“I swim on Tuesdays. I make new friends.”

– MADISON BROWN, 6.

Born with cerebral palsy, Madison has seen her confidence and abilities grow in the past year working with faculty and students in the College’s Pediatric Exercise and Motor Development Clinic. The clinic provides activities for children who need assistance in physical and motor development.

Madison is one of many Georgia residents whose lives have been improved by research and outreach by the UGA College of Education. As you read through our 2018 Annual Report, learn more about their stories and how the College continues its commitment to never stop learning.
We all have a drive to keep learning

Lifelong learning. For some, it’s just a catchphrase. But in the College of Education, it’s what fuels our daily work.

It’s an inner voice that pushes us to question and debate what we encounter every day. It’s a genuine curiosity about the world and a desire to know more about it. And it’s what happens when we learn by doing, tackle problems, and examine solutions.

This commitment to never stop learning also helps unite the faculty, staff, and students in the University of Georgia College of Education. Our reasons for coming here may vary, but it’s this internal motivation that unites us to improve the lives of those around us.

This connection to our communities and the desire to make them better is also a common thread that runs through our degree programs, research, and service activities. Although this work spans a wide range of disciplines, including teacher preparation, communication sciences and disorders, counseling, movement and exercise science, and educational leadership, it is bound by common commitments. Our students, staff, and faculty share an openness to learning and growing, a need to make positive change, and a desire to connect on a personal level to improve human lives.

I am proud of the work that takes place within the walls of Aderhold Hall, River’s Crossing, Ramsey Student Center, on our campuses in Gwinnett and Griffin, and in the communities we serve. On any given day, you can find someone rethinking the way we learn in several ways: how social justice is achieved, how humans move, how policies shape our communities, and how real-world experiences enrich everything we do. This year’s annual report offers a glimpse into the ways we connect discovery and learning with our communities; my hope is that, through these examples, you too can feel a part of our shared vision to improve the world and the lives around us.

Because the bottom line is, we all share this passion. We all want to improve the world around us and lift others along the way.

This is what unites us: The drive to never stop learning.

Denise A. Spangler
Dean
“I became the new teacher coach at my school, and like many schools, there is a lot of turnover in science. I decided to pursue my Ph.D. and look into issues concerning that. Out-of-field teaching is under-studied, but I want to stay at my school and learn how to best support these teachers.”

— JESSICA BENNETT (BSED ’13, MED ’15, PHD ’20) IS WORKING WITH PROFESSOR JULIE LUFT ON OUT-OF-FIELD TEACHING.

Learn how they and others are rethinking professional development for current teachers.
After serving as an assistant principal at a metro Augusta high school, Brian Hadden was ready for his next challenge. He was named principal at Pine Hill Middle School in the fall of 2016, but the move from assistant principal to principal left him with gaps in his knowledge.

Luckily, the UGA College of Education’s Early Career Principal Residency Program was there to help.

The program, an outreach effort in association with the Department of Lifelong Education, Administration, and Policy, accepts up to 25 principals who have been in the position for three years or less. Leaders from across the state teach topics such as school culture and climate, developing and retaining teachers, budgeting and resources, law and ethics, and using data. When each 18-month cohort comes to a close, participants not only have a new understanding of their position, but they also have a network of peers across the state for additional help and guidance in the future. (Learn more about our next cohort at coe.uga.edu/ecprp.)

“In terms of what it’s done to assist me, I could go on forever; there were so many different guest speakers we’ve had, talking about so many different content areas that we work with as principals,” says Hadden. “But if I had to narrow it down, it’s been the relationships we’ve been able to build and the contacts we’ve been able to make. ... Principals need to do this. The content areas our speakers come with is invaluable.”

A Range of Possibilities

Each year, our nine departments graduate hundreds of future leaders. Here is the breakdown by department.

67 Career and Information Studies
175 Communication Sciences and Special Education
81 Counseling and Human Development Services
84 Educational Psychology
251 Educational Theory and Practice
301 Kinesiology
148 Language and Literacy Education
101 Lifelong Education, Administration, and Policy
79 Mathematics and Science Education
5 Other programs (Education, General and Social Foundations)
Students in the College of Education studying educational policy learn how changes at the school or district level can also influence issues affecting the larger community.

**Painting a Bigger Picture**

**In the wake of hurricane Katrina**, Richard O. Welsh, an assistant professor in the Department of Lifelong Education, Administration, and Policy, found himself wading through new educational territory. His initial graduate research was on school quality and student mobility in post-Katrina New Orleans, but with so many changes to the city’s school district and new figures entering school politics, Welsh became immersed in the larger forces that drive student success. School choice, redistricting, school climate, and policy changes at the state and federal level all played a role. He wanted to contribute to a better understanding of educational equity and policy issues, and help train the next generation of researchers and educational leaders to continue this work.

Welsh is one of several faculty at the UGA College of Education who empower educational leaders to see outside the box, painting their own picture of student success. For example, his colleague, associate professor Sheneka Williams, investigates policies that reflect the unique needs of rural school districts. Assistant professor Walker Swain looks at poverty and inequity through the lens of policies, seeking education-based solutions that create change in a community.

And as a professor—in-residence for the local school district, Welsh is examining disparities in disciplinary outcomes, such as suspensions, and using lessons from the literature to inform local policies and practices. “I think this is work that can really move the needle,” he says. “Hopefully, we can do some really interesting things that can not only help the students here in Clarke County, but students across Georgia and beyond.”

**THINKING GLOBALLY**

**Looking for research** related to sport law? The Department of Kinesiology has you covered with the opening last August of its new Sport, Economics, and Law Lab. This is a dedicated research space for visiting scholars to develop research in the areas of sport law and sport economics. The lab is part of an ongoing partnership the department’s sport management program has with China’s Southwest University of Finance and Economics, and faculty have developed one publication and several other projects as a result.

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**STUDENTS IN CHARGE**

**65**

Number of student ambassadors in the College of Education. They are responsible for leading tours, assisting at College events, and promoting the College among their peers on campus and beyond.

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Students in the College of Education studying educational policy learn how changes at the school or district level can also influence issues affecting the larger community.
Connecting to Classrooms

Educator preparation is at the very heart of what we do, which is why many of our departments work to improve professional development for teachers. This knowledge also informs our current students, who enter the workforce with the latest research-backed skills.

A NEW MODEL

This fall, dozens of high school biology teachers in Georgia and Alabama will return to their classrooms with a new approach to teach challenging concepts in their curriculum, such as cellular respiration and photosynthesis. Their lessons are the result of a National Science Foundation-funded grant led by associate professor Daniel Capps in the Department of Mathematics and Science Education, who is investigating new ways to teach difficult scientific concepts using modeling. During a summer workshop, teachers like Matt Dahlke learned a new approach to teaching cellular respiration. After developing a model for the energy processes that take place throughout cellular respiration, they used it to organize and make sense of different events in the complicated concept. This way, says Capps, “teachers will impart a deeper understanding of the bigger picture of complex ideas, like cellular respiration, without losing students in the details.”

Dahlke, who teaches science at East Jackson Comprehensive High School, agreed that the models were helpful. After years of teaching the topic, this year’s class “understood it more than any class before,” he says.

“Dan and his colleagues have been working on modeling in the classroom. They came up with some great ideas … cellular respiration isn’t necessarily the most exciting thing, but when we did this unit with my students, they were really engaged.”

— MATT DAHLKE (BS ’02, MED ’08), a science teacher at East Jackson Comprehensive High School

In the 2017–2018 academic year, the College of Education graduated hundreds of professionals in the education and helping fields.

408 new teachers

193

Current teachers received advanced training in a specialized area through a graduate program
A BILINGUAL EDUCATION

The dual-language program at a local elementary school continued to expand this past year thanks to the work of professor-in-residence Lou Tolosa-Casadont, a clinical associate professor in the Department of Language and Literacy Education. Now in its third year, the project has expanded to provide instruction in both Spanish and English in pre-K through second grade. Parents sing the praises of the program, which highlights the multicultural aspect of the school as one of its strongest assets, and teachers enjoy the new connections they are making with non-native English speakers. Tolosa-Casadont provides in-school professional development, helps teachers create dual-language curricula, works directly with students, and leads class activities.

“Lou has helped a lot in small groups of students and with our professional development—she helps us with what we need. The instruction takes more planning to help the children learn in two languages. But it is so great to see, by the end of the year, when they are speaking, reading, and writing it.”

– KAREM MARIN, a kindergarten teacher and one of the first dual-language instructors at Oglethorpe Avenue Elementary School in Clarke County
Let’s Talk About It

It’s been three years since the College of Education’s Center for Latino Achievement and Success in Education completed its federally funded, randomized control trial to test the efficacy of its innovative, culturally responsive pedagogical model that encourages cooperation and dialog among students to increase their academic and linguistic achievement. Since then, CLASE has been energized by its success. As of summer 2018, through its P–12 professional learning initiative, the center’s staff has trained nearly 700 teachers and administrators across the Southeast. As more school districts sign on for training, the team has created a sustainable model to support trained teachers and add new ones. Workshops take place throughout the year, district-specific follow-up training is available upon request, and research continues into the instructional model’s results—which are consistently positive when compared with no interventions. “I see second-graders who I know may not regularly have a voice,” says assistant principal Candace Haynes, who was trained in the method this summer. “And then, in third grade, I see them talking about the content. It makes a huge difference.”

SPREADING THE WORD

A culturally responsive conversational pedagogy developed by the College’s Center for Latino Achievement and Success in Education is taking hold in schools across Georgia and beyond. In just three years, nearly 700 teachers have received the training, representing a foothold in 30 counties across Georgia.
Preparing our Future

Every year, thousands of students begin their journey to improve lives around them. We are proud to set these young leaders on a path of success, community-building, and lifelong learning. In overall numbers, for the 2017-2018 academic year (the most recent numbers available), this includes:

**2249** Undergraduate students

**1668** Graduate students

We are also thankful to our community partners who help guide our students in their professional development. For teacher candidates, this includes educators who serve as mentors, schools that host UGA classes, and the faculty who help bridge classroom learning with in-school experiences.

**1002** Mentor teachers who helped College of Education students gain real-world classroom experience

**10** Faculty members who served as professors-in-residence in the 2017-2018 academic year

**12** UGA courses taught on-site at schools, connecting theory to practice

PARTNERS IN LEARNING

The College of Education has close ties to many school districts across Georgia, including Clarke County, where UGA is located. This partnership includes the Professional Development School District, which brings UGA students into classrooms to learn by doing. The PDSD also provides faculty members who serve as professors-in-residence within schools and also across the district; they facilitate professional development, train mentor teachers, and provide research-based solutions to issues facing the district.

In the past year, the PDSD expanded its professional development in several ways:

— Faculty provided training at the school district’s annual Professional Learning Day
— Larger workshop for mentor teachers across the state
— Hosted a new event, an Inquiry Fair, as part of the PDSD’s annual recognition of mentor teachers

Faculty member Sonia Janis is one of 10 professors-in-residence in the Professional Development School District.

**60** M.S.

**47** Ed.S.

**38** Ed.D.

**105** Ph.D.

**+101** degrees awarded in partner programs
When teachers see themselves as writers—and do it themselves—they become more effective and inspirational in their teaching of it. This is why the College of Education hosts workshops throughout the year for teachers called the Red Clay Writing Project, as well as the intensive Summer Institute for Red Clay Fellows program. Professor Stephanie Jones and associate professor Hilary Hughes, both of the Department of Educational Theory and Practice, provide a space for teachers to slow down, focus on themselves, and experiment outside their comfort zone. It’s sometimes messy. It’s sometimes hard. But the process, and the relationship teachers form with their skill, in turn challenges their students to become better writers, too.

“**My summer in Red Clay taught me how to think and explore and create.**”

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**A STEM PLAYBOOK**

Everyone talks about teaching STEM, but it’s not clear how to help teachers incorporate STEM instruction in their classrooms. Working with science teachers has been a passion for Julie Luft, Athletic Association Professor of Mathematics and Science Education, and now she and other College of Education faculty will work together to address this issue in K–12 classrooms. “We’re specifically looking at research on professional development programming in STEM that results in the productive teaching of STEM,” says Luft. “We want to know what the research says about planning and implementing STEM instruction.” The result of the work of Luft, Dorothy Y. White, and Jaime Diamond, colleagues in the Department of Mathematics and Science Education, will be a chapter in the forthcoming “Handbook of Research on STEM Education.” In the field of education, handbooks are essential resources for educators.
Global Leaders

Whether it’s learning athletic training in Taiwan or working in a classroom in Ghana, our students have the opportunity to learn on a global scale. The College offers study abroad programs in 13 countries representing a range of degree programs.

Learning by doing

Learning outside a traditional classroom is a main component of the College of Education experience. Our students connect with the community through clinics, schools, organizations, and study abroad opportunities. The 2017-2018 academic year saw:

- **1678** students who took part in experiential learning opportunities*
- **3938** hands-on learning experiences for students in schools, clinics, hospitals, and community settings

Plus...

- **379** sport management students took part in experiential learning
- **361** schools, clinics, and community organizations across Georgia partnered with the College of Education to provide these experiences
- **383** students gained real-world classroom experience through the Professional Development School District partnership with the Clarke County School District

*Represents both College of Education and non-College students

Source: Office of Experiential Learning

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**AN ESSENTIAL ELEMENT**

Experiential learning has long been part of training in the College of Education. But because of its time commitment, experiential learning—whether it’s tutoring in an after-school program, working in a health clinic, or studying abroad—can also take a toll on a student’s budget. This is where donors to the University of Georgia can close the gap and help students complete a vital part of their education.

For more details on donating to experiential learning at the UGA College of Education, contact Molly Thomas at molly2@uga.edu.
“Coming to UGA, I was interested in researching how we could use virtual reality and exercise to help people with problems like anxiety, depression, and chronic pain. It’s both daunting and exciting to be the first to conduct research on this topic, and it’s a comfort to have such supportive and knowledgeable faculty members around me who are just as eager to learn as we go.”

— CARLY WENDER, DOCTORAL STUDENT IN KINESIOLOGY (EXERCISE PSYCHOLOGY)

Learn how Wender and others are working to change lives for the better.
COMMUNITY MINDED

The range of training opportunities, assessments, groups, and community interactions undertaken by students in the College’s Department of Counseling and Human Development Services is connected by an underlying motivation: passion for social justice and multicultural issues.

Doctoral student Rebekah Ingram, who is in the counseling psychology program, is representative of many students enrolled in the department’s M.Ed. and Ph.D. programs. In addition to her coursework, she sees clients through UGA’s Center for Counseling, conducts a group session, conducts socio-emotional and intelligence assessments, and holds leadership positions within the American Psychological Society. With a goal of working in higher education, Ingram also gains valuable research experience through projects with ¡BIEN! Research, overseen by associate dean and professor Edward Delgado–Romero, and assists associate dean and professor Anneliese Singh with an NIH–funded study on trans resilience.

The department is like a family, she says. They support each other while supporting the larger community.

“We do research, teaching, consultation—the expectation is you find what you want to do and you run with it and make it your path,” she says. “And also, we love people and we love supporting each other. Getting your Ph.D. is so hard, and having that support is so helpful.”

Support social justice work and more with a donation to the Department of Counseling and Human Development Services ➔ bit.ly/COEchds
MOVING TOWARD VIRTUAL REALITY

A recent trend in exercise training involves high-intensity interval training, or short bursts in between periods of recovery. But with this type of training, especially when done on indoor equipment, are there mental barriers that keep people from performing their best?

Doctoral student Carly Wender, who has an interest in virtual reality, came to the Department of Kinesiology wondering how this technology might play a role. Professor Patrick J. O’Connor, who studies psychology related to exercise, took her up on the project.

Together, they devised a study to investigate how participants perform during a few minutes on a stationary cycle while wearing a VR headset. Instead of watching the static ground in front of them, they watched a few minutes of themselves cycling through city streets.

The results? Overall, they were positive—participants felt less fatigue and pain while watching the VR piece. O’Connor and Wender are presenting their findings this fall, with plans for publication of more details next year. But the bottom line, says O’Connor, is that virtual reality has the ability to change the way people exercise. “It can be an incredible tool,” he says.

READING FOR SUCCESS

The College recently created the online Graduate Certificate in Dyslexia to train more educators, clinicians, and specialists to meet the needs of students with reading disabilities. No other institution of higher education in Georgia offers focused training in dyslexia as part of a graduate degree program or as a stand-alone graduate certificate. The program, which received a gift from the Zeist Foundation to support two cohorts of teachers, combines coursework, 30 hours of training in the Orton–Gillingham approach to reading intervention, and hands-on experience. “Children with dyslexia require specific, intensive remedial instruction that, when implemented correctly, has been shown to be effective,” says Jennifer Lindstrom, an associate professor in the Department of Communication Sciences and Special Education.

SUPPORTING FUTURE COUNSELORS

$3.2M

Amount of federal funding awarded in the past four years to support training for more behavioral and school-based counselors in Georgia

13

Number of counties across Northeast Georgia now served by training sites associated with the Department of Counseling and Human Development Services
Moving From Potential to Possible

Our labs, clinics, and research centers help create new knowledge related to physical activity, physical and mental difficulties, and physical education. And through their work, as well as other outreach activities, faculty and students share expertise with those who benefit from it.

**NEUROMUSCULOSKELETAL HEALTH LAB**

*Along with instruments* to measure brain function and muscle strength in this new lab is a small device not much bigger than a bathroom scale. This portable plate vibrates when you step on it, and the muscle contractions that take place as you feel the vibrations are key in the research done by Christopher Modlesky, UGA Athletic Association Professor of Kinesiology. He is interested in how these small contractions help improve muscle quality, strength, and balance in children with cerebral palsy. “We suspect that vibration is having a direct effect on their muscles by increasing their activity,” says Modlesky, who is conducting the study as part of a $3 million grant from the National Institutes of Health. “Physical activity is very low in children with cerebral palsy, so if we can increase it, their future development of chronic diseases may be reduced.”

**SENSORIMOTOR NEUROSCIENCE LAB**

*Every time you move or speak,* a series of complex connections takes place in your brain to make that happen. But if there is a short circuit in that system—caused by, for example, a stroke or a progressive disease—movement, vision, or language skills may be forever altered. The work done by assistant professor Tarkeshwar Singh in the Department of Kinesiology connects the brain with movement, combining an electroencephalogram with an eye-tracking robot to identify where these breakdowns in communication occur and how they might be fixed. “For example, what happens when you are given a complex motor task? How do you process the information in your brain before you make a motor movement?” he says. “The time sequencing in that gives us a lot of information about what is not going right.”

**SCHOOL PSYCHOLOGY CLINIC**

*In addition to* conducting psychological educational evaluations, the College’s School Psychology Clinic now offers autism diagnostic assessments. The new service helps fill a critical need in the community, as many parents often travel to Atlanta for similar services—and also face a long waiting list. Also, through a partnership with the UGA Disability Resource Center, the clinic now offers groups for young adults with autism spectrum disorder. One teaches skills; the other is a peer support group that helps members apply the skills they have learned. Another new program, Campus Coaches, pairs graduate students in the Department of Educational Psychology with students on the autism spectrum. “Sometimes it’s a tour of campus or navigating the bus system; sometimes it’s a bi-monthly check-in just to have somebody to vent to,” says Ashley Harrison, assistant professor and director of the clinic.

When a student is navigating life with a brain injury, it’s not obvious to everyone. Unfortunately, what’s also not obvious is any type of accommodation they may need to tackle the demands of college, such as extra time for an exam or receiving class notes in advance. But there are ways colleges can support these students, and new research in the Department of Communication Sciences and Special Education is identifying how this can be done. Assistant professor Katy O’Brien is working with the Shepherd Center in Atlanta to assess students’ perceptions of concussions and traumatic brain injuries, interview students about their experiences, and determine what policies and procedures might be put in place. Accommodations from faculty are particularly challenging, O’Brien says, because the onus is on students to be their own advocate—and often, students don’t fully know what it is they need. This work is also done in conjunction with the Department of Kinesiology, which assesses student athletes for concussions and other head injuries but increasingly sees non-athletes who are recovering from head injuries and struggling with the demands of college.

"Before my daughter’s accident, I never thought about what it was like to have a brain injury. But since then, I’ve learned survivors of brain injuries have valuable contributions to make to society—but they also have needs to be met. Faculty like me don’t think about these needs, and that’s certainly something that needs to change."

— SCOTT DOUGAN, associate professor of cellular biology at UGA whose daughter, Karla, a UGA freshman, received a traumatic brain injury following a car accident two years ago. The Dougans are advising assistant professor Katy O’Brien as part of a Shepard Center Study.

783
Clients seen by the UGA Speech and Hearing Clinic in FY18; this clinic has been serving the community from its on-campus location for more than 60 years

3006
Speech and hearing screenings done in the community in FY18, a key part of training for graduate students in communication sciences and disorders
Exploring New Ideas

Solutions to grand global challenges start in our classrooms, where faculty make new connections in how we learn. And through these connections, we give our students an opportunity to do more, achieve more, and become more. The results of pushing these educational boundaries are unconventional pairings—and positive results.

COLLABORATION IS KEY

When a child is born with complex physical and educational needs, it’s up to a range of service providers to come together and form a personalized support plan. To help future speech-language pathologists and occupational therapists develop skills for this kind of collaboration, associate professor Rebecca Lieberman-Betz in the Department of Communication Sciences and Special Education is leading a new project called the Preparation of Interdisciplinary Providers, or PIPs.

With the help of affiliate faculty and community partners, the PIPs project provides training in areas such as assistive technology, augmentative and alternative communication, early intervention systems, and home-based practice. The program launched this past summer with its first group of graduate students.

“The idea is really around providing interdisciplinary training so our students can leave with a skill set that allows them to collaborate with a variety of professionals who are serving infants, toddlers, and preschoolers with complex needs,” says Lieberman-Betz.

Number of students trained in the first cohort of PIPs, a grant-funded project that serves the needs of young children with disabilities (and also fills a critical need in the workforce) 24

MAKING CONNECTIONS

Children in rural Honduras have a new way to explore connections between science, technology, engineering, and math and their community through small, motorized machines. Faculty in the Research and Innovation in Learning lab (RAIL), part of the Department of Career and Information Studies, are empowering students to be better problem solvers through a robotics-based curriculum. Developed by College of Education researchers, the lessons have been translated into several languages and used in Asia, Central America, and Africa. Most recently, RAIL researchers, led by professor Ikseon Choi, have been working in Honduras, where children in rural schools are learning STEM skills from robots. As partnerships grow, Choi says the curriculum has the ability to bring a global education to children in areas that would normally not have this opportunity. “We believe we are part of an interdependent global community,” says Choi. “We wish to strengthen that community by working together on global issues such as sustainable development and empowerment through education.”
Real-World Literacy

BRIDGING PEN AND KEYBOARD

Cursive writing may be gone from many school curricula, but it doesn’t mean it’s forgotten. Especially for high school students in Wilkes County, who learned to read cursive to compile family histories. The old wills and property deeds the students are poring through are part of a larger lesson in literacy and research, and associate professor T.J. Kopcha in the Department of Career and Information Studies is assisting with developing the curriculum. By reading historic documents, summarizing their contents, compiling histories, and creating a database of the records they find, students are improving their literacy and research skills while also gaining knowledge of history, social studies, and their own community.

TELLING THEIR STORIES

A partnership has blossomed in the past year between faculty in the College’s Department of Language and Literacy Education, the Athens Housing Authority, and residents of Parkview Homes, a neighborhood adjacent to campus. Earlier this year, they worked with UGA’s College of Environment and Design to re-envision the purpose of the neighborhood’s community center with lots of input from residents to ensure their needs would be met. A grant from the Coretta Scott King Foundation added more than 100 books to the center. Now, graduate students in a class taught by associate professor Kevin J. Burke will partner with middle and high school students to conduct oral histories from elders, analyze the histories for themes, and use those to create a mural with a local artist. This partnership exists in large part thanks to resident Jamonica Davis, who spoke up to graduate student Jason Mizell about improving the center.

“When I’d be outside, I’d see kids getting in trouble because there wasn’t anything to do. I wanted to say something because I wanted a place where kids can learn and stay out of trouble.”

– JAMONICA DAVIS, 15, Parkview Homes resident. The College’s partnership with her neighborhood began when Jamonica told doctoral student Jason Mizell about the unused community center.
“My study is looking at the effect exercise has on stress hormones and cardiovascular health. My research award allows me to actually purchase the supplies I need to look at hormonal fluctuations.”

– MELISSA MCGRANAHAN (BSED ’14, MS ’19, EXERCISE AND SPORT SCIENCE), WHO RECEIVED THE LOIS KINDIG RESEARCH AWARD FROM THE DEPARTMENT OF KINESOLOGY EARLIER THIS YEAR

Learn about our faculty’s sponsored research projects and the endowments that support student awards like McGranahan’s.
Research

A sampling of new or active externally funded projects, organized by funding source, for fiscal year 2018. Some figures represent multi-year amounts.

**CLARKE COUNTY SCHOOL DISTRICT**

Three Columns Project
$289,994
Pl: Kevin Ayres, communication sciences and special education
Co-Pls: Scott Ardoin, educational psychology; Joel Ringdahl, communication sciences and special education
1 year

CABER Classrooms
Pl: Kevin Ayres, communication sciences and special education
A. Demonstration 2017-2018
$190,970
Co-Pls: Alicia Davis and Joel Ringdahl, communication sciences and special education
1 year
B. Pre-K
$117,398
Co-Pls: Jennifer Brown and Alicia Davis, communication sciences and special education
1 year

**THE EURASIA FOUNDATION**

Partnering for Digital Innovation in Modern Language Education and Cross-Cultural Communication
$26,970
Pl: Victoria Hasko, language and literacy education
1 year

**GEORGIA DEPARTMENT OF EDUCATION**

Keenville: Georgia Early Education Gameful Assessment
$2,500,000
Pl: Jeffrey Barker, Georgia Center for Assessment
1 year

Georgia Kindergarten Inventory of Developing Skills (GKIDS) Learning Trajectories
$2,184,094
Pl: Jeffrey Barker, Georgia Center for Assessment
2 years

Physical Activity & Learning (PAL) Program
$666,194
Pl: Phillip Tomporowski, kinesiology
Co-Pls: Martha Allexsaht-Snider, educational theory and practice; Jennifer Gay, health promotion and behavior; Bryan McCullick, kinesiology; Paula Schwanenflugel, educational psychology; Emilie Smith, family and consumer sciences
5 years

Georgia Student Growth Model
$283,865
Pl: Stephanie Lai, Georgia Center for Assessment
Co-Pl: Jeffrey Barker, Georgia Center for Assessment
1 year

Georgia Kindergarten Inventory of Developing Skills (GKIDS)
$223,086
Pl: Jeffrey Barker, Georgia Center for Assessment
1 year

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION-DEPARTMENT OF DEFENSE**

NCAA-DOD Grand Alliance: Concussion Assessment, Research, and Education (CARE) Consortium
$415,453
(Subaward from the University of Michigan)
Pl: Julianne Schmidt, kinesiology
3 years

**NATIONAL ENDOWMENT FOR THE ARTS**

To Live in Athens, GA
$14,000
Pl: Melissa Cahnmann-Taylor, language and literacy education
1 year

**NATIONAL INSTITUTES OF HEALTH**

Effect of Vibration on Muscle Properties, Physical Activity, and Balance in Children with Cerebral Palsy
$3,522,915
Pl: Christopher Modlesky, kinesiology
Co-Pls: Karl M. Newell, kinesiology; Ye Shen, epidemiology and biostatistics
5 years

A Psychoacoustic Approach to Dysphonic Voice Quality Perception
$1,441,883
Pl: Rahul Shrivastav, vice president for instruction, communication sciences and special education
9 years

Stimulating Young Scientists to Engage, Motivate, and Synthesize (SYSTEMS)
$1,242,041
Pl: Georgia Hodges, mathematics and science education
Co-Pls: Scott Brown, physiology and pharmacology; Allan Cohen, educational psychology/Georgia Center for Assessment; James Moore, large animal medicine; Cynthia Ward, small animal medicine
5 years
<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Details</th>
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| Effects of Antecedent and Response Variables on the Persistence of Communication | $504,405  
PI: Joel Ringdahl, communication sciences and special education  
5 years |
| Identity, Development, Risk, and Resilience Among Gender Diverse Populations | $643,435  
(Subaward from the Research Foundation for Mental Hygiene, Columbia University)  
PI: Anneliese Singh, counseling and human development services  
5 years |
| Physical Activity During the Transition from Elementary to High School      | $171,349  
(Subaward from University of South Carolina)  
PI: Rodney Dishan, kinesiology  
Co-PI: Robert Vandenberg, management  
2 years |
| Early Interventions for Orthopedic Combat Casualties                       | $64,900  
(Subaward from the University of Pittsburgh)  
PI: Jarrod Call, kinesiology  
1 year |
| NATIONAL SCIENCE FOUNDATION                                               |                                                                  |
| Language-Rich Inquiry Science with English Language Learners through Biotechnology | $2,648,049  
PI: Cory Buxton, educational theory and practice  
Co-Pls: Martha Allexsaht-Snider, educational theory and practice; Allan Cohen, educational psychology and Georgia Center for Assessment; Zhenqiu Lu, educational psychology  
4 years |
| The Georgia STEM Accessibility Alliance                                     | $1,479,128  
Pl: Noel Gregg, professor emerita, communication sciences and special education  
5 years |
| Investigating Proportional Relationships from Two Perspectives (INPREP2)    | $1,331,220  
PI: Andrew Izsák, mathematics and science education  
Co-Pls: Sybilla Beckmann-Kazoz, mathematics; Laine Bradshaw, educational psychology  
3 years |
| CAREER: Advancing Secondary Mathematics Teachers’ Quantitative Reasoning   | $741,491  
PI: Kevin Moore, mathematics and science education  
5 years |
PI: AnnaMarie Conner, mathematics and science education  
5 years |
| Learning From Online Lectures in STEM: Using Multimedia Principles and Fostering Social Agency using Transparent Whiteboards | $319,808  
(Subaward from the Regents of University of California)  
PI: Logan Fiorella, educational psychology  
3 years |
| Study of STEM Professional Development Programs                            | $74,748  
PI: Julie Luft, mathematics and science education  
Co-Pls: Marguerite Brickman, plant biology; Paula Lemons, biochemistry and molecular biology  
1 year |
| Collaborative Research: Scaffolding Preservice, Early Childhood Teachers to Debug Block-based Programming | $163,227  
PI: ChanMin Kim, career and information studies  
Co-PI: Roger Hill, career and information studies  
3 years |
| Exploring Racial Microaggression in Science Education                      | $229,061  
PI: Mary Atwater, mathematics and science education  
2 years |
| Research on the Utility of Abstraction as a Guiding Principle for Learning about the Nature of Models in Science Education | $449,849  
PI: Dan Capps, mathematics and science education  
3 years |
| Generalization Across Multiple Mathematical Areas (GAMMA)                  | $877,190  
(Transferred from the University of Wisconsin-Madison)  
PI: Amy Ellis, mathematics and science education  
Co-PI: Kevin Moore, mathematics and science education  
1 year |
| Generalization Across Multiple Mathematical Areas                          | $217,597  
(Subaward from the University of Wisconsin-Madison)  
PI: Kevin Moore, mathematics and science education  
1 year |
Assessing the Structure of Knowledge in Teaching Mathematics
$475,565
(Subaward from Indiana University)
Pl: Laine Bradshaw, educational psychology
3 years

NCS PEARSON, INC.
Georgia Kindergarten Entry Profile
$1,616,853
Pl: Jeffrey Barker, Georgia Center for Assessment
1 year

PATIENT-CENTERED OUTCOMES RESEARCH INSTITUTE
Comparative Effectiveness of an Exercise Intervention Delivered via Telerehabilitation and Conventional Mode of Delivery
$303,039
(Subaward from Shepherd Center)
Pl: Kevin McCully, kinesiology
4 years

SPENCER FOUNDATION
Toward an Enhanced Understanding of the Politics of Urban Housing Affordability and Implications for PreK-12 Schools
$140,609
Pl: Elizabeth DeBray, lifelong education, administration, and policy
1 year
Conceptualizing Emotion in Political Discussions in Classrooms
$49,989
Pl: James Garrett, educational theory and practice
2 years

TECHNICAL COLLEGE SYSTEM OF GEORGIA
Training Development and Evaluation Assistance for Georgia’s Office of Adult Education
$314,484
Pl: Kathleen deMarrais, lifelong education, administration, and policy
Co-Pls: Melissa Freeman, Juanita Johnson-Bailey, and Sheneka Williams, lifelong education, administration, and policy
1 year

TEMPLETON FOUNDATION
Emory Integrity Project
$97,648
(Subaward from Emory University)
Pl: Diane Cooper, counseling and human development services
3 years

U.S. DEPARTMENT OF AGRICULTURE
Department of Defense Education Activity K-8 Gifted Education Program Project
$208,304
Pl: Bonnie Cramond, educational psychology/Torrance Center for Creativity and Talent Development
Co-Pl: Sarah Sumners, Torrance Center for Creativity and Talent Development
1 year
Assessing Alternative Methods for Measuring Food Security Among Households with Children
$30,000
Pl: George Engelhard, educational psychology
2 years
Examining Measurement Invariance in Assessments of Household Food Insecurity for Families with Children who Participate in SNAP
$25,000
Pl: 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
Pl: Linda Harklau, language and literacy education
5 years
Improving Teacher Quality Higher Education Program
$1,537,651
Pl: Kathy Thompson, educational theory and practice
2 years
Georgia Sensory Assistance Project
$1,529,890
Pl: 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
Pl: Kevin Ayres, communication sciences and special education
Co-Pl: Scott Ardoin, educational psychology
4 years
Responsive Early Education for Diversity (REED)
$1,234,233
Pl: Cynthia Vail, communication sciences and special education
4 years
Collaborative Personnel Preparation in Autism (CPPA) Project
$1,227,231
Pl: Kara Wunderlich, communication sciences and special education
5 years

RESEARCH PUBLICATIONS
Articles, books, and more published by College of Education faculty in the 2017 calendar year.

42 Books published

450+ Journal articles and other publications

705 Conference proceedings, scholarly presentations, and posters presented
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Agency</th>
<th>PI(s)</th>
<th>Estimated/Actual Amount</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining the Processes and Outcomes of Reading Comprehension (EXPO-RC)</td>
<td></td>
<td>Scott Ardoin, educational psychology</td>
<td>$1,392,920</td>
<td>4 years</td>
</tr>
<tr>
<td>Diagnostic Inventories of Cognition in Education (DICE)</td>
<td></td>
<td>Laine Bradshaw, educational psychology</td>
<td>$1,399,746</td>
<td>4 years</td>
</tr>
<tr>
<td>The PIPs Project: Serving Infants, Toddlers, and Preschoolers with High-Intensity Needs Through Evidence-Based Preparation of Interdisciplinary Providers</td>
<td></td>
<td>Rebecca Lieberman-Betz, communication sciences and special education</td>
<td>$1,109,379</td>
<td>5 years</td>
</tr>
<tr>
<td>Developing Enhanced Assessment Tools for Capturing Students’ Procedural Skills and Conceptual Understanding in Math</td>
<td></td>
<td>Al Cohen, Georgia Center for Assessment</td>
<td>$403,496</td>
<td>4 years</td>
</tr>
<tr>
<td>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</td>
<td></td>
<td>Richard Lewis, department of foods and nutrition; Kirk Kealey, department of food science and technology</td>
<td>$564,302</td>
<td>4 years</td>
</tr>
<tr>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td></td>
<td>Emma Laing, Georgia Center for Assessment</td>
<td>$120,332</td>
<td>2 years</td>
</tr>
<tr>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td></td>
<td>Timothy Foutz, environmental, civil, agricultural, and mechanical engineering</td>
<td>$2,125,570</td>
<td>3 years</td>
</tr>
<tr>
<td>A Long Way Coming: Understanding Engineering Educators’ Transformations to Student-Centered Teaching</td>
<td></td>
<td>Joachim Walther, engineering</td>
<td>$148,137 (estimated)</td>
<td>2 years</td>
</tr>
<tr>
<td>Georgia Clinical and Translational Science Alliance</td>
<td></td>
<td>Bradley Phillips, pharmacy</td>
<td>$993,381</td>
<td>5 years</td>
</tr>
<tr>
<td>COLLABORATIONS WITH OTHER UGA UNITS</td>
<td></td>
<td>Julie Coffield, physiology and pharmacology</td>
<td>$495,754 (estimated)</td>
<td>3 years</td>
</tr>
<tr>
<td>AMERICAN EGG BOARD</td>
<td></td>
<td>Richard Lewis, department of foods and nutrition; Kirk Kealey, department of food science and technology</td>
<td>$564,302</td>
<td>4 years</td>
</tr>
<tr>
<td>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</td>
<td></td>
<td>Leann Birch, foods and nutrition; Patrick O’Connor, department of kinesiology; Assaf Oshri, department of human development and family science</td>
<td>$3,316,724</td>
<td>5 years</td>
</tr>
<tr>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td></td>
<td>Joanne Bishop, J. W. Fanning Institute for Leadership Development; Meredith Welch Devine, anthropology</td>
<td>$260,236 (estimated)</td>
<td>3 years</td>
</tr>
<tr>
<td>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</td>
<td></td>
<td>Julie Stanton, cellular biology; Barbara Crawford, mathematics and science education</td>
<td>$260,236 (estimated)</td>
<td>3 years</td>
</tr>
<tr>
<td>A Long Way Coming: Understanding Engineering Educators’ Transformations to Student-Centered Teaching</td>
<td></td>
<td>Joachim Walther, engineering</td>
<td>$148,137 (estimated)</td>
<td>2 years</td>
</tr>
</tbody>
</table>
Endowments

Created through the generosity of donors, endowments yield perpetual income for the programs they support. Endowment funds allow programs to delve further into important topics than university funding might allow, and they afford greater levels of outreach to residents of Georgia and beyond.

PROFESSORSHIPS AND CHAIRS

Athletic Association Professorship in Education
Department of Educational Theory and Practice

Athletic Association Professorship in Kinesiology
Department of Kinesiology

Athletic Association Professorship in Mathematics and Science Education
Department of Mathematics and Science Education

Bebe Aderhold Professorship in Early Childhood Education
Department of Mathematics and Science Education

Donna Alvermann Professorship for Social Change
Department of Language and Literacy Education

E. Paul Torrance Professorship in Creativity & Gifted Education
Department of Educational Psychology

Elizabeth Garrard Hall Professorship in Early Childhood Education
Department of Educational Theory and Practice

Goizueta Foundation Chair for Hispanic Teacher Education
Department of Counseling and Human Development Services

Mary Frances Early Teacher Education Professorship
Department of Educational Theory and Practice

Omer Clyde & Elizabeth Parr Aderhold Professorship in Education
Department of Language and Literacy Education

Omer Clyde & Elizabeth Parr Aderhold Professorship in Research Methodology
Department of Educational Psychology

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
Alison and George Hynd Family Student Support 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
Barbara J. Rankin Scholarship
Betty Brown Sloop Scholarship Fund
Bothe-Marcotte Scholarship
Carol J. Fisher Scholarship in Language Education
Carroll Wade McGuffey Scholarship
Coach Mike Castronis Scholarship
Cohen Family Scholarship Fund
College of Education Board of Visitors Scholarship
College of Education Centennial Scholarship
College of Education Endowment for Teaching Excellence
College of Education Faculty Support Fund
College of Education Scholarship
Commeyras Fund for Excellence in Graduate Education
Coral Jo Bishop Fellowship
D. Keith Osborn Scholarship in Elementary Education
David J. and Rosemary C. Mullen Memorial Scholarship Fund
Del Jones Memorial Trust
Donna Alvermann Doctoral Student Support Fund for Social Change
Dr. Lester E. Sanders Scholarship Fund
Edie Klein Leadership Award
Edwin D. Pusey Scholarship
Elizabeth Barber Young Banner Scholarship
Elizabeth Dean Womack Georgia Commitment Scholarship Fund I
Elizabeth Dean Womack Georgia Commitment Scholarship Fund II
Elizabeth Todd Scholarship
Elmer Jackson Carson Scholarship
ENDOWMENTS

NEW ENDOWMENTS

CREATED IN FY18 TO SUPPORT STUDENTS OR PROGRAMS!

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
Heyman Family Scholarship Fund I
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
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
Marion J. & Molly M. Rice Graduate Student Support Fund in Social Science Education
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 Talmadge Martin Scholarship Fund
Paul Tappan Harwell Scholarship Fund
Phil 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 L. & Francis A. Norman Jr. Doctoral Scholarship
Wells Fargo Scholars Program
William L. Gatlin Transfer Scholarship
W.K. Kellogg Foundation Scholarship Fund I
W.K. Kellogg Foundation Scholarship Fund II
W.K. Kellogg Foundation Scholarship Fund III
W.K. Kellogg Foundation Scholarship Fund IV
W.K. Kellogg Foundation Scholarship Fund V
Women Pioneers in Education Scholarship

PROGRAMMATIC SUPPORT

Automatic for Autism Fund
Bernard B. Ramsey Health and Human Performance Fund
Carol J. Fisher Language and Literacy Education Endowed Support Fund
Cam D. Dorsey Endowment for Education
Christopher-Leighton Ballew Adult Education Fund
Clifford Gray Lewis Fund for Health & Human Performance
College of Education Endowment for Excellence
Dorothy Simmons O’Dell Fund
Dr. Helen W. Taylor Lifelong Education, Administration, and Policy Endowment
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
Mary Hepburn Lecture Fund in Social Studies Education
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

Consider establishing a named endowment to ensure generations of future support to the College of Education. For more information, contact Molly Thomas at 706-542-2893 or molly2@uga.edu.
“As a scholarship recipient, I have been able to further fund my doctoral research in the College of Education. I want to secure a position where I will assist future secondary mathematics teachers with enhancing and perfecting their pedagogical skills and tools to foster equitable learning experiences for all mathematics learners.”

— CLAUDETTE TUCKER, A MATHEMATICS EDUCATION DOCTORAL STUDENT WHO RECEIVED THREE SCHOLARSHIPS TO FURTHER HER EDUCATION. THANKS TO GENEROUS DONATIONS, DESERVING STUDENTS LIKE CLAUDETTE CAN CONTINUE THEIR PROFESSIONAL GOALS.

Learn about our donors and ways to support students ☞
Alumni Connections

Whether it’s at an on-campus event or an update about a new innovation designed half a world away, we’re always excited to connect with our former students. We host events for alumni throughout the year, encouraging them to visit campus and meet current students. We also feature stories about our alumni around Georgia and around the world on our website, in our annual alumni magazine, and through our social media channels.

58,000+
LIVING ALUMNI

ACROSS GEORGIA AND BEYOND

You can find alumni of the UGA College of Education in each of Georgia’s 159 counties, including two in Webster County (population 2,600) and two in Quitman County (population 1,800). Which county is home to the largest number of graduates? Gwinnett, with 4,296. Clarke and Fulton counties are nearly tied for second place, with about 3,300 alumni living in each.

Outside of Georgia, you can find our alumni in all 50 states, along with Washington, D.C., Guam, Puerto Rico and the U.S. Virgin Islands. We also have alumni in 76 countries around the world—including 195 people in China, Japan, South Korea, and Taiwan alone!

A Range of Possibilities

Whether it’s attending our annual Alumni Awards dinner, coming back to campus to speak to students about their career, or taking on an advisory role, graduates have many opportunities to serve the College.

27
Number of alumni who serve on the College’s Alumni Board

18
Number of alumni and friends who serve on the College’s Board of Visitors

6
Number of Awards given during the spring Alumni Awards event

Contact Nancy Butler (706-583-0390 or nhbutler@uga.edu), associate director of stewardship and alumni relations, to learn how you can get involved.
UGA-WIDE HONORS

Leaders in areas such as sports, counseling, human resources, literacy, special education, creativity, and more were honored by UGA-wide awards in the past year.

Two alumni, Tameka Rish (M.Ed. ’03) and Michael Williams (B.S.Ed. ’01, M.B.A. ’06), were named to UGA’s 40 Under 40 class of 2018 this spring. Rish, vice president of corporate partnerships for the Atlanta Falcons, Atlanta United, and Mercedes-Benz Stadium, received her master’s degree in physical education and sport studies from the Department of Kinesiology. Williams, director of financial services for The Home Depot, received his undergraduate degree in sport studies, also from kinesiology.

The ninth annual Bulldog 100 list, which was released in late 2017, included seven businesses owned by College of Education alumni. This year’s fastest-growing businesses with ties to the College were ActiveKidz and Adult Therapy Services, Avid Bookshop, Burney-Campbell Investments LLC, Crisp Video Group, Extra Special People, Parisleaf, and Resource Alliance.

2018 ALUMNI AWARDS

Our annual awards ceremony, which took place at the State Botanical Garden of Georgia, honored six alumni for their achievements, both professionally and in service to the College.

Winners named earlier this year at the 2018 Distinguished Alumni Awards were (from left) Matt Arthur (Lifetime Achievement Award), Marc Grimmett (Outstanding Educator Award), Johnny and Rubye Sanders (Outstanding Service Award), Rebecca Miller (Professional Achievement Award), and Candice Hargons (Outstanding Young Alumni Award).

Learn more: coe.uga.edu/alumniawards

“As an alumna of the College of Education, I am honored to be a part of a group that strives to make the world a better place.”

– DEAN DENISE A. SPANGLER

77%

OF DONORS TO THE COLLEGE OF EDUCATION ARE OUR ALUMNI!
“I think the PALS program contributes a lot to help students be challenged, and to be all that they can be. I think through movement these students are finding themselves.”

— MARIE MULLAN, RETIRED FACULTY MEMBER AND PALS AFTER-SCHOOL PROGRAM DONOR. THIS PROGRAM COMBINES PHYSICAL ACTIVITY WITH LEARNING, AND IS RUN THROUGH THE DEPARTMENT OF KINESIOLOGY.
$1.8 MILLION
TOTAL GIVING IN FY18
2,430 total gifts—up 16% from FY17!

$777K
IN CORPORATE AND FOUNDATION SUPPORT

$320K
IN PLANNED AND ESTATE GIVING

$354K
IN ANNUAL GIVING
a 17% increase from FY17!

$398K
IN MAJOR GIFTS

637
NEW DONORS TO THE COLLEGE

150+
NEW SCHOLARSHIPS AWARDED IN FY18

144
MEMBERS OF THE COLLEGE’S DEAN’S CLUB GIVING SOCIETY

$5.6M
AMOUNT AWARDED IN GRADUATE ASSISTANTSHIPS FOR FY18

18%+
PERCENTAGE OF STUDENTS PURSUING MULTIPLE UNDERGRADUATE DEGREES (DOUBLE, TRIPLE, AND QUAD MAJORS) IN THE 2017-2018 ACADEMIC YEAR
Honor Roll of Donors

The College is grateful to our supporters for their donations over the past fiscal year.

ANNUAL DEAN’S CLUB HONOR ROLL

The Dean’s Club is the leadership giving society of the College of Education, recognizing alumni and friends who make a significant and sustaining impact on the College with annual support of $1,500 or more over the fiscal year (July 1, 2017–June 30, 2018).

PLATINUM: $25,000+

- Mr. David Cohen
- Mr. Manuel Cohen
- Ms. Kim Cohen Dye
- Dr. Arthur M. Horne and Mrs. Gayle Horne
- Mr. Michael E. Penland and Mrs. Rebecca D. Penland
- Mrs. June W. Martin and Mr. Paul T. Martin
- Dr. Elizabeth Brown Sloop
- Mr. Jim Womack

GOLD: $10,000–$24,999

- Mr. Robert H. Carson Jr. and Ms. Teresa M. Carson
- Miss Alisa J. Nofsinger
- Dr. Marie R. Mullan
- Dr. Peter Smagorinsky

SILVER: $5,000–$9,999

- Dr. Lynda Thomas Goodfellow and Mr. Raymond B. Goodfellow
- Mr. Philip W. Hendrickson and Mrs. Carol Hendrickson
- Dr. Lawrence R. Hepburn and Dr. Mary A. Hepburn
- Dr. Alison R. Hynd and Dr. George W. Hynd
- Dr. Francis A. Norman III and Mrs. Carla Wooten Norman
- Mrs. Cheryl Davis Resnick and Mr. Jeff Resnick

BRONZE: $1,500–$4,999

- Mrs. Janice P. Agron
- Dr. Donna E. Alvermann and Mr. John Alvermann
- Dr. Scott P. Ardoin and Mrs. Kelly Ardoin
- Ms. Eleanor F. Banister
- Mr. George M. Brandon and Mrs. Martha S. Brandon
- Dr. Karen Bryant and Mr. Frank W. Bryant
- Dr. David E. Clark and Mrs. Kimberly L. Clark
- Dr. Sandra Pryor Clarkson
- Ms. Margaret G. Cole and Dr. Ronald S. Cole
- Dr. Thomas J. and Ms. Sara Cooney
- Dr. Kathleen L. Davis
- Dr. Janna Dresden and Dr. Ronald M. Cervero
- Mr. Berts E. Downs IV and Mrs. Katherine Downs
- Dr. Merrianne Buice Dyer and Mr. Larry W. Dyer
- Dr. Gerald R. Firth and Dr. Doris Y. Firth
- Mr. Ronald L. Fritchley and Mrs. Martha L. Fritchley
- Mrs. Carolee Wells Gailey
- Dr. George M. Gazda and Mrs. Dolores Q. Gazda
- Dr. Brian A. Glaser and Mrs. Judy Glaser
- Dr. Evan M. Glazer
- Dr. Denise Muth Glynn and Dr. Shawn M. Glynn
- Mrs. Linda Hughes Hardie
- Dr. Richard L. Hayes and Dr. Bree A. Hayes
- Capt. Larry Hone and Mrs. Pat Hone
- Dr. Cheri A. Hoy
- Mr. James F. Kelley and Ms. Julie W. Kelley
- Ms. Ann Kilgore
- Ms. Ruth L. Langevin
“UGA has fundamentally shared the Kellogg Foundation’s value of ‘helping people help themselves’ long before its relationship began back in 1953, when we supported the creation of the Georgia Center for Continuing Education. Today, we are pleased to continue our support for scholarships to early childhood educators that will help to ensure future generations of early learners will receive a high-quality education.”

— Arelis Diaz, director, Office of the President, W.K. Kellogg Foundation. A donation from the W.K. Kellogg Foundation created five new scholarships for College of Education students last year.

THANK YOU TO OUR 1908 CLUB DONORS! We are grateful for our 60+ members who have committed to supporting our students in need through a donation of $19.08/month or $229/year.
DONORS

HERITAGE SOCIETY
The 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.

Mr. W. Randall Abney and Mrs. Carolyn C. Abney
Dr. Elizabeth C. Aderhold*
Dr. Omer C. Aderhold*
Mrs. Nancy C. Alford* and Mr. A. Neal Alford*
Miss Martha N. Allman*
Mr. William L. Alworth and Mrs. Lois A. Alworth
Miss Ruby M. Anderson*
Ms. Jan L. Branham*
Mr. Charles R. Brown
Mr. Brian C. Bruce
Ms. Barbara L. Bunch
Mr. Robert Burton and Mrs. Maxine Hubbard Burton
Dr. Nancy L. Canolty
Senator C. Saxby Chambliss and Mrs. Julianne Chambliss
Mr. D. Wayne Cole
Dr. Michelle Commyeras
Dr. Bernice L. Cooper*
Ms. Suzanne A. Corbett
Mr. Alston D. Correll Jr. and Mrs. Ada Lee Correll
Miss Mildred C. Craig*
Dr. Betty Jean Craig
Dr. Arthur L. Crawley and Ms. Constance A. Crawley
Dr. Mary S. Cromartie*
Mr. Cam D. Dorsey Jr.*
Miss Thelma B. Dorsey*
Mr. George B. Duke
Ms. Mary Frances Early
Dr. Carol J. Fisher*
Dr. William P. Flatt and Dr. Marihope Troutman Flatt
Mrs. Carolee Wells Gailey
Dr. Wanda L. Stitt-Gohdes and Dr. William E. Gohdes
Mrs. Elizabeth Hall*
Dr. Robert K. Halliday and Mrs. April Halliday
Mr. Eric D. Hart and Ms. Erin Hill Hart
Mr. Paul T. Harwell*
Mr. Thomas L. Kenyon and Mrs. Karen J. Kenyon
Dr. Virginia M. Macagno
Mrs. Faye Daube Miller* and Mr. Herbert Miller
Ms. Mary Ann Morgareidge*
Mr. David J. Mullen Jr. and Mrs. Cynthia J. Mullen
Mrs. Millie B. L. Neal*
Miss Alisa J. Nofsinger
Mrs. Dorothy Odell*
Mr. Keith M. Oelke and Mrs. Lisa K. Oelke
Dr. Jenny Oliver* and Dr. J. Steve Oliver
Mrs. Geraldine Patrick* and Mr. Joseph E. Patrick*
Ms. Patricia E. Price
Miss Barbara J. Rankin*
Ms. Jill J. Read
Miss Flora Rogers*
Ms. Eileen Russell*
Dr. Johnny Sanders Jr. and Dr. Rubye L. Sanders
Dr. Robert N. Saveland*
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Mr. Jay F. Shinn and Mrs. Catherine M. Shinn
Mrs. Lois J. Shortt** and Mr. William J. Shortt*
Mrs. Nancy H. Songster and Mr. John D. Songster
Professor Julian C. Stanley Jr.*
Ms. Glenna Feagin Talbert and Mr. Ronnie Talbert
Dr. Helen W. Taylor*
Ms. Melinda A. Thomas
Mr. Ronald W. Tidmore and Mrs. Karen Adair Tidmore
Dr. E. Paul Torrance*
Mrs. Irene Ulmer* and Dr. R. Curtis Ulmer Sr.*
Mrs. Ann E. Webb* and Mr. Eugene B. Webb*
Mrs. Mary Elizabeth Womack* and Mr. Jim Womack
Dr. Barbara Carter Wommack and Dr. Hines L. Wommack
Dr. Mary M. Wood and Dr. Norman J. Wood
Mr. Joseph E. Wyatt*
Mrs. Erla Gortatowsky Zuber
*Deceased

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

MOLLY THOMAS
Director of development and alumni relations
molly2@uga.edu | 706-542-2893

MEREDITH METCALF
Associate director of development
mmetcalf@uga.edu | 706-542-2267

NANCY H. BUTLER
Associate director of stewardship and alumni relations
nhbutler@uga.edu | 706-583-0390
Among the schools I applied to, UGA was the biggest and most expensive. My scholarship is what really helped me decide to come here. When my family heard about it, they said, ‘Ana, this is your chance.’ My parents never had the chance to attend a university like this one, so they get to live out their dreams through me, too. So this scholarship not only funds my dream, it funds my family’s.”

- Ana Ruby Kilgore
BSED ‘20, MATHEMATICS EDUCATION
HAWKINSVILLE, GA

40% of undergraduate students in the College of Education have unmet financial needs, ranging from tuition and student fees to meals and transportation. Future teachers like Ana are often faced with numerous financial obstacles, making it difficult to complete their degrees.

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