Celebrating Excellence

Emma Eccles Jones College of Education & Human Services
2012-2013 Annual Faculty Productivity Report

Publications, Professional Contributions, Awards & Contract and Grant Proposals
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 in the top 2%* of graduate schools of education in 2013 (currently 4th in external funding, *

* Top producer of early childhood, elementary, and special education teachers from Utah’s public institutions.

* Home of the Edith Bowen Laboratory School, an exemplary model of elementary school “best practice” for 84 years.

* Home of the Center for Persons with Disabilities, which generates $6 for each $1 of state funding and has achieved international stature.

* Home of the Emma Eccles Jones Early Childhood Education and Research Center, a dynamic outreach program for the 21st Century.

* Home of the Dolores Doré Eccles Center for Early Care and Education, formerly Children’s House.

* Home of NCHAM, the National Center for Hearing Assessment and Management, a research unit for early hearing detection, intervention, and universal hearing screening of newborns.

* Home of the Emma Eccles Jones Distinguished Professor for Early Childhood Education, the Ray L. and Eloise Hoopes Lillywhite Endowed Chair for Speech-Language Pathology, and the Beverley Taylor Sorenson Endowed Chair for Elementary Arts Education.

We invite you to learn more about the world-class excellence of the Emma Eccles Jones College of Education and Human Services at Utah State University.

*Source: U.S. News and World Report, America's Best Graduate Schools.*
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Celebrating Excellence

“IT’s about people.”
Celebrating Excellence

1

Message From The Dean

Ranked in the top 2% of graduate schools of education for the 15th consecutive year, the Emma Eccles Jones College of Education and Human Services continues to set the standard for excellence in teaching, research, outreach and innovation. This annual report for the 2012-2013 academic year provides a glimpse of the many ways we are changing the lives of Utah’s citizens and extending our impact throughout the nation and world. I invite you to review the stories, facts and figures in this year’s online report that highlight the College’s exciting research, outstanding faculty, innovative programs, exceptional students, and engaged alumni and donors. You’ll find that faculty provided programs and courses for over 4,700 undergraduate and graduate students, had more than 200 research articles and books published in prestigious outlets, and received 186 notices of funding from external sources totaling over 32 million dollars. These achievements validate our enduring record of success and identify the College as a leader in preparing highly skilled educators, human service professionals, scholars, and researchers.

In the pages that follow, we summarize the accomplishments of the individuals and research teams that serve the university community and the people of the state, nation, and world. We also honor the generosity of our donors, who made it possible for us to provide over $235,000 in scholarships to more than 175 deserving students, helped equip our classrooms and research facilities with cutting edge technologies and funded exciting new initiatives in STEM (science, technology, engineering, and math), neuroscience, and elementary arts education. These extraordinary contributions build on a tradition of excellence and provide a strong foundation for the future of our College.

Adele & Dale Young Education Technology Center

The Adele & Dale Young Education Technology Center (the YETC) and its staff provide resource and support services to the Emma Eccles Jones College of Education & Human Services. The YETC functions as a K-12 curriculum resources library for USU students and faculty. It houses student open access computer facilities, teaching labs, and multimedia authoring/editing equipment. It serves Utah educators as a NASA Educator Resource Center - offering materials and services that NASA provides to educators in the United States. As well, it offers a wealth of teaching resources, technology training opportunities, and one-on-one technology and resource assistance/consulting to students and faculty.

Office of Giving & Development

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.

Utah State University

“It’s about people.”
The Office of Graduation, Educator 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 CEHS 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 CEHS undergraduate and graduate programs; and (e) coordinate USU’s national teacher accreditation process with the Teacher Education Accreditation Council (TEAC).

Office of Research Services

The Office of Research Services staff inform faculty and professional staff of funding opportunities related to their research interests; assist faculty and professional staff in acquiring external funding for research, teaching, and service projects; nurture faculty research, especially for those at critical stages in their careers; foster collaboration among faculty and professional staff with similar interests and/or areas of expertise; provide seed money and travel funds for proposal development; serve as liaison between the College and university-wide offices and committees involved in research and development; prepare annual reports summarizing external funding activities and faculty publication productivity; advise the College Dean and departments on research matters; and coordinate the college’s research and statistics course offerings.

