CONNECT | INNOVATE | INSPIRE

2017 ANNUAL REPORT
The remarkable effects of everyday change

It takes strength to bring about change. Big change might come from the top down—large-scale ideas from institutions, for example—but small change, the kind that might improve how a paralyzed person goes through rehabilitation or how a student understands mathematics, can also have a profound effect. And this is what we do every day.

In the following pages, you will learn about how we change lives in both large and small ways. Our faculty are leaders in their fields, and their impact can be felt in three main ways: They connect with the world around them, they innovate in areas of research, and they inspire others to reach new heights.

**CONNECT** We connect to learners of all ages, new technologies and ways of thinking, and higher levels of teaching and understanding. Our students learn the importance of this early on as they connect with community partnerships and regional, national, and global programs.

**INNOVATE** Our faculty foster a deep understanding of innovation, where our laboratories and clinics create new ideas, processes, and solutions that improve human lives. You can discover innovations in classrooms, boardrooms, athletic training rooms, and beyond.

**INSPIRE** Just as many students go into teaching because a teacher once inspired them, we aim to inspire others to follow our example of innovation and service. Some may find this through the research done by our faculty. Others may be motivated by giving back to the College after graduation by supporting our students, faculty, and programs, and ultimately our mission.

As you learn about the College’s recent accomplishments, we look forward to another academic year—one where our dedicated students and faculty continue to connect with their passions, innovate in their fields, and inspire others. The result is a brighter future for us all.

Best regards,

Craig H. Kennedy, PhD
Dean and Professor
in classrooms, labs, and communities through projects that examine how we learn, how we move, and how we lead.

thought leaders, a network of alumni, and financial support to propel our programs to the next level.

CONNECT with the College, our students and faculty, and expertise that touches lives around the world.

PAGES 4-15

INNOVATE

PAGES 16-33

INSPIRE

PAGES 34-46
Kevin Burke connects the love of literacy and storytelling to students in and out of the classroom. PHOTO BY CASSIE WRIGHT
“IT’S CULTURE WORK, IT’S VILLAGE MAKING, AND IT’S LITERACY WORK. NOW, WE’RE TRYING TO COMMUNICATE THAT WHAT THESE KIDS ARE DOING IS LEGITIMATE RESEARCH.”

Associate professor Kevin Burke
On a youth participatory action research project with Savannah’s Deep Center
An environment centered on learning

FROM CLASSROOMS to exercise rooms to boardrooms, the University of Georgia College of Education is embracing challenges to improve human lives. We are committed to creating an environment of student-centered teaching that connects experiential learning and research to inspire future leaders in education, counseling, sport sciences, and policy.

On the following pages, learn about the connections our programs make thanks to our faculty and students. Our expertise goes beyond the walls of our academic buildings to influence lives in communities across Georgia and the world.

TEACHING AT MANY LEVELS

479
Number of teachers who graduated with INITIAL CERTIFICATION

3,497
Total number of HANDS-ON LEARNING EXPERIENCES in schools, clinics, hospitals, and community settings done by our students in the 2016-2017 academic year

139
Number of students who took part in INTERNATIONAL STUDY EXPERIENCES through the College of Education

The number of students in the College’s first graduating class—all of them men. LAST YEAR OUR DIVERSE GRADUATES TOPPED 1,200!

Sources: Office of Institutional Research, College of Education Office of Academic Programs
Enhancing our workforce

**DURING THE PAST DECADE**, the College of Education has prepared more than 6,000 teachers, 724 administrators, and 747 support personnel (including school counselors, speech-language pathologists, school psychologists, and media specialists). Numbers for the 2016–2017 academic year include:

- **668** Number of teachers prepared (479 received initial certification and 189 received advanced certification)
- **45** Number of administrators prepared
- **88** Number of support personnel prepared

**THE COLLEGE OF EDUCATION HAS 11,343 FOLLOWERS ON SOCIAL MEDIA** at the end of FY ’17. Our MOST POPULAR INSTAGRAM POST was viewed almost 1,000 times.

**32.5%** Percent of visitors to our website using a mobile device.*

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**WE OFFER**

- **13 UNDERGRADUATE DEGREES**
- **106 GRADUATE DEGREES**
- **PLUS 8 DUAL DEGREES** with programs across UGA
- **ANOTHER 10 DEGREES** are also OFFERED ONLINE, along with four certificates and three endorsements

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**The top tier of education schools**

*UGA College of Education consistently ranks among the best for education programs.*

- **35** 2017 ranking among the BEST EDUCATION SCHOOLS in the United States

Also, among graduate programs in education:

- **9** Curriculum and Instruction
- **7** Elementary Teacher Education
- **7** Higher Education Administration
- **6** Secondary Teacher Education
- **2** Student Counseling and Personnel Services
- **3** Technical/Vocational Education
- **6** Online Graduate Education Programs (tie)

*Source: U.S. News & World Report 2017 Best Graduate Schools Issue*

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*OFF-CAMPUS TRAFFIC*
The College of Education joins forces with other programs across campus to graduate teachers and other professionals in a variety of disciplines. Some students receive dual bachelor’s degrees (primarily in science/science education and mathematics/mathematics education) while others receive teaching certification in specific disciplines outside of the College of Education. These include:

**Graduates by degree**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed.</td>
<td>599</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>266</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>123</td>
</tr>
<tr>
<td>M.A.T.</td>
<td>87</td>
</tr>
<tr>
<td>M.A.</td>
<td>8</td>
</tr>
<tr>
<td>M.S.</td>
<td>65</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1,263</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>59</td>
</tr>
<tr>
<td>Ed.S.</td>
<td>57</td>
</tr>
<tr>
<td>M.A. Music Ed</td>
<td>35</td>
</tr>
<tr>
<td>M.A. Family Ed</td>
<td>13</td>
</tr>
<tr>
<td>M.A. Art Ed</td>
<td>32</td>
</tr>
<tr>
<td>M.A. Agr Ed</td>
<td>1</td>
</tr>
<tr>
<td>M.A. Dance</td>
<td>1</td>
</tr>
<tr>
<td>M.A. Consumer Ed</td>
<td>1</td>
</tr>
</tbody>
</table>

New this fall is the **DOUBLE DAWGS** program, which helps undergraduates develop a program of study that allows them to receive a bachelor’s degree and a graduate degree within five years. This program helps students expand their potential and skills at a much lower cost than the traditional route to a graduate degree.

**Partner Power**

The College of Education joins forces with other programs across campus to graduate teachers and other professionals in a variety of disciplines. Some students receive dual bachelor’s degrees (primarily in science/science education and mathematics/mathematics education) while others receive teaching certification in specific disciplines outside of the College of Education. These include:

**Setting the Standard**

While the UGA College of Education is one of the largest public colleges of education in the country, we take pride in drawing students from across Georgia for our programs.

**Our Students Hail From**

**130 Counties Across Georgia**

Numbers represent undergraduate enrollment for Fall 2016.

*Population 5,800*
“Working with Kinesiology’s International Center for Sport Management gave me the inspiration to extend the center’s reach through the connection I made with China’s Southwest University of Finance and Economics. All of this increases the value of UGA in the emerging academic and sport markets.”

– Thomas A. Baker III, associate professor, Department of Kinesiology

Read more about this partnership on page 24.

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**GRADUATES BY DEPARTMENT**

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Information Studies</td>
<td>67</td>
</tr>
<tr>
<td>Communication Sciences and Special Education</td>
<td>193</td>
</tr>
<tr>
<td>Counseling and Human Development Services</td>
<td>92</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>59</td>
</tr>
<tr>
<td>Educational Theory and Practice</td>
<td>279</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>311</td>
</tr>
<tr>
<td>Language and Literacy Education</td>
<td>110</td>
</tr>
<tr>
<td>Lifelong Education, Administration, and Policy</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics and Science Education</td>
<td>59</td>
</tr>
</tbody>
</table>

**OTHER PROGRAMS: 3**

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**A presence on campus**

From its beginnings in Peabody Hall, the College of Education now encompasses three buildings on the UGA campus: Aderhold Hall, Ramsey Student Center, and River’s Crossing.

- **201,062** Square footage of **ADERHOLD HALL**, home to six departments plus administrative offices
- **78,749** Square footage of **RIVER’S CROSSING**, home to two departments
- **123** Number of rooms dedicated to the **DEPARTMENT OF KINESIOLOGY** within the **RAMSEY STUDENT CENTER FOR PHYSICAL ACTIVITY**, a sprawling complex of more than 380,000 square feet
A duty to help shape our future educators

Our faculty are integral to our students’ success. It’s not just their expertise that sets the bar higher, it’s their passion for helping others learn and sharing their knowledge. Whether in a lab or a classroom, our faculty are inspired when others thrive.

Cutting-edge courses

The College of Education pioneered online education at the University of Georgia and now has one of the best programs in the country for online graduate education. Other courses cross disciplines or take place across the city in local schools.

- 2,700 courses taught at the Athens campus for the 2016–2017 academic year, covering a range of topics such as how the weather affects your mood, the educational psychology of race and racism, and oral history and autism
- 238 online courses taught in the 2016–2017 academic year
- 20 courses taught on-site at schools across Clarke County through the Professional Development School District partnership
- 10 faculty members who served as professors-in-residence at local schools, part of the College’s Professional Development School District

New faculty

This fall, the College of Education welcomes eight new faculty members.

