What started here in 1883 is still changing the world! The first classes at The University of Texas at Austin began on September 19, 1883, and we are celebrating that momentous launch here in the College of Education. In addition to celebrating the university’s birthday, we want to celebrate your success because you are a vital part of the university’s history and certainly of the College of Education’s distinguished past. We want to honor you and your accomplishments because you continue our tradition of excellence. We want to see your name on our 125 Celebration Wall.

Each College of Education class will be recognized in three different places for its contributions:

• Our donor recognition 125 Celebration Wall will show all who give to the College of Education during the 2008-2009 celebration year.

• Our “Virtual 125 Wall” will show class giving participation and the status of the campaign.

• Our Alumni Accomplishments Web page will showcase your many honors and successes.

You have an opportunity to make history this year! Wouldn’t it be great if the College of Education showed support by delivering its strongest giving and alumni response ever? Some alumni are giving $125 this year, while others may be giving $1,250 or more. Every gift counts and will be recognized! See the last page of this newsletter for opportunities to contribute.

Celebrating 125 Years of Changing the World

New Meadows Center For Preventing Educational Risk
a Bold Investment in Success For All Students

Reduction of high school dropout rates, improvement of academic and social performance in at-risk student populations and preparation of a competitive 21st century U.S. workforce are the aims of a major new center in The University of Texas at Austin’s College of Education.

The Meadows Center for Preventing Educational Risk will operate as a partnership between The University of Texas at Austin’s College of Education and Vaughn Gross Center for Reading and Language Arts and the University of Texas System Institute for Public Schools Initiatives. Dr. Sharon Vaughn, H. E. Hartfelder/Southland Corp Regents Chair in the College of Education and a nationally recognized expert on at-risk student populations, will lead the new center.

“In creating this, we’ve felt such a sense of urgency as well as excitement,” said Vaughn, who is founding director of The University of Texas at Austin’s Vaughn Gross Center. “State and national policies require better prepared teachers and an ever higher level of scholastic and social competence from our students. We, at the same time, have high numbers of at-risk students who historically have had higher dropout rates and suffered from social, environmental and academic challenges that leave teachers struggling as they try to facilitate learning. Academic and future career success has been unattainable for far too many of our youth.

“This center is the right resource at the right time—it will be pivotal, I believe, in helping educators ensure that all students are proficient in reading and math and demonstrate social behaviors associated with success. It’s going to become a locus for a growing community of scholars who will conduct the highest quality research on educational risk and then give teachers the knowledge and diagnostic tools to intervene before our highest-risk students experience so many failures that they leave the academic arena.”
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Message from the Dean

“...the College of Education has gained in reputation to become the most highly ranked academic unit on the UT campus among graduate programs...”

Dean Manuel J. Justiz

AS THE UNIVERSITY OF TEXAS AT AUSTIN CELEBRATES ITS 125TH anniversary, we in the College of Education want to take this opportunity to celebrate the role our alumni, students and faculty have played in that storied history. From the days of our founding in 1891 as the School of Pedagogy, the College of Education has gained in reputation to become the most highly ranked academic unit on the UT campus among graduate programs (business, engineering, law and education) that receive yearly qualitative and quantitative rankings by U.S. News & World Report.

The College of Education is ranked 10th this year, tied with the University of Pennsylvania, and is ranked fifth among public institutions. This elite “top 10 tier” of universities includes institutions such as Stanford, Vanderbilt, Harvard, University of Michigan and Columbia. Over the past decade, the college’s U.S. News & World Report rankings have maintained an upward trajectory with the college rocketing from 18th among public universities and 27th overall in 1995 to its current position among the top 10 in the nation. From research and development expenditures of around $1.1 million in 1995, the college now boasts over $41 million—the most of any college of education in the United States.

Indeed, these are wonderful accomplishments but I believe that our best days are ahead of us. There’s no doubt that remaining among the top U.S. colleges of education during a time of international unrest and economic uncertainty will not be easy, but we are up to the challenge. With the hard work and support of our nationally renowned faculty, topnotch students and loyal alumni and friends, we will continue to be a benchmark for excellence. We are resolved to be the most reliable, progressive and diligent source for superior research and teaching—whether that be in the area of health and wellness, teacher preparation, counselor training or creation of exceptional education leaders.

In this newsletter, you will see just a small sample of the incredible, internationally recognized work being done by our faculty, staff, students and alumni. In addition to being introduced to our scholars and resources, you’ll also learn about ways you can support the college’s mission and goals.

Please feel free to call on my office when you have questions or we can be of service, and consider this an open invitation to visit the College of Education whenever you are in Austin.

Warm regards, thanks so much for your caring and support—and Hook ‘em!

—Manuel J. Justiz
Dean of the College of Education

College of Education 2008 National Rankings By U.S. News & World Report

#1 in research expenditures among public and private colleges of education

#2 among public universities offering both graduate and undergraduate education programs

#4 among special education graduate programs (tied with University of Florida and University of Illinois)

#5 among graduate schools of education in public institutions of higher education

#6 in educational administration graduate programs (tied with Ohio State University)

#10 overall among public and private university graduate programs in education (tied with University of Pennsylvania)
HOUSTON’S M.D. ANDERSON Cancer Center sees, treats and studies about 80,000 adult and pediatric patients a year. If you ask a doctor there how most patients handle the battle with cancer, you’ll find that it’s a little like asking how most people handle marriage or getting an MBA. Depends on the person. And how that person processes anxiety, adversity and stress. If Lance Armstrong, who found out at 25 that he had testicular cancer, is the cancer patient in question, then it’s typical to continue rigorous physical training for the Tour de France even though you’ve been told you have a less than 50 percent chance of recovery. And then to win the elite international cycling race—seven times.

“As with anyone else, when adversity strikes my students, they have an opportunity and choice to handle it well or badly ... they have to take responsibility for what happens next.”

Steinhardt defines resilience as the ability to bounce back and fully recover from change and stressful situations. A resilient person is strong and flexible and is able to use adverse life situations as an opportunity for growth.

These days she is teaching the potentially lifesaving skill of bending rather than breaking to participants in her newest research project, a study of resilience in African Americans with type 2 diabetes.

Earlier this year she started a Diabetes Coaching Program to see if arming study participants with diabetes self-management skills could reduce the severity of health complications that often accompany the disease. Her study is unique in examining resilience, coping skills and other psychosocial factors that lessen or worsen diabetes-related health problems.

“Type 2 diabetes is almost always preceded by obesity, and recent statistics show that around 45 percent of African Americans are obese and 76 percent are overweight. “People with a chronic disease usually suffer from more stress, worry, anxiety and depression than non-diseased individuals and that stress can lead them to make unhealthy lifestyle choices. The unremitting accumulation of damage is largely preventable—that vicious cycle of an unhealthy lifestyle then facilitating obesity, diabetes and cardiovascular diseases doesn’t have to happen.”

Since the classes are about learning how good coping skills directly relate to diabetes management, the first hour of each class is devoted to Steinhardt’s highly successful “Transforming Lives Through Resilience Education” program. Participants talk about how their week has gone, the emotions they’ve experienced, stressors they’ve faced and how their worries have affected their choices. As they become mindful of their unhealthy coping patterns and learn successful life management techniques from Steinhardt, their ability to properly address diabetes management usually improves as well.

“Diabetes is a chronic disease,” says Steinhardt, “but we spend time in every class talking about how similar the students are to ‘everyone else’ as opposed to how different they are. All of us should be eating fruits and vegetables in a variety of colors and eating...”

Marcine Thompson (foreground), a graduate of the first diabetes coaching session, persuaded her sister, Gracie, to take Steinhardt’s classes, and Marcine is serving as a mentor for others who have type 2 diabetes.
more whole grains. We all should be exercising, keeping our stress under control and building strong social support networks.

“As with anyone else,” says Steinhardt, “when adversity strikes my students, they have an opportunity and choice to handle it well or badly. If they want to grow and become strong, they have to take responsibility for what happens next. They need to focus on what we call an ‘empowering interpretation’ of the situation. This just means that if they’ve lost sight in one eye from diabetes-related complications, they can choose to strengthen the resources they do possess, even develop new skills. Perhaps most important, they can opt to connect with other people who light up their life.”

In addition to learning about stress management and the best techniques for keeping diabetes under control, study participants also get their weight, blood pressure and blood glucose level checked each week during class.

To encourage the continuation of good self-care, Steinhardt gives each student a glucometer to measure their blood sugar on their own and a pedometer to keep track of the number of steps they take each day. Every week when they come to class, Steinhardt downloads the information from the glucometer and pedometer into a computer and gives each student a printout. They then discuss the printout data and set goals for the next week.

Preliminary results from Steinhardt’s first two coaching sessions indicate that participants’ diabetes self-management, body mass index, total cholesterol, LDL cholesterol, blood pressure, resilience, perceived stress and fasting blood glucose level improved. With this documented proof of the efficacy of coaching and training, Steinhardt hopes to get much-needed funding so that she can revise her diabetes curriculum, start a train-the-trainer program and continue to conduct classes.

“Funding is always an issue,” says Steinhardt, “and I hope we can get the resources to continue this work that we’ve only begun. I made a promise to the study participants that I wouldn’t just walk away after two or three months of classes and leave them and their community.

“Right now, I’ve got burnt orange LiveStrong-style wristbands for sale that say, ‘stick with it FOR LIFE’ and inspirational cards for sale as well. Each card has a quote that relates to resilience, faith, hope or happiness. Any proceeds I get from the sale of these items will go to fund my research and allow me to continue my mission.”

To order these items, please visit www.utdirect.utexas.edu/txshop.

Center to Alleviate Critical Shortage of Children’s Mental Health Services

THE COLLEGE OF EDUCATION’S Department of Educational Psychology is partnering with Dell Children’s Medical Center to create the Texas Child Study Center. The center will consist of an outpatient clinic that offers children’s mental health services, training for mental health professionals and graduate students, intervention services for families and research opportunities for faculty and students.

The Texas Child Study Center was conceived by Dr. Kevin Stark, a professor in the College of Education’s Department of Educational Psychology, and Dr. William Streusand, Chief of Psychiatry at Dell Children’s Medical Center. Dell Children’s is a member of the Seton family of hospitals.

“Central Texas suffers from a critical shortage of mental health services for children and adolescents,” says Stark, who recently completed the largest ever study on depression in young girls. “The medical center’s goal is to offer comprehensive medical services to all children in our geographic region, and that must include comprehensive mental health care as well.

“The most exciting thing about this new child study center is that, in addition to providing prevention and intervention services to the community, it’s going to deliver numerous other important benefits. For example, once the clinic is open, University of Texas at Austin faculty and graduate students will be able to take advantage of many more research funding opportunities. Austin area psychiatric and pediatric residents can get training at the clinic, and mental health practitioners will be able to go there and learn about cutting-edge mental health research and practices.”

In addition to the clinic at Dell Children’s Medical Center, a satellite clinic is scheduled to open at the University of Texas Elementary School in East Austin. The satellite clinic will implement a prevention program that promotes healthy social and emotional development for children and their families.

The Texas Child Study Center will provide a full range of mental health services to the community, including psychiatric evaluations, medication management, individual and family psychotherapy and psychological testing. Funding for the Texas Child Study Center is comprised of community gifts and fund raising is ongoing.

“The prevalence of mental health disorders in children and adolescents represents a public health crisis,” says Streusand, a board certified child and adolescent psychiatrist with 22 years of experience in practice and teaching. “About 10 to 20 percent of U.S. children and adolescents have a diagnosable mental health disorder—in 2006 in Travis County alone, there were around 44,000 children living with the pain of mental illness. Mental illness is treatable, recovery is possible and we anticipate that the new Texas Child Study Center is going to improve the quality of life for hundreds of Central Texas families for many decades to come.”
Community College Student Retention the Goal of New Study

RESULTS OF THE COMMUNITY College Leadership Program’s new Survey of Entering Student Engagement (SENSE) suggest that if more community college students team up with classmates to tackle course requirements and avail themselves of financial aid and advising services, retention rates may improve.

SENSE began in November 2007 to help community college leaders understand new students’ experiences and target strategies to boost successful learning outcomes. Retention continues to be a challenge for community colleges, with significant numbers of community college students dropping out before completing college credits and about half not returning to college after their first year. Among survey data highlighted in the report, preliminary results indicate:

- **64 percent** of entering students did not attend student success courses even though recent research points to the potentially positive impact of these classes.

- **23 percent** of entering students reported never working with other students on class projects during the first three weeks of class.

- **41 percent** of students had not used academic planning/advising services by the end of their first three weeks of class.

- **67 percent** of entering students reported they were told they could apply for financial aid, but only 29 percent reported that a financial aid staff member helped them analyze their needs for financial assistance.

- **66 percent** of students reported that they never worked with classmates outside of class to prepare assignments during their first three weeks of class.

Like its parent survey, the Community College Survey of Student Engagement (CCSSE), SENSE is based on college practices and student behaviors shown by research to correlate with student persistence and success. The new survey focuses on students’ experiences during the college entry process and the critical first three weeks of class. The SENSE pilot results came from the responses of 13,233 students from 22 community colleges in eight states during the fourth and fifth weeks of the 2007 fall semester.

“The new survey’s preliminary results spotlight tough but important questions for discussion in community colleges,” says SENSE project coordinator Angela Oriano-Darnall. “How well do we understand entering students and what they experience as they come through our doors? Who is falling through the cracks? How might we rethink and redesign our institutional practices to help more students persist and succeed?”

“Community colleges are known for their ‘open door’ policy and commitment to offering education opportunities to all Americans. For many students, this open door has turned into a revolving door, and we just want to assist colleges as they work very hard to retain their students, facilitate learning and see the students go on to successful careers or four-year colleges.”

To learn more about the survey, please visit www.enteringstudent.org. For additional information on SENSE, feel free to contact Dr. Angela Oriano-Darnall at oriano-darnall@ccsse.org.

FIT’s for You!

YOU’VE DECIDED YOU WANT TO get in shape and improve your health—what’s the first step to take?

The Fitness Institute of Texas, which is part of the College of Education’s Department of Kinesiology and Health Education, is a state of the art facility that offers accurate, detailed body composition analysis and fitness testing conducted by top researchers. The assessments are available to everyone, and they benefit out-of-shape beginners as well as serious endurance athletes who want detailed feedback to benchmark their progress.

FIT offers four assessments from which to choose, including Aerobic FIT, Muscle FIT, Calorie FIT and Body Comp FIT. There is a fee for each assessment, and before receiving any of the fitness evaluations clients must fill out a thorough health and fitness screening questionnaire. After assessment, they receive a detailed one-on-one evaluation with a fitness professional and leave with a printout that shows assessment results. The client is able to give the evaluation results to her personal trainer or even to a medical professional who is monitoring the client’s health concerns.

“We use dual energy x-ray absorptiometry (DEXA), and it’s the most technologically advanced way to determine body composition,” says Phil Stanforth, FIT director. “The DEXA machine, which costs over $100,000, looks like a hospital x-ray table with a bar arching over the top. The client simply lies down on the table and, in around 10 minutes, the entire body is scanned.

“This is the quickest way to get a detailed body composition assessment and is the only method that gives you fat mass, bone mass and lean mass readings for the whole body as well as for particular areas of the body. If a weight lifter comes in and wants to know what kind of progress she’s making in building muscle mass in her legs, for example, we can help her. We can show her how the entire body looks, as far as lean, muscle and fat mass, and then show her the reading for her legs. DEXA assessments are very popular with serious athletes.”

FIT recently added a new feature called “Get FIT,” a 12-week wellness program in which a group of University of Texas at Austin faculty and staff is participating. Upon completing the program, participants receive customized nutrition and fitness advice.

For more information about FIT, please visit www.edb.utexas.edu/fit/.
Not Your Mama’s Science Class

BACK WHEN BOOMERS WERE driving Pinto hatchbacks to Friday night football games and rocking out to Led Zeppelin on the eight-track, it wasn’t cool to like science and math. If you loved physics and others got wound of it, you could suffer for your passion.

Fast forward through a couple of decades to here and now, and you can actually overhear kids using the words “fun” and “science” in the same sentence.

At The University of Texas at Austin, the College of Education’s Center for Science and Mathematics Education has become a leader in showing science and math teachers how to prepare a competitive future workforce that also finds science and technology “really awesome!”

For the past 12 years, the center’s Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching (TRC) program has been building and expanding a powerful statewide network of partnerships between schools, businesses, communities, universities and policy-makers to give teachers and students the tools necessary for success.

“We’ve constructed a very strong infrastructure,” says Dr. Kamil A. Jbeily, founder and executive director of the TRC, “which spans from the Valley to the Panhandle and from the Pineywoods to El Paso. Collaboratives participants are in every one of the 254 Texas counties, and the TRC has provided professional development training to more than 14,000 science teachers and 8,500 math teachers. These teachers have positively affected the learning outcomes of more than one million youth.”

This May the center added a new component to its highly successful program, launching the Symposium for Young Scholars in Technology, Engineering, Mathematics and Science (SYSTEMS) for Texas students. First-through 10th-graders in San Angelo Independent School District’s (ISD) Gifted and Talented Program were invited to The University of Texas at Austin campus for a day of interactive, discovery-oriented, age-appropriate lessons and activities led by graduate students in science and mathematics education and TRC staff members.

Symposium sessions open to the precocious future engineers and software developers included a crash course in podcasting, a lesson in CSI-style forensic science techniques, a lively outdoor simulation of wildlife responses to environmental factors, an investigation of the mysteries of light refraction and puzzle-solving with polyhedrons and polygons.

“I’ve kind of always liked science because it’s all about solving mysteries,” said Rachel Glassford, a fifth-grader who attended the symposium. “I plan to be a crypto-zoologist when I grow up and whatever career you go into, it really helps to have learned plenty math and science.”

The award-winning Texas Regional Collaboratives program, which is the cornerstone of the Center for Science and Mathematics Education, has received about $45 million in funding from state, federal and corporate sources.

Praise for the TRC is abundant, and recommendations from the U.S. Department of Education, policy makers, state legislators and business partners only reinforce the message that the TRC’s strategies are working.

In 2000, the TRC was inducted into the Texas Science Hall of Fame and in 2001 was recognized by the Texas governor, Senate and House of Representatives for distinguished achievements and contributions in the support of education reform. In 2006, a landmark $1 million gift from Shell Oil Company allowed the TRC to expand its efficient, dynamic collaborative concept to Louisiana.

“If the center and the TRC offer cutting-edge, research-driven training to science and math teachers and work very hard to build support for this enterprise,” said Dr. James P. Barufaldi, Ruben E. Hinojosa Regents Professor in Education and center director, “but all of that is behind the scenes from the student’s perspective. What the student sees and learns is that science is everywhere, that you’re living science when you’re running and kicking a ball, eating, riding a bicycle or turning on a light.

“If someone doesn’t believe there are children who think that science and math are stimulating, they should attend next year’s SYSTEMS symposium and discover what learning looks like these days. These are not your parents’ science classes!”

CELEBRATE 125 YEARS BY GIVING TO THE 125 CAMPAIGN!

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Name as you would like it to appear on donor listing________________________________________

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☐ I have enclosed my (or my spouse’s) employer matching gift form. ☐ If you prefer to use a credit card, please use our secure giving site—go to www.edb.utexas.edu and click on GIVE NOW!

☐ I have included UT Austin in my estate plans. ☐ I would like to visit with someone about including UT Austin in my estate plans.

COMPLETE AND MAIL TO: COLLEGE OF EDUCATION, ATTN: BLISS ANGERMAN 1 UNIVERSITY STATION, D5000 AUSTIN, TX 78712
When Betty Bird was first asked by friends to accompany them to a Longhorn baseball game, she saw it as a way to stay busy and be around kids. "I had recently retired after 30 years of teaching and I really missed the student interaction," says Betty, who received her degree in education from The University of Texas at Austin in 1963.

Today Aunt Betty, as she is known to the Longhorn players, never misses a game...home or away. And in an effort to share her passion for Longhorn baseball with future fans she assisted in creating the Women's Baseball Clinics, an annual event she continues to help coordinate.

"I grew up attending athletic events with my father but some women find the experience a little intimidating," says Betty. "This was a way to create an atmosphere where women feel comfortable learning the traditions and history of the game."

And history is important to Betty. She is an active member of the Daughters of the Republic of Texas, the Daughters of the American Revolution and she taught both American and Texas history. It was during her years as a history teacher at Crockett High School in the Austin Independent School District that Betty served on the school's scholarship committee.

"In serving on the committee, I realized there were so few scholarships available for students entering the teaching profession," says Betty. "I knew this was an area where I could make a difference."

Betty made a bequest through her will to the College of Education to create scholarships for future teachers. Making the gift through her estate allowed Betty to create an endowment without affecting her current income. Betty adds, "Not every alumna can make a six- or seven-figure gift, but every alumna can make a gift. By utilizing my estate, I was able to make a bigger gift than I ever thought possible."

Like Betty, you can be a philanthropist too.

Right now there are exciting and creative ways to leave a legacy to the College of Education and at the same time provide for yourself and your family. By including the College of Education in your retirement and estate planning you can diminish tax burdens while supporting the students, faculty, programs and facilities of Texas' top-ranked College of Education.

For more information, please contact Karl Miller, Assistant Dean for Development for the College of Education, at 512-471-8178, or the UT Office of Gift Planning (toll-free 866-4UTEXAS).