Celebrating Excellence

“It’s about people.”

Annual Faculty Productivity Report

Publications, Professional Contributions, Awards, and Contract and Grant Proposals

July 1, 2007 through June 30, 2008
Noteworthy Achievements

The Emma Eccles Jones College of Education and Human Services has a reputation for innovation and productivity. With a land grant mission, we have long been committed to quality teaching, outreach, and generating new knowledge. Shown below are just a few indicators of our success in teaching, service, and research.

- Ranked by *U.S. News and World Report* in the top 2% of prestigious graduate schools of education in the U.S. for the past decade.
- Ranked 3rd in the nation in external research dollars.
- Home of seven academic departments and top producer of early childhood, elementary, and special education teachers from Utah’s public institutions.
- Home of the Emma Eccles Jones Center for Early Childhood Education, a dynamic and innovative program for the 21st century.
- Home of the Edith Bowen Laboratory School, an exemplary model of elementary school curriculum and instruction for nearly 81 years.
- Home of the Center for Persons with Disabilities, which generates over $14 million annually and has achieved international stature.
- Home of the Center for the School of the Future, a research unit dedicated to improving the quality and effectiveness of education.
- Home of the National Center for Hearing Assessment and Management, a research unit dedicated to early hearing detection and intervention and universal newborn hearing screening.
- Home of the Emma Eccles Jones Distinguished Professor for Early Childhood Education and the Ray L. and Eloise Hoopes Lillywhite Endowed Chair for Speech-Language Pathology.

A New Name

On April 23, 2008, Utah State University announced it was renaming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a $25 million gift from the Emma Eccles Jones Foundation, announced in December 2007. This gift will support design and construction of a new building and five endowed faculty chairs in early childhood education.

For more information see page 108.
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About the College

The Emma Eccles Jones College of Education and Human Services is about people. This year we celebrate our 81st year of preparing people for careers in education and human services.

For the past decade, according to U.S. News and World Report, we’ve ranked in the top tier of programs nationally—indeed, the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. Our current ranking—24th in a field of over 1,200 and 3rd nationally in research funding—suggests that we know how to do life-changing work in education and human services.

Building on a proud history, ours is an ongoing commitment to excellence in:

• Preparing superb teachers, administrators/supervisors, and human services personnel for productive careers;
• Offering research-based programs, delivered both on-campus and via distance education, to those who serve at-risk individuals and low-performing schools;
• Providing our students, clients, and community partners with first-rate facilities and advanced technology.

Today, the College prepares more elementary, special education, and early childhood teachers than any other state-funded institution. And thanks to our network of regional campuses and 30 years of distance education leadership, we’re well positioned to help Utah’s people-helping professions for generations to come.
MESSAGE FROM THE DEAN

The Emma Eccles Jones College of Education and Human Services enjoys a well-deserved reputation for innovation, productivity, and quality. As one of Utah State University’s largest colleges, we are committed to a land-grant mission of excellence in teaching, statewide outreach, and the generation of new knowledge. Our education and human service programs include not only the traditional fields of elementary, secondary, and special education, but also the diverse disciplines of health, exercise science, recreation, speech-language pathology, audiology, deaf education, instructional technology and learning sciences, psychology, human development, and consumer science. Additionally, we are a national leader in the specialized area of technology-based learning. These academic programs are deeply entwined with the research efforts of three Centers and various special projects, all aimed at fostering best practices among our undergraduate and graduate students.

The College mission can be succinctly summarized—“It’s about people.” We help students receive the hands-on training they need to be contributing professionals, and we work hard to build partnerships with schools, regional campuses, state and federal agencies, professional organizations, and alumni to advance our shared interests. We invite you to celebrate the good work of our faculty, and we welcome your inquiries, feedback, and involvement.

Administration

Strong, Carol J., Dean, 1973
Dorward, Jim, Associate Dean for Research, 1991
Freeman, Mike, Associate Dean for Education Outreach, 1991
Johnson, Francine, Associate Dean, Office of Graduation, Educator Licensing, and Accreditation, 1983
Steward, Frank, Director of Development, 2002

Advisory Council

Friends of the College, alumni, emeriti faculty, donors and community leaders offer their support through the Emma Eccles Jones College of Education and Human Services Advisory Council. The Council was founded in 1999. Council meetings provide members with information about the College, its departments, and programs. Equally important, meetings provide a forum for members to advise College administration. Members are highly regarded for their expertise, experience, and insight. Voluntary services by council members greatly benefits the College and enriches the education of students. Members of the Advisory Council are key partners in the ongoing success of the Emma Eccles Jones College of Education and Human Services.

Advisory Council Members

Gary and Pam Anderson • Dr. Varnell and Dalene Bench • LeRene Berry • W. Bryan Bowles • Tom and Bonnie Clark • Dorothy Dobson • Dr. Eldon and Janice Drake • Dr. Marvin G. and Diane Fifield • Marshal Garrett • Jan Hart • Dr. Terrance and Helen Hatch • Bernard Hayes • Senator Lyle and Alice Hillyard • Dr. Helmut Hofmann • Dr. Michael Jacobsen • Dr. Glen and Kathylene Jenson • Katy Johnson • Dr. Christine Kearl • Richard Knight • Dale Lamborn • Ilone Long • Bernice Mccomin • Martell Menlove • Representative Ronda Menlove • Stan and Judith Meyrick • Dick Motta • Sheri Noble • Steve Norton • Grayson Osborne • Dr. Janice Pearce • Dr. Jean Pugmire • Melanie Raymond • Kaye Rheeis • Walt Saunders • Lynn Sessions • Jim Shaver • Larry Shumway • Helen Simmons • Dr. Don and Deanna Smellie • Beverley Sorenson • Robert Sorenson • Steve and Janet Soulier • Bill Strong • Barbara Taylor • Ron Thorkildsen and Michaelle Ann Robinson • Dr. Grant and Gayle Vest • Steve Viehweg • Lorna Wanlass • Dr. Ronald F. Wolff • and Darwin and Colleen Woodbury

Honorary Members

Dr. Oral and Tacy Ballam • Wes Boman • Kent and Kathleen Bowen • Thomas Clair Brown • and Izar and Mary Lou Martinez

Administrative Council

Martha Dever • Dennis Dolny • Jim Dorward • Bryce Fifield • Beth Foley • Michael Freeman • Gretchen Gimpel Peacock • Francine Johnson • Tom Lee • Ben Lignugaris/Kraft • LuAnn Parkinson • Mark Peterson • Mimi Recker • Ray Reutzel • Nathan Smith • Frank Stewart • Carol Strong • and Richard West

Research Council

Jim Barta • Jim Dorward • Barry Franklin • Sandi Gillam • Richard Gordin • Thomas Higbee • Richard Rob erts • Lori Roggman • Andy Walker • and Karl White
MORE ABOUT THE COLLEGE

Adele and Dale Young Education Technology Center (YETC)

Phone - 435.797.3377
Fax - 435.797.3939
www.teacherlink.usu.edu/TLYETC/index.html

As a learning resource center, YETC staff provide support services to the Emma Eccles Jones College of Education and Human Services faculty and students and its associated teacher education programs, as well as a broad spectrum of resources and technology to support the improvement of teaching. The YETC houses an open access computer lab and a library of K-12 curriculum materials, educational CD-ROMs and laserdiscs, multimedia resources (videotapes, DVD movies, audio CDs, cassettes), faculty reserve materials, and more. Utah public educators may access the YETC as a NASA Educator Resource Center. NASA provides educational materials, information, services, and other resources to our nation's classrooms. NASA resources include lesson plans, pictures and lithographs, and the NASA core catalog.

Office of Giving and Development

Phone - 435.797.1611
www.cehs.usu.edu/alumniandfriends/index.htm

To secure financial resources for maintaining and advancing academic and professional excellence throughout the century and beyond, the Office of Giving and Development staff promote an open and friendly environment for private giving to the College. They strive to develop both the human and financial resources that enrich the academic environment and support the College mission of teaching, research, and service. Their focus is to cultivate relationships and partnerships with donors, prospective donors, and alumni and work with them to identify specific areas of interest to which they may want to give support. The Giving and Development staff provide committed, responsible stewardship for all gifts entrusted to the College and ensure that donors receive appreciation and recognition. All development initiatives enrich the educational opportunities for students and support the mission of the College.

Office of Research Services

Phone - 435.797.1469
www.cehs.usu.edu/ors/home.htm

The Office of Research Services staff (a) inform faculty and professional staff of funding opportunities related to their research interests; (b) assist faculty and professional staff in acquiring external funding for research, teaching, and service projects; (c) nurture faculty research, especially for those at critical stages in their careers; (d) foster collaboration among faculty and professional staff with similar interests and/or areas of expertise; (e) provide seed money and travel funds for proposal development; (f) serve as liaison between the college and university-wide offices and committees involved in research and development;

(g) prepare annual reports summarizing external funding activities and faculty publication productivity; (h) advise the Dean and departments on research matters; and (i) coordinate the college’s research and statistics course offerings.

Office of Graduation, Education Licensing, and Accreditation

Phone - 435.797.1443
Fax - 435.797.3939
www.cehs.usu.edu/deansoffice/teacheregistration.htm

The Office of Graduation, Education Licensing, and Accreditation has five general responsibilities: (a) work cooperatively with departments both within and outside the college in the development, implementation, evaluation, and administration of undergraduate and graduate programs that culminate in educator licensure; (b) coordinate all university and college programs and services related to recruitment, admission, advisement, retention, graduation, and licensing of students; (c) serve as a resource for the collection, organization, and dissemination of significant research and development programs (including but not limited to teacher preparation programs, including transmission of public school needs, student and parent opinions, and criticisms of teaching); (d) function as a catalyst in the continuing review and improvement of Emma Eccles Jones College of Education and Human Services undergraduate and graduate programs; and (e) coordinate SUU’s national teacher accreditation process with the Teacher Education Accreditation Council (TEAC).
Publications, Professional Contributions, and Award Categories

Books: Volumes that are bound and printed by a publisher, beyond pamphlet length. Excludes class manuals, exercise books, chapters of books, and unpublished project reports.

Chapters in Books: Must carry byline credit to the author.

Refereed Scholarly Articles: Articles published in professional journals with restricted editorial policies; that is, prior to being accepted, the paper received a national or international peer review. The subject of such papers may or may not be technical in nature. Includes papers that have been presented at professional meetings and subsequently published.

Nonrefereed Articles, Papers Presented, and Research Reports: Articles in professional, but nonrefereed journals. Papers presented at meetings of professional organizations, formally written and available for distribution, but not published. Papers presented should be identified according to whether or not they were selected for presentation through peer review. Final reports that represent a scholarly contribution.

Monograph: A monograph is a detailed and documented study or paper written about a limited area of a subject or field of inquiry. Monographs with issue number and serial (or whole) numbers, and monographs bound separately as a supplement to a journal are included here.

Music/Arts: Performances, exhibits, shows, films, and other artistic accomplishments.
Popular Papers/Articles: Popular papers and articles published in newspapers and magazines without restrictive editorial policies. Must be on a professionally relevant topic.

Editorships: Editorships of professional journals.

Editorial Board Memberships & Ad Hoc Reviews: Professional journals

Research/Scholarship Awards: Research and/or scholarship awards received by faculty members.

Other: Materials such as videodiscs, pamphlets, class manuals, curriculum guides, exercise books, and other published works not included in the above categories.

Contract and Grant Proposals, and Other Externally Generated Funds Categories

Awarded Contracts and Grants: The proposals listed as awarded are those for which an award document was received by the Sponsored Programs Office or the Development Office during the period of July 1, 2007 through June 30, 2008.

Pending Contracts and Grants: The proposals listed as pending are proposals that were written and submitted between July 1, 2007 and June 30, 2008, but notification had not yet been received regarding their status on June 30, 2008. It is possible that many of the proposals listed as pending are no longer pending at the time of this printing but have either been awarded or not awarded. The awarded proposals will be listed in next year’s report as awarded, and those not awarded will be listed in next year’s report as not awarded.

Not Awarded Contracts and Grants: The proposals listed as not awarded are those proposals for which the Sponsored Programs Office received a notice of not awarded during the period of July 1, 2007 through June 30, 2008.

Other Externally Generated Funds: These funds are generated by the department or center for services rendered, training, or products provided to individuals or other entities.

A College Goal — To Emphasis Research and Scholarship Productivity

Because scholarship and grantsmanship are hallmarks of the Emma Eccles Jones College of Education and Human Services we aim to accomplish the following:

- continue an emphasis on new faculty grants and faculty development;
- emphasize research and scholarship in tenure/promotion discussions;
- increase faculty productivity through journal articles, books, and professional presentations;
- publicize grant competitions and encourage grant submissions to support expanded programs;
- increase the number of patents and licenses linked to technology transfer.

www.cehs.usu.edu 5
About the Center for Persons with Disabilities

The Center for Persons with Disabilities (CPD) is one of 67 University Centers for Excellence in Developmental Disabilities Education, Research, and Services located at major research universities throughout the United States, its trusts, and territories. These programs are dedicated to supporting independence and self-determination of people with disabilities through interdisciplinary preservice preparation and continuing education, provision of exemplary community-based services, research, and dissemination of information. For 35 years, the CPD has engaged in mission-related activities across the nation with major effort focused on the needs of Utah and its rural, culturally diverse, and underserved populations.

The Center is organized into six divisions served by a central administrative unit. An Advisory Committee comprised of individuals with disabilities, their family members, and representatives from advocacy and service organizations advises the Center on its goals and activities. Also, an Advisory Council of University, community, and state representatives supports the Center in accomplishing its mission.
The Biomedical Division of the CPD is comprised of the medical service unit and the immunology/genetic research laboratory. Division activities are designed to manage medical issues involved in serving individuals with disabilities and to conduct research to determine causes, prevention, and medical intervention. The Division provides a variety of specialty clinics. Research on autism spectrum disorders is ongoing.

Early Intervention Research Institute (EIRI)

Phone – 435.797.1172
http://eiri.usu.edu/

As part of the CPD, researchers at the Early Intervention Research Institute (EIRI) investigate the effectiveness and associated costs of early education and related services for infants and children with different kinds and severity of disabilities. The EIRI staff provides technical assistance, facilitates the development of systems of service, and disseminates information. EIRI also focuses on the family's role in intervention and on understanding this role from both practice and impact perspectives. The Division provides leadership education to state teams to promote coordinated services for children with special health care needs.

Exemplary Services Division

Phone – 435.797.7461
www.cpd.usu.edu/division.php

The Exemplary Services Division, housed within the CPD, serves a wide range of individuals with disabilities of all ages and their families. The Division assists through clinical evaluation to identify effective interventions and through service delivery. Its goal is to improve the quality of life by working in partnership with individuals with disabilities and their families. The Exemplary Services Division also provides interdisciplinary training to both undergraduate and graduate students from various academic departments.

Interdisciplinary Training Division (IDT)

Phone – 435.797.8807
www.cpd.usu.edu/division.php

The Interdisciplinary Training Division (IDT) program, housed within the CPD, provides opportunities for students from all disciplines together with individuals with disabilities and family members to become part of interdisciplinary teams. These teams, with faculty mentors, participate in interactive didactic seminars to better understand the complex relationship between society and individuals with disabilities. Using a participatory action research model, teams also engage with service providers in improving supports to children and adults with disabilities and their families.

Outreach, Development, and Dissemination

Phone – 435.797.1991
www.cpd.usu.edu/division.php

The Outreach Division disseminates information. Print, video-based, and software materials to assist people with disabilities and their families are available through a lending library and an online electronic catalog of products in areas such as assessment, assistive technology, collaboration, consumer information, effective instruction, inclusion, individualized education, parent resources, Section 504, and vocational skills. Outreach staff also administer other projects and programs including the Bear River Adult Skill Center, an adult service and rehabilitation program.

Technical Assistance for Excellence in Special Education (TAESE)/Mountain Plains Regional Resource Center (MPRRC)

Phone – 435.752.0238
www.usu.edu/taese/

As the Technical Assistance Division of the CPD, the TAESE and MPRRC staff provide technical assistance to state education agencies in developing quality programs for children with disabilities. The staff identifies and analyzes persisting problems that interfere with the provision of special education services, links state education agencies experiencing similar problems, assists agencies in developing solutions, and supports them in their efforts to adopt new technologies and practices. The MPRRC serves Utah, Montana, Wyoming, Colorado, North and South Dakota, Arizona, Nebraska, Kansas, New Mexico, and the Bureau of Indian Affairs. TAESE assists education agencies in various locales.
Faculty and Professional Staff

Allen, Natalie, RN, Exemplary Services Division, 2000
Andersen, Aaron, Programmer/Software Engineer/Analyst, WebAIM, 2007
Baer, Richard, Director, Outreach, Development and Dissemination Division; Adjunct Faculty, Psychology, 1980
Ball, Wayne, Program Specialist, MPRRC, 1999
Behl, Diane, Senior Research Scientist, 1981
Bezzant, Kathryn, Early Intervention Service Coordinator, Up to 3 Program, 2004
Blair, Martin, Assistant Director, Policy & Development; Director, Utah Assistive Technology Program & Assistive Technology Laboratory, 1993
Boyce, Lisa, Senior Research Associate, EIRI; Assistant Professor, Department of Family, Consumer, & Human Development, 1999
Christensen, Keith, Research Scientist/Landscape Architect, IDT; Adjunct Faculty, LAEP, 2001
Clelland, Stanford, Assistive Technology Laboratory Supervisor, Utah Assistive Technology Program, 2005
Cook, Gina A., Senior Research Associate, EIRI, 2000
Cook, Robert, Clinical Psychologist, Clinical Services; Adjunct Faculty, Psychology, Sociology & Social Work, 2006
Copenhaver, John, Director, MPRRC, 1989
Crane, Shauna, Information Specialist, MPRRC, 1985
Deer, Marlene, Training & Development Specialist III, Division of Outreach; Clinical Instructor, Special Education & Rehabilitation, 1989
Dughman, Ron, Program Specialist, MPRRC, 2002
Fifield, Marvin, Project Director, Indian Children’s Program; Professor Emeritus, Psychology & Special Education & Rehabilitation, 1969
Goetze, Linda, Senior Research Scientist, EIRI, 1989
Hammond, Marilyn, Assoc. Director, Division of Outreach, Development & Dissemination, 1991
Hansen, Kay, Senior Research Associate, EIRI, 1991
Hirschfield, Emily, Early Intervention Specialist/Classroom Teacher, Up to Three Program, 2002
Henningsen, Amy, Occupational Therapist, 1992
Holt, Judith, Director of Interdisciplinary Training; Co-Director, ULEND; Associate Professor, Special Education & Rehabilitation, 2000
Innocenti, Mark, Associate Director, EIRI; Research Assistant Professor, Psychology, 1987
Jimenez, Monica, Marketing & Outreach Specialist, Utah Assistive Technology Program, 2002
Johnston, Tressa, Physical Therapy Assistant, Up to 3 Program, 2005
Jump, Vonda, Senior Research Associate, EIRI, 1998
Linares, Lara, Early Interventionist II, Up to 3 Program, 2006
Mace, Cathy, Dietician/Early Interventionist II, 1998
Massanari, Carol, Co-Director, MPRRC, 1999
Maybury, Cebu, Special Pathologist, Early Intervention Program, 2006
Neff, Marla, Program Coordinator, Up to 3 Program, 2004
Newman, Todd, Multi-Media Specialist, K-SAR Production Studio, 1993
Notwell, Amy, Program Director, Salt Lake Disability Support Center, IDT Division, 2005
O’Leary, Ed, Specialist, MPRRC, 1999
Odell, Dennis, Medical Director, Biomedical Division, 1985
Olsen, Susan, Director, Exemplary Services Division, 1990
Pavithran, Sachin, Assistive Technology Specialist, 2002
Peck, Jeanie, Director, Child Nutrition Program, 1996
Phillips, Curt, Physical Therapist, Up to 3 Program, 2000
Preston, Janel, Early Intervention, Classroom Teacher, 2006
Price, Cora, Research Assistant, EIRI, 2000
Rasmussen, Drake, Project Coordinator, Bear River Adult Skill Center, 2008
Richins, Gordon, Consumer Liaison, 1997
Roberts, Richard, Director of Research & Evaluation; Professor, Psychology, 1988
Rowland, Cyndi, CPD Associate Director; Research Assistant Professor, Special Education & Rehabilitation, 1989
Rule, Sarah, CPD Director; Professor, Special Education & Rehabilitation, 1982
Sater, Brian, Speech Pathologist, Up to 3 Program, 1996
Sheen, Jefferson, Training & Development Specialist, IDT Program, 1999
Center Information
135 Contracted employees
395 Total employees

CPD Direct Services
Number of Individuals Served 2007-2008
Assessment/Evaluation 147
Autism Support Services 13
Bear River Activity & Skill Center 66
Child Care Nutrition Program 314
Coordinated Family Support: Medical Home 211
Disability Support Center for Families 115
Medical/Specialty Clinics 920
SSDI Benefits 25
TOP Sports 262
Up to 3 960
Utah Assistive Technology Foundation 333
Utah Assistive Technology Program/AT Lab 733
Total Served 4,099

Department/Program Awards
Thomas Higbee and ASSERT (2008). Autism Program of the Year, Utah Autism Council

Books

Refs in Books

Chapters in Books

Refereed Scholarly Articles


www.cehs.usu.edu


Nonrefereed Articles, Papers Presented, and Research Reports

**Andersen, A.** (2007, October). Phase 1 of a cognitive web accessibility evaluation tool. Presentation at the ACM Sig-Access ASSETS Conference, Tempe, AZ.


**Holt, J.** (2008, January). Improving transition services through integrated services and research for youth with...
chronic health conditions. Presentation at the Invitational Transition Conference 2008: Building an Interdisciplinary Research Agenda to Enhance Quality of Life and Transition to Adulthood for Youth with Chronic Health Conditions, Minneapolis, MN.

Innocenti, M. S. (2007, July). Division for Early childhood comments on developmental assessments and outcomes for young children. Presentation to the National Research Council Committee on Developmental Outcomes and Assessments for Young Children, Washington, DC.


to Adulthood for Youth with Chronic Health Conditions, Minneapolis, MN.


Rule, S. (2008, March). Project PEER: Postsecondary education for individu-
als with intellectual disabilities on a rural college campus. Presentation at the American Council on Rural Special Education, Charleston, WV.


Popular Papers/Articles


Rowland, C. (2007). The potential of implementing web accessibility into the
accreditation process - A new NCDAE/WebAIM Initiative. Article available online at http://www.ncdae.org/activities/fipse/overview.cfm/


Editorships

Boyce, L., Guest Editor, Scientific Study of Reading Journal

Editorial Board Memberships and Ad Hoc Reviews

Blair, M., Editorial Board, Assistive Technology Journal

Blair, M., Editorial Board, Rehabilitation Engineering and Assistive Technology Society of North America Journal

Boyle, L., Guest Reviewer, Field Early Childhood Research Quarterly

Boyce, L., Guest Reviewer, NHSA Dialog: A Research-to-Practice Journal for the Early Intervention

Boyce, L. K., Grant Reviewer, Head Start Research Scholar

Boyce, L. K., Grant Reviewer, Head Start University Partnership

Copenhaver, J., Editorial Board, National IRIS Center


Innocenti, M., Editorial Board, An Interdisciplinary Journal of Effectiveness

Innocenti, M., Editorial Board, Early Childhood Services

Innocenti, M., Editorial Board, Journal of Early Intervention

Innocenti, M., Editorial Board, NHSA Dialog

Innocenti, M., Editorial Board, The Asia-Pacific Journal of Inclusive Education

Innocenti, M., Editorial Board, Topics in Early Childhood Special Education

Rowland, C., Editorial Board, Access Technologists Higher Education Network E-Journal

Rowland, C., Editorial Board, Topics in Early Childhood Special Education
**Research/Scholarship Awards**


**Other**


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**Awarded Contracts and Grants**

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<th>Award Begin Date</th>
<th>Award End Date</th>
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<td>Blair, Martin</td>
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<td>Healthy Lifestyle Support Group Sessions</td>
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<td>Home Enrichment of Language &amp; Literacy for Migrant Families</td>
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<td>Christensen, Keith</td>
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<td>Beyond Access - Playcore Inc. Inclusive Play Principles Development</td>
<td>Playcore, Inc.</td>
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<td>Mid-continent Comprehensive Center (MC4)</td>
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<td>Comprehensive Program Evaluation of New Mexico's Pre-kindergarten Initiative (New Mexico Pre-K)</td>
<td>Rutgers Univ.</td>
<td>7/1/2007</td>
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<td>Establishing &amp; Maintaining a Model, Research-based Early Intervention Classroom</td>
<td>UT Office of Education</td>
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<td>Univ. of Utah</td>
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<td>Birth Certificate Orders &amp; Hearing Screening Follow-up</td>
<td>Center for Disease Control</td>
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<td>Series of 8 On-line Courses on a Variety of Independent Living Topics</td>
<td>Baylor Univ.</td>
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<td>Core Administration &amp; Operations: Center for Persons with Disabilities</td>
<td>Dept. of Health &amp; Human Services</td>
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<td>9/24/2007</td>
<td>Torres, Anthony R.</td>
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<td>Better Understand the Genetics of Cerebral Palsy</td>
<td>Univ. of California</td>
<td>1/1/2007</td>
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TOTAL AWARDED CONTRACTS AND GRANTS $10,748,565

Pending Contracts and Grants

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<tr>
<td>6/10/2008</td>
<td>Copenhaver, John</td>
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<td>MPRRC/TAESE Will Provide Technical Assistance to North Dakota Department of Public Instruction - Special Education</td>
<td>ND Dept. of Public Instruction</td>
<td>7/1/2008</td>
<td>6/30/2009</td>
<td>$234,560</td>
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<td>Hammond, Marilyn</td>
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<td>Education to Increase ADA Compliance by Transit Providers &amp; Ridership by Individuals with Disabilities &amp; Seniors</td>
<td>Federal Transit Administration</td>
<td>7/1/2008</td>
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<td>6/3/2008</td>
<td>Innocenti, Mark</td>
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<td>Evaluating the Effectiveness of Qigong Sensory Training for Children with Autism</td>
<td>Western Oregon Univ.</td>
<td>7/1/2009</td>
<td>6/30/2011</td>
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## Proposal Summary

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**TOTAL PENDING CONTRACTS AND GRANTS**

$7,480,352

### Not Awarded Contracts and Grants

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**TOTAL NOT FUNDED CONTRACTS AND GRANTS**

$7,334,229
### Other Externally Generated Funds

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<th>Annual Income</th>
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<td>Biomedical Services</td>
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**TOTAL EXTERNALLY GENERATED FUNDS**

$822,182

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### CPD Dissemination Activity

**WEB ACTIVITY**
- CPD Home Website: 160,396 visits
- CPD Project Websites: 5,108,280 visits

**PRODUCTS**
- Library Usage (MPRRC & Family Resource Libraries): 318 items
- Newsletters (total distributed): 27,650
- CPD CenterPoint (2 issues): 3,600
- CPD NewsFlash (6 issues): 4,350
- WebAIM Newsletter (12 issues): 19,200
- Champions in C e-newsletter: 500
- Public Awareness Materials (Pamphlets, brochures, reports, information sheets, etc.): 676,054
- Education Modules: 85
About the Center for the School of the Future

The Center for the School of the Future (CSF) is a research center dedicated to improving the quality and effectiveness of education through identifying, researching, and developing proven educational practices and supporting their dissemination and adoption in local settings. The CSF conducts research to identify the underlying principles that make educational programs effective and provides policy makers and school administrators with timely and reliable information that assists them in making well-informed decisions.
Faculty and Professional Staff

Taylor, Matthew J., Director of Research & Evaluation, 1987
West, Richard P., Executive Director; Professor, Special Education & Rehabilitation, 1980
Wheatley, Rikki K., Project Coordinator, 2006

Center Information
3 faculty
2 staff

Nonrefereed Articles, Papers Presented, and Research Reports

Editorial Board
Memberships and Ad Hoc Reviews
West, R. P., Editorial Board Membership, Journal of Special Education

Center for the School of the Future Principles

- All people can learn when provided appropriate instruction and practice.
- Learning occurs most readily in positive, non-coercive environments.
- Instruction is most effective when it is tailored to the individual needs of students.
- Educational decisions are more effective when based upon current information and valid data.
- All successful educational programs are based upon sound, verifiable instructional principles.
## Awarded Contracts and Grants

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<th>Award Date</th>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$178,457

## Pending Contracts and Grants

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**TOTAL PENDING CONTRACTS AND GRANTS**

$386,012

## Not Awarded Contracts and Grants

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**TOTAL NOT FUNDED CONTRACTS AND GRANTS**

$210,086

## Other Externally Generated Funds

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**TOTAL EXTERNALLY GENERATED FUNDS**

$134,000
About Communicative Disorders and Deaf Education

The Department of Communicative Disorders and Deaf Education (COM-DE) houses three programs: Speech-Language Pathology, Audiology, and Deaf Education. The fields of speech-language pathology and audiology involve the study and treatment of speech, language and hearing disorders across the lifespan. COMD-DE’s educational programs in speech-language pathology and audiology are fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Deaf education involves the preparation of teachers of the Deaf who are certified at the Early Childhood, Elementary, and Secondary levels. The USU Deaf Education program is accredited by the Council on the Education of the Deaf (CED). All three COMD-DE programs are nationally recognized for their high quality. The department also supports the SKI*HI Institute, a research unit that serves children with sensory impairments, birth through five years of age, and their families. SKI*HI has been identified by the U.S. Office of Education as an “educational program that works.”

1000 Old Main Hill
Logan, Utah 84322-1000
Phone - 435.797.1375
Fax - 435.797.0221
www.coe.usu.edu/comd/
Speech-Language Hearing Center

Phone - 435.797.1390
www.cehs.usu.edu/comd/clinics.htm

The USU Speech-Language-Hearing Center (USUSLHC) is housed within the COM-DE Department. Graduate students, who work under the supervision of certified speech-language pathologists and audiologists, provide diagnostic and treatment services to university faculty, staff, and students, and to community members, so that students enrolled in speech-language pathology and audiology may refine skills previously learned in the classroom. For speech-language pathology, diagnostic and treatment services are provided for individuals with communication disorders of language, articulation, fluency, voice, and swallowing as well as communication disorders associated with traumatic brain injury, cleft palate, hearing loss, and laryngectomy. For audiology, diagnostic services are provided to infants, children, and adults. These services include pure tone and speech audiometric testing; special diagnostic testing; central auditory processing evaluations; immittance testing; and hearing aid evaluation, dispensing, fitting, orientation, and follow-up. Also available are habilitative and rehabilitative services such as speechreading and auditory training.

The Ski*Hi Institute

Phone - 435.797.5600
www.skihi.org

The SKI*HI Institute, housed within the COM-DE Department, is a group of dedicated individuals whose goal is to enhance the lives of young children with special needs, their families, and caregivers. Our training and services, which began in 1972, focus on early intervention and early childhood programming for infants and young children, ages birth to five, with hearing and vision impairments and other disabilities. We dedicate our work to encouraging discovery, learning, and the growth of self-esteem, thereby setting the stage for individuals with special needs to become able participants in society. A strong contributor to USU’s ranking as a Carnegie I Research Institution, SKI*HI provides outreach not only to Utah citizens, but to families and professionals in nearly all 50 states and Canada.

Faculty and Professional Staff

Alsop, Linda, Project Director, Clinical Instructor, SKI*HI, 1992
Bingham, Chad, Clinical Instructor, 2001
Blair, Jim, Professor, 1979
Child, Dee, Assistant Department Head; Advisor, 1984
Corbin-Lewis, Kim, Associate Professor, 1989
Dennison, Elizabeth, Project Manager; Clinical Instructor, SKI*HI, 1980
Elsweiler, Anne, Clinical Instructor, 1993
Filimoehala, Karen, Adjunct Clinical Instructor, 2004
Foley, Beth, Department Head; Associate Professor, 1993
Galos, Debbie, Assistant Professor, 2008
Gantz, Kathryn, Clinical Instructor, 2002
Gillam, Ron, Professor, Endowed Chair, 2006
Gillam, Sandi Laing, Associate Professor, 2006
Glover, Barbara, Project Leader; Clinical Instructor, SKI*HI, 1992
Houston, K. Todd, Assistant Professor, 2007
Jenson, Aziele, Director, Utah Touchpoints Site Program Leader; Co-director, Full Circle Project, 1995
Jenson, Heather, Clinical Instructor, 2003
Kelley-King, Jan, Clinical Instructor; Advisor, Deaf Education, 1992
King, J. Freeman, Professor, 1991
Larsen, Jeff, Assistant Professor, 2004
Laws, Douglas, Adjunct Associate Professor, 2000
Littledike, Jaclyn, Assistant Professor, 1969
**Manuel-Dupont, Sonia**, Associate Professor, 1985  
**Miller, Kevon**, Project Leader, SKI*HI, 1990  
**Muñoz, Karen**, Assistant Professor, 2007  
**Parker, Elizabeth**, Adjunct Clinical Instructor, 1990  
**Pittman, Paula**, Project Director; Clinical Instructor, SKI*HI, 1989  
**Radford, Curt**, ASL Instructor, 2008  
**Ribera, John**, Associate Professor, 2000  
**Rowan, Lori**, Project Director; Clinical Instructor, SKI*HI, 1990  
**Simonsmeier, Vicki**, Clinical Assistant Professor, 2000  
**Strong, Carol J.**, Trustee Professor; Dean, 1973  
**Walden, Beth**, Senior Research Associate; Clinical Instructor, SKI*HI, 1989  
**Watkins, Sue**, Clinical Associate Professor; Program Administrator, SKI*HI, 1976  
**Wolter, Julie**, Assistant Professor, 2006

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**Department Information**

18 faculty  
7 professional staff  
4 advisors  
15 clinical instructors  
220 undergraduate students  
87 graduate students

**Degrees**

- Audiology - AUD  
- Communicative Disorders and Deaf Education - BS, BA, MS, MA, MED, EDS  
- Composite Deaf Education/Parent Infant Preparation - MED  
- Composite Deaf Education/Early Childhood Education - MED  
- Composite Deaf Education/Elementary Education - MED  
- Composite Deaf Education/Secondary Education - MED

**Department/Program Awards**

- 2008 Utah State University Departmental Teaching Excellence Award

**Books**


---

**Refereed Scholarly Articles**


Nonrefered Articles, Papers Presented, and Research Reports


Foley, B. (2007, July). Improving literacy outcomes for students with complex communication needs. Featured speaker at the Nebraska Augmentative and Alternative Communication Conference, Omaha, NE.


Gillam, S., & Foley, B. (2008, February). Assessment of phonologi-


King, J. F. (2008, March). Undergraduate/graduate programs review panel final report of the Department of Communicative Disorders and Deaf Studies. Presentation at California State University, Fresno, CA.


Editorships

King, J. F., Editor, Odyssey

King, J. F., Editor, New Perspectives in Deaf Education
Editorial Board Memberships and Ad Hoc Reviews

Blair, J., Editorial Consultant, Journal of Educational Audiology

Corbin-Lewis, K., Reviewer, Delmar Thomson Learning

Corbin-Lewis, K., Reviewer, Language, Speech & Hearing Services in the Schools

Corbin-Lewis, K., Reviewer, Pearson, Allyn & Bacon

Foley, B. E., Associate Editor, Journal of Augmentative and Alternative Communication

Gillam, R. B., Advisory Board, Communication and Language Intervention Series

Gillam, R. B., Editorial Board Membership, Journal of Speech-Language Hearing Research

Gillam, R. B., Editorial Board Membership, Communication Disorders Quarterly

Gillam, S., Editorial Review Board, Communication Disorders Quarterly

Gillam, S., Topic Coordinator, Language Science Subcommittee

King, J. F., Reviewer, Butte Publications

Larsen, J., Invited reviewer, American Speech-Language and Hearing Association

Ribera, J. E., Manuscript Reviewer, Journal of Agricultural Safety and Health

Ribera, J. E., Manuscript Reviewer, Biological Engineering

Ribera, J. E., Peer reviewer, American Speech-Language and Hearing Association

Ribera, J. E., Peer Reviewer, Audiology Online

Ribera, J. E., Peer Reviewer, Aviation, Space, and Environmental Medicine

Wolter, J. A., Ad Hoc Reviewer, ASHA Students Preparing for Academic Research Careers

Wolter, J. A., Editorial Reviewer, American Journal of Speech-Language-Pathology

Wolter, J. A., Editorial Reviewer, Education and Treatment of Children


Wolter, J. A., Editorial Reviewer, Language, Speech, and Hearing Services in the Schools

Research/Scholarship Awards

Corbin-Lewis, K. (2008). Teacher of the Year, Communicative Disorders and Deaf Education, Utah State University

Corbin-Lewis, K. (2008). Top Prof Award, Utah State University Chapter of Mortar Board

Foley, B. (2008). Exemplary Faculty Use of Technology Award, Utah System of Higher Education

Foley, B. (2008). USU Diversity Professor of the Year, Utah State University

Foley, B. (2008). Top Prof Award, Utah State University Chapter of Mortar Board

Larsen, J. (2008). Top Prof Award, Utah State University Chapter of Mortar Board

Larsen, J. (2008). Undergraduate Research Mentor Award, Department of Communicative Disorders and Deaf Education, Utah State University

Ribera, J. (2007). USU Diversity Award, Utah State University

Wolter, J. (2008). Researcher of the Year, Department of Communicative Disorders and Deaf Education, Utah State University

Other


Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>FY08 Agency Funding</th>
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<tbody>
<tr>
<td>9/1/2007</td>
<td>Alsop, Linda</td>
<td>Foley, Beth</td>
<td>Development of a USU Distance-Education Associate’s Degree in General Studies with A Focus in Blindness or Deaf-Blindness</td>
<td>Hadley School for the Blind</td>
<td>7/1/2007</td>
<td>6/30/2009</td>
<td>$148,000</td>
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## Pending Contracts and Grants

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<th>Funding Agency</th>
<th>Award Begin Date</th>
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<tr>
<td>3/1/2008</td>
<td>Foley, Beth</td>
<td>White, Karl</td>
<td>Improving Utah Services for Children With Hearing Loss</td>
<td>UT State Legislature</td>
<td>7/1/2008</td>
<td>ongoing</td>
<td>$300,000</td>
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<tr>
<td>10/9/2003</td>
<td>Ribera, John</td>
<td></td>
<td>Audiological Services for Vulcraft</td>
<td>Vulcraft</td>
<td>10/1/2003</td>
<td>7/31/2008</td>
<td>$6,064</td>
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<tr>
<td>1/14/2008</td>
<td>Rowan, Lori</td>
<td></td>
<td>Project SEED (Strategies for Early Emotional Development)</td>
<td>US Dept. of Education</td>
<td>1/1/2008</td>
<td>12/31/2009</td>
<td>$597,574</td>
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<tr>
<td>7/2/2007</td>
<td>Watkins, Sue</td>
<td>Blair, James</td>
<td>Sensory Impaired Early Intervention Master’s Program (SEIM)</td>
<td>US Dept. of Education</td>
<td>1/1/2008</td>
<td>12/31/2010</td>
<td>$199,682</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$3,251,350

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## Pending Contracts and Grants

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<tr>
<td>12/13/2007</td>
<td>Muñoz, Karen</td>
<td>White, Karl</td>
<td>Improving Hearing Services for Infants &amp; Young Children</td>
<td>Maternal &amp; Child Health Bureau</td>
<td>7/1/2008</td>
<td>6/30/2009</td>
<td>$300,000</td>
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Not Awarded Contracts and Grants

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<th>Funding Agency</th>
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TOTAL PENDING CONTRACTS AND GRANTS $354,999

Other Externally Generated Funds

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<th>Contact Person</th>
<th>Income Source</th>
<th>Type of Income</th>
<th>Start of Income Period</th>
<th>End of Income Period</th>
<th>Annual Income</th>
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<tbody>
<tr>
<td>2007-08</td>
<td>Foley, Beth</td>
<td>Audiology Services</td>
<td>Fees &amp; Services</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$50,000</td>
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<tr>
<td>2007-08</td>
<td>Foley, Beth</td>
<td>Speech-Language Services</td>
<td>Fees &amp; Services</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$15,000</td>
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TOTAL EXTERNALLY GENERATED FUNDS $65,000

"I am just as deaf as I am blind. The problems of deafness are deeper and more complex, if not more important than those of blindness. Deafness is a much worse misfortune. For it means the loss of the most vital stimulus--the sound of the voice that brings language, sets thoughts astir, and keeps us in the intellectual company of man."

~ Helen Keller
About the Edith Bowen Laboratory School

Edith Bowen Laboratory School (EBLS) was established in 1957 to provide a teaching lab for the Department of Elementary Education. Each year nearly 500 undergraduates in elementary education are mentored by EBLS teachers as they spend time in the school observing, assisting, and teaching. The school also serves as a practicum site for college students in the Departments of Psychology, Communicative Disorders and Deaf Education, Special Education and Rehabilitation, Nutrition and Food Science, and Heath, Physical Education, and Recreation. The school functions as a research site for USU faculty and graduate students as well. Using a constructivist approach to teaching and learning, the school serves 300 students, kindergarten through fifth grade. In July of 2007, EBLS became a Utah public charter school, thereby providing EBLS with a direct line of funding from the state. Enrollment for the school is open to any child in Utah. Students are accepted through a lottery system.
Faculty and Professional Staff

Anderson, Analisa, P. E. Movement Specialist, 2000
Anderson, Julianne, Teacher, 2002
Andrus, Jill, Speech Teacher, 2007
Christian, Marianne, Teacher, 2005
Cook, Sharon, Teacher, 2005
Coulombe, Rebecca, Teacher, 2001
DeVilbiss, Jill, Music Specialist, 1997
Jensen, Anita, Teacher, 2004
Kyriopoulos, Joan, Teacher, 1999
L’Ai, Linda, Teacher, 1988
Larson, Marie, Resource Teacher, 2007
Larson, Vaughn, Media Specialist, 1999
Lopez, Carmen, Teacher, 2002
Moeller, Julie, Teacher, 2007
Peterson, Mark, Principal, 2007
Roghaar, Debra, STAR Teacher, 2007
Sellers, Linda, Teacher, 2004
Shakespear, Maile, Art Mentor, 2007
Steele, Karen, Teacher, 2002
Wallin, Mark, Teacher, 2005

Department Information
20 faculty
1 administrator
5 staff
300 students

Nonrefereed Articles, Papers Presented, and Research Reports

tion at the Utah Bioneers Conference, Logan, UT.

DeVilbiss, J. (2008, June). Around the world in 180 days. A presentation to
the Utah Charter School Conference, Provo, UT.

the Utah Chapter of the American Orff-Schulwerk Association, Salt Lake
City, UT.

using RTI and the three-tiered model.

A presentation to the Utah State Charter School Conference, Provo, UT.

Other

DeVilbiss, J. (2008). Around the world in 180 days [Curriculum development
and collaboration with arts mentors and classroom teachers]. Logan,
UT: Edith Bowen Laboratory School.
# Awarded Contracts and Grants

<table>
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<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
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<tr>
<td>12/18/2007</td>
<td>Peterson, Mark</td>
<td></td>
<td>Supplement to Idea for Data Collection</td>
<td>State of UT Office of Education</td>
<td>7/1/2007</td>
<td>9/30/2008</td>
<td>$1,067</td>
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TOTAL AWARDED CONTRACTS AND GRANTS: $241,160

# Not Awarded Contracts and Awards

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<th>Funding Agency</th>
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<th>Proposed End Date</th>
<th>FY08 Proposed Agency Funding</th>
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TOTAL NOT FUNDED CONTRACTS AND GRANTS: $300,223

"I like to think that the greatest success of any life is that moment when a teacher touches a child's heart and it is never again the same. Everything America is, or ever hopes to be, depends upon what happens in our school's classrooms."

~ Frosty Troy
About Elementary Education

The mission of the department of elementary education at Utah State University is to develop professional educators, and advance knowledge in the field of education. This mission is accomplished through teaching, scholarly activity, and professional service. The department has an internationally recognized faculty with an outstanding record of teaching, publications, presentations, research, and other scholarly activities. This department is the only one in Utah accredited by the Utah State Office of Education, Utah Board of Regents, Northwest Association of Universities and Colleges, and the National Council for the Accreditation of Teacher Education. More USU students major in elementary education than in any other program. The advisement program has been recognized nationally and on campus as one of the best. The department also participates in the Interdepartmental Doctoral Program.
Faculty and Professional Staff

Adams, Janet, Temporary Lecturer, 2007
Barta, Jim, Associate Professor, 1995; Associate Department Head, Regional Campuses & Distance Education, 2007
Black, Dawn, Academic Advisor, 2004
Burgin, Shannon, Academic Advisor, 2007
Byrnes, Deborah, Professor, 1983
Camicia, Steven, Assistant Professor, 2007
Carlston, Gary, Associate Professor, 2003
DeBoer, Barbara, Clinical Assistant Professor, 2007
Dever, Martha T., Professor, 1993; Interim Department Head, Secondary Education, 2006
Dobson, Dorothy, Lecturer, 2005
Dorward, Jim, Professor, 1991; Associate Dean for Research, 2005; Interim Department Head, 2006
Downs, Chad, Temporary Lecturer, 2007
Fawson, Parker, Associate Professor, 2002
Freeman, Michael, Associate Dean, Education Outreach, 1991; Interim Department Head, Instructional Technology, 2006
Greene, Judy, Instructor, 2005
Hunsaker, Scott, Associate Professor, 1995
Jenkins, Vesna, Director of Student Teaching, 2006
Johnson, Francine, Associate Professor; Associate Dean, Office of Graduation, Educator Licensing, and Accreditation, 1983
Laing, Steven, Clinical Associate Professor, 2007
Monhardt, Rebecca, Associate Professor, 1996
Pray, Lisa, Assistant Professor, 2003
Read, Sylvia, Assistant Professor, 2003
Reutzel, D. Ray, Professor; Endowed Chair & Director, Emma Eccles Jones Center for Early Childhood Education, 2001
Rhees, Richard, Clinical Assistant Professor, 2007
Smith, John A., Professor, 1988
Taylor, Denise, Academic Advisor, 2005
Whoolery, Kristin, Associate Professor, 1998
Whoolery, Kristin, Temporary Lecturer, 2008

Department Information

21 faculty
3 advisors
4 lecturers
4 staff members
1,400 undergraduate students
175 graduate students

Degrees

Composite Early Childhood Education: Deaf Education, Elementary Education - BS, BA
Composite Elementary Education: Deaf Education, Early Childhood Education, Special Education - BS, BA
Early Childhood Education - BS, BA
Elementary Education - BS, BA, MS, MA, MED
Education - EdD, PhD

Books


Nonrefereed Articles, Papers Presented, and Research Reports

Reutzel, D. R. (2008, May.) Thinking the world apart: Literacy at a crossroads. Keynote address at Institute 6, Leading Literacy Programs at the International Reading Association Annual Meeting, Atlanta, GA.


Nonrefereed Articles, Papers Presented, and Research Reports


Dever, M. T., & Goldstein, L. (2007, November). Examining the complexity of K-3 teaching in the era of NCLB. Presentation at the National Association for the Education of Young Children Annual Conference, Chicago, IL.


Reutzel, D. R. (2008, May). Thinking the world apart: Literacy at a crossroads. Keynote address at Institute 6, Leading Literacy Programs at the International Reading Association Annual Meeting, Atlanta, GA.


Editorships

Fawson, P., Co-editor, Literacy Research and Instruction

Read, S., Co-editor, Literacy Research and Instruction

Editorial Board Membership and Ad Hoc Reviews

Reutzel, D. R., Ad Hoc Reviewer, Educational Evaluation and Policy Analysis

Reutzel, D. R., Editorial Board Membership, College Reading Association Yearbook

Reutzel, D. R., Editorial Board Membership, Early Childhood Research Quarterly

Reutzel, D. R., Editorial Board Membership, Journal of Educational Research

Reutzel, D. R., Editorial Board Membership, Journal of Literacy Research

Reutzel, D. R., Editorial Board Membership, Reading Research and Instruction

Reutzel, D. R., Editorial Board Membership, Reading Research Quarterly

Reutzel, D. R., Editorial Board Membership, The Reading Teacher

Reutzel, D. R., Editorial Board Membership, National Reading Conference Yearbook

Refereed Publications


Research/Scholarship Awards


Other


Pending Contracts and Grants

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<th>Proposal Date</th>
<th>PI</th>
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<th>Program Name</th>
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TOTAL PENDING CONTRACTS AND GRANTS $9,688

Not Awarded Contracts and Grants

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TOTAL NOT FUNDED CONTRACTS AND GRANTS $225,000

Other Externally Generated Funds

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<tr>
<td>2007-08</td>
<td>Dorward, Jim</td>
<td>Gifted and Talented Conference Revenue</td>
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TOTAL EXTERNALLY GENERATED FUNDS $80,517

"The teacher who is indeed wise does not bid you to enter the house of his wisdom, but rather leads you to the threshold of your mind."

~ Khalil Gibran
About the Emma Eccles Jones Center for Early Childhood Education

The Emma Eccles Jones Center for Early Childhood Education provides a comprehensive program of educational innovation, research, and dissemination. The major role of the center is to provide educational experiences and resources for teachers and parents that reflect the most current understanding of the social, emotional, physical, and cognitive development of children in pre-kindergarten, kindergarten, and the primary grades. The center is also committed to serve as a clearinghouse of validated procedures and processes for the improvement of education in kindergarten and the primary grades.
Faculty and Professional Staff

Boyce, Lisa, Research Assistant, 2006
Reutzel, D. Ray, Endowed Chair & Director; Professor, Elementary Education, 2001

Center Information
1 endowed chair
1 research assistant
4 staff members

Department/Program Awards
John C. Manning Public School Service Award (2008). International Reading Association

Books


Chapters in Books

Nonrefereed Articles, Papers Presented, and Research Reports
Reutzel, D. R. (2008, May). Thinking the world apart: Literacy at a crossroads. Keynote address at Institute 6, Leading Literacy Programs at the International Reading Association Annual Meeting, Atlanta, GA.


Edited Board Membership and Ad Hoc Reviews
Boyce, L., Guest Reviewer, Field Early Childhood Research Quarterly

Reutzel, L., Guest Reviewer, NHSA Dialog: A Research-to-Practice Journal for the Early Intervention

Reutzel, L. K., Grant Reviewer, Head Start Research Scholar

Reutzel, L. K., Grant Reviewer, Head Start University Partnership

Reutzel, D. R., Ad Hoc Reviewer, Educational Evaluation and Policy Analysis

Reutzel, D. R., Editorial Board Membership, College Reading Association Yearbook

Reutzel, D. R., Editorial Board Membership, Early Childhood Research Quarterly

Reutzel, D. R., Editorial Board Membership, Journal of Educational Research

Reutzel, D. R., Editorial Board Membership, Journal of Literacy Research

Reutzel, D. R., Editorial Board Membership, Reading Research and Instruction

Reutzel, D. R., Editorial Board Membership, Reading Research Quarterly

Reutzel, D. R., Editorial Board Membership, The Reading Teacher

Reutzel, D. R., Editorial Review Board Member, National Reading Conference Yearbook

“the whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.”

~ Anatole France
### Awarded Contracts and Grants

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<thead>
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<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
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<tr>
<td>7/1/2005</td>
<td>Reutzel, Ray</td>
<td></td>
<td>Connecting Primary Grade Teacher Knowledge to Primary Grade Student Achievement: Developing the Evidence-based Reading/Writing Teacher Knowledge Assessment System</td>
<td>Institute of Education Science</td>
<td>10/1/2005</td>
<td>9/30/2009</td>
<td>$110,000</td>
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<td>3/12/2008</td>
<td>Reutzel, Ray</td>
<td></td>
<td>Connecting Primary Grade Teacher Knowledge to Primary Grade Student Achievement: Developing the Evidence-based Reading/Writing Teacher Knowledge Assessment System</td>
<td>Institute of Education Science</td>
<td>4/1/2008</td>
<td>9/30/2008</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$175,000

### Pending Contracts and Grants

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<th>FY08 Proposed Agency Funding</th>
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**TOTAL PENDING CONTRACTS AND GRANTS**

$658,266
About Family, Consumer, and Human Development

The Department of Family, Consumer, and Human Development (FCHD) prepares students for careers serving individuals and families across the lifespan. Through course work and applied experiences, majors gain a greater understanding of the interaction between individual development and processes in family relationships, and how both of these dynamics influence and are influenced by family economics and consumer issues. Such training helps students gain an appreciation for the complexities of human relationships and better prepares them, as professionals, to understand and address the needs of individuals, families, and consumers in varied educational, organizational, and service settings.

The department emphasizes high quality undergraduate and graduate instruction and practicum experiences to help students develop greater personal understanding and professional preparation. It also emphasizes excellence in both basic and applied research. Faculty conduct research to better understand individual development and family relationships across the lifespan, and the impact of economic forces on society, the family, and individual consumers. Much of that is applied research with direct implications for practice. Strong research efforts provide important learning opportunities for graduate and undergraduate students. Providing service is also a basic component of faculty roles and an integral part of student preparation. FCHD faculty and students provide many extension and other outreach programs to individuals, families, and public and private agencies throughout the state and nation that enhance the quality of life.
The Adele and Dale Young Child Development Laboratory, affiliated with the Department of Family, Consumer, and Human Development, is designed to develop social competency skills in children. The staff provide service to the children and families who participate, carries out research on child development and early childhood education, and provides training for future teachers and professionals who will work with children in many settings. The laboratory provides a variety of programs for children from birth through 12 years of age. Basic to the framework that guides the service, research, and training carried out in the lab is the notion that children learn most effectively through active exploration and participation in their environment. Moreover, each child has specific interests, curiosities, talents, and self-esteem which must be nurtured and enhanced. In this model setting, professionals in training use developmentally appropriate practices to enhance children's development. The laboratory also provides training to parents and conducts research to contribute to the discovery of knowledge.
"It's about people."

**Department Information**
- 32 faculty
- 8 staff members
- 350 undergraduate students
- 93 graduate students

**Degrees**
- Early Childhood Education - BS, BA
- Family and Consumer Sciences - BS, BA
- Family, Consumer and Human Development - BS, BA, MS, MFHD, PhD

**Books**

**Refereed Scholarly Articles**

**Chapters in Books**

**Department Information**
- 32 faculty
- 8 staff members
- 350 undergraduate students
- 93 graduate students

**Degrees**
- Early Childhood Education - BS, BA
- Family and Consumer Sciences - BS, BA
- Family, Consumer and Human Development - BS, BA, MS, MFHD, PhD

**Books**

**Refereed Scholarly Articles**

**Chapters in Books**

on children over the life course. Applied Developmental Science, 11, 1-5.


istration, XXI. Online Journal available at http://www.ijova.org


Lee, Y., & Steele, B. (2007). Determinants of housing down payment sources among baby boomer house-


Nonrefereed Articles, Papers Presented, and Research Reports


www.cehs.usu.edu
presented at the annual meeting of the National Association for the Education of Young Children, Chicago, IL.


Nelson, T. S. (2008, March). Decision making during ethical dilemmas. Presentation at the Utah Association for Marriage and Family Therapy Conference, St. George, UT.


Popular Papers/Articles


Editorships

Nelson, T. S., Book Series Editorship, Clinical Activities (AlphaHouse)

Nelson, T. S., Book Series Editorship, Therapists Guides (AlphaHouse)

Nelson, T. S., Associate Editorship, Education and Training

Nelson, T. S., Associate Editorship, Intervention Interchange

Nelson, T. S., Associate Editorship, Journal of Family Psychotherapy

Nelson, T. S., Associate Editorship, Journal of Marital and Family Therapy
Nelson, T. S., Associate Editorship, Journal Review Mentoring
Nelson, T. S., Book Review Editor, AFTA Monograph Series
Roggman, L. A., Consulting Editor, Child Development

Editorial Board Memberships and Ad Hoc Reviews

Allgood, S. M., Ad Hoc Reviewer, Family Relations
Allgood, S. M., Ad Hoc Reviewer, Journal of Marital and Family Therapy
Allgood, S. M., Editorial Board, Journal of Couple and Relationship Therapy
Beckert, T., Ad Hoc Reviewer, Journal of Early Adolescence
Beckert, T., Ad Hoc Reviewer, Journal of Family Issues
Beckert, T., Ad Hoc Reviewer, North American Journal of Psychology
Beckert, T., Editorial Board Member, Journal of Youth and Adolescence
Delgadillo, L., Editorial Board Member, Housing and Society Journal
Delgadillo, L., Editorial Board Member, Journal of Family and Consumer Issues
Delgadillo, L., Editorial Board Member, Journal of Financial Counseling and Planning
Delgadillo, L., Editorial Board Member, Journal of Urban Affairs
Delgadillo, L., Editorial Board Member, International Journal of Consumer Studies
Fauth, E. B., Ad Hoc Reviewer, Aging & Mental Health
Fauth, E. B., Ad Hoc Reviewer, Aging Clinical and Experimental Research
Fauth, E. B., Ad Hoc Reviewer, Canadian Medical Association Journal
Higginbotham, B. J., Ad Hoc Reviewer, Family Relations
Higginbotham, B. J., Ad Hoc Reviewer, Journal of Comparative Family Studies
Higginbotham, B. J., Ad Hoc Reviewer, Journal of Consulting and Clinical Psychology
Higginbotham, B. J., Ad Hoc Reviewer, Journal of Family Issues
Higginbotham, B. J., Editorial Board Member, Innovations in Clinical and Educational Interventions
Higginbotham, B. J., Editorial Board Member, Journal of Couple and Relationship Therapy
Jones, R. M., Editorial Board Member, Journal of Adolescence
Jones, R. M., Editorial Board Member, Journal of Adolescent Research
Jones, R. M., Editorial Board Member, Journal of Early Adolescence
Lindauer, S. L. K., Ad Hoc Reviewer, Early Childhood Research Quarterly
Lindauer, S. L. K., Ad Hoc Reviewer, Journal of Early Childhood Teacher Education
Lown, J. M., Ad Hoc Reviewer, International Journal of Consumer Studies
Lown, J. M., Ad Hoc Reviewer, Journal of Consumer Affairs
Lown, J. M., Ad Hoc Reviewer, Journal of Family and Consumer Sciences
Lown, J. M., Ad Hoc Reviewer, Journal of Family and Economic Issues
Lown, J. M., Editorial Board Member, Financial Counseling and Planning
Lown, J. M., Editorial Board Member, Journal of Consumer Education
Lown, J. M., Editorial Board Member, Journal of Personal Finance
Nelson, T. S., Ad Hoc Reviewer, Journal of Orthopsychiatry
Nelson, T. S., Ad Hoc Reviewer, Journal of Systemic Therapies
Nelson, T. S., Editorial Board Member, Contemporary Family Therapy
Nelson, T. S., Editorial Board Member, Journal of Couple and Relationship Therapy
Nelson, T. S., Editorial Board Member, Journal of Family Psychotherapy
Nelson, T. S., Editorial Board Member, Journal of Feminist Therapy
Nelson, T. S., Editorial Board Member, Journal of Marital and Family Therapy
Roggman, L. A., Ad Hoc Reviewer, Child Development
Roggman, L. A., Ad Hoc Reviewer, Early Childhood Research Quarterly
Roggman, L. A., Ad Hoc Reviewer, Early Childhood Services
Roggman, L. A., Ad Hoc Reviewer, Parenting Science & Practice
Roggman, L. A., Ad Hoc Reviewer, Scientific Studies of Reading
Roggman, L. A., Grant Reviewer, Sciences and Humanities Research Council of Canada
Roggman, L. A., Grant Reviewer, Special Emphasis Panel/Scientific Review Group, National Institutes of Health
Talley, S., Ad Hoc Reviewer, American Indian and Alaska Native Mental Health Research
Talley, S., Ad Hoc Reviewer, The Journal of the National Center

Research/Scholarship Awards

Lown, J. M. (2008). Researcher of the Year Award, Family, Consumer, and Human Development Department, Utah State University
Skogrand, L. (2008, April). Undergraduate Research Mentor of the Year

"It's about people."
## Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI Name</th>
<th>Co-PI(s) Name</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>FY08 Agency Funding</th>
</tr>
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<tbody>
<tr>
<td>6/20/2006</td>
<td>Austin, Ann M. Berghout</td>
<td></td>
<td>Child Care Resource &amp; Referral</td>
<td>Dept. of Workforce Services</td>
<td>7/1/2006</td>
<td>6/30/2008</td>
<td>$365,324</td>
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## Other


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<th>Funding Agency</th>
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**TOTAL AWARDED CONTRACTS AND GRANTS** $1,323,045

### Pending Contracts and Grants

<table>
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<th>Award Begin Date</th>
<th>Award End Date</th>
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<tr>
<td>5/14/2008</td>
<td>Austin, Ann M. Berghout</td>
<td></td>
<td>Caregivers of Young Children &amp; Readiness to Change</td>
<td>Administration for Children &amp; Families</td>
<td>9/1/2008</td>
<td>8/31/2009</td>
<td>$30,000</td>
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**TOTAL PENDING CONTRACTS AND GRANTS** $4,711,288

[Image of a family in a park]
## Not Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Proposal Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Proposal Title</th>
<th>Funding Agency</th>
<th>Proposed Begin Date</th>
<th>Proposed End Date</th>
<th>FY08 Proposed Agency Funding</th>
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<tbody>
<tr>
<td>7/3/2007</td>
<td>Fauth, Elizabeth B</td>
<td></td>
<td>Daily Stress Experiences, Depression, &amp; Well-being Among Caregivers in Midlife</td>
<td>Midus Pilot Grant Program</td>
<td>9/1/2007</td>
<td>12/31/2008</td>
<td>$14,647</td>
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</table>

**TOTAL NOT FUNDED CONTRACTS AND GRANTS** $4,864,647

## Other Externally Generated Funds

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Contact Person</th>
<th>Income Source</th>
<th>Type of Income</th>
<th>Start of Income Period</th>
<th>End of Income Period</th>
<th>Annual Income</th>
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<tr>
<td>2007-08</td>
<td>Lee, Tom</td>
<td>CD Lab Tuition</td>
<td>Service</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$40,930</td>
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<td>2007-08</td>
<td>Lee, Tom</td>
<td>MFT Client Fees</td>
<td>Service</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$2,316</td>
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<td>2007-08</td>
<td>Lee, Tom</td>
<td>HFC Client Fees</td>
<td>Service</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$160</td>
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</table>

**TOTAL EXTERNALLY GENERATED FUNDS** $43,406

"The task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people."

~ K. Patricia Cross
About Health, Physical Education, and Recreation

The Health, Physical Education and Recreation Department (HPER) fosters an interdisciplinary environment and best practices in science-based academic and field-engaged career preparation in school health education, community health education, physical education, parks and recreation administration, exercise science, corporate wellness, and pre-physical therapy. These majors are content rich, supported by teaching laboratories, and offer multiple hands-on experiences that extend learning beyond the classroom resulting in high quality, professional association-accredited and solution-focused curricula.
Faculty and Professional Staff

Bressel, Eadric, Assistant Professor, 2000
Flint, Matt, Senior Lecturer, 2006
Fronske, Hilda, Associate Professor, 1990
Gast, Julie, Associate Professor, 1994
Gordin, Richard, Professor, 1981
Gordon, Donna, Associate Professor, 1980
Heath, Ed, Associate Professor, 1999
Jones, Arthur, Associate Professor, 1990
Kras, John, Associate Professor, 1995
Mathesius, Peter, Senior Lecturer, 1988
Nelson, Dennis, Associate Professor, 1986; Interim Department Head, 2006
Norling, J. C., Assistant Professor, 2004
Waite, Phillip, Assistant Professor, 2003
Wilson, Rolayne, Associate Professor, 1987

Department Information
15 faculty
3 staff members
1.5 advisors
583 undergraduate students
87 graduate students
Approximately 11,000 students take HPER courses each year

Degrees
Health Education Specialist - BS
Health, Physical Education and Recreation - MS, MED
Parks and Recreation - BS
Physical Education - BS

Refereed Scholarly Articles

Nonrefereed Articles, Papers Presented, and Research Reports
in big meets. Paper presented to the National Podium Education Project, Las Vegas, NV.


Popular Papers/Articles


Editorial Board Memberships and Ad Hoc Reviews

Bressel, E., Ad Hoc Reviewer, Journal of Applied Biomechanics

Bressel, E., Ad Hoc Reviewer, Journal of Sexual Medicine

Bressel, E., Ad Hoc Reviewer, Medicine & Science in Sports & Exercise

Bressel, E., Ad Hoc Reviewer, Physical Therapy and Sport

Bressel, E., Ad Hoc Reviewer, Research Quarterly for Exercise and Sport

Gast, J., Ad Hoc Reviewer, American Journal of Health Education

Gast, J., Ad Hoc Reviewer, Health Education & Behavior

Gast, J., Ad Hoc Reviewer, The Health Educator

Waite, P. J., Ad Hoc Reviewer, American Journal of Health Education

Waite, P. J., Ad Hoc Reviewer, Health Education & Behavior

Research/Scholarship Awards


Jones, A. (2008). Lifetime Service Award, Utah Recreation and Parks Association

Other


Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
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<tr>
<td>1/10/2007</td>
<td>Bressel, Eadric</td>
<td></td>
<td>Access Grant for Radiological Services</td>
<td>Cache Valley Specialty Hospital</td>
<td>10/1/2007</td>
<td>9/30/2008</td>
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### Awarded Contracts and Grants

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<th>Award Date</th>
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<tbody>
<tr>
<td>12/14/2007</td>
<td>Wagner, Dale</td>
<td></td>
<td>Arterial Oxygen Saturation as a Predictor of Next-day Acute Mountain Sickness or Summit Success</td>
<td>Wilderness Medical Society</td>
<td>2/7/2008</td>
<td>12/31/2009</td>
<td>$3,068</td>
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<td>1/24/2008</td>
<td>Wagner, Dale</td>
<td></td>
<td>Arterial Oxygen Saturation as a Predictor of Next-Day Acute Mountain Sickness or Summit Success</td>
<td>American Alpine Club</td>
<td>5/8/2008</td>
<td>12/31/2009</td>
<td>$1,000</td>
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<td>1/24/2008</td>
<td>Wagner, Dale</td>
<td></td>
<td>Arterial Oxygen Saturation as a Predictor of Next-Day Acute Mountain Sickness or Summit Success</td>
<td>Mazamas</td>
<td>4/15/2008</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS** $63,289

### Pending Contract and Grants

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<th>Program Name</th>
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<th>Award Begin Date</th>
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</table>

**TOTAL PENDING CONTRACTS AND GRANTS** $56,458


"If someone is going down the wrong road, he doesn't need motivation to speed him up. What he needs is education to turn him around."

~ Jim Rohn
About Instructional Technology and Learning Sciences

The Instructional Technology & Learning Sciences (ITLS) Department's mission is to provide environments in which graduate students and faculty explore, develop, and disseminate technologies of instruction and information that impact education, business, industry, and government. The convergence of instructional technologies provides the capability to transmit and receive information at ever-increasing speeds. The most advanced communication tool of all is still the one that creates, manages, and interprets information: the human mind. Developing the creative and analytical potential of the human mind is the cornerstone of the instructional technology graduate program at USU. Our faculty provide instruction in learning theory, information management, interactive learning, communications, instructional development, product development, and research methods. Courses are designed to expand the problem-solving skills and leadership abilities students will need to excel as instructional technology professionals. The department is recognized by many practicing professionals as one of the outstanding graduate programs in the United States in this area.
MORE ABOUT ITLS

Center for Open and Sustainable Learning (COSL)

Phone - 435. 797.3611
http://cosl.usu.edu/

The Center for Open and Sustainable Learning (COSL), part of the Department of Instructional Technology and Learning Sciences, works to insure that every person who desires an educational opportunity receives it. Through designing, developing, and distributing educational content and software, research and evaluation projects, and national and international partnerships, COSL leverages new and old technologies to help people help themselves.

Faculty and Professional Staff

Bentley, Joanne, Assistant Professor, 2000
Eastmond, Nick, Professor, 1974
Freeman, Mike, Interim Department Head, 2006; Associate Dean for Education Outreach, 1991
Haderlie, Sheri, Lecturer, 2002
Holton, Douglas, Assistant Professor, 2007
Kim, Yanghee, Assistant Professor, 2004
Muramatasu, Brandon, Associate Director, Center for Open & Sustainable Learning, 2004
Recker, Mimi, Department Head, 2008; Professor, 1998
Shelton, Brett, Assistant Professor, 2004
Subramony, Deepak, Assistant Professor, 2005
Walker, Andrew, Assistant Professor, 2005
Wiley, David, Assistant Professor, 2000; Director, Center for Open & Sustainable Learning, 2004

Department Information

12 faculty
11 staff members
150 graduate students

Degrees

Instructional Technology - MS, MED, PhD, ED.S.

Refereed Scholarly Articles


Nonrefereed Articles, Papers Presented, and Research Reports


**Other**


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**Awarded Contracts and Grants**

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
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<th>Program Name</th>
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<th>Award Begin Date</th>
<th>Award End Date</th>
<th>FY08 Agency Funding</th>
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<tr>
<td>9/12/2005</td>
<td>Burnham, Byron R.</td>
<td>Graduate Research Assistantship</td>
<td>The Church of Jesus Christ of Latter-day Saints</td>
<td>9/1/2005</td>
<td>12/31/2007</td>
<td>$12,964</td>
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<tr>
<td>10/9/2007</td>
<td>Freeman, Michael</td>
<td>Graduate Research Assistantship</td>
<td>First Class Professional Services</td>
<td>8/13/2007</td>
<td>8/12/2008</td>
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<td>2/20/2008</td>
<td>Shelton, Brett</td>
<td></td>
<td>Game World</td>
<td>DARPA</td>
<td>1/1/2008</td>
<td>9/30/2008</td>
<td>$30,000</td>
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<tr>
<td>11/1/2007</td>
<td>Walker, Andrew</td>
<td></td>
<td>A Follow-up Study of Professional Development in Integration of Online Resources</td>
<td>The Consortium of College &amp; Univ. Media Center</td>
<td>9/1/2007</td>
<td>11/30/2008</td>
<td>$1,400</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$889,977

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### Pending Contracts and Grants

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<tr>
<td>2/22/2008</td>
<td>Kim, Yanghee</td>
<td></td>
<td>Mathgirls: Creating Technology-based Learning Environments to Encourage High-school Girls in Mathematics</td>
<td>National Science Foundation</td>
<td>10/1/2008</td>
<td>9/30/2011</td>
<td>$499,916</td>
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<tr>
<td>6/30/2008</td>
<td>Walker, Andrew</td>
<td></td>
<td>The Last Mile - Helping K12 Educators Become Co-creators of Cyber-enabled Learning Environments</td>
<td>National Science Foundation</td>
<td>10/1/2008</td>
<td>10/1/2010</td>
<td>$149,753</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**

$5,401,260

### Not Awarded Contracts and Grants

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<th>Funding Agency</th>
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<tr>
<td>1/28/2008</td>
<td>Kim, Yanghee</td>
<td></td>
<td>Socially Affable Virtual Environments (SAVE): Virtual Peers Collaborative with Middle-grade Beginning Algebra Students</td>
<td>National Science Foundation</td>
<td>9/1/2008</td>
<td>8/31/2013</td>
<td>$2,250,831</td>
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<tr>
<td>1/28/2008</td>
<td>Recker, Mimi M.</td>
<td></td>
<td>Cyber-connect: Growing a Technology Based Professional Development Model</td>
<td>National Science Foundation</td>
<td>1/1/2001</td>
<td>12/31/2011</td>
<td>$1,096,700</td>
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**TOTAL NOT FUNDED CONTRACTS AND GRANTS**

$3,347,531

"Teachers who inspire realize there will always be rocks in the road ahead of us. They will be stumbling blocks or stepping stones; it all depends on how we use them."

~Author Unknown
About the Psychology Department

The Psychology Department is committed to the development of new knowledge regarding the bases of behavior, psychological processes, and the dissemination and application of that knowledge. To accomplish these goals, the department strives to advance programs of excellence in teaching, research, and service within the context of its undergraduate and graduate programs and the goals of the Emma Eccles Jones College of Education and Human Services. The department offers programs in general psychology (undergraduate), MS program in school counseling, EdS program in school psychology, and PhD programs in combined (clinical counseling and school psychology) and experimental and applied psychological science. The department is dedicated to continually demonstrating to students the importance of understanding behavior and psychological processes. Students develop knowledge and critical thinking skills through didactic, laboratory, and practicum training experiences to illustrate the relationship between theory, research, and application.
National Science Foundation Ranking
The National Science Foundation ranks science, technology and some social science (e.g., psychology) departments nationally in terms of external funding generated, irrespective of the size of their faculty. In the past five years, the Psychology Department at USU has ranked in the top 14th percentile. This translates into great opportunities for our students and for our faculty!

Psychology Community Clinic
Phone - 435.797.3401
www.usu.edu/psychology/clinic.php
The USU Psychology Community Clinic provides professional services to the residents of Northern Utah, Southern Idaho, and Western Wyoming, as well as students and staff of Utah State University. The purpose of the clinic is to serve as the primary mental health service and training site to graduate students studying clinical, counseling, and school psychology. Services are provided by graduate students completing their MS, EdS or PhD degrees. These students are supervised by licensed PhD psychology faculty.

Office of Methodological and Data Sciences
Phone - 435.797.5177
www.usu.edu/psychology/OMDS/index.php
The Office of Methodological and Data Sciences (OMDS) is dedicated to supporting the research and education mission of Utah State University. The primary goals of the OMDS are twofold: 1) to provide high-quality, faculty supervised research design and quantitative analysis services to the faculty and graduate students of the Emma Eccles Jones College of Education and Human Services at USU; and 2) to provide essential methodological consulting experiences to the graduate students of the Psychology Department.

Faculty and Professional Staff
Ascione, Frank, Professor, 1973
Barcus, Carolyn, Clinical Assistant Professor, 1984
Bates, Scott C., Assistant Professor, 2003
Cheney, Carl, Professor, 1968
Crowley, Susan, Professor, 1991
Deberard, Scott, Associate Professor, 2001
Domenech Rodriguez, Melanie, Assistant Professor, 2000
Fargo, Jamison, Assistant Professor, 2004
Ferguson, Tamara, Professor, 1988
Field, Clint, Assistant Professor, 2004
Friedman, Susan, Research Assistant Professor, 1980
Gallihier, Renee, Assistant Professor, 2000
Gilbertson, Donna, Assistant Professor, 2000
Jordan, Kerry, Assistant Professor, 2007
Julnes, George, Assistant Professor, 1999
Lubke, Margaret, Research Assistant Professor, 2005
Odell, Camille, Associate Director, School Counselor Education Program; Senior Lecturer, 1998
Odum, Amy, Assistant Professor, 2003
Peacock, Gretchen, Associate Professor, 1995

"It's about people."
Roberts, Richard, Professor; Director, Early Intervention Research Institute, 1988
Schroder, Kerstin, Assistant Professor, 2003
Shahan, Tim, Assistant Professor, 2003
Sinex, Donal, Professor, 2004
Snyder, Russell, Research Professor, 2004
Stein, David, Department Head; Professor, 1988
Tschanz, Joann, Associate Professor, 2000
Twohig, Michael, Assistant Professor, 2007
White, Karl, Professor, 1978

Department Information
28 faculty
7 professional staff
2 advisors
1 clinical instructors
439 undergraduate students
202 graduate students

Degrees
Psychology - BS, BA, MS, EdS, PhD
MS Programs: School Counseling
EdS Programs: School Psychology
PhD Programs: Combined Clinical/ Counseling/School Psychology
Emphasis Areas: School/Child, Clinical/Family, Health Psychology and Rural Multicultural Psychology
Experimental and Applied Psychological Science
Emphasis Areas: Program Evaluation, Experimental Health Psychology, Analysis of Behavior

The Psychology Department also sponsors the Emma Eccles Jones College of Education and Human Services Research and Evaluation PhD program (part of the Interdisciplinary Doctoral Program).

Books


Chapters in Books


Refereed Scholarly Articles


www.cehs.usu.edu


**Nonrefereed Articles, Papers Presented, and Research Reports**


**Ascione, F. R.** (2008, June). *Animal abuse matters: Using research to inform the LINKO*. Keynote address at the Strategizing the LINKO National Town Meeting, Portland, ME.


Domenech Rodríguez, M. M., & Crowley, S. L. (2008, August). Duration of culinary arts school training is associated with increased scores on measure of eating disorders.


Fargo, J. D., & Sommers, M. S. (2008, March). Role of sleep deficit in the relationship between problematic alcohol use and risky driving behavior. Poster presentation at the Annual Meeting of the Society for Prevention Research, San Francisco, CA.


White, K. R. (2008, June). More road work ahead: The next hundred miles of early hearing detection and intervention. Invited presentation to the Ohio State University Medical Center Grand Rounds, Columbus, OH.

Celebration of the Great Orchestra of Christmas Foundation, Warsaw, Poland.


White, K. R. (2007, November). Effective tracking and data management for newborn hearing screening programs. Invited presentation to the Minnesota Department of Health, Minneapolis, MN.


Editorships
Crowley, S. L., Associate Editor, Journal of Personality Assessment
Odum, A. L., Associate Editor, Journal of the Experimental Analysis of Behavior

Editorial Board Memberships and Ad Hoc Reviews

Ascione, F. A., Editorial Board Member, Aggression and Violent Behavior
Ascione, F. A., Editorial Board Member, Anthrozoös
Crowley, S. L., Ad Hoc Reviewer, Journal of Clinical Psychology
Crowley, S. L., Editorial Board Member, Educational and Psychological Measurement
Crowley, S. L., Editorial Board Member, Journal of Clinical Child and Adolescent Psychology
Fargo, J. D., Ad Hoc Reviewer, Epilepsia
Fargo, J. D., Ad Hoc Reviewer, Epilepsy & Behavior
Fargo, J. D., Ad Hoc Reviewer, Journal of Interpersonal Violence
Fargo, J. D., Ad Hoc Reviewer, Journal of Personality Assessment
Fargo, J. D., Ad Hoc Reviewer, Journal of Psychosomatic Research
Fargo, J. D., Ad Hoc Reviewer, Program Evaluation & Planning
Fargo, J. D., Ad Hoc Reviewer, Psychological Assessment
Fargo, J. D., Ad Hoc Reviewer, The Clinical Neuropsychologist
Jordan, K. E., Ad Hoc Reviewer, Animal Cognition
Jordan, K. E., Ad Hoc Reviewer, Cognition
Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
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<th>Award End Date</th>
<th>FY08 Agency Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13/2005</td>
<td>Fargo, Jamison D</td>
<td></td>
<td>Utah’s Improving Science Teacher Quality Initiative</td>
<td>Univ. of Toledo</td>
<td>6/1/2005</td>
<td>5/31/2008</td>
<td>$37,626</td>
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Other


White, K. R. (2008, March). Commencement address, Arizona School of Health Sciences, Mesa, AZ.
<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
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<th>Award End Date</th>
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<tbody>
<tr>
<td>8/13/2007</td>
<td>Lubke, Margaret</td>
<td></td>
<td>UPIPS Revision &amp; Maintenance Project</td>
<td>UT Office of Education</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
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<td>6/16/2005</td>
<td>Rodriguez, Melanie Domenech</td>
<td></td>
<td>Mexican Family Culture &amp; Substance Abuse &amp; Resilience</td>
<td>Univ. Of California - Davis</td>
<td>7/1/2005</td>
<td>6/30/2008</td>
<td>$11,000</td>
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<td>6/14/2007</td>
<td>Shahan, Tim</td>
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<td>Divided Attention &amp; Reinforcement Variables</td>
<td>National Institutes of Health</td>
<td>5/1/2007</td>
<td>4/30/2008</td>
<td>$144,017</td>
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<td>8/7/2007</td>
<td>Stein, David M.</td>
<td></td>
<td>Box Elder Health</td>
<td>Box Elder County School District, UT</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$13,913</td>
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<td>12/5/2007</td>
<td>Twohig, Michael P</td>
<td></td>
<td>Acceptance &amp; Commitment Therapy as a Treatment for OCD</td>
<td>Univ. of Nevada - Reno</td>
<td>9/1/2006</td>
<td>8/31/2008</td>
<td>$27,000</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$4,849,690
## Pending Contracts and Grants

<table>
<thead>
<tr>
<th>Proposal Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
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<td>7/23/2008</td>
<td>DeBerard, Scott</td>
<td></td>
<td>Lumbar Fusion Outcomes in Utah Workers</td>
<td>Workers Compensation Fund of UT</td>
<td>8/1/2008</td>
<td>7/31/2009</td>
<td>$30,000</td>
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<td>8/1/2008</td>
<td>Peacock, Gretchen</td>
<td></td>
<td>Research &amp; Evaluation Services</td>
<td>Bear River Health Dept.</td>
<td>8/25/2008</td>
<td>12/14/2008</td>
<td>$1,616</td>
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<td>12/19/2007</td>
<td>Rodriguez, Melanie Domenech</td>
<td></td>
<td>Acceptance &amp; Values Based Multicultural Training to Increase Multicultural Competency &amp; Engagement in Graduate Students</td>
<td>American Psychological Association</td>
<td>2/1/2008</td>
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<td>8/1/2008</td>
<td>Stein, David</td>
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<td>Psychological Services</td>
<td>Bear River Health Start</td>
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<td>Stein, David</td>
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<td>Psychological Services</td>
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<td>1/16/2008</td>
<td>Tschanz, Joann</td>
<td></td>
<td>Progression of Dementia: A Population Study</td>
<td>National Institutes of Health</td>
<td>6/1/2008</td>
<td>5/31/2009</td>
<td>$100,000</td>
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<tr>
<td>12/19/2007</td>
<td>Twohig, Michael P.</td>
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<td>Acceptance &amp; Values Based Multicultural Training to Increase Multicultural Competency &amp; Engagement in Faculty</td>
<td>American Psychological Association</td>
<td>2/1/2008</td>
<td>4/30/2009</td>
<td>$3,600</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**

$6,751,558

## Not Awarded Contracts and Grants

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<th>Proposal Date</th>
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<td>8/20/2007</td>
<td>Fargo, Jamison D.</td>
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<td>Model Schools Initiative</td>
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<td>4/1/2008</td>
<td>3/31/2009</td>
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<td>10/29/2007</td>
<td>Fargo, Jamison D.</td>
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<td>Inspire Urban Teaching Fellows Program</td>
<td>Univ. of Toledo</td>
<td>7/1/2008</td>
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TOTAL NOT FUNDED CONTRACTS AND GRANTS $2,228,346

Other Externally Generated Funds

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<th>Income Source</th>
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<td>2007-08</td>
<td>Fargo, Jamison</td>
<td>Office of Methodological &amp; Data Services</td>
<td>Statistical Services</td>
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<td>2007-08</td>
<td>Field, Clint</td>
<td>Psychology Community Clinic</td>
<td>Clinical Services</td>
<td>7/1/2007</td>
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TOTAL EXTERNALLY GENERATED FUNDS $27,191

“Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don't know, and be imbued with a lifelong desire to know it.”

~ Sir William Haley
About Secondary Education

Within the context of the University’s commitment to teaching, research, and service, the Department of Secondary Education’s mission is to assist in the preparation of secondary teachers in a variety of curriculum areas. A secondary mission is to provide advanced work for inservice teachers as they pursue goals of teaching excellence and curriculum reform. A third mission is to prepare supervisors, curriculum specialists, and teacher education faculty for leadership roles in schools and in higher education.
Faculty and Professional Staff

Bedingfieldsmith, Mary, Director, Office of Field Experience, 2007
Campbell, Todd, Extension Assistant Professor, 2005
Camperell, Kay, Associate Professor, 1986
Cangelosi, Barbara, Lecturer, 2001
Dever, Martha, Interim Department Head, 2006; Professor, Elementary Education, 1993
Flemmer, Leslie, Lecturer, 2006
Franklin, Barry, Professor, 2002
Hall, Janice, Associate Professor, 2002
Heap, Harry, Advisor, Undergraduate Program, 1993
Hruby, Alison, Assistant Professor, 2006
Hruby, George, Assistant Professor, 2003
Huerta, Grace, Associate Professor, 1994
Lott, Kimberly, Assistant Professor, 2007
Marx, Sherry, Assistant Professor, 2003
Struyk, Ruth, Assistant Professor, 2002
Turner, Susan, Clinical Professor, 2007
Vernon, David, Lecturer, 2007

Department Information
14 faculty
3 lecturers
.5 advisor
3 staff members
300 undergraduate students
50 graduate students

Degrees
Composite Teaching – Social Studies - BS, BA
Education - EdS, EdD, PhD
Secondary Education - 2nd BS, 2nd BA, MS, MA, ME

Books

Chapters in Books

Refereed Publications


**Nonrefereed Articles, Papers Presented, and Research Reports**

**Campbell, T.** (2007, November). The science laboratory experiences of Utah's high school students. An invited presentation at the Utah State Office of Education’s State Science Education Coordinator Committee Meeting, Salt Lake City, UT.

**Campbell, T.** (2007, September). The Reformed Teaching Observation Protocol (RTOP) and its use for math/science teaching research. Invited presentation to the Utah State University Mathematics Department, Logan, UT.

**Campbell, T., & Lott, K.** (2008, January). Triad experiences: The impact of joint professional development for pre- and in-service science teachers on triad dynamics. Presentation at the Association for Science Teacher Education 2008 International Conference, St. Louis, MO.

**Dever, M. T., & Goldstein, L.** (2007, November). Examining the complexity of K-3 teaching in the era of NCLB. Presentation at the National Association for the Education of Young Children Annual Conference, Chicago, IL.


**Marx, S.** (2008). Winner of the AERA Division K (Teaching & Teacher Education) Outstanding Contribution to Research Award for the book Revealing the Invisible: Confronting Passive Racism in Teacher Education

*"I never teach my pupils: I only attempt to provide the conditions in which they can learn."

~Albert Einstein
### Awarded Contracts and Grants

<table>
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<tr>
<th>Award Date</th>
<th>PI</th>
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<th>Program Name</th>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$5,000

### Not Awarded Contracts and Grants

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<th>Proposal Date</th>
<th>PI</th>
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<th>Funding Agency</th>
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<tr>
<td>2/15/2008</td>
<td>Campbell, Todd</td>
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<td>Learning Communities for Improving Science Laboratory Experiences of High School Students</td>
<td>Ford Motor Company</td>
<td>7/1/2008</td>
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<td>$352,098</td>
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**TOTAL NOT FUNDED CONTRACTS AND GRANTS**

$4,505,134

"It has always seemed strange to me that in our endless discussions about education so little stress is laid on the pleasure of becoming an educated person, the enormous interest it adds to life. To be able to be caught up into the world of thought -- that is to be educated."

~ Edith Hamilton
About Special Education and Rehabilitation

The Department of Special Education and Rehabilitation offers educational opportunities for teachers, supervisors, support personnel, rehabilitation counselors, and others working with exceptional children or adults with disabilities. The Department is recognized as one of the nation’s most productive research, development, and innovative training personnel preparation departments. The Rehabilitation Counseling Program is the leading program in the nation in distance education. Each semester students in the undergraduate preparation program participate in didactic courses and hands-on experiences teaching pupils with disabilities.
The master’s degree programs in Special Education and Rehabilitation Counseling at USU provide an advanced level of preparation for professionals who work with children, youth, and adults with disabilities. The PhD program in Disability Disciplines prepares leadership personnel for positions in research, personnel preparation, program development, policymaking, and administration.

The undergraduate programs in Special Education and Rehabilitation offer educational and training opportunities for teachers and support personnel working with exceptional children and adults with disabilities. The programs prepare students to work with individuals with mild/moderate and severe disabilities and with early childhood special education. Students who are majoring in other teaching fields (i.e., elementary education, secondary education) are encouraged to pursue a second certification by taking those courses which lead to a special education license. Teacher education programs in the department are accredited by the State of Utah and nationally by NCATE.

Special Education and Rehabilitation offers training programs for individuals who want to work with children and adults with disabilities. A student fulfilling the undergraduate course requirements will qualify for a BS or BA degree in special education and be eligible for a license to teach students with mild/moderate disabilities, students with severe disabilities, or young children with disabilities. The severe and mild/moderate endorsements allow graduates to teach pupils with disabilities from kindergarten through 12th grades. The early childhood special education license allows graduates to teach children with disabilities from birth to five years old. In addition, the department offers composite teaching majors with the Elementary Education Program and dual teaching majors with the Secondary Education Program. Students completing the dual major requirements in secondary education will be eligible for teacher licensure in one of the special education endorsement areas and the secondary education content major. Students completing the composite major requirements in elementary education will be eligible for teacher licensure in one of the special education endorsement areas and elementary education. Students interested in teaching preschool children with disabilities may receive an early childhood special education license for ages 0-5, in addition to a K-12 special education endorsement in severe or mild/moderate disabilities. A Birth to Age 5 minor is available for Family, Consumer, and Human Development majors.

The National Clearinghouse of Rehabilitation Training Materials

Phone - 435.797.7537
http://ncrtm.org/

The National Clearinghouse of Rehabilitation Training Materials (NCRTM) continues to expand its resources in the third year of operation at USU. The digital library has completed digitization of the 300,000+ pages of documents. Digitizing of alternate media continues. Our search for historical records has resulted in the identification and saving of 3000 documents in UW Eau Claire that were scheduled for disposal. This was a collection of the early history of vocational evaluation. These records are being shipped to NCRTM for processing this fall. The NCRTM website has undergone a massive re-engineering of the information system infrastructure. The site is now hosted virtually by the USU Instructional Technology and Learning Sciences Department allowing for on-demand scalability, the development of new media services, redundant backups, and has freed five terabytes of local server space for the development of the first national data warehouse in the field. Graduate and doctoral students on campus continue to deepen their involvement in the development of the site (research and outreach projects), and we have begun to expand this to students on other campuses. Consulting with state agencies has expanded our work with the Wyoming Division of Vocational Rehabilitation on the development of a quality assurance program. We have presented with, and for, the Wyoming Division of Vocational Rehabilitation several times in the last year and have submitted a presentation at a national conference to describe our progress. The Rehabilitation Services Association has funded the development of a virtual conference initiative, we are planning on hosting 11-12 national webinar conferences on line.
Faculty and Professional Staff

Deer, Marlene, Clinical Instructor, 1987
Fiechtl, Barbara J., Clinical Instructor, 1987
Glomb, Nancy, Assistant Professor, 2004
Higbee, Thomas, Associate Professor, 2002
Holt, Judith, Associate Professor; Director, Interdisciplinary Training, 2000
Hudson, Pamela J., Associate Professor, 1988
Lignugaris/Kraft, Benjamin, Department Head; Professor, 1987
Likins, Marilyn, Research Associate Professor; Co-Director, National Resource Center for Paraprofessionals, 1976
Lott, Alan, Assistant Professor, 2007
Menlove, Ronda, Associate Professor, Vice Provost for Regional Campuses & Distance Education, 1998
Millington, Michael, Research Assistant Professor, Director, National Clearinghouse of Rehabilitation Training Materials, 2006
Morgan, Robert L., Professor, 1991
Orosco, Michael, Assistant Professor, 2007
Rowland, Cyndi, Research Assistant Professor; Program Director, WebAIM; Associate Director, Center for Persons with Disabilities, 1989
Rule, Sarah, Professor; Director, Center for Persons with Disabilities, 1984
Salzberg, Charles L., Professor, 1982
Schultz, Jared, Assistant Professor, 2004
Slocum, Timothy A., Associate Professor, 1991
Smart, Julie F., Professor; Director of Rehabilitation Counselor Education, 1992
Snow, Kimberly H., Clinical Instructor, 1995
Tingey, Kenneth, Research Fellow
West, Richard, Professor; Director, Center for the School of the Future, 1984

Department Information
21 faculty
13 staff
2 advisors
328 undergraduate students (UG
   Majors: 235, M/M ATP: 61, Severe
   ATP: 22, ATP ECH: 11)
160 graduate students
23 doctoral students

Degrees
Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Master of Education (MEd), and Educational Specialist (EdS) in Special Education; Master of Rehabilitation Counseling (MRC); Doctor of Philosophy (PhD) in Disability Disciplines; the Special Education and Rehabilitation Department participates in the Interdepartmental Doctor of Education (EdD)
Undergraduate emphases: BS, BA-Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education
Graduate specializations: MEd, MS, EdS-Behavioral Disorders, Early Childhood Special Education, Mild/Moderate Disabilities, Severe Disabilities, Transitional/Special Education; PhD-Special Education, Applied Behavior Analysis with Individuals with Disabilities, Rehabilitation Counseling, Disabilities Studies, Speech-Language Pathology
Licensure is available for teachers in early childhood special education, mild/moderate disabilities, and severe disabilities. At the post bachelor’s level, licensure is available for teachers in vision and hearing impairments. A Special Education composite licensure program is available with the Elementary Education Program in the School of Teacher Education and Leadership (TEAL). A dual licensure program is available with secondary education content majors.

Books

Chapters in Books


Refereed Scholarly Articles


Nonrefereed Articles, Papers Presented, and Research Reports


Glomb, N. (2007). The USU Mild/Moderate Distance Education Program. Presented at the Utah State University/College of Eastern Utah/Snow College Mini-Summit, Salt Lake City, UT.

analysis to develop and deliver effective online instruction. Paper presented at the 34th Annual Convention of the Association for Behavior Analysis International, Chicago, IL.


Likins, M. (2008, April). The GOOD, the BAD, and the UGLY of adolescence: Strategies for addressing teen- age behavior. Invited presentation at...


Likins, M. (2007, October). The GOOD, the BAD, and the UGLY of adolescence: Strategies for addressing teenage behavior. Invited presentation at the 26th Annual State Conference for Students with Behavior Disorders, Salt Lake City, UT.


Morgan, R. L., & Rees, M. (2008). From tutor to teacher: For some peer tutors, the experience can lead to a teaching career. The Utah Special Educator, 28(4), 42-43.


Schultz, J. C. (2007, October). Disability and the family. Invited presentation at the Utah Valley State College Disability Awareness Seminar, Provo, UT.


Smart, J. F. (2008, March). Promotion and tenure guidelines at Utah State University. Paper presented at the Women’s Research and Gender Institute, Utah State University, Logan, UT.


Stenhoff, D., Davey, B. J., & Lig-
nugaris/Kraft, B. (2008). The
effects of assignment completion
and percent correct by a high school
student with a learning disability.
Education and Treatment of Children,
31, 203-213.

Four critical elements of instruction and
their relationship to overall school qual-
ity. Paper presented at the California
Association of Behavior Analysis Confer-
ence, Long Beach, CA.

Tingey, K., & Millington, M. (2008,
February). Social network analysis ap-
proach to training needs assessment
and dissemination. Invited presenta-
tion at the 8th Annual National Reha-
bilitation Educators Conference, San
Antonio, TX.

Tingey, K. B., & Millington, M. J.
networks and cognitive maps of hu-
man services agency. Invited presenta-
tion at the XXVIII International Sunbelt
Social Network Conference, St. Pete
Beach, FL.

Waller, R. D., & Higbee, T. S. (2008,
February). Using noncontingent rein-
forcement (NCR) to decrease inappro-
priate classroom behavior in students
with emotional and behavioral dis-
orders. Paper presented at the 26th
Annual Western Regional Conference
on Behavior Analysis of the California
Association for Behavior Analysis, Gar-
den Grove, CA.

West, R. P. (2008, February). Sys-
temwide evidences of quality: Impli-
cations for effective instruction, academic
achievement, and school quality. Paper
presented at the 2008 International
Forum of the International Council
for Children with Behavioral Disorders,
Norfolk, VA.

West, R. P., & Taylor, M. J. (2007,
November). Academic achieve-
ment and behavior support: Lessons
from research in 100 schools. Paper
presented at the Annual Conference
of the Teacher Educators for Children
with Behavior Disorders, Phoenix, AZ.

West, R. P., & Wheatley, R. K. (2008,
March). Four critical elements of
instruction and their relationship to
overall school quality. Paper presented
at the Association for Positive Behav-
or Support, Chicago, IL.

West, R. P., Taylor, M. J., & Wheat-
critical elements of instruction and
their relationship to overall school
quality. Paper presented at the Annual
Conference of the Teacher Educators
for Children with Behavior Disorders,
Phoenix, AZ.

the ADA. WebAIM Newsletter, June,
2008. Available online at http://we-
baim.org/newsletter/2008/june.

Rowland, C. (2008, April). UN Rati-
fies Disability Treaty. WebAIM News-
letter, April, 2008. Available online at
http://webaim.org/newsletter/2008/

project on web accessibility and
cognitive disabilities in education.
WebAIM Newsletter. Available online
at http://webaim.org/projects/stepping-
stones.php

of implementing accessibility into the
accreditation process. Available online
at http://ncdae.org/activities/fipse/
overview.cfm.

Editorships

Editorial Board Memberships and
Ad Hoc Reviews

Higbee, T. S., Editorial Board Mem-
er, Guest Associate Editor, Guest
Reviewer, and Grant Reviewer, Journal
of Applied Behavior Analysis

Higbee, T. S., Editorial Board Member
and Guest Associate Editor, Journal
of Applied Behavior Analysis

Higbee, T. S., Guest Reviewer, Educa-
tion and Treatment of Children

Higbee, T. S., Guest Reviewer, The
Psychological Record

Popular Papers/Articles

Lott, A. (2008). Associate Editor,
Vocational Evaluation and Work Adjust-
ment Association Journal

Millington, M. (2008). Associate
Editor, Vocational Evaluation and Work
Adjustment Association Journal

Rule, S., Associate Editor, Topics in
Early Childhood Special Education

Salzberg, C. L., Associate Editor,
Journal of Postsecondary Education
and Disability

Smart, J. F., Editor, Distance Learn-
ing in Rehabilitation Education Special
Issue

B's about people.
Lignugaris/Kraft, B., Editorial Review Board, Education and Treatment of Children

Lignugaris/Kraft, B., Editorial Review Board, Journal of Behavioral Education

Lignugaris/Kraft, B., Editorial Review Board, Journal of Direct Instruction

Lignugaris/Kraft, B., Editorial Review Board, The Teacher Educator

Lignugaris/Kraft, B., Guest Reviewer, Journal of Applied Behavior Analysis

Lignugaris/Kraft, B., Guest Reviewer, Journal of Special Education Technology

Lignugaris/Kraft, B., Guest Reviewer, Research in Developmental Disabilities

Lott, A., Ad Hoc Reviewer, Rehabilitation Education

Millington, M., Consultant Reviewer, Journal of Rehabilitation

Morgan, R. L., Grant Reviewer, Office of Special Education Programs, US Department of Education

Morgan, R. L., Reviewer, Education and Treatment of Children

Morgan, R. L., Reviewer, Teaching Exceptional Children

Rowland, C., Editorial Board Member, Access Technologists Higher Education Network E-Journal

Rowland, C., Editorial Board Member, Topics in Early Childhood Special Education

Rowland, C., Guest Reviewer, Rehabilitation Engineering & Assistive Technology Society of North America Journal

Rule, S., Editorial Board Member, Journal of Early Intervention

Rule, S., Editorial Board Member, Teacher Education and Special Education

Rule, S., Editorial Board Member, Topics in Early Childhood Special Education

Rule, S., Guest Reviewer, Early Childhood Research Quarterly

Rule, S., Guest Reviewer, Journal of Applied Behavior Analysis

Rule, S., Guest Reviewer, Young Exceptional Children Monograph Series

Salzberg, C. L., Editorial Board Member, Journal of Special Education

Salzberg, C. L., Education Division Editor, Ohio Journal of Science

Salzberg, C. L., Reviewer, Journal of Applied Behavior Analysis

Schultz, J., Consultant Reviewer, Journal of Rehabilitation

Slocum, T. A., Editorial Board Member, Education and Treatment of Children

Slocum, T. A., Editorial Board Member, The Behavior Analyst


Slocum, T. A., Ad Hoc Reviewer, American Journal of Mental Retardation

Slocum, T. A., Ad Hoc Reviewer, Effective School Practices

Slocum, T. A., Ad Hoc Reviewer, Journal of Applied Behavior Analysis

Slocum, T. A., Ad Hoc Reviewer, Journal of Educational Psychology

Slocum, T. A., Ad Hoc Reviewer, Teacher Education in Special Education

Slocum, T. A., Ad Hoc Reviewer, The Journal of Special Education

Smart, J. F., Ad Hoc Reviewer, Assistive Technology

Smart, J. F., Ad Hoc Reviewer, Assistive Technology Society of North America

Smart, J. F., Ad Hoc Reviewer, Rehabilitation Counseling Bulletin

Smart, J. F., Ad Hoc Reviewer, Rehabilitation Engineering

Smart, J. F., Editorial Board Member, American Disability Analyst

Smart, J. F., Editorial Board Member, Directions in Rehabilitation Counseling

Smart, J. F., Editorial Board Member, Rehabilitation Education

Smart, J. F., Editorial Board Member, American Disability Analyst

Smart, J. F., Editorial Board Member, Continuing Education for Rehabilitation Nurses

Smart, J. F., Ad Hoc Reviewer, Life Planning Nurses

Smart, J. F., Ad Hoc Reviewer, Managed Care Nurses

Smart, J. F., Professional reviewer of book prospecti and manuscripts, Aspen Publishing and Springer Series on Rehabilitation

West, R. P., Editorial Board Member, Journal of Special Education

“A mind once stretched by a new idea never regains its original dimensions.”

- Unknown
## Research/Scholarship Awards

**Rule, S., & Salzberg, C.** (2008). *Eagle Award, American Council on Rural Special Education*

## Other

Peterson, D., Pyfer, T., **Snow, K., & Salzberg, C.** (2008, January). *IRIS expert training, Claremont, CA.*  

## Awarded Contracts and Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI(s)</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>FY08 Agency Funding</th>
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<tbody>
<tr>
<td>7/2/2007</td>
<td>Glomb, Nancy</td>
<td></td>
<td>A Distance Education Program to Prepare Special Education Teachers for Students with Mild/moderate Disabilities</td>
<td>UT Office of Education</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$121,764</td>
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<td>7/12/2007</td>
<td>Glomb, Nancy</td>
<td></td>
<td>Meeting the Highly Qualified Requirements of IDEA and NCLB: Preparing Teachers of Students with Mild/moderate Disabilities for Content-area Instruction</td>
<td>Office of Special Education &amp; Rehabilitation Services</td>
<td>8/1/2007</td>
<td>7/31/2008</td>
<td>$188,678</td>
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<td>10/14/2006</td>
<td>Morgan, Robert</td>
<td></td>
<td>Teachers for the 21st Century: A Diverse Community Participating in Hybrid Courses</td>
<td>US Dept. of Education</td>
<td>1/2/2007</td>
<td>1/1/2008</td>
<td>$200,000</td>
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<td>7/2/2007</td>
<td>Morgan, Robert</td>
<td></td>
<td>A Licensure Training Program for Provisionally Licensed Teachers of Students with Disabilities</td>
<td>UT Office of Education</td>
<td>7/1/2007</td>
<td>6/30/2008</td>
<td>$90,909</td>
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<td>9/7/2005</td>
<td>Smart, Julie</td>
<td>Schultz, Jared</td>
<td>Comprehensive System of Personnel Development</td>
<td>US Dept. of Education</td>
<td>9/1/2007</td>
<td>8/31/2008</td>
<td>$199,996</td>
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**Total Awarded Contracts and Grants**  
$1,959,676
### Pending Contracts and Grants

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<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>FY08 Agency Funding</th>
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<td>12/20/2007</td>
<td>Salzberg, Charles</td>
<td>Slocum, Tim</td>
<td>USU Doctoral Program in Special Education</td>
<td>US Dept. of Education</td>
<td>7/1/2008</td>
<td>6/30/2012</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**

$794,674

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### Not Awarded Contracts and Grants

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<th>PI</th>
<th>Co-PI(s)</th>
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<th>Funding Agency</th>
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<td>Provide an Empirically Validated Intervention for Adults with Autism Spectrum Disorder</td>
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**TOTAL NOT FUNDED CONTRACTS AND GRANTS**

$4,284,838

---

“Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don’t know, and be imbued with a lifelong desire to know it.”

~ Sir William Haley
The following page lists faculty recognized for their outstanding achievements in the Emma Eccles Jones College of Education and Human Services.
Scholar/Researcher of the Year

Chosen to recognize outstanding research/scholar contributions within the prior five years.

David Wiley
Instructional Technology and Learning Sciences

Undergraduate Research Mentor of the Year Award

Chosen to recognize excellence in mentoring undergraduate student scholarship.

Linda Skogrand
Family, Consumer, and Human Development

Teacher of the Year

Nancy Glomb
Special Education and Rehabilitation

Research on Capital Hill

A celebration of excellence of undergraduate research by students in the Utah Capitol Building Rotunda during the legislative session.

Communicative Disorders and Deaf Education

Brittani Atwood
Rikelle Deaton
Ashley Griffiths
Student Researchers

Beth Foley
Sandi Gillam
Faculty Mentors

Elementary Education

Aubree Nielsen
Student Researcher
Scott Hunsaker
Faculty Mentor

Psychology

Adam Kynaston
Student Researcher
Amy Odum
Faculty Mentor

Utah State University Student Showcase

An annual symposium to showcase outstanding work done by undergraduate students on research, scholarly, and creative projects.

Elementary Education

Brianne Bartlett and Aubree Nielsen
Student Researchers
Scott Hunsaker
Faculty Mentor

Family, Consumer, and Human Development

Adam Galovan
Student Researcher
Tom Lee
Faculty Mentor

Psychology

Adam Kynaston
Student Researcher
Amy Odum
Faculty Mentor

Victoria Van Uitert
Student Researcher
Renee Galliher
Faculty Mentor
EMMA ECCLES JONES COLLEGE
OF EDUCATION AND HUMAN SERVICES
CONTRACT AND GRANT INFORMATION

The following pages provide a summary of grant information for the Emma Eccles Jones College of Education and Human Services for the 2008 fiscal year. These pages also provide a history of contracts and grants received, information regarding funding sources, revenue, and donations. Previous editions of the Emma Eccles Jones College of Education and Human Services Celebrating Excellence Annual Faculty Productivity Report can be found at http://www.cehs.usu.edu/ors/ORSpublications.asp.
## Contract and Grant Proposal Summary by Department or Center

### Center for Persons with Disabilities

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<tr>
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### Edith Bowen Laboratory School

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### Center for the School of the Future

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### Elementary Education

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### Communicative Disorders and Deaf Education

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### Emma Eccles Jones Center for Early Childhood Education

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<tr>
<td>No. Undergraduate Student Supported</td>
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## Contract and Grant Proposal Summary by Department or Center (con’t.)

### Family, Consumer, and Human Development

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### Psychology

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### Health, Physical Education, and Recreation

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<tr>
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<tr>
<td>No. Undergraduate Students Supported</td>
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### Secondary Education

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### Instructional Technology and Learning Services

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### Special Education and Rehabilitation

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* = Full time equivalent
Awarded Contracts and Grants by Funding Source

July 1, 2007 through June 30, 2008

Total Awarded Contracts and Grants by Funding Source for FY08 - $23,685,209

Federal Funding Received by Agency

July 1, 2007 through June 30, 2008

Total Federal Funding for FY08 - $14,771,226
Indirect Cost Revenue

This chart illustrates the annual indirect cost revenues associated with contacts and grants that were awarded to the Emma Eccles Jones College of Education and Human Services faculty and professional staff for fiscal years 1999 through 2008.