Philip Chalmers
Assistant professor, Department of Educational Psychology
Ph.D., York University, Toronto, Canada
Research interests: Computational statistics, measurement invariance, item-response theory, open-source software design

Collette Hilliard-Chapman
Assistant professor, Department of Counseling and Human Development Services
Ph.D., University of Texas at Austin
Research interests: Counseling psychology, racial and ethnic minority psychology, influence of racial consciousness and black history knowledge on mental health and academic achievement, racial identity development

Marian Higgins
Clinical assistant professor, Department of Counseling and Human Development Services
Ph.D., University of Georgia
Research interests: Career development of college students, supervision, staff development, and diversity, inclusion, and equity in the workplace

Sherell McArthur
Assistant professor, Department of Educational Theory and Practice
Ph.D., Georgia State University
Research interests: Black girls and identity, media literacy development for children and parents, popular culture as an educational tool, social justice education

Christopher M. Modlesky
Athletic Association Professor of Kinesiology, Department of Kinesiology
Ph.D., University of Georgia
Research interests: Interactions among physical inactivity, obesity, and musculoskeletal health; mechanical/non-mechanical treatments; and musculoskeletal health in populations with movement disorders

Steven Salaga
Assistant professor, Department of Kinesiology
Ph.D., University of Michigan
Research interests: Sports economics, industrial organization of sports leagues, consumer demand

Tarkeshwar Singh
Assistant professor, Department of Kinesiology
Ph.D., Pennsylvania State University
Research interests: Sensorimotor integration for motor control, neuromechanics

Walker A. Swain
Assistant professor, Department of Lifelong Education, Administration, and Policy
Ph.D., Vanderbilt University
Research interests: Educational equity, teacher labor markets, school integration/school choice, social policy and educational outcomes, early childhood policy

Source: Office of School Engagement, Office of Academic Programs
The science of teaching

WHEN THE UNIVERSITY OF GEORGIA opened its Science Learning Center in 2016, it found itself with 122,000 square feet of innovative lab space—but no guidelines for instructors on how to use it.

Enter Julie Luft, Athletic Association Professor of Mathematics and Science Education in the UGA College of Education, who is passionate about educating future science teachers and also about the art of teaching scientific topics. She wants science teaching to be fun and engaging, and as a result she also was tapped to help faculty at UGA make the most out of the gleaming new space.

“We’ve been following about 30 faculty members while they’ve been engaging in different professional development programs and watching how they change their teaching,” said Luft, who also co-wrote a guide to creating active learning environments within the new Science Learning Center. “We’re doing research on the work here to help think about how we can better provide professional development for STEM faculty so they can teach their undergraduate classes better.”

This collaborative project, funded by the National Science Foundation, is one of several studies Luft is involved with. Her work connects best practices for teaching future teachers with the issues they face once they leave the university environment. She also connects with graduate students who want to work in a university environment, helping them to understand the best ways to deliver content.

“They get into my class as teaching assistants, and they’re trying to help modify their curriculum to think about how they can teach differently too,” she says. “The class isn’t only teaching teachers, it’s also helping people who are going to be future teachers of science to try and think about how they’re packaging their content for students to learn. So it’s multiple layers.”

Luft is also passionate about what happens when students graduate and begin their first teaching job. This is a critical point in their career since half of all new teachers in science and mathematics leave within their first five years. A problem plaguing new teachers is out-of-field teaching, or teaching in a content area in which they were not trained.

“We have to think better about how we prepare our new teachers more efficiently so they can be more effective in their first years,” says Luft, who is part of an international collective of researchers studying the global issue of out-of-field teaching. This research and more work from Luft may be found on the website ResearchGate.net.

“That’s the kind of stuff that keeps me awake at night,” she adds, “and gets me up in the morning.”

Julie Luft connects with future teachers and those new to the field. Her research investigates issues surrounding new science teachers who teach in content areas in which they were not trained, as well as ways to introduce content to preservice teachers to help them better blend mathematics and science concepts. PHOTO BY CASSIE WRIGHT

OUR FACULTY AT A GLANCE

216 FULL-TIME FACULTY
150 TENURED OR TENURE-TRACK
66 CAREER TRACK/LIMITED TERM
10 NAMED/ENDOWED PROFESSORSHIPS
Real-world leaders

They might be in a local classroom, meeting people in an area clinic, or conducting research in a lab on campus—either way, our students learn by doing. Experiential learning is a University of Georgia requirement, but it’s been a facet of the College of Education’s programs for decades. And it’s the key to helping our students become the next generation of leaders.

Love of technology by design

Enid Truong found her connection in the College of Education.

A Coca-Cola First Generation Scholar during her four years as an undergraduate at the University of Georgia, Truong is now pursuing her master’s degree in learning, design, and technology in the College of Education’s Department of Career and Information Studies.

She discovered the field with the help of her advisor, professor Janette Hill, after she took a course focused on developing tools to help students learn to code. With a love of learning instilled by her parents, Truong also knew she wanted a career that inspired her.

“When I started college, I didn’t want to go to medical school, and my parents were very supportive of that,” says Truong. “They said, ‘I understand you’re not going to enjoy going to work if you hate the field.’ I’m really happy where I am now.”

But, her parents were also supportive of Truong getting her degree, no matter what. When they came to the United States to escape the Vietnam War, her parents originally planned to continue their education. It turned out that dream of a college degree would be realized through their daughter.

Truong is the first person in her family to receive a college degree. She now plans to stay at UGA to receive her Ph.D.

“My parents are very proud,” says Truong. “My dad always kept himself educated on his own, and so he and my mom always encouraged me to learn and really enjoy learning. It put me in the educational mindset.”

With a strong background in math and engineering, Truong plans to pursue a career in a STEM field. She now realizes her passion for instructional design.

“Enid is a bright and very creative student with a lot of drive and self-initiative,” says Hill, who is also graduate coordinator in the Department of Career and Information Studies.

“My parents are very proud.”

Enid Truong, Doctoral Student, Department of Career and Information Studies

Giving back

Through the Student Ambassadors program, students can take on a larger role within the College. Now in its third year, participants serve as tour guides, lend a hand at events, and even help promote the College among their peers on campus.

65

Number of Student Ambassadors, double the number in the program’s inaugural year

Photo by Cassie Wright

Photo by Kristen Morales

Photo by Cassie Wright

Photo by Kristen Morales
LEARNING BY DOING

1,637
Number of students who took part in EXPERIENTIAL LEARNING opportunities in the 2016–2017 academic year.

This represents a total of

3,497
experiences for HANDS-ON LEARNING in schools, clinics, hospitals, and community settings.

500+
Number of students who taught through the PROFESSIONAL DEVELOPMENT SCHOOL DISTRICT PARTNERSHIP with Clarke County schools.

22
Number of hours students spent working with children in schools during the 10-day GHANA STUDY ABROAD IN EDUCATION program. This is in addition to cultural experiences and project research while in Ghana.

Diversity matters

The College of Education prides itself on encouraging and celebrating diversity. Our students represent many races and ethnicities, including:

- 71% White
- 13% African-American
- 4.2% Asian
- 3% Hispanic
- 3% Identify with more than one race/ethnicity

6% of students are INTERNATIONAL

WAYS TO GIVE
The College of Education now has a special fund dedicated to supporting diversity, equity, and inclusion efforts. To make a donation, please visit bit.ly/UGA-DEI.

HELPING OUR BEST, BRIGHTEST

Scholarships and assistantships are essential to more than half of the students enrolled in the College of Education. Thanks to support from alumni, donors, and other friends of the College, it’s possible to provide scholarships and assistantships to many undergraduates and graduate students.

164
Number of SCHOLARSHIPS AWARDED in the 2016–2017 academic year.

A unique aspect of teaching

In 2016–2017, you could find College of Education students in

280
SCHOOLS, CLINICS, AND COMMUNITY organizations across Georgia.

Students were placed in more than

64
SCHOOL DISTRICTS.

ENROLLMENT

Number of students in the College of Education as of spring 2017

1,656 GRADUATE
2,258 UNDERGRADUATE

*REPRESENTS BOTH COLLEGE OF EDUCATION AND NON-COLLEGE STUDENTS
Meeting challenges beyond our borders

WE TACKLE GRAND GLOBAL CHALLENGES in education, physical and emotional well-being, and public and private organizations. These issues touch Georgians, but they are also challenges that affect institutions and policies across the country and around the world.

‘A GLOBAL REACH’

Our Department of Educational Theory and Practice began the conversation about a new way to connect globally several years ago by planning a new required course, “EDUCATION AROUND THE WORLD.” The first two sections are offered this fall.

A STARTING POINT

Many of our big ideas take root right here in Athens, Georgia, but are easily scaled up to apply elsewhere. Outreach programs and labs that cross multiple disciplines and borders include:

**CENTER FOR AUTISM AND BEHAVIORAL EDUCATION**

This center focuses on research, training for educators and therapists, and providing services for individuals with autism spectrum disorder and other developmental disabilities.

**CENTER FOR PHYSICAL ACTIVITY AND HEALTH**

This center offers outreach and programming for a variety of populations, emphasizing prevention and managing chronic diseases through physical activity.

**CENTER FOR LATINO ACHIEVEMENT AND SUCCESS IN EDUCATION**

This center is a leader in developing classroom methods that encourage both native and nonnative English speakers to achieve.

**TORRANCE CENTER FOR CREATIVITY AND TALENT DEVELOPMENT**

This service, research, and instructional center supports the identification and development of creative potential.

Study abroad

Our students also gain a global understanding of education, athletic training, and more through study abroad programs.

145

Number of PARTICIPATIONS IN INTERNATIONAL PROGRAMS for the 2016–2017 academic year

24

Number of COUNTRIES THAT HOSTED COLLEGE OF EDUCATION STUDENTS

10

Number of INTERNATIONAL PROGRAMS offered by the College of Education that saw student participation, such as the Consortium for Overseas Student Teaching (COST) programs in Australia, Germany, Ireland, Netherlands, New Zealand, and South Africa; Ghana; Italy; Scotland; Taiwan

50

Number of College of Education students who have participated in the GHANA STUDY ABROAD IN EDUCATION! PROGRAM during its five years at UGA.

SOURCES: COLLEGE OF EDUCATION OFFICE OF EXPERIENTIAL LEARNING, STAFF RESEARCH
Accentuate the positive

JUST LIKE A GAME OF TELEPHONE, one negative action can easily get blown out of proportion.