US News & World Report

America’s Best Graduate Schools

<table>
<thead>
<tr>
<th>Data Year/Edition Year*</th>
<th>College Overall Rank</th>
<th>College Funding Rank</th>
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<tr>
<td>2012-2013/2014</td>
<td>24th</td>
<td>4th</td>
</tr>
<tr>
<td>2011-2012/2013</td>
<td>24th</td>
<td>3rd</td>
</tr>
<tr>
<td>2010-2011/2012</td>
<td>29th</td>
<td>5th</td>
</tr>
<tr>
<td>2009-2010/2011</td>
<td>31st</td>
<td>5th</td>
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<tr>
<td>2004-2005/2006</td>
<td>35th</td>
<td>5th</td>
</tr>
<tr>
<td>2003-2004/2005</td>
<td>38th</td>
<td>4th</td>
</tr>
<tr>
<td>2002-2003/2004</td>
<td>49th</td>
<td>14th</td>
</tr>
<tr>
<td>2001-2002/2003</td>
<td>42nd</td>
<td>10th</td>
</tr>
<tr>
<td>2000-2001/2002</td>
<td>44th</td>
<td>5th</td>
</tr>
</tbody>
</table>

* The primary audience for the national rankings is students making application decisions for graduate school. Therefore, data must be collected in advance of the attendance year of interest. For 2010 applications decisions, for example, data were collected during the fall 2008 and spring 2009 (2008-2009), then published in late spring 2009 as the 2010 edition of America’s Best Graduate Schools.
Publications, Professional Contributions, & 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, & 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. *

Other Editorial Activities

Editorial board memberships, Ad Hoc reviews, etc. in professional journals. *

Research/Scholarship Awards

Research and/or scholarship awards received by faculty members. *

Other

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

* - All publications included in this annual report are for the period July 1, 2012 through June 30, 2013.
Contract And Grant Proposals, & Other Externally Generated Funds Categories

Awarded Contracts & 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, 2012 through June 30, 2013.

Pending Contracts & Grants
The proposals listed as pending are proposals that were written and submitted between July 1, 2012 and June 30, 2013, but notification had not yet been received regarding their status on June 30, 2013. 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 & 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, 2012 through June 30, 2013.

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 for the period of July 1, 2012 through June 30, 2013.
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 universities in the United States. Established 41 years ago in 1972, the CPD was the first of these programs associated primarily with a college of education instead of a medical school. The CPD’s programs include interdisciplinary pre-service training, community and continuing education, exemplary community-based services, research, and technical assistance to organizations and businesses serving the disability community. The CPD’s programs serve people with disabilities in every community in Utah and people with disabilities in 20 states and eight foreign countries. CPD faculty and staff also assist businesses, organizations, and governmental agencies build their capacity to serve people with disabilities and their families.

The CPD is organized into five divisions served by a central administrative unit. A Consumer Council 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 Panel of university administrators assists the Center in accomplishing its mission.
Biomedical Division
CPD’s Biomedical Division includes a medical service unit and an immunology/genetic research laboratory. Division activities help manage medical issues in serving individuals with disabilities and conduct research to determine causes, prevention, and medical interventions. The Division provides a variety of specialty clinics. Research on autism spectrum disorders is ongoing.

Phone - 435-797-2750
http://www.cpdusu.org/about/divisions/biomed/

Exemplary Services Division
CPD’s Exemplary Services Division serves a wide range of individuals with disabilities of all ages and their families. The Division provides early intervention services, interdisciplinary clinical evaluations, and therapeutic educational programs serving people with disabilities of all ages and their families. Division programs also provide internships, practica, and clinical placements for many USU students.

Phone - 435-797-7461
http://www.cpdusu.org/about/divisions/exemplaryservices/

Interdisciplinary Training Division (IDT)
CPD’s Interdisciplinary Training Division Program 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 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.

Phone - 435-797-8807
http://www.cpdusu.org/about/divisions/idt/

Research & Evaluation Division
The Research and Evaluation Division conducts innovative research on questions in all areas of development that affect children with, and at-risk for, disabilities and their families. Evaluation and technical assistance activities help programs and systems improve services and training. Division staff are active in Utah, in the United States, and internationally. The Division is home to the Early Intervention Research Institute and the SKI HI Institute.

Phone - 435-797-1172
http://www.cpdusu.org/about/divisions/eiri/

Technical Assistance for Excellence in Special Education (TAESE) & Mountain Plains Regional Resource Center (MPRRC)
As the Technical Assistance Division of the Center for Persons with Disabilities, 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.