Number of Contracts and Grants Submitted/Awarded

This chart compares the number of submitted contracts and grants by the Emma Eccles Jones College of Education and Human Services to the number of awarded contracts and grants for the fiscal years 1996 through 2008. For more information, see the tables provided on pages 95 - 96 and 100-102.
Awarded Contracts and Grants by Fiscal Year

2007-08 Awarded Contracts and Grants - $23,685,209

This chart illustrates the contracts and grants awarded to the Emma Eccles Jones College of Education and Human Services each fiscal year from 1968 through 2008. This amount does not include pending, not awarded contracts and grants, or other externally generated funds. For exact figures, see the tables provided on pages 95-96 and 100-102.
### Contract and Grant Proposal Summary for 1968-2008

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<td><strong>1979-80</strong></td>
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**Submitted**
- **1968-69**: 41
- **1969-70**: 39
- **1970-71**: 43
- **1971-72**: 80
- **1972-73**: 82
- **1973-74**: 96
- **1974-75**: 98
- **1975-76**: 110
- **1976-77**: 119
- **1977-78**: 123
- **1978-79**: 123
- **1979-80**: 135

**Awarded**
- **1968-69**
  - Outside Sources: 23, $851,271
  - USU Sources: 3, $8,885
  - Not Funded: 15, $732,286
  - Number of Students Supported: 189
  - Staff Supported (FTE): 86
- **1969-70**
  - Outside Sources: 17, $931,908
  - USU Sources: 7, $26,050
  - Not Funded: 15, $2,707,177
  - Number of Students Supported: 135
  - Staff Supported (FTE): 43
- **1970-71**
  - Outside Sources: 25, $882,549
  - USU Sources: 5, $9,580
  - Not Funded: 13, $913,564
  - Number of Students Supported: 116
  - Staff Supported (FTE): 36
- **1971-72**
  - Outside Sources: 27, $1,094,479
  - USU Sources: 15, $52,819
  - Not Funded: 12, $113,280
  - Number of Students Supported: 108
  - Staff Supported (FTE): 49
- **1972-73**
  - Outside Sources: 52, $1,777,259
  - USU Sources: 14, $93,036
  - Not Funded: 2, $19,000
  - Number of Students Supported: 290
  - Staff Supported (FTE): 192
- **1973-74**
  - Outside Sources: 59, $1,359,046
  - USU Sources: 18, $105,542
  - Not Funded: 18, $556,000
  - Number of Students Supported: 30
  - Staff Supported (FTE): 49
- **1974-75**
  - Outside Sources: 59, $1,094,479
  - USU Sources: 15, $52,819
  - Not Funded: 12, $113,280
  - Number of Students Supported: 108
  - Staff Supported (FTE): 49
- **1975-76**
  - Outside Sources: 52, $1,777,259
  - USU Sources: 14, $93,036
  - Not Funded: 2, $19,000
  - Number of Students Supported: 290
  - Staff Supported (FTE): 192
- **1976-77**
  - Outside Sources: 59, $1,359,046
  - USU Sources: 18, $105,542
  - Not Funded: 18, $556,000
  - Number of Students Supported: 30
  - Staff Supported (FTE): 49
- **1977-78**
  - Outside Sources: 59, $1,359,046
  - USU Sources: 18, $105,542
  - Not Funded: 18, $556,000
  - Number of Students Supported: 30
  - Staff Supported (FTE): 49
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  - Outside Sources: 59, $1,359,046
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  - Number of Students Supported: 30
  - Staff Supported (FTE): 49
- **1979-80**
  - Outside Sources: 59, $1,359,046
  - USU Sources: 18, $105,542
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  - Number of Students Supported: 30
  - Staff Supported (FTE): 49

**Not Funded**
- **1968-69**: $1,592,442
- **1969-70**: $3,665,135
- **1970-71**: $1,805,693
- **1971-72**: $2,840,839
- **1972-73**: $2,692,014
- **1973-74**: $5,517,164
- **1974-75**: $2,291,273
- **1975-76**: $5,424,129
- **1976-77**: $3,561,693
- **1977-78**: $5,104,156
- **1978-79**: $4,913,658
- **1979-80**: $6,813,862

**Number of Students Supported**
- **1968-69**: 189
- **1969-70**: 135
- **1970-71**: 116
- **1971-72**: 108
- **1972-73**: 165
- **1973-74**: 262
- **1974-75**: 290
- **1975-76**: 192
- **1976-77**: 230
- **1977-78**: 176
- **1978-79**: 197
- **1979-80**: 148

**Staff Supported (FTE)**
- **1968-69**: 86
- **1969-70**: 43
- **1970-71**: 36
- **1971-72**: 49
- **1972-73**: 82
- **1973-74**: 96
- **1974-75**: 98
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Following is a list of donors who made donations to the Emma Eccles Jones College of Education and Human Services. These donations are not included in the awarded contracts and grants section of the annual report. The College wishes to express their appreciation and gratitude to the many companies, foundations, and individuals that gave to the College.

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Adelle Urie Clark
Agilent Technologies Inc
Agnus Infinitus
Al Faccinto, Jr.
Aleen Pederson
Alison Batt
Alison Kay Bodily
Allen Maughan Jaggi
Alvin Ray Carter
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Avon Cornia Bingham
Avalon Hills
Autoliv ASP, Inc
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Annette Page
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Amy Hartman
Amy R. Myers
Anita C. Oliver
Annette Page
Arlene G. Brannan
Arnold T. Ellsworth
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ATK Aerospace Company Inc
Audrey Luck Crozier
Autoliv ASP, Inc
Avalon Hills
Avon Cornia Bingham
Balleine Supporting Organization
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Barbara Ann Thueson
Barbara Anne Deboer
Barbara Gutke
Barbara Jean Rowley
Barbara June Huck
Barbara L. Christensen
Barbara Lola Howard
Barre G. Burgon
Basil K. Fairchild
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Bekky Cook
Bekky Hatch Beck
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Bess S. Hufner
Beth Calengor
Bettie L. Fonnesbeck
Bettie Lou Bushman
Blaine A. Hyer
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Bryan Daniel Bingham
Byron Leroy Patterson
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Cache Honda Yamaha
Camilla L. Pruitt
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Campbell Scientific, Inc
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Carlene Dowell
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Catherine Alex
Catherine Ann Blackham
Catherine C. Peterson
Catherine Stoneman
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Charlotte Carter
Cheryl Ann Signy Stensrud
Cherry Mae Smith
Cheryl Divine
Cheryl L. Orme
Chloe J. Rasmussen
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Christine B. Laird
Christine F. Watkins
Christine Hagen
Christine Maughan
Christy Huffman Evans
Clint L. Hobbs
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Colleen Madrigal
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Connie Kennick
Connie L. Liveley
Conoco Phillips Company
Corrinne R. Jones
Craig S. Butterfield
Crosier Orchards, Inc.
Curtis Residential Home, Inc
Cynthia L. Miles
C. Craig Stoker
Dale Andrea
Danelle Christensen
Daniel A. Smith
Daniel Robert Marteeny
Daniel Van Eastmond
Darren G. Hellstern
Darwin Woodbury
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David Gary Page
David Matthew Shirley
David Owen Donohoo
David Ross Willmore
David W. Bradley
David William Jones
Dawn M. Robinette
De Anna Earsley Bowers
Deaf & Hard of Hearing Services of the Treasure Coast
DeAnna C. Cain
Debra Ann Cantrell
Debra Greenwood Ramsey-Whiting
Debra Terbush Davis
Debra Willardson
DeeAnn Jones Stohel
Del F. Espinosa
Delane Funk
Delta Zeta
Delworth Keith Young
Denise Ying
Dennis Arthur Nelson
Dennis John Spackman
Dennis Lee Medley
Diann Cox
Don Lee Weeden
Don R. Probert
Donald J. Jeppesen, Jr.
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Dr. Dan K. Richards
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Dr. Francine Johnson
Dr. Frank J. Endieveri
Dr. Frank R. Asciome
Dr. Glen A. Fifeled
Dr. Glen Chapman Oldroyd
Dr. Gregory Lee Mayer
Dr. Harold W. Thorpe
Dr. Helmut Hofmann
Dr. James H. Bos
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Total Donations - $3,703,152

“We make a living by what we get, but we make a life by what we give.”

~ Winston Churchill
Gifts from the Emma Eccles Jones and George S. and Dolores Doré Eccles Foundations

A groundbreaking ceremony was held October 2, 2008 for the Emma Eccles Jones Early Childhood Education and Research Center and the Dolores Doré Eccles Center for Early Care and Education.

The new facilities are the result of two major gifts announced in the past year. A $25 million gift from the Emma Eccles Jones Foundation, announced in December 2007, will support design and construction of the new building and five endowed faculty chairs in early childhood education. An additional $1 million lead gift, announced in April 2008, from the George S. and Dolores Doré Eccles Foundation will support the new Center for Early Care and Education.

The new building will house many of the college’s important programs in early childhood education, including the Emma Eccles Jones Center for Early Childhood Education and its endowed chair, Ray Reutzel. It will also be home to the Sound Beginnings Preschool, a unique program in the Intermountain West where children with cochlear implants or digital hearing aids can learn to listen and use spoken language.

Also within the facility, the Dolores Doré Eccles Center for Early Care and Education will provide much-needed early care and education facilities for infants and young children whose parents are USU students, staff, or faculty. In addition, the facility will offer early childhood education, student and parent training, a model research environment and endless opportunities for undergraduate and graduate students to observe, tutor, and experience hands-on internships.

Gifts From Sorenson Legacy Foundation Will Enhance Teaching of Art in Elementary Schools

The Emma Eccles Jones College of Education and Human Services and the College of Humanities, Arts, and Social Sciences at Utah State University are delighted to announce a gift from the Sorenson Legacy Foundation totaling $3 million. The university will receive $1.5 million for a joint appointment endowed chair in Elementary Arts Education shared by the Emma Eccles Jones College of Education and Human Services and the College of Humanities, Arts, and Social Sciences. Another $1.5 million will go to the university for an endowed program to expand and improve the skills of those who teach art to elementary school students.

A Sorenson Legacy Foundation gift in 2006 helped fund development of four statewide arts education courses for elementary school teachers, and two summer workshops for elementary school art teachers. As a result of that generous gift, more than 4,000 children per year in rural and urban schools will be taught by those who enrolled in at least one statewide, distance-delivered course and more than 23,000 children will be taught by teachers or arts specialists who attended at least one of the summer workshops.
A Vision for the 21st Century
The Emma Eccles Jones College of Education and Human Services is committed to helping people lead richer, fuller lives. We are proud of a land-grant tradition of excellence in teaching, research, and service, and we welcome the challenges of the 21st Century. Across the diverse departments and units that comprise the College, faculty practice what they teach. It is because of our work ethic, scholarly productivity, and emphasis on outreach that we offer an optimistic but realistic vision—one that will help us better accomplish our mission while also bringing increased recognition to Utah State University.

Goal 1: Emphasis on Masterful Teaching
The College values high-quality teaching. Therefore, departments and units in the college will focus on these aims:

• attract and retain a diverse and highly qualified faculty;
• encourage faculty to use cost-effective, best teaching practices;
• build alliances within and outside the college to enrich our teaching;
• provide an infrastructure for developing and sharing empirically based teaching innovations;
• seek funding to support additional endowed chairs.

Goal 2: Emphasis on Research/Scholarship Productivity
Because scholarship and grantsmanship are hallmarks of our college profile, we aim to accomplish the following:

• continue an emphasis on new faculty grants and faculty development;
• emphasize research and scholarship in tenure/promotion discussions;

Goal 3: Emphasis on Public Service and Outreach
Our land-grant mission involves constructive engagement with those we serve. Therefore, our aims are to:

• increase the visibility of programs through effective advertising as well as regional and national leadership;
• enhance the delivery of academic programs through technology-based instruction;
• pursue new external partnerships and interdisciplinary collaboration;
• utilize technology for quality mentoring of off-campus graduate students;

Goal 4: Emphasis on College Infrastructure Development
Faculty recognize that development activities support the aims of quality teaching, research, and service. We seek to accomplish the following:

• provide service to professional groups that assist our stakeholders.

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."
~ John F. Kennedy
The information provided in this publication shows that the Emma Eccles Jones College of Education and Human Services is committed to helping people lead richer, fuller lives. We are a diverse college, a college of people whose many interests, talents, and specializations allow us to support the diversity of individuals with whom we interact.

No matter what your interests, your abilities, your talents, your challenges, your goals; the College has something that will make lives better and help just about anyone succeed. The College is about people—people who are unique and special individuals. Perhaps our contribution to the peoples we serve might best be summed up in the Emma Eccles Jones College of Education and Human Services Mission Statement.

Mission Statement
As members of the Emma Eccles Jones College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the transaction wherever it takes place and to increase the effectiveness of service for individuals, families, communities, schools, and organizations. To achieve this mission, we are committed to:

• offering high quality graduate and undergraduate programs in education and human services that are innovative and widely accessible;
• supporting and nurturing a faculty committed to masterful teaching and cutting edge research;
• establishing and maintaining nationally visible research centers to advance knowledge and professional practices;
• fostering partnerships to enhance the quality of education and human services in our local and extended communities;
• extending the impact of our instructional and research programs nationally and globally;
• maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally;
• enhancing the diversity of our faculty, staff, and students; and
• supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society.

Our mission is achievable because our people—faculty and staff, department heads and directors—possess the intelligence, drive, and vision to make a difference in people's lives. We are a college of wide-ranging interests and talents, but we share a commitment that transcends our specializations: an interest in doing good work that benefits others. Looking ahead, we are therefore optimistic about strengthening our ranking as one of the top-ranked colleges in the nation. Thanks to the people who make up the Emma Eccles Jones College of Education and Human Services, our future is bright with promise.

“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.”

~ Lee Iacocca
Emma Eccles Jones College of Education and Human Services Accreditations

Accreditations of university and college programs is a way to evaluate the quality of the education a student receives. Accreditation helps assure students, parents, employers, and other educational institutions that an education from the Emma Eccles Jones College of Education and Human Services at Utah State University is valuable and worthwhile.

- Administration on Developmental Disabilities, Administration for Children and Families, U.S. Department of Health and Human Services
- American Alliance for Health, Physical Education, Recreation, and Dance
- American Association of Marriage and Family Therapy
- American Library Association
- American Psychological Association
- American Speech-Language Hearing Association
- Association for Childhood Education International
- Council for Exceptional Children
- Council on Academic Accreditation
- Council on Rehabilitation Education
- Council on the Education of the Deaf
- International Reading Association
- International Technology Education Association
- Maternal & Children Health Bureau, U.S. Department of Health & Human Services
- National Association for the Education of Young Children
- National Association of School Psychologists
- National Association of Schools and Music
- National Council for Teachers of English
- National Council for the Accreditation of Teacher Education
- National Council of Teachers of Mathematics
- National Council on Family Relations
- National Recreation Park Association Council on Accreditation
- National Science Teachers Association
- Northwest Association of Universities and Colleges
- Teacher Education Accreditation Council
- Utah Board of Regents
- Utah National Dance Education
- Utah State Office of Education

“It’s about people.”