development (CCLD) is in the midst of celebrating its 10th year of literacy work in the Commonwealth of Kentucky. The Center, which is housed in the University of Kentucky College of Education, was formed in 1998 by the Kentucky General Assembly. The concept was novel in that it was to be a collaborative effort among the literacy specialists from the state’s eight public universities and professionals from the National Center for Family Literacy and the Kentucky Department of Education. By sharing the resources from these institutions, CCLD was charged with addressing the diverse needs of all literacy learners, and over the past 10 years has focused its efforts on improving reading and literacy achievement. This unique quality is still revered today as an interesting entity, inspiring other states to view it as a potential model for similar work within their own borders.

CCLD was recognized on March 6, 2008, on the Kentucky Senate floor through Senate Resolution 179 for its 10 years of service. Though this anniversary is a celebration of accomplishments, it also serves as a springboard for increasing efforts. Current initiatives need to be supported and expanded, and further opportunities require exploration to ensure that every Kentucky learner has the ability to achieve his or her own literacy success.

As a part of its mission, CCLD has been an influential advocate for promoting literacy to all learners from early childhood through adulthood. The Center has made great strides in literacy efforts by addressing the diverse needs of these learners through professional development and research initiatives for Kentucky’s educators. CCLD is a dynamic leader in literacy development as it pushes to increase the literacy levels of learners in the state while fostering a culture that values literacy. In addition, it empowers educators to develop literacy expertise so that all learners achieve their full potential. Another component of its legislative charge is maintaining a clearinghouse that includes literacy research, program reviews and resources that may be used to connect the literacy community at the state and national levels.

For more information about CCLD, please visit www.kentuckyliteracy.org.

College of Education Hosts Holocaust Workshop

In an effort to help Kentucky’s teachers incorporate curriculum on the Holocaust into their classrooms, the UK College of Education, in association with the Humanitarium Center of Lexington and the Central Kentucky Jewish Federation (CKJF), presented “Echoes and Reflections: A Multimedia Curriculum on the Holocaust” in March 2008.

Developed by the Anti-Defamation League (ADL), the University of Southern California Shoah Foundation Institute and Yad Vashem, “Echoes and Reflections” was launched in July 2005, and more than 5,000 educators have participated in these training workshops. The curriculum uses visual history testimony in addition to other supplemental materials such as photos, maps and timelines to provide accurate lessons to students. It was developed for high school students but has and can be used at other levels, including middle school or college classrooms.

“The UK College of Education views this workshop as an excellent learning opportunity for our students,” said James G. Cibulka, dean of the College of Education. “It is imperative that the College of Education prepares educators who are able to share this critical information about the Holocaust with their students.”

Through the work of Beth Goldstein and Joan Mazur, associate professors in the College of Education, the CKJF and the Humanitarium, approximately 100 participants took part, including pre-service teachers in middle and secondary education programs from UK, the University of Louisville and Georgetown College, and in-service teachers from Indiana and Kentucky.

For more information on the program, please visit www.echoesandreflections.org.
10th Teachers Who Made a Difference Recognition Held

Celebrating its 10th year, the UK College of Education’s Teachers Who Made a Difference program honored a record number of educators during its 2008 ceremony held in March. More than 130 educators from 16 states were recognized for the significant influence they have had in the lives of their students.

“The University of Kentucky College of Education prides itself on preparing great teachers,” said Mary Ann Vimont, the college’s director of public relations and student, alumni and community affairs. “As part of our mission, we also think it is important to honor those teachers who are making a difference in the lives of their students, here in Kentucky and across the country.”

The program got its start in 1998 as part of the college’s 75th anniversary celebration. With over 90 teachers honored that year and the overwhelming support from the UK campus and community, the College of Education decided to make it an annual event. In its 10 years, more than 1,100 educators have been honored.

“The College of Education is a foundation for educator preparation in the Commonwealth of Kentucky,” said James G. Cibulka, dean of the College of Education. “Our graduates work in many areas around the country and the world. With that as the backbone of our mission, we are here today to honor educators from across the country.”

Teachers Who Made a Difference was never intended as a competition, and every educator who is nominated is honored. While only a certain number of nominations are accepted each year, those nominations received after the cutoff point will be at the top of the list for the next year’s program.

Each year, the program is assisted by a spokesperson who helps get out the word. In the past, former UK and Pittsburgh Steelers football great Dermontti Dawson and former UK basketball coach Tubby Smith have led the charge, while in 2008 UK President Lee T. Todd Jr. hailed the importance of the event.

College of Education Phonathon Breaks All-Time Record

The 2007-08 College of Education annual phonathon broke the all-time record for dollars pledged by alumni for the second consecutive year. When calling concluded, alumni had pledged a total of $77,517.73, the largest amount ever committed in the college’s 16-year phonathon history.

This year’s record dollar total surpasses the previous record set last year by 14.68 percent – a gain of $9,922.73. When compared to two years ago, this year’s total is an increase of 50.52 percent – a gain of $26,017.73.

The number of alumni making pledges this year reached a seven-year high, with a total of 1,529 graduates of the College of Education making a pledge of support to their alma mater in this year’s phonathon. This represents an increase of 8.90 percent over last year – a gain of 125 alumni donors. When compared to two years ago, this year’s total is an increase of 35.79 percent – a gain of 403 alumni donors.

“We are deeply grateful for this significant increase in alumni support,” said Dean James G. Cibulka. “Each gift is a source of encouragement and helps us provide excellence to our students in all our programs.”

Pledges were received during the phonathon from 232 lapsed alumni donors (graduates who have not made a gift to the college in the last three fiscal years) and from 63 College of Education alumni who have never before supported their alma mater. The majority of these first-time donors obtained their undergraduate degree from the college in the last 10 years.

For more information on giving, please visit www.uky.edu/Development/ or call Mary Ann Vimont in the College of Education at (859) 257-1778.
UK Seeing Blue

As part of the University of Kentucky’s new See Blue campaign, the College of Education outfitted its buildings in numerous See Blue ways in the Fall of 2007.

From door coverings over the Dickey Hall main entrance to wall and floor coverings to banners, the college is now awash in Blue.

For more information on UK’s See Blue campaign, visit www.uky.edu/uksb07/subpages/seeblue.html.

2008-09 Scholarship Recipients

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College of Education Alumni Graduate Fellowship
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Ilona S. Tackett
Jenny R. Taylor

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Cathy Cook
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Reading and Literacy
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Bethe Koffhage, Ph.D. Endowed Fellowship in Educational and Counseling Psychology
Timothy W. Conner

UNDERGRADUATE

Bernard “Skeeter” Johnson Scholarship
Hannah K. Fuller

Grace Evenson Consortium for Overseas Student Teaching Scholarship
Kallie S. Turner

Lucille R. Weitzel Scholarship
Anastasia A. Barton
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If you would like to give to the College of Education, there are a number of ways, including Annual Gifts, Endowments, Foundation Gifts or Estate and Planned Gifts. For more information, please visit www.uky.edu/Development or call Mary Ann Vimit at (859) 257-1977.
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Join Us at Homecoming!

The College of Education and the School of Music are holding an alumni event titled “Celebrate Education and Music” during the 2008 UK Homecoming Festivities. College of Education alumni are invited to the following events on Friday, October 17:

- Alumni Reception, 6-7 p.m., Otis A. Singletary Center for the Arts President’s Room
- One of the Following (reservation required):
  - The acoUstiKats and Paws and Listen, 7 p.m., Otis A. Singletary Center for the Arts Recital Hall;
  - Puccini’s La Bohème, 7:30 p.m., Lexington Opera House

Watch for your invitation in the mail, or you can contact Bonnie Gay at (859) 257-2666 or bagay01@uky.edu or contact Mary Ann Vimont at (859) 257-1778 or mafarl01@uky.edu.

What’s New?

Do you have a new job? Have you retired? Was your book published? Have you done something interesting? Whatever the case, we want to know about it! There are three simple ways to share your news:

1. Send an e-mail with the subject line “Alumni News” to AlumniNews@coe.uky.edu;
2. Complete the online form at www.uky.edu/education/classnotes; or
3. Mail a letter to:
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