Phone - 435-797-9009
http://www.cpdusu.org/about/divisions/taese/

Faculty/Staff
Allen, Natalie, RN, Exemplary Services Division, 2000
Andersen, Aaron, Programmer/Software Engineer/Analyst, WebAIM, 2007
Ball, Wayne, Program Specialist, Mountain Plains Regional Resource Center, 1999
Bezzant, Kathryn, Early Intervention Service Coordinator, Up-to-3 Program, 2004
Bitner, Jamie, Early Intervention Specialist, 2009
Blair, Martin, TAESE Associate Director, 1993
Boyce, Lisa, Senior Research Associate, Early Intervention Research Institute, 1999; Executive Director, Early Childhood Development Center, 2010; Assistant Professor, Family, Consumer, & Human Development, 2007
Christensen, Keith, Research Scientist/Landscape Architect, Division of Interdisciplinary Training; Assistant Professor, LAEP, 2001
Clay Christensen, Assistive Technology Laboratory Supervisor, Utah Assistive Technology Program, 2010
Cook, Gina A., Senior Research Associate, IDT Division, 2000
Copenhaver, John, Executive Director, Technical Assistance for Excellence in Special Education, 1989
Deer, Marlene, Training and Development Specialist III, Division of Outreach; Clinical Instructor, Special Education and Rehabilitation, 1989
Dubois, Sue, TBI Coordinator, Interdisciplinary Training Division, 2009
Dughman, Ron, Program Specialist, Mountain Plains Regional Resource Center, 2002
 Fiffield, Bryce, Executive Director, Center for Persons with Disabilities, 2008
Galloway, Tom, Programmer/Analyst, 2011
Goetz, Linda, Senior Research Scientist, Early Intervention Research Institute, 1989
Hammond, Marilyn, Associate Director of Interdisciplinary Training, 1991
Hastings, Patricia, Cache Valley National Children’s Study Manager, 2010
Higbee, Thomas, Director ASSERT; Associate Professor, Special Education and Rehabilitation, 2003
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Holt, Judith, Director of Interdisciplinary Training; Co-Director ULEND; Associate Professor, Special Education and Rehabilitation, 2000

Innocenti, Mark, Director, Research and Evaluation Division; Assistant Professor, Psychology, 1987

Johnson, Shane, Development Specialist, 2011

Johnston, Tressa, Physical Therapy Assistant, Up-to-3 Program, 2005

Jump, Vonda, Senior Research Associate, Early Intervention Research Institute, 1998

Jones, Darrell Lynn, Project Director, Interdisciplinary Training Division, 2008

Mace, Cathy, Dietician/Early Interventionist II, 1998

Mariger, Heather, GOALS project coordinator, 2008

Massanari, Carol, Co-Director, Mountain Plains Regional Resource Center, 1999

Nef, Marla, Program Coordinator, Up-to-3 Program, 2004

Notwell, Amy, Program Coordinator, Military 360, IDT Division, 2005

O’Leary, Ed, Specialist, Mountain Plains Regional Resource Center, 1999

Olsen, Susan, Director, Exemplary Services Division, 1990

Ortiz, Eduardo, Early Intervention Research Institute, Senior Research Associate, 2000

Pavithran, Sachin, Assistive Technology Program Manager, 2002

Peck, Jeanie, Director, Child Nutrition Program, 1996

Phillips, Curt, Physical Therapist, Up-to-3 Program, 2000

Powell, Storee, Marketing and Public Relations, Utah Assistive Technology Program, 2010

Preston, Janel, Early Interventionist, ABC Classroom Teacher, 2006

Price, Cora, Research Assistant, Smart Start, 2000

Rasmusen, Drake, Project Coordinator, Developmental Skills Laboratory, 2008

Reeves, Susan, Public Relations Specialist, 2012

Richins, Gordon, Consumer Liaison, 1997

Roggman, Lori, Research Associate, Early Intervention Research Institute, 2000; Professor, Family, Consumer, & Human Development, 1990

Rowland, Cyndi, CPD Associate Director, Research Assistant Professor, Special Education and Rehabilitation, 1989

Rule, Sarah, Postsecondary Education (PEER) Coordinator; Professor, Special Education and Rehabilitation, 1984

Sheen, Jefferson, Training and Development Specialist, Interdisciplinary Training Program, 1999

Simonsmeier, Vicki, UREND Faculty, CPD Clinical Services, 2006

Smith, Jared, Instructional Designer, WebAIM & NCDAE, 2001

Speth, Emma, Clinician I, Up-to-3 Program, 1997

Toohill, Martin, Program Manager, Clinical Services, 2010

Torres, Anthony R., Director, Biomedical Laboratory, 1989

Urrutia, Monica, Minority Outreach Specialist, Utah Assistive Technology Program, 2002

Vazquez, Juan Carlos, Project Specialist, TAESE; CPD Diversity Specialist, 2004

Westover, Jonna, Research Scientist, Biomedical Laboratory, 2006

Whiting, Jonathan, Training and Development Specialist, WebAIM, 2003

Winn, Ryan, Occupational Therapist, Exemplary Services Division, 2007

Wