Students from Mansfield High School receive instruction from UT Arlington teacher candidates as part of the University’s UTeach program.
The year 2010 proved to be an exciting one for the College of Education and Health Professions, as our faculty, staff, and students tackled new projects, built upon past successes, and achieved more than we ever thought possible.

In the report that follows, you will read about just some of what we’ve been working on over the past year. Faculty in all three of our departments—Curriculum and Instruction, Kinesiology, and Educational Leadership and Policy Studies—are making real breakthroughs in their efforts to improve education and quality of life worldwide.

Dr. Ann Cavallo, for example, has partnered with Drs. Greg Hale and Ramon Lopez from the College of Science to bring UTeach to UT Arlington. The program, which began in 1997 at the University of Texas at Austin, works with local school districts to provide early and meaningful classroom experiences for potential math and science teachers. The recruitment of such instructors is a top priority of both UT Arlington and the state, as Texas is facing a severe drought of qualified teachers in STEM fields.

But UTeach Arlington isn’t the only example of an outreach program currently underway at the College of Education and Health Professions. We’ve also established college readiness programs in several local school districts to help first-generation minority students transition more easily into college. Improving diversity in all aspects of education is central to our mission at UT Arlington, and this program is just one way we’re working to ensure equal access for all.

Our researchers in the Kinesiology Department have also been busy. This past year, they helped open the Center for Healthy Living and Longevity. This new program provides a way for our researchers to collaborate with faculty and graduate students from across many disciplines—social work, psychology, engineering—to solve pressing health-related problems.

These and the other stories in this report reflect the strength of our faculty and students. Just as UT Arlington is working to achieve Tier One status, so too is the College of Education and Health Professions focusing on becoming one of the elite education programs in the country. Achieving our goals will require hard work, discipline, and the support of our donors and alumni. But we are confident that we can reach them, and in the pages that follow, you’ll discover why.

Dr. Jeanne Gerlach
Dean, College of Education and Health Professions
Creating the Next Newtons

Everything’s bigger in Texas—except the supply of math and science teachers. According to the Texas Education Agency, around 14 percent of Texas’ math instructors,
28 percent of its science teachers, and 52.2 percent of its computer science teachers were teaching out of their fields in 2006. The College of Education and Health Professions has taken up the challenge to help fill this void. Through various measures, we’re working to create better teachers, who in turn will help inspire tomorrow’s scientists and mathematicians.
Teachers Wanted
UT ARLINGTON JOINS POPULAR UTEACH PROGRAM

Texas, like many states around the country, is currently experiencing a severe shortage of qualified math and science teachers. To begin repopulating classrooms, the University recently joined UTeach.

This program, originally begun at The University of Texas at Austin in 1997, provides students with stipends of $100-$125 for simply taking a one-credit course that introduces them to teaching math and science at elementary and secondary levels. UTeach Arlington also offers a specialized certification to future teachers.

“There has been a huge demand for qualified math and science teachers in Texas, and that is only being exacerbated by the implementation of the 4-by-4 program that requires four years of math and science for a recommended diploma. This program addresses that challenge,” says Greg Hale, one of the co-directors of UTeach Arlington, along with Ann Cavallo, science education professor and associate dean for teacher and professional education, and Ramon Lopez, physics professor.

UTeach Arlington involves collaboration between the College of Education and Health Professions and the College of Science to prepare highly effective science and math teachers who are both knowledgeable in their content areas and skilled in teaching that content to secondary school students. UT Arlington has been working to launch the program since late 2006 based on the reported success of the original UTeach program at UT Austin in recruiting and preparing new math and science teachers. (More than 80 percent of the UTeach graduates who entered the teaching profession were still teaching after five years.)

UTeach Arlington works closely with partner school districts in Arlington, Fort Worth, Hurst-Euless-Bedford, and Mansfield to provide early and meaningful classroom experiences for teacher candidates. These candidates are paired with mentor teachers from the districts, who continue to aid the students even once they have established their own classrooms.

“We believe that if we place college students in K-12 classrooms early, they will be captivated by teaching”
the profession, providing ongoing support for new teachers, and promoting their retention; that is, keeping them in the classrooms where they are most needed.”

The University obtained a grant of $1.4 million from the National Math and Science initiative and Texas Instruments to launch UTeach Arlington. In addition, it received two National Science Foundation grants totaling more than $2 million to provide support for 97 students to become certified—through UTeach Arlington—to teach chemistry, physics, biology, earth science, math, and middle school science and math. A third, $700,000 grant from the Texas Higher Education Coordinating Board has a component that provides students $6,000 scholarships for post-baccalaureate science and/or math teacher certification.

Ninety-six freshmen signed up to take the UTeach program’s STEP 1 class at UT Arlington last fall, about 20 more than projected. Students who successfully complete UTeach’s STEP 1 and STEP 2 classes are paid a $125 scholarship for each course. The STEP 1 class introduces freshmen math and science majors to teaching as a career. It also puts them in local elementary schools five times during the semester, so they can see first-hand what teaching is like and prepare lessons under the guidance of mentor teachers.

Other courses in the program are devoted to topics like classroom interactions, project-based instruction, and research methods. The University hired two “master teachers”—educators with extensive experience in area schools—to teach the STEP 1 and STEP 2 classes this year and mentor students. Others will be hired later.

Co-director Lopez said the security of a career as a secondary math and science teacher appealed to many who have signed up for UTeach Arlington: “When students and parents hear that when you come out of school you are definitely going to get a job and there are scholarships available along the way, it starts to make sense.”

**Science in the Sun**

**MIDDLE SCHOOL STUDENTS HEAD TO UT ARLINGTON CAMP**

UT Arlington likes to spend its summer vacation creating the next generation of scientists.

Every year, middle school students come to campus to attend the ExxonMobil Bernard Harris Summer Science Camp. Dr. Harris, a physician and former astronaut, founded the camp in 1994, and ExxonMobil became its sponsor in 2006. The two-week residential camp engages students in hands-on science experiments and innovative programs designed to encourage their continued participation in STEM fields.

The camp is free, and students are selected based on grades, ethnicity, and socioeconomic status.

“We take kids who are already interested in math and science and try to turn them into future scientists, mathematicians, and engineers,” College of Science Assistant Dean Greg Hale says. “Minority students are just not coming into these fields, and we want to encourage them. There’s a lot of talent out there being wasted.”

But if the popularity of the ExxonMobil Bernard Harris Summer Science Camp is any indication, it may not be wasted for long.

*Former astronaut Bernard Harris attends his namesake science summer camp every year.*
The Value of Diversity

UT Arlington is one of the 15 most diverse colleges in the nation, according to a recent edition of *U.S. News and World Report*. As a minority-majority university, we intimately
understand the importance of helping students from different backgrounds achieve their full potential. With programs devoted to minority students, future teachers, and the educational system within which they both work, the College of Education and Health Professions is doing its part to ensure a richer and brighter academic future for all.
Students Helping Students
NEW MENTORSHIP PROGRAM WILL PREPARE FIRST-GENERATION MINORITY STUDENTS FOR COLLEGE

More than 50 percent of UT Arlington students are minorities, demographics that mirror those of Texas and an increasing number of states. As a majority-minority university, our faculty is familiar with the unique challenges that first-generation minority students face when they begin their postsecondary education.

To help ease this transition, the College of Education and Health Professions has partnered with the Arlington Independent School District, the Grand Prairie School District, and the Mansfield School District to establish a college readiness program that will prepare these students for university life.

Our faculty is familiar with the unique challenges that first-generation minority students face

prepare these students for university life.

The joint venture—funded by the Texas Higher Education Coordinating Board—recruits 45 first-generation college students from several different majors at the University to serve as mentors to high school students in the three districts.

The mentors man “GO Centers” at the high schools that help prepare the students for their SAT and ACT exams. Working a maximum of 19 hours per week, the UT Arlington students also provide guidance to the high schoolers in applying for financial aid, selecting a college, choosing a major, and coping with the challenges of high school and college.

Carla Amaro-Jiménez, assistant professor of bilingual/ESL education, and Luis Rosado, director of the UT Arlington Center for Bilingual Education, worked to obtain the grants.

Mentor Tenisha Polk helps prepare local students for college.
My So-Called (College) Life

Assistant Professor Studies TV’s Impact on Educational Expectations

College campuses are a common sight on television shows, but are these scenes setting young watchers up for future failure? That’s what Assistant Professor Barbara Tobolowsky recently sought to find out.

Recognizing that she herself had been heavily influenced by the media during her school years, Dr. Tobolowsky decided to study how the depiction of higher education affected minority teenage viewers. “I wondered if television images might set them up for a false view of college,” Tobolowsky explains. “That’s important, because when a student’s expectations of college are not met, they are more likely to drop out.”

She thought this might help explain why Latino and African American students—who also are more likely to be first-generation college students—have had the least amount of success making it to and graduating from college.

In one part of her study, Tobolowsky watched and analyzed seven contemporary television series popular with her demographic (10th-graders), focusing specifically on their portrayal of college. Among those under review were Buffy: The Vampire Slayer, 7th Heaven, and Sabrina: The Teenage Witch.

“Though the main story lines did tend to focus on relationships, there was much more about tests and studying than I had expected,” Tobolowsky says. “I was also struck by how often faculty are portrayed negatively. They tend to be drawn as unsupportive, unfeeling, and rude. From my previous higher education research, I knew that to be false; in reality, students are likely to credit faculty for their positive collegiate experiences.”

In addition, Tobolowsky interviewed 20 Latin American and 20 African American 10th-grade girls to discover both their expectations of college and their primary information sources for those ideas. She found that the televisual images did contribute to those expectations, especially when it came to their decisions to attend college and their ideas about what to expect there.

“Students who had a high motivation to attend college tended to be more likely to watch and remember what they saw on television,” she says. Likewise, those less

College Bound

Latin American Students Are a Focus of Readiness Program.

In addition to helping ease their transition into college, the new college readiness program will also work toward improving the graduation rates of Latin American high school students, as well as boosting their rate of enrollment in college by 20 percent.

Latin Americans are the largest minority group in the nation, but only 6.5 percent of Latin American students in Texas go to college. This 20 percent goal is part of the College of Engineering’s P-16 effort, designed to connect pre-school, K-12, and postsecondary education by helping students make easier transitions from one level to the next.

Depictions of college on TV can influence teens and help set false expectations.
inclined toward post-secondary education were less likely to watch or pay attention to those images.

Further, even if the students did watch, they might retroactively reshape what they saw to support their previously held views of college. “If students expressed fears about going to college, I found them remembering—and misremembering—scenes that would support those fears or views,” Tobolowsky says. For example, one Latin American student recalled that a character had to leave family and friends to go to college, even though that didn’t actually happen in the series she was describing (Boy Meets World).

Tobolowsky did find differences in the reactions of the two minority groups. “The African American young women were more savvy about the images being constructed, recognizing that they were designed for dramatic purposes. So they were more skeptical of them,” she says. “Yet even they incorporated the TV visuals of college into what they expected a campus and classroom to look like.”

New research shows educators should view diversity from a more complicated perspective.

Doing Difference Differently

ASSISTANT PROFESSOR TACKLES DIVERSITY

“To meet the needs of our more global and technological society requires doing difference differently,” says Stephanie Daza. The assistant professor is currently serving as a research methodologist on two National Science Foundation grants aimed at diversifying STEM education and career fields.

“Our identities are more contextual and relational than the markers we typically use,” Dr. Daza says. “Race, ethno-linguistic affiliation, gender, sexual orientation, class, religion, political affiliation, academic credentials, and so on emerge from within societal cultures, politics, economics, histories, contexts, and experiences.” Likewise, she believes that diversity is more complex, intersectional, conflictual, and contextual than how it is often presented in courses, grants, and other initiatives.

“When we look at difference and identity from a simple or neutral perspective, we may focus on underrepresented groups, but fail to critique...
privilege and inequity in schooling and society,” Daza explains. “Some subjects and values are positioned as what or who is normal, regular, and mainstream, whereas others are considered as less than, deficient, and problematic.”

That’s why Daza advocates for a more nuanced view of difference—a view that politicizes, rather than depoliticizes. “While recognizing group identity remains important, a focus on equity, not tolerance, is preferred,” she says. “Deficit thinking makes equity impossible.”

Daza, who also researches globalizing trends in education, feels that how educators understand and value difference is an especially important topic in the Dallas-Fort Worth Metroplex. Thirty-five percent of North Texas residents were either born outside of the United States or are second-generation immigrants; soon, 70 to 80 percent of the students in the state will not be white.

“Our identities are more contextual and relational than the markers we typically use”

Her research shows that ingrained perceptions of subjects and values shape who and what is valued, such as who “good” students can be, who scientists should be, and what research is worth funding. She’s found that seemingly innocuous initiatives—“no child left behind,” “best practice,” and “safe schools”—still work along the lines of race, class, gender, and other markers that are anything but neutral.

In contrast, Daza wants to re-imagine diversity as more dynamic and less certain. “To do this is to recognize our complicity in education’s role as both a tool for liberation and subordination,” she says. Despite that, she feels that public institutions and spaces are crucial sites for doing difference differently. “How we understand difference and what we come to value is not fixed,” Daza says. “Emerging from our sociocultural backgrounds, histories, contexts, and experiences, these shifts are palpable over time, as is the role of education and educators.”
Promoting Inquiry and Innovation

The impact of the research conducted at the College of Education and Health Professions is widespread in the immediate community and beyond. Faculty members are working on
everything from fall prevention among senior citizens to body temperature regulation in space to the link between bone deterioration and blood circulation. Thanks to their curiosity and diligent work, we’re helping solve today’s most complex health problems. But we also understand that the work to provide a better quality of life for all is only just beginning.
Research

Lifetime Commitment
UNIVERSITY INTRODUCES NEW CENTER FOR HEALTHY LIVING AND LONGEVITY

Keeping people healthier longer is the goal of the new Center for Healthy Living and Longevity at UT Arlington. Led by the College of Education and Health Professions’ Department of Kinesiology, the center will provide a multidisciplinary approach to reducing sedentary-related diseases like diabetes, cardiovascular disease, and obesity while improving quality of life throughout the lifespan.

State officials estimate that more than half of all Texans—about 64.1 percent—are considered overweight. Increased weight and less active lifestyles have been associated with chronic physical rehabilitation programs, and the development of innovative technologies. Initially, the center will capitalize on the expertise of current Department of Kinesiology faculty, and will focus (bone mineral density), improving cardiovascular response, and the overall reduction of co-morbidity in high risk populations, like the geriatric, frail, pre-frail, obese, and visually impaired. Faculty with more areas likely to be added.

“"It’s a better model. When you get five bright people together, you have a better chance of having a good idea and a good outcome”"

diseases, such as Type 2 diabetes and heart disease. The center’s research efforts will include basic science research, evidence-based on the development of activity interventions and community education related to reducing fall risk, increasing fall resiliency and graduate researchers from kinesiology, social work, psychology, and engineering will take part in center activities initially, with more areas likely to be added.

“The center really is something that brings people together,” says Jeanne Gerlach, dean of the College of Education and Health Professions. “The researchers have similar goals and objectives and they each bring their areas of expertise. It allows us to have collaborations across campus, across different campuses, and across the community that we might not have otherwise had.”

Future development
of the center will include the addition of a medical director and ancillary clinical programming that will serve the health- and medical-related needs of center members.

“In pretty much every area of health care, there is a real push for evidence-based research,” says Louise Fincher, chairwoman of the kinesiology department. “What that really means is doing research with real patients—real people with real conditions—to determine which interventions provide the best outcomes. That’s what we’re doing here.”