Katherine Raczynski, director of the UGA College of Education's Safe and Welcoming Schools initiative, knows this all too well. She works with schools and educational organizations across Georgia to improve school climates, drawing from her extensive research in bullying prevention, and has seen many examples of students assuming their peers accept negative behavior because nobody else steps up to say anything about it.

But in reality, she says, students are often overwhelmingly against it. "When you poll kids, they say things like, 'I think students should always treat each other respectfully'—they believe this silently in their heads but don't quite know how to respond to mistreatment in the moment," says Raczynski. "I love to present these survey results to teachers and school staff as a question: 'What percentage of students believe in this statement?'"

Adults may guess 50 percent, but the actual number is usually closer to 95 percent. "So it's interesting to challenge those perceptions," she adds. "We need to think about what's going right as well as what's going wrong."

This is just one of the many ways the College's Safe and Welcoming Schools initiative is turning bullying prevention on its head, looking at positive ways to improve school climate and proactively work against negative actions before they start. Along with serving as professor-in-residence for the Clarke County School District on countywide prevention methods, Raczynski also chairs the annual Safe and Welcoming Schools Conference to highlight research in this area, collaborates with organizations such as 4-H to create peer-led anti-bullying curricula, and is leading an effort to promote cultural awareness in the classroom through the Northeast Georgia Regional Educational Service Agency.

Kids are willing to work to prevent bullying, says Raczynski. It's up to us, as adults, to help create a space that encourages autonomy and creativity, and it's also important to give kids developmentally appropriate tools to react to a situation. "When you're talking to a middle or high school student, clear expectations of 'we don't bully' are not enough," she says. "When there is conflict and lower-level issues bubbling under the surface, there are lots of ideas kids can use to keep them from escalating to more abusive patterns."

RESEARCH SPOTLIGHT
PROJECT TITLE: Culturally Responsive Classrooms Initiative
PARTNER AGENCY: Northeast Georgia Regional Educational Services Agency
Michelle Weber, a kinesiology doctoral student, right, takes measurements from undergraduate kinesiology student Claudia Holbrook in the UGA Concussion Research Laboratory. Photo by Cassie Wright.
WE TRY TO KEEP OUR RESEARCH AS CLINICAL AS POSSIBLE. WE DON’T WEAR WHITE COATS. WE DON’T USE PIPETTES. OUR GOAL IS TO DESIGN STUDIES AND COLLECT DATA THAT CAN MAKE AN IMMEDIATE IMPACT ON THE WAY PEOPLE MANAGE CONCUSSIONS.

Assistant professor Robert Lynall
Part of a team of researchers studying the causes and effects of concussions
The gifts you can’t touch

By tailoring assessments to what’s being taught in the classroom, teachers better understand student needs

When Laine Bradshaw looks over the results of a student’s assessment, she sees something other test developers don’t: A box of talents rather than a specific ability.

Now, her goal is to take these intangibles and give them to teachers to help acknowledge the talents students have and reveal the underlying concepts where a student got stuck. Knowing this tidbit, Bradshaw says, means a teacher has the tools to address a particular issue—for example, that a student doesn’t quite understand certain properties of lines and angles—rather than rehash an entire unit on geometry.

Bradshaw, an associate professor in the College’s Department of Educational Psychology, specializes in analyzing data to help efficiently identify what students understand and what they do not. But her source material isn’t your typical standardized test; instead, she has created an innovative way to measure how well a student has mastered individual state-mandated standards. In other words, her assessments can help teachers more precisely pinpoint where a student is struggling.

With her new company, Navvy Education, she is working with four school districts in Georgia to assess students through this new measurement system. The goal is to give teachers a timely, standards-based approach to helping students before they fall through the cracks—and it’s the first of its kind to do this.

“I think a lot of times teachers get frustrated because students take a test and they score higher or lower on, for example, geometry. The teacher says, ‘I already knew that—I need you to get in there and tell me something I can’t figure out for each of my 30 students,’ ” says Bradshaw. “We’re using this system to figure out where they need help.”

Navvy is working with top educators across Georgia to develop questions for these assessments, and because the groups are working within Georgia standards, the questions directly apply to what is being taught. What also makes this system so groundbreaking is the way it moves away from pitting students against each other. Each student gets their own badge after mastering a standard, and the results feel more related to what a student has learned.

Bradshaw is involved in three grant projects. Her most recent, a $1.4 million grant from the Institute of Education Sciences, investigates misconceptions students have based on which incorrect answers they pick—information typically disregarded in assessments.

She and her research team are working to develop data science tools that will allow students to take an online assessment and determine the probability that they have a particular misconception. Identifying the misconception helps teachers understand how student is reasoning.

This is one more way teachers can help understand where their students are struggling and address the root of the problem. “We’re trying to help develop tools that are sophisticated under the hood but quick and easy for students and teachers to use. We want, essentially, a student to be able to log on, take an assessment, and it instantly report the probability that the student has each misconception that the assessment aimed to identify.”

This most recent grant draws from a new psychometric method Bradshaw developed for her dissertation. Her work with Navvy expands on her expertise by further innovating student assessments.

“Navvy to me is the dream of putting research into practice,” she adds.

Ways to give
Support our high-performing quantitative methodology program: bit.ly/UGA-QM
Laine Bradshaw, right, talks with Yu Bao, a graduate student in the College’s quantitative methodology program.

PHOTO BY CASSIE WRIGHT
INNOVATE

in the classroom

The story behind the technology

When Tanzanian students opened up their boxes and lined up tiny screws to construct robots, it didn’t matter they had never seen a robot before. Instead, those small parts, and the story they connected with, made a big impact on how the middle-schoolers viewed mathematics and science.

The lessons, taught over a week by students from a South Korean university, were the brainchild of RAIL, or Research and Innovation in Learning, a research lab housed in the College of Education’s Department of Career and Information Studies. RAIL conceives innovative ways to deliver lessons to students, from primary school to higher education.

Along with case-based learning modules for medical students, another key aspect of RAIL’s research is integrating robotics into the classroom. As a result, researchers have created modules for grades two through five that are self-contained and easily work with other parts of the grade’s curriculum, giving teachers flexibility in planning and implementing the lessons.

“Whenever we do research, we want to achieve both theoretical and pragmatic goals in a way that will have a meaningful impact on our local and global communities,” says Ikseon Choi, professor and director of RAIL. “We will not take on any project unless we can foresee a sustainable impact.”

RAIL ideas can start with a “what if” question, and then the team weighs the impact of the solution. Other times, researchers blend new technologies with instruction to help teachers.

“RAIL’s name is deliberate—how are we going to expand out and think about research and innovation in learning?” says Janette Hill, a professor who works with the lab’s medical team to conduct professional development in higher education. “If it involves technology, great. But if it doesn’t, that’s fine too.”

Sometimes, group members may be working on one problem and realize they have solutions for others. For example, while working on the fifth-grade robotics curriculum, researchers found ideas for second-, third-, and fourth-grade modules. So, when it came time to expand the robotics module to those grades, there was already a framework in place.

“Sometimes educational research is about proving what’s better; we tend to steer away from that type of research because our questions are more about ‘how,’” says T.J. Kopcha, an associate professor who is leading robotics education at RAIL. “I think part of it is the story we’re interested in telling. With robotics, it’s less about proving or disproving a theory and instead about studying how the theory fits within a context.”

RAIL’s robotics lessons are available to schools around the world to help give teachers more STEM-related resources.

Source: Staff reporting

BY THE NUMBERS

50
Number of students in Tanzania who earlier this year took part in ROBOTICS LESSONS developed by the College’s Research and Innovation in Learning lab.

1,000
Number of students in Georgia and Alabama who will benefit from MODELING RESEARCH done by assistant professor Daniel Capps.

60
Number of students who take part in the unique PALS AFTER-SCHOOL PROGRAM that combines learning and play.

Source: Staff reporting

RESEARCH SPOTLIGHT

PROJECT: Health Professional Education
DETAILS: Through a partnership with Inje University College of Medicine in South Korea, RAIL faculty are developing a new curriculum that connects case-based learning to new medical students.
The next top model

IMAGINE YOUR TEACHER asks you to create a model that explains why the Sahara Desert is dry. You create an initial model that shows how air moves and loses moisture. Then your teacher critiques it and asks you to revise it and make it better.

This iterative approach to modeling is common in science classrooms, with many teachers believing it helps students gain a deeper understanding of the phenomenon at hand. “However, it also has the potential to reinforce a major problem in modeling pedagogy, which is that learners tend to see models as ‘copies’ of reality,” says Daniel Capps, an assistant professor in the Department of Mathematics and Science Education.

Capps and his colleague, Jonathan Shemwell from the University of Alabama, aim to take on the “model as copy” problem thanks to a new grant from the National Science Foundation. This three-year project will help students learn that models are not simply literal interpretations or replicas of reality.

As part of the grant, Capps and Shemwell will work with a small team of teachers from Georgia and Alabama to develop and test two modules that will help students learn that models are abstractions, not copies. The team will also provide professional development for up to 30 teachers from Georgia and Alabama who will use these modules in their teaching.

When learning is play

EVERYONE NEEDS TO TAKE A BREAK during the day, especially the bundles of energy that are children.

But what if that energy release can also help reinforce what’s being learned in the classroom? After studying the links between physical activity and cognition for decades, College of Education professors Phillip Tomporowski and Bryan Mc Cullick of the Department of Kinesiology are putting this innovative research into practice through an after-school program called PAL, or Physical Activity and Learning.

Now beginning its fourth year, PAL is making strides with about 60 children in two local schools. “The program focuses specifically on elementary school students who struggle academically in math and reading, fail to engage in adequate physical activity, and live in economically disadvantaged homes,” says Tomporowski. “The program is designed to be one that interfaces with the school and supplements what they are already doing in the classroom.”

Faculty from the College’s Department of Educational Psychology, Marty Carr (recently deceased) and Paula Schwanenflugel, were also instrumental in creating the research-based curriculum, and the PAL team also includes faculty from the UGA College of Public Health. The program begins with a 45-minute physical activity that challenges students while also teaching them to control behaviors, actions, or thoughts. Then, the students take part in lessons in reading and mathematics.

This format also counters the traditional notion that children should study first, then play. “Our data suggests if you play first, then teach, they will learn better,” adds Tomporowski.

The program has been embraced by the two elementary schools it serves and recently received a 2017 Impact Award from the school district—an honor that recognizes “significant, lasting, and ongoing contributions” to students. Last year, Tomporowski also received UGA’s Engaged Scholar Award for his work with the program.

So far, teachers and school administrators are impressed. But the lessons learned in PAL will hopefully translate beyond the classroom, Tomporowski says. “I can teach students in a classroom setting,” he says. “But the real test is whether or not they can take that information and use it in the real world.”
Master's students Desiree Pena, left, and Tori Sowell discuss lab results at their workstations in the Cognitive–Communication Rehabilitation Lab. PHOTO BY CASSIE WRIGHT
Recent years, the spotlight has turned to return-to-play issues for athletes following a concussion.

Because of this, many states now have guidelines specifying recovery time or defensive techniques to avoid injury in the future. And new game rules on the high school and college levels also help lower the risk to players on the field.

But what about a student—not a student athlete—who receives a concussion?

Researchers Julianne Schmidt and Robert Lynall in the Department of Kinesiology and Katy O’Brien in the Department of Communication Sciences and Special Education realized that although there is a large amount of information and resources available to student athletes, it was the general student population that was getting left out. That’s why faculty members and their labs in the College of Education are taking an innovative approach to treating concussions, looking at ways to support students as they return to their daily schedules following a head injury.

“As far as students on campus, we have athletes who receive concussions—but it turns out that there is a significant portion of the student body who also experience concussions,” says O’Brien, an assistant professor. “We expect them to get better, but there’s a timeline to that. And so one of the things Rob, Julianne, and I are working on is to find out how students are doing on that timeline.”

On average, she says, it can take someone between 10 days and two weeks to recover from a concussion—a significant amount of time depending on where it falls in a semester. And while student athletes often have resources lined up before returning to the playing field, other students don’t always have that in place. “For us, it’s kind of a challenge—how do we help them integrate back into their everyday life and into class?” adds Lynall.

In addition to working with the general student population, Schmidt and Lynall, both assistant professors, are involved in several projects to raise awareness about concussions, explore concussions at different age levels, and examine how concussions affect everyday tasks such as driving or sleeping.

For example, the “Mind Matters” project funded by the National Collegiate Athletic Association aims to improve concussion reporting among student athletes. Schmidt and Welch Suggs, an associate professor in the UGA Grady College of Journalism and Mass Communication, developed a first-person video that will be shown to athletes this fall, with a follow-up next year to determine concussion reporting rates. Another study in the works will look at the quality of sleep received after a concussion and how it influences recovery. Also, Lynall will soon begin research on concussion perceptions and reality among youth football players, and an ongoing project is measuring the effect a concussion has on a person’s ability to operate a vehicle.

Between the research done by Schmidt and Lynall at the UGA Concussion Research Laboratory and O’Brien’s research through the Cognitive-Communication Rehabilitation Lab, the College covers concussions from prevention to recovery. Renovations in the nearby biomechanics lab will allow researchers to use virtual reality and motion capture to explore how concussions can affect movement.

O’Brien, Schmidt, and Lynall agree that their research, while spread across different buildings, has one thing in common: It changes lives for the better.

“We try to keep our research as clinical as possible,” says Lynall. “We don’t wear white coats. We don’t use pipettes. Our goal is to design studies and collect data that can make an immediate impact on the way people manage concussions.”
An emerging market

While the sport industry in many industrialized nations is a fully conceived business, the market in China is just beginning to realize its potential.

Right now, says Thomas A. Baker III, an associate professor in the sport management and policy program in the Department of Kinesiology, the Chinese government is putting a lot of money into building and developing policies and frameworks. This is why a new partnership he formed with China’s Southwest University of Finance and Economics is well timed, offering a unique opportunity for both University of Georgia students as well as Chinese scholars.

This collaboration adds an innovative new research aspect to the department’s International Center for Sport Management, a lab that hosts scholars from around the world and shares knowledge about new developments in sport management. It also positions UGA with a Chinese university that is seeking guidance as it develops its own sport management program.

“We call it SEL—Sport Economics and Law,” says Baker, of the new research partnership formed with a colleague at Southwest University of Finance and Economics. “It’s a consortium—a research partnership. They approach this from the economic perspective and we cover it from the sports perspective, and we look at the ways they converge and merge.”

In the past year, two visiting scholars spent time at the University of Georgia, taking classes, conducting research, and attending lectures. This fall, four new Chinese scholars will have a presence on campus, including the researcher who helped Baker launch the partnership. Baker says the universities will collaborate on different sport-related research projects, with visiting scholars assisting with data collection. One article has already been published, with another in the works.

This partnership helps fill a large gap in China, which is in need of research to guide its rapidly developing sports economy. This is also a way for UGA to extend its brand into the emerging market and be a major force in how laws and guidelines are developed.

“Chinese visiting scholars come here because they need the training they can’t get in China; they will go back and transform the market, so we need to help train scholars who will be future leaders,” says Baker. “There’s an incredible need for both research and student training to work in the business of sport in China. It’s the fastest-growing sport market—the sport market that probably has the most growth potential (in the world).”

It’s also one more way the UGA program reinforces its international focus, exposing undergraduate and graduate students to the world of sport management, promotion, and law. “A wonderful byproduct of this partnership is that we can bring the world into our classrooms and expand the thinking of our students so they realize, when they go to work in this industry, that it truly is an international industry,” adds Baker.
A jolt of exercise

The next time you head to the vending machine for a can of caffeinated soda, just keep on walking—that exercise will likely wake you up more than the drink.

This new research from the College of Education’s Department of Kinesiology takes an innovative look at the ways in which exercise can have an effect on our lives and health.

Often, studies that look at the impact of exercise focus on more traditional activities such as running or cycling. This study, says co-author Patrick J. O’Connor, a professor in the Department of Kinesiology, considers ways people can “sneak” exercise into an average day.

“Office workers can go outside and walk, but weather can be less than ideal. I have never been rained on walking the stairs,” says O’Connor, who wanted to compare an exercise that could be achieved by people in an office setting—without the need to change into workout gear or shower afterward. “A lot of people who work in office buildings have access to stairs, so it’s an option to keep some fitness while taking a short break from work.”

O’Connor and former graduate student Derek Randolph found that 10 minutes of walking up and down stairs at a low intensity was more likely to make people feel energized than ingesting 50 milligrams of caffeine, the equivalent of the amount in a can of soda. For the study, participants on separate days ingested either caffeine capsules or a placebo, or spent 10 minutes walking up and down stairs.

Then, they took verbal and computer-based tests to gauge how they felt and how well they could perform on a test of attention. While there is still work to be done on the specific benefits of walking up and down stairs, O’Connor says even a brief bout of stair walking can enhance feelings of energy without reducing cognitive function.

Helping children reach their potential

One of the challenges facing children with developmental disabilities is simply communicating what they want. It’s frustrating when you can’t tell others what’s in your head, and as a result, children may turn to more aggressive behaviors.

New research conducted by Joel Ringdahl, associate professor in the Department of Communication Sciences and Special Education, is helping children learn new ways to express themselves—and teaching them a preferred way to communicate that they are more likely to retain.

Previous lab studies have found that animals retain responses better when they are reinforced in a particular way. Ringdahl’s study is innovative because it is building on those findings to explore how different interventions with problem behavior in children have more resiliency than others.

“If you teach a child to request a reinforcer in a particular way, what we’re finding is that when we discontinue reinforcement, they will keep asking—and that’s what we want to happen,” says Ringdahl. “We are looking at how our behavior is affected by our environment and what we can do to create appropriate behavior that is more resistant to change—more persistent—and will be less likely to repeat the undesired behavior because of the treatment.”

For children who are non-verbal, for example, this might mean they continue to sign their request, hold up a card, or use an assistive technology device. Ringdahl says once a child finds the communication method that is most preferred for them, this strategy is often more resistant to change if the treatment is challenged.

“We can’t just pick a communication method out of thin air and think it will work. Instead, if we take some time to assess what strategy the child likes better, that’s going to be the strategy that provides more maintenance of the treatment,” he adds. The research supporting preferred communication methods was the subject of previous papers by Ringdahl and his research team.

Ultimately, the work done by Ringdahl—which is part of the College’s Center for Autism and Behavioral Education Research—will help children better communicate not only with teachers and caregivers but also with those who are unfamiliar with a child’s communication method.

“For example, if a child engages in a request with a babysitter, but the babysitter doesn’t honor it, we don’t want the child to stop asking and revert back to the problem behavior,” Ringdahl adds. “When the parents come back, we want the child to still be asking. That is where the innovation is.”

Research Spotlight

Grant Title: Effects of Antecedent and Response Variables on the Persistence of Communication
Funding Agency: National Institutes of Health
The kids are all right

By connecting children with the community, faculty inspire a new generation of researchers

Seventeen-year-old India Long is concerned about poverty and littering in her neighborhood. Her friend, Alexandria Sledge, 18, is concerned about violence—especially after a bullet killed a friend earlier this year.

But rather than sit around and stew about the situation, they and others are taking action. Through an innovative approach to building literacy skills, often called youth participatory action research, not only do these and other young adults feel empowered and connected to their neighborhood, but they also learn research tools that can benefit entire communities.

“It’s culture work, it’s village making, and it’s literacy work,” says Kevin Burke, an associate professor who has spent the past year working with Savannah’s Deep Center to bring research methods into a program called Block By Block. In it, teens meet to discuss issues in their neighborhoods. Then, they go out and gather information from people on the street, taking photographs and writing down quotes and observations. Afterward, they reconvene to discuss and analyze their findings.

These kids have an understanding of their community, says Burke, and it’s information worth sharing.

“One of the difficulties we run into is, how do you get adults to listen to kids? We’re trained to think of them as incomplete, but we’re all incomplete in different ways,” Burke adds. “We can’t just say, ‘The community center has to look like this’ because we don’t know what the citizens in that space want, need, or why it looks the way it looks right now.”

The final piece in the puzzle is advocating for change. No matter how much information teens may gather through their research, it only becomes useful when they present it to adults who have the power to act on the ideas.

With roots in activist research, this is how youth participatory action research goes one step beyond traditional research. It also represents a shift in how “success” is calculated, both among the students who take part in the research and the results of the project itself.

“A project is one thing, but that’s not all that’s going on there,” adds Burke. “There are other successes that are happening that are measured in different ways, and the methodology of youth participatory action research says these changes are valid and reliable and they matter.

“It’s a shifting mindset for people and for us. We’ve gone from thinking this is a failure to thinking it might be a failure on one level—but on others, it is a success.”
Middle schoolers take part in a summer youth participatory action research class sponsored by the UGA College of Education.

PHOTO BY WINGATE DOWNS
Giving a population its voice

In a small office building on the western edge of town, a professor and his students are creating a world of difference.

Here, in the offices of the Athens Latino Center for Education and Services, Edward Delgado-Romero, along with master’s and doctoral students in the College of Education’s counseling programs, are reaching out to local immigrant and Spanish-speaking populations to help them get the counseling services they need.

This outreach, which dovetails with other services the nonprofit ALCES offers the local Latino community, is innovative not only in its approach—giving students valuable clinical experience—but also in the way it fills a gaping hole of counseling coverage in the Athens area.

That’s because until this counseling partnership began, Delgado–Romero, a professor in the Department of Counseling and Human Development Services, and one other professional were the only bilingual counselors in the five–county area surrounding Athens.

“The work is so difficult and so taxing,” says Delgado–Romero. “There is a lot of trauma—there are things that happened back home that maybe people were fleeing or a lot of domestic violence, and almost none of the clients have received any help. And because there are not a lot of providers who speak Spanish, people bring their kids but can’t be completely candid because their kids are the translators.”

Delgado–Romero adds that bilingual mental health professionals typically have a high turnover rate, often work with an uninsured population, and often must spend extra time mentally switching gears from working in Spanish to writing case notes in English. The counselors must be bilingual and bicultural and often have to dynamically switch between languages and cultures on the fly.

But thanks to the partnership with ALCES, College of Education students are receiving training in this complex area of mental health. In the past year, dozens of clients in the Athens area received counseling from six student counselors who work under the supervision of Delgado–Romero, a Georgia licensed psychologist. Members of the counseling team also held consultations, rather than therapy sessions, with community members on issues such as financial aid for college or family conflicts.

Overall, the graduate students and Delgado–Romero have spent more than 100 hours working directly with clients and many more hours in community outreach to battle the stigma that the overall Latino community has with mental health issues.

Even though mental health services are often just one facet of larger health issues faced by the population, it’s outreach such as this, which spreads by word-of-mouth and grassroots efforts, that helps chip away at the sometimes overwhelming caseload.

“Often it’s this intersection of medical and psychological,” says Delgado–Romero. “Living a life of uncertainty takes its toll on your health.”

### By the Numbers

| Number of Bilingual (English/Spanish) Counselors this fall | 10 |
| Age range of Clients Seen by Counseling Students, including couples, families, and individuals | 6-60 |
| Number of Sessions Conducted at Athens Latino Center for Education and Services | 70 |

Source: Faculty Research
Have solutions, will travel

The project started small—a handful of graduate students teaching in a classroom for autistic students in kindergarten through second grade. That was in the spring of 2016. One year later, students in all levels of the College of Education’s communication sciences and special education program are working with a range of ages—a new preschool class, as well as a new class for children in grades three to five—at a local elementary school. As a result, the project has blossomed into a partnership that brings together teaching, research, and service under one roof.

“When I step into one of our classrooms, I’m working alongside an undergraduate student, a master’s student, and a doctoral student, and we’re providing a service to the community,” says Kevin M. Ayres, professor in the Department of Communication Sciences and Special Education and co-director of the Center for Autism and Behavioral Education Research at the College. “We’re also asking questions and trying to figure out what things work. The university students are learning scientific approaches to evaluating treatment effects, and they are learning to teach. It just all overlaps and meshes.”

The partnership is innovative because it creates a classroom within a classroom. Here, 19 area children with autism or intellectual disability, representing a range of ages, help university students learn to be better teachers. At the same time, the students apply the most recent research to their classroom practice, benefiting the children. And because the three classrooms span a range of ages, Ayres adds, it’s exciting to have the opportunity to watch as the younger children grow up, progress, and move on to middle school.

Students in Ayres’ program have also branched out to other areas of Georgia in the past year, working with the Easter Seals of Southwest Georgia to bring teams into areas that lack specialized services for children with developmental and behavioral difficulties. Four times a year, faculty, graduate, and undergraduate students pile into several cars and drive to towns such as Valdosta, Albany, or Savannah, where they work with children and their parents or caregivers.

Each visit includes follow-ups via telephone or video conference to help support the methods and recommendations made by the faculty and students.

“We will spend two days doing assessments and treatment plans for people who engage in self-injury or aggression, or we will work with the family to implement that plan in the home,” says Ayres. “We also do parent empowerment training, where we target parents of young kids with developmental disabilities between ages 2 and 6. We’re teaching them some of the skills and strategies they need to prevent development of problem behavior down the line.”

RESEARCH SPOTLIGHT

GRANT TITLE: Analysis, Interpretation, Instruction, Management (AIIM)
FUNDING AGENCY: U.S. Department of Education

The leaders of the pack

These days, if you want to be an effective principal, it’s not enough to simply have a passion for students.

There are budgets to consider. There are ethical issues that require a skilled touch. There are mountains of data that need to be mined. All of these complex matters—and many, many more—require a depth of knowledge that often doesn’t come to principals in their first few years on the job.

But luckily, the College of Education’s Early Career Principal Readiness Program exists to help navigate these waters. Now in its seventh year, faculty members Sherrie Gibney-Sherman and Bettye Ray of the Department of Lifelong Education, Administration, and Policy coordinate the innovative 18-month program that features guest speakers on topics crucial to principals’ success. While other principal readiness programs exist around Georgia, the College can leverage its position as the flagship institution to bring recognized leaders as speakers. The result is top-notch support for districts across the state.

“We invite people with a proven track record—people who have been successful as principals and are doing amazing things in their schools now,” says Ray. “And Sherrie and I have worked at every level of a school—as principals, in the central office, and into the superintendent at some level. So we have lots of experience between the two of us.”

Cohorts typically meet monthly for deep dives into topics, some of which are standard and others reflective of the needs of the students. The most recent group of principals, for example, learned from the executive director of the Georgia Association of Educational Leaders, award-winning middle and high school principals, the chief investigator for the state’s teacher-certification office, and an expert on gifted education.

“There are just so many things you have to learn and understand, and you can feel very alone trying to make those things happen,” says Gibney-Sherman. “Here, they bring their real-life issues to the table, and they have a safe place to have a conversation about whatever is on their mind.”

After they complete the program the principals keep in touch, providing a network of peers to brainstorm and bounce ideas off of. And, of course, Ray and Gibney-Sherman are also just a phone call or email away.

“At the end of the year they say, ‘We’re your babies and you’re throwing us out,’” says Ray, laughing. “And I say, ‘We prepared you—you are ready to fly.’”

“We invite people with a proven track record.”

—Bettye Ray, Early Career Principal Readiness Program Coordinator

GRANT TITLE: Analysis, Interpretation, Instruction, Management (AIIM)
FUNDING AGENCY: U.S. Department of Education
Research at the College of Education

A sampling of new or active externally funded projects, organized by funding source. Some figures represent multi-year amounts.
The University of Georgia is one of three sites across the country to study identity development in transgender populations through a five-year grant from the National Institutes of Health. The study is the largest of its kind to date.

Using surveys and interviews, this research partnership will lay the groundwork for new social services and support networks for the transgender population.

“We will be looking at critical incidents in their life in terms of gender identity, and then refining our measures of gender identity, risk, and resilience,” says Anneliese Singh, the College’s associate dean for diversity, equity, and inclusion who is leading the Atlanta team. This includes ways people describe themselves and their gender, the partners they choose, their work environment, and obstacles they face, such as everyday discrimination. “When we know where the barriers are, we can intervene.”
This Early-Concept Grant for Exploratory Research will examine new ways to broaden participation in STEM fields for science education faculty of African or Latino ancestry. “There has been little research in this area of science education,” says Atwater, who was the Sachs Distinguished Lecturer in Residence at Teachers College, Columbia University, in the last academic year. “In fact, there is very little microaggression research that has been done in which the participants are people of European-American descent.”

Atwater’s study will examine microaggressors at seven institutions of higher education with science education programs. Past research shows that science and science education faculty and students of African or Latino ancestry regularly face intentional and unintentional acts of racial microaggressions that often negatively impact whether they remain in science education departments and STEM courses. Since many of these acts of racial microaggression come from administrators, colleagues, and peers, the EAGER grant will serve as an important step in directly addressing microaggression in higher education.

In addition to identifying any activities that might lead to microaggressions, Atwater’s study will look at whether microaggressors are aware or unaware of their acts and collect data about policies used by colleagues and administrators to minimize racial microaggressions.
AN ASSESSMENT OF DIFFERENTIAL ITEM AND PERSON FUNCTIONING BETWEEN MALES AND FEMALES USING THE FOOD INSECURITY EXPERIENCE SCALE
$25,000
PI: George Engelhard, educational psychology
1 year

U.S. DEPARTMENT OF EDUCATION

GEORGIA ESOL FOR CONTENT AREA TEACHERS (GECAT) PROJECT: PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH LEARNERS
$1,858,239
PI: Linda Harklau, language and literacy education
5 years

IMPROVING TEACHER QUALITY HIGHER EDUCATION PROGRAM
$1,575,164
PI: Kathy Thompson, educational theory and practice
2 years

GEORGIA SENSORY ASSISTANCE PROJECT
$1,529,890
PI: Cynthia Vail, communication sciences and special education
5 years

ANALYSIS, INTERPRETATION, INSTRUCTION, MANAGEMENT (AIIM): FUNCTIONAL ASSESSMENT AND INTERVENTION FOR INDIVIDUALS WITH AUTISM IN SCHOOL-BASED CONTEXTS
$1,249,926
PI: Kevin Ayres, communication sciences and special education
4 years

RESPONSIVE EARLY EDUCATION FOR DIVERSITY (REED)
$1,234,233
PI: Cynthia Vail, communication sciences and special education
4 years

COLLABORATIVE PERSONNEL PREPARATION IN AUTISM (COPPA) PROJECT
$1,227,231
PI: Kara Wunderlich, communication sciences and special education
5 years

EXAMINING THE PROCESSES AND OUTCOMES OF READING COMPREHENSION (EXPO-RC)
$1,192,920
PI: Scott Ardoin, educational psychology
4 years

DIAGNOSTIC INVENTORIES OF COGNITION IN EDUCATION (DICE)
$1,399,746
PI: Laine Bradshaw, educational psychology
4 years

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

INCREASING BEHAVIORAL HEALTH AND INTEGRATED CARE IN K-12 SCHOOLS OF NE GEORGIA
$1,858,239
PI: Bernadette Heckman, counseling and human development services
3 years

DEVELOPING ENHANCED ASSESSMENT TOOLS FOR CAPTURING STUDENTS’ PROCEDURAL SKILLS AND CONCEPTUAL UNDERSTANDING IN MATH
$463,496
(Subaward from the University of Kentucky Research Foundation)
PI: Allan Cohen, educational psychology/Georgia Center for Assessment
Co-PIs: Laine Bradshaw, educational psychology, Hye Jeong Choi, Georgia Center for Assessment
4 years

ENHANCING MIDDLE SCHOOL MATHEMATICS ACHIEVEMENT THROUGH SPATIAL SKILLS INSTRUCTION
$722,000
(Subaward from The Ohio State University)
PI: Martha Carr, educational psychology
4 years

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

INTERMEDIARY ORGANIZATIONS AND EDUCATION POLICY: A MIXED-METHODS STUDY OF THE POLITICAL CONTEXT OF RESEARCH EVIDENCE
$120,332
(Subaward from the University of California, Berkeley)
PI: Elizabeth DeBray, lifelong education, administration, and policy
5 years

W.T. GRANT FOUNDATION

A LONG WAY COMING – UNDERSTANDING ENGINEERING EDUCATORS’ TRANSFORMATIONS TO STUDENT-CENTERED TEACHING
$400,000
(Subaward from Arizona State University)
PI: Joachim Walther, College of Engineering
Co-PIs: Kathleen deMarrais, lifelong education, administration, and policy; Stephan Durham, College of Engineering
2 years

COLLABORATIONS WITH OTHER UGA UNITS

NRT-IGE: FROM ENGAGEMENT TO ACTION: 21ST CENTURY STEM SCHOLARS AND LAND GRANT OPPORTUNITIES
$495,756
PI: Julie Coffield, UGA Graduate School
Co-PIs: Ikseon Choi, career and information studies; Karen Carmicheal, department of pathology; Matthew Bishop, J. W. Fanning Institute for Leadership Development; Meredith Welch Devine, graduate school
3 years

THE INTEGRATION OF HEALTHY MARRIAGE AND RELATIONSHIP EDUCATION INTO FAMILY AND CHILDREN SERVICES: A CAMPUS-COMMUNITY PARTNERSHIP
$8,219,213
PI: Theodore Futris, human development and family science
Co-PIs: Karen DeMeester, Program Evaluation Group; Jay Mancini, human development and family science; Jennifer Ellins, social work; Joseph Goetz, financial planning, housing, and consumer economics; Lance Palmer, financial planning, housing, and consumer economics; Jerry Gale, human development and family science
5 years

UNDERGRADUATE BIOLOGY EDUCATION RESEARCH PROGRAM
$260,236
PI: Julie Stanton, department of cellular biology
Co-PI: Barbara Crawford, mathematics and science education
3 years

NATIONAL SCIENCE FOUNDATION
Marques Dexter, right, a doctoral student in sport management and policy, also serves as a student ambassador for the College. PHOTO BY CASSIE WRIGHT
"My goal as an emerging researcher is to address ways in which institutions can recruit, retain, and support African-American males to be successful throughout the P-12 pipeline, transition to college, and ultimately thrive in their desired profession. Through my research assistantship, I will be able to enhance my understanding of the literature on African-American males, as well as discover how UGA is implementing strategies to successfully recruit, retain, and support them."

Doctoral student Marques Dexter
Recipient of the African-American Male Initiative Graduate Research Assistantship

LEARN MORE ABOUT FINANCIAL SUPPORT » PAGE 40
SELECT STUDENT ACCOLADES
FROM THE ’16–’17 ACADEMIC YEAR

Doctoral student MEGHAN BARNES (Department of Language and Literacy Education) received a 2017 Graduate School Excellence in Teaching Award from the UGA Graduate School.

Doctoral student ALEXANDRA HUGUELET (Department of Counseling and Human Development Services) was named school counselor of the year by the Georgia School Counselors Association.

Doctoral student JASMINE JENKINS (Department of Counseling and Human Development Services) received a 2017 Image Award from the NAACP.

Doctoral student ELIZABETH LOUIS (Department of Counseling and Human Development Services) received the Boren Fellowship from the National Security Education Program.

Undergraduate BRITTANY MACLEAN (Department of Kinesiology) competed in the 2016 Olympics in Rio de Janeiro. This was the second Olympics for the Canadian swimmer, who also competed in the 2012 Olympics in London. In Rio, she earned a bronze as part of the 4x200 Canadian relay team.

Master’s student DARIUS PHELPS (Department of Language and Literacy Education) received the Child Caregiver of the Year award from the Georgia Association on Young Children.

Doctoral student LINDA PURVIS (Department of Mathematics and Science Education) received a Teaching Excellence Award from the University of North Georgia, where she has taught biology since 2009.

Doctoral student DAVID STANLEY (Department of Counseling and Human Development Services) was named mentor of the year at Clarke Middle School.

Master’s student JERILYN WILLIAMS (Department of Educational Psychology) was named a Javits–Frasier Scholar by the National Association for Gifted Children.

Departments at a glance

COMMUNICATION SCIENCES AND SPECIAL EDUCATION
DEPARTMENT HEAD: CYNTHIA O. VAIL
This department focuses its research on the needs of people who can benefit from a range of approaches to teaching and learning or communication. Outreach units directly benefit the public, such as the UGA Speech and Hearing Clinic and the Applied Behavior Analysis Clinic.

LANGUAGE AND LITERACY EDUCATION
DEPARTMENT HEAD: ANNE MARCOTTE
This department focuses on three areas: English education, literacies and children’s literature, and TESOL and world language education. Faculty blend cutting-edge methods with innovative tools and instruction.

EDUCATIONAL PSYCHOLOGY
DEPARTMENT HEAD: SCOTT P. ARDOIN
This department trains graduate students to be leaders in teaching, learning, human development, and behavior. Faculty and students work with a variety of research centers to tackle research that affects learning tools and environments.

CAREER AND INFORMATION STUDIES
DEPARTMENT HEAD: ROBERT M. BRANCH
This department develops leaders in learning, design, and technology; and career and workforce development. Programs emphasize creativity and innovation in learning, instruction, research, and outreach.

KINESIOLOGY
DEPARTMENT HEAD: JANET BUCKWORTH
This department creates new knowledge related to physical activity, sport, and physical education. Degree programs cover topics in exercise science, physical education, and sport management. This department is also home to more than a dozen labs studying movement and its effects on the body.

COUNSELING AND HUMAN DEVELOPMENT SERVICES
DEPARTMENT HEAD: BRIAN A. GLASER
One of the top counseling programs in the country, the department serves as a state, regional, and national training site for careers rooted in social justice, underserved populations, and access and inclusion.

MATHEMATICS AND SCIENCE EDUCATION
DEPARTMENT HEAD: ROGER HILL
This department’s internationally known faculty and rising young scholars make up one of the largest and most respected groups of mathematics and science education faculty in the world.

EDUCATIONAL THEORY AND PRACTICE
DEPARTMENT HEAD: CYNTHIA DILLARD
Faculty in this department blend research, teaching, and service through community engagement. Programs at all degree levels include early childhood, middle grades, and secondary social studies education.

LIFELONG EDUCATION, ADMINISTRATION, AND POLICY
DEPARTMENT HEAD: KATHLEEN P. DEMARRAIS
This department is known for its pioneering work developing researchers and leaders in three program areas: learning, leadership, and organization development; qualitative research; and educational administration and policy.
Select faculty awards from the 2016–2017 academic year

DEPARTMENT OF CAREER AND INFORMATION STUDIES
Associate professor JOHN MATIVO received the Richard B. Russell Award for Excellence in Undergraduate Teaching, the University of Georgia’s highest early career teaching honor.

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT SERVICES
Professor EDWARD DELGADO-ROMERO was honored with the National Latina/o Psychological Association’s Padrina/o Award, recognizing him as one of the organization’s elders.

Assistant professor DARRIS MEANS was selected as an Emerging Scholar Designee by the American College Personnel Association.

ANNELEISE SINGH, a professor and associate dean for diversity, equity, and inclusion, published the book “Successful Academic Writing” with co-author Lauren Lukkarilla. Also, her book Affirmative Counseling and Psychological Practice with Transgender and Gender Nonconforming Clients, with co-author Lore M. Dickey, was released last fall.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
Professor BONNIE CRAMOND was named to a group of six national advisors by the Innovation Collaborative, a national forum that fosters creativity, innovation, and lifelong learning through research and practice.

Professor AMY RESCHLY was elected a member of the Society for the Study of School Psychology.

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE
Clinical associate professor BETH TOLLEY received a 2017 First-Year Odyssey Teaching Award for her course, “So, You Think You Want To Teach?,” which gives UGA freshmen a look at teaching.

DEPARTMENT OF KINESIOLOGY
Associate professor THOMAS A. BAKER III was recognized as a Research Fellow by the Sport and Recreation Law Association.

Professor ROSE CHEPYATOR-THOMSON received the Lioba Moshi Award for Service in African Studies from the UGA African Studies Institute.

Professors ELLEN EVANS and BRYAN MCCULLICK were admitted as Fellows to the National Academy of Kinesiology.

Professor KARL NEWELL received the 2016 Distinguished Leadership Award from the American Kinesiology Association.

DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
Professor MELISA CAHNMAN-TAYLOR was selected as the 2017 scholar for the Richard Ruiz Residency Program through the University of Arizona, where she brought different approaches to storytelling to Guanajuato, Mexico.

Assistant professor TISHA LEWIS ELLISON received the Early Career Achievement Award from the Literary Research Association.

Clinical assistant professor SARA KAJDER was named co-editor of the National Council of Teachers of English’s journal Voices from the Middle.

A Greek science fiction manuscript by clinical assistant professor PETROS PANAOU was recognized by the Cyprus section of the International Board on Books for Young People.

DEPARTMENT OF LIFELONG EDUCATION, ADMINISTRATION, AND POLICY
Associate professor JORI HALL was named associate editor of the American Journal of Evaluation.

DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION
Professor MARY M. ATWATER was named the Sachs Distinguished Lecturer in residence at Teachers College, Columbia University, for the spring 2017 semester.

JULIE A. LUFT, Athletic Association Professor of Mathematics and Science Education, was named a Fellow by the National Science Teacher Association. She also received the 2017 Creative Teaching Award from the UGA Office of the Vice President for Instruction.
Continuing to excel

Select honors and awards given to alumni in the 2016–2017 academic year

KIMBERLY BUICE (B.S.Ed. ’16) and SYDNEY LASETER (B.S.Ed. ’16) received Fulbright English Teaching Assistant positions.

CRISTALIS CAPELLO (Ph.D. ’16) has been selected as a Leadership Fellow to the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, representing the National Latina/o Psychological Association.

CHERYL HARRIS (B.S.Ed. ’06, M.Ed. ’07) was appointed by Gov. Nathan Deal to Georgia’s Statewide Independent Living Council.

University of Colorado football coach MIKE MACINTYRE (M.Ed. ‘91) was named coach of the year by the Pac-12 Conference.

TIM MULLEN (Ph.D. ’06) published a book examining the teacher accountability movement, Stop Blaming and Start Talking: Developing a Dialogue for Getting Public Education Back on Track.

TINISHA PARKER (B.S.Ed. ’00, Ed.S. ’07, Ph.D. ’13), coordinator of advising and counseling for Gwinnett County Public Schools, is now president of the Georgia School Counselor Association.

HILLARY STEINER (M.A. ’00, Ph.D. ’03), associate professor of educational psychology in the Department of First-Year and Transition Studies at Kennesaw State University, recently received the Scholarship of Teaching and Learning award from the University System of Georgia’s Board of Regents.

JOHN DAVID WICKER (M.Ed. ’97) was named athletic director at San Diego State University.

CARRIE WOODCOCK (M.Ed. ’08), head of world languages and global initiatives for the Hall County School System, received the Administrative Support of World Languages award from the Foreign Language Association of Georgia.

A banner year for young alumni, businesses

Nine alumni of the College of Education were named to UGA’s 40 UNDER 40 CLASS OF 2017. This is the highest number of alumni from the College named to the list since the program began in 2011.

A separate UGA-based honorific, Bulldog 100, recognized a record 10 businesses linked to College of Education alumni. The annual Bulldog 100 list notes the fastest-growing businesses owned or managed by UGA graduates.

Alumna honored at Presidential Scholars event

The inaugural Presidential Scholars Honors Dinner recognized a lifetime of work by FELICE KAUFMANN (Ph.D. ’79), a leading researcher in gifted education. Her work focusing on the first five classes of Presidential Scholars is groundbreaking among gifted education studies.

Although Kaufmann is not an alumna of the Presidential Scholars program, she received the first-ever award in her name alongside honorees former Indiana governor Mitch E. Daniels Jr., former U.S. Poet Laureate Rita Dove, and Chief U.S. Circuit Judge Merrick Garland.
Alumni engagement

Between alumni panels, our annual alumni awards, boards and other advisory roles, our alumni have several ways to stay involved in the College of Education after graduation.

200+
Number of attendees at our 2016–2017 Distinguished Alumni Awards

10
Number of alumni honored by the College of Education during the 2016–2017 Distinguished Alumni Awards

32
Number of alumni who took part in alumni panels during FY17

Serving the College

27
MEMBERS on the College’s ALUMNI BOARD

24
MEMBERS on the College’s BOARD OF VISITORS

76% of DONORS to the College of Education are alumni

WHERE IN THE WORLD?

Our alumni can be found in all 50 states, plus U.S. territories and in the military.

59
Number of alumni SERVING IN THE ARMED FORCES AROUND THE WORLD (Europe, Canada, Middle East, Africa, and the Pacific)

5%
of our alumni live in FLORIDA, the No. 1 state where graduates land outside of Georgia (North and South Carolina are nearly tied for second)

58,043
LIVING ALUMNI

73% FEMALE

27% MALE

SOURCE: UGA OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS
Recognition at all levels

THE COLLEGE OF EDUCATION’S FUNDING comes from a variety of sources, including state and federal agencies and private-sector contributions. All of this adds up to support for one of the largest public colleges of education in the country, where we graduate hundreds of teachers, counselors, sport scientists, and educational leaders every year. Here is a look at how our supporters keep us among the best in the country.

At right, students take part in Thank a Donor Day on campus.

Supporting our students

A major priority of the College is to provide need-based support to our students. According to the UGA Office of Financial Aid, 52 percent of College of Education students received some form of financial aid in the 2015–2016 year and 46 PERCENT STILL HAVE UNMET FINANCIAL NEEDS, ranging from tuition and student fees to meals and transportation.

UNDERGRADUATE STUDENTS

138%

Amount of increase for our BOARD OF VISITORS SCHOLARSHIP FUND in FY17, a scholarship whose sole purpose is need-based aid

Thanks to our donors, the College also created 11 NEW SCHOLARSHIPS OR SUPPORT FUNDS

GRADUATE STUDENTS

The College is a strong supporter of graduate research, with more than $5 MILLION awarded in GRADUATE ASSISTANTSHIPS in FY17

$459,705

Total paid from COLLEGE-BASED SCHOLARSHIPS in FY17 (for both undergraduate and graduate students)

Overall, the number of donors—and the number of new donors—is up.

150+

Number of ATTENDEES at our first-ever DONOR APPRECIATION event last fall

22%

Increase in the TOTAL NUMBER OF DONORS from FY16 to FY17

38%

Increase in the NUMBER OF GIFTS from FY16 to FY17

31%

Increase in the NUMBER OF NEW DONORS from FY16 to FY17

WAYS TO GIVE Join our growing ranks of donors with a gift to the College of Education: coe.uga.edu/give

SOURCE: UGA OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS
Alumni and giving

Private support for the College comes from alumni and friends, corporations, and foundations. Some gifts are earmarked for a specific purpose, such as need-based aid, while others may be used where the need is greatest.

Here is a look at how our donation sources stack up:

When counting the number of donations, our alumni make a huge impact on our annual giving ...

...But when looking at dollar impact, support from organizations and foundations is key.

- **ALUMNI**
  - $269,104
  - Amount from 1,233 alumni donors

- **FRIENDS**
  - $145,575
  - Amount from 309 friends of the College

- **CORPORATIONS**
  - $79,291
  - Amount from 48 corporate donors

- **ORGANIZATIONS/FOUNDATIONS**
  - $269,157
  - Amount from 38 organizational donors

Just a few years old, our giving societies have been an overwhelming success.

- **DEAN’S CLUB** membership (gifts of $1,000 or more in FY17) rose from 165 to 188 members, while membership in our **1908 CLUB** (a sustaining gift of $19.08 per month or annual gift of $229 per year) is up to 75.

Note: Dean’s Club memberships now start at $1,500/year.

How does this break down?
- **$2.8M** in planned and estate giving
- **$303K** in annual giving
- **$272K** in corporate and foundation support
- **$257K** in major gifts

JOIN THE CLUB!

The College of Education is proud to help support the **UNIVERSITY OF GEORGIA’S COMMIT TO GEORGIA CAMPAIGN**. In the first year of the public phase of the campaign, UGA donors set a new record in fundraising, contributing $227.8 million in new gifts and pledges. This marks the fourth year in a row that UGA donors have set a new record in fundraising and the first time in the university’s history that the annual total has surpassed $200 million.

The goal of the Commit to Georgia campaign is to raise $1.5 billion by 2020 to increase scholarship support, to enhance the learning environment, and to solve the grand challenges facing society.

**COMMIT TO GEORGIA**

- **5,290** student scholarships funded by private support
- **$1.6 MILLION** raised to support experiential learning opportunities in FY17
- **68,000+** record-breaking number of donors to the Commit to Georgia campaign

JOIN THE CLUB!

Just a few years old, our giving societies have been an overwhelming success. Our **DEAN’S CLUB** membership (gifts of $1,000 or more in FY17) rose from 165 to 188 members, while membership in our **1908 CLUB** (a sustaining gift of $19.08 per month or annual gift of $229 per year) is up to 75.

Note: Dean’s Club memberships now start at $1,500/year.

Join the club!
Created through the generosity of donors, endowments yield perpetual income for the programs they support. Endowment funds offer programs a margin of excellence, allowing them to delve further into important research topics than university funding would allow and to afford greater levels of outreach to residents of Georgia and beyond.

**FACULTY AND STUDENT AWARDS**

- A. J. Nofsinger Student Support Fund
- Ada Lee Correll Scholarship Fund
- Aleene Cross Scholarship in Family and Consumer Sciences Education
- Alice E. Klein Memorial Fund
- Ann E. Jewett Distinguished Graduate Assistantship
- Arthur Lucas Memorial Fund
- Arthur M. Horne Faculty Award for Community Engagement and Research
- Arthur M. Horne Graduate Research Award
- Bothe–Marcotte Scholarship
- Barbara J. Rankin Scholarship
- Carol J. Fisher Scholarship in Language Education
- Carol J. Fisher Undergraduate Scholarship in Language Education
- Carroll Wade McGuffey Scholarship
- Coach Mike Gastronis Scholarship
- Cohen Family Scholarship Fund
- College of Education Board of Visitors Scholarship
- College of Education Centennial Scholarship
- College of Education Scholarship
- Commeyras Fund for Excellence in Graduate Education
- Coral Jo Bishop Fellowship
- D. Keith Osborn Scholarship in Elementary Education
- David J. Mullen Sr. Memorial Scholarship
- Del Jones Memorial Trust
- Dr. Lester E. Sanders Scholarship Fund
- Edie Klein Leadership Award
- Edwin D. Pusey Prize
- Elizabeth Barber Young Banner Scholarship
- Elizabeth Todd Scholarship
- Elmer Jackson Carson Scholarship
- Faculty Senate D. Keith Osborn Award for Teaching Excellence
- Faye Daube Miller Scholarship Fund
- Flora Rogers Scholarship Fund
- Floyd and Emily Jordan Scholarship Fund
- Gary A. Dudley Fellowship
- George “Chip” Clendon Memorial Scholarship
- George M. and Barbara E. Gazda Counseling Scholarship
- Geraldine A. Patrick Scholarship
- Goizueta Foundation Graduate Scholars
- Health & Human Performance General Fund
- Ira E. Aaron Award for Teaching Excellence and Collegiality
- Ira E. Aaron International Study Scholarship
- Irene & Curtis Ulmer Doctoral Scholarship in Adult Education
- James L. Dickerson Scholarship
- Jan L. Branham Endowment
- Jeremy Kilpatrick Student Support Fund
- Jim Mann Family Scholarship
- Joan D. Berryman Student Support for Clinical Excellence Fund
- Joan B. Neal Women’s Physical Education Scholarship

**SCHOLARSHIP FUNDS HAVE HELPED ME TRAVEL TO CONFERENCES, STUDY ABROAD, AND HELPED PAY LIVING EXPENSES DURING MY DOCTORAL PROGRAM. BY PROVIDING SCHOLARSHIPS TO UGA STUDENTS, DONORS AND STAKEHOLDERS ARE AFFIRMING THE IMPORTANCE OF EDUCATION AND PROVIDING INVALUABLE SUPPORT TO STUDENTS SEEKING TO ENRICH THE FIELD OF EDUCATION!”**

– ASHLEY L. LOVE, DOCTORAL STUDENT, DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE
Jonathan Robert Scruggs Scholarship in Teacher Education  
June Wilhoit Martin Scholarship Fund  
Lois Johnson & William Jasper Shortt Fellowship in Physical Education  
Louise E. Kindig Research Award  
Martha Nell Allman Graduate Assistantship  
Mary Ella Lunday Soule Fund  
Mary M. Wood Student Support Fund  
Michael J. Hendrickson Academic Scholarship  
Michael E. Penland Family Award  
Norman Harold “Hal” Davis, Jr. Memorial Scholarship Fund  
Ocie T. Dekle Excellence in Teaching Award  
Owen Scott Graduate Fellowship in Educational Psychology  
Paul R. Kea Scholarship  
Paul Tappan Harwell Scholarship Fund  
Paul Gray Scholarship  
Rachel Sibley Sutton Scholarship  
Ray E. Bruce Scholarship Fund  
Raymond B. and Lynda T. Goodfellow Student Support Fund in Adult Education  
Rose Sanders Stanley Memorial Scholarship  
Ruby Maude Anderson Scholarship Fund  
Russell H. Yeany Research Award  
Sharon Green Webber Scholarship in Communication Sciences & Disorders  
SNS - GSTC Scholarship  
Sylvia McCoy Hutchinson Endowment for Staff and Children of Staff  
Theodore K. Miller and Roger B. Winston Jr. Research Award  
Thomas J. & Sara L. Cooney Travel Award for Research Presentation Student Scholarships and Fellowships  
Virginia I. & Francis A. Norman Jr. Doctoral Scholarship  
Wells Fargo Scholars Program  
William L. Gatlin Transfer Student Scholarship  
Women Pioneers in Education Scholarship  

**LECTURES**

Automatic for Autism Fund  
Bernard B. Ramsey Health and Human Performance Fund  
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Christopher Leighton Ballew Adult Education Fund  
Clifford Gray Lewis Fund for Health & Human Performance  
College of Education Endowment for Excellence  
College of Education Endowment for Teaching Excellence  
College of Education Faculty Support Fund  
Donna Alvermann Doctoral Student Support Fund for Social Change  
Dorothy Simmons O’Dell Fund  
E. Paul Torrance Lecture Fund  
Friends of Clinic Endowment for Speech and Hearing Therapy  
George R. Gilmer Fund  
Glickman Challenge Grants for Project-Based Learning  
Health and Human Performance Fund  
James W. Wilson Endowment for Mathematics Education  
Kappa Delta Pi Academic Support Fund  
Katie Elizabeth Turner Memorial Support Fund  
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Mary Sartalamacchia Macagnoni Lectureship Fund  
Osher Lifelong Learning Institute Endowment  
Quantitative Methodology Program Endowment  
Raymond Babineau Vocational Education Academic Support Fund  
Reading Department Endowment  
Robinson Fund  
Stinchcomb Graduate Assistantship Support Fund for PEMDC  
Sue W. Cromartie Elementary Education Fund  

“**The scholarships reduced anxiety about making ends meet. They supported my development as a teacher educator. They inspired me to bring my research message, cultivated at UGA, to a national audience. I will always be thankful for the generosity and kindness displayed by the scholarship committee and our humble donors.”**

– Matthew Moulton, Doctoral Student and Middle Grades Education Graduate Assistant, Department of Educational Theory and Practice  

We encourage donors to consider establishing a named endowment to ensure generations of future support to the College of Education. If you are interested in creating an endowment, contact Elizabeth Gaughf Kozak at 706-542-2893 or EMG@UGA.EDU
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“WITHOUT THIS SCHOLARSHIP, I DON’T REALLY KNOW HOW I WOULD HAVE PAID FOR SCHOOL THIS YEAR. I’M VERY GRATEFUL TO BE AWARDED THE OPPORTUNITY TO FINISH OUT MY EDUCATION!”

– SARAH CASTEEL, B.S.ED. ’18, ENGLISH EDUCATION, DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION

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Our development and alumni relations team is focused on connecting alumni and friends with the College of Education.

**ELIZABETH GAUGH KOZAK**
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emg@uga.edu
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- Major gifts and endowments
- Planned gifts
- UGA development liaison

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- Corporate and foundation relations

**NANCY H. BUTLER**
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706-583-0390
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- Parent liaison
- Retired faculty liaison
- Stewardship

### HERITAGE SOCIETY

The UGA Heritage Society honors alumni and friends who have made documented bequests in their wills or other deferred gifts in support of the College of Education.

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- Dr. Omer C. Aderhold
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- Dr. Mary M. Wood and Dr. Norman J. Wood
- Mr. Joseph E. Wyatt

*Deceased*
Why we give

“The reason I am so excited about this scholarship is because I was not from a wealthy family, and when I first thought about going to Georgia, it was a pipe dream. Today’s students, even if they have the HOPE scholarship, it doesn’t pay for everything. When we found out that what we would give would be matched, we decided to not do just one scholarship, but to do two. And I wanted it to be in the College of Education because I found teaching so satisfying and rewarding, especially in special education. We need really good teachers—all teachers, of course, but especially in special education.”

— JUNE MARTIN (B.S.Ed. ’71, M.Ed. ’74, Ed.S. ’76) who, along with her husband PAUL T. MARTIN, began two scholarship funds for students studying to be special education teachers. Both scholarships were matched through the Georgia Commitment Scholarship Program.

STAYING CONNECTED

WE ARE FORTUNATE to have more than 58,000 living alumni, and we want to keep those connections strong. Earlier this year, we published our second alumni magazine, featuring stories and updates from College of Education graduates from around the world. These stories and more can also be found on our website (coe.uga.edu) as well as our social media channels on Facebook, Twitter, and Instagram.

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At the College of Education, we are united by something greater. Whether it is educating our youth, researching and promoting optimal health for all, or leading organizations in the next century, we share a commitment to serve. And we offer several ways to support the next generation of researchers and leaders.

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Inspired by the founding year of the College, the 1908 Club funds need-based aid for our students. Join with a contribution of $19.08/month or $229/year. Help change a student’s life today!

DEAN’S CLUB
When you donate $125/month or $1,500/year to the College, you join our top tier of supporters. Dean’s Club members can earmark donations to need-based aid or any fund in the College.

HERITAGE SOCIETY
Leave a lasting impression on the College when you earmark a percentage of your estate to the College of Education, such as a bequest in your will or a living trust.

Our supporters are included in events throughout the year, are recognized in our honor roll, and more.

For more information on making a donation, please visit COE.UGA.EDU/GIVE