Opportunities for innovation are multiplied because of the center’s structure, says Christopher Ray, an assistant professor in the Department of Kinesiology and the new center’s director. “It’s a better model,” he says. “When you get five bright people together, you have a better chance of having a good idea and a good outcome. They all bring their unique backgrounds, training, and approach. Your solution is going to be more comprehensive.”

In one center program, elderly patients use Wii games to build strength and reduce frailty.

**Current Center Research**

Among the projects already underway at the center are

- A program aimed at determining what kind of interventions could help decrease frailty and falls in the elderly. Participating groups of senior citizens have taken part in traditional exercise classes and in classes that utilize interactive Wii games.
- A study by researchers in UT Arlington’s cardiovascular physiology laboratory that is examining blood pressure control in African Americans, a group that has the greatest risk of hypertension and death related to it.
- Dancing Classrooms, an innovative physical education program that UT Arlington research brought to Tarrant County schools. Besides introducing a fun new physical activity, the program has demonstrated gains in students’ self-esteem and social development.

Several other projects are planned, including examinations of concussions in high school athletes.
Out of This World

PROFESSOR USES NASA GRANT TO STUDY BODY TEMPERATURE REGULATION IN SPACE

David Keller is not an astrophysicist, an astronomer, or an engineer. Yet his research may be instrumental in helping astronauts better cope with the physical consequences of space travel.

Dr. Keller is an assistant professor of kinesiology and an expert on human physiology and cardiovascular distress. He’s also the principal investigator on a NASA-funded project examining how body temperature is regulated in space.

One major obstacle for all space travel is that the human body isn’t suited for space. When astronauts return to earth, their skeletal muscle shrinks, standing upright,” says Keller. Humans also lose the ability to regulate their body temperature, something the professor is trying to change.

What he and his team already know is that exposure to the microgravity environment of space impairs an astronaut’s ability to increase blood flow to the skin for adequate heat dissipation.

“It’s relatively unimportant when they’re in space because there’s less demand on skeletal muscle, and therefore the heat generated by the muscle during work is minimal due to the microgravity. The demand on the skeletal muscle is next to nothing,” Keller explains.

So he is looking at the differences between arm and leg cycling as an effective exercise mode for astronauts. By examining the similarities between the cardiovascular and thermal responses to the respective exercises, he hopes to judge their usefulness in helping astronauts to undergo heat acclimatization in space.

“If people are going to be less able to regulate their temperature, and as a result, be at increased risk for fatigue and heat illness upon exposure to microgravity, how can we correct that?” he asks.

That’s the next step for Keller. And that’s one giant leap for mankind.

“When people come back to Earth from space, they have trouble even standing upright”
Boning up on Circulation

Professor is Investigating Bone Deterioration

Everyone knows the foot bone’s connected to the ankle bone, and the ankle bone’s connected to the shinbone. But Dr. Rhonda Prisby knows what’s missing from the childhood song: blood vessels.

The kinesiology assistant professor and director of the UT Arlington Bone and Microcirculation Laboratory is researching the link between bone deterioration and poor circulation. She believes that if medicine or exercise can improve blood circulation, then bone deterioration can be reduced.

“Few people look at the relationship between bone circulation/bone blood vessel function and bone mass,” Prisby says. “I’m doing experiments now with PTH (parathyroid hormone) administration to see how it can not only treat osteoporosis but also potentially alter bone blood vessel function.”

Initial results are encouraging, and she has applied for funding through the National Institutes of Health.

“We’ll see what happens in the experiments, but who notes that many lose bone strength or density as they age. “It would be the most satisfying piece of the research, knowing that you’ve actually helped so many people.”

We know the small blood vessels determine where the blood goes. The hope is that we can somehow help these people by also treating the bone blood vessels,” Prisby says.

“The hope is that we can somehow help these people by also treating the bone blood vessels”

if you can lessen the problems associated with bone decline by improving blood flow, that will potentially be a great help to millions of people,” says Prisby.

In addition to lessening bone deterioration, the research could address challenges associated with other diseases that affect the skeleton, such as Type 2 diabetes.

“We also need to have a better understanding of the role that the bone vascular system plays during bone growth and deterioration. I think our experiments will point us in that direction.”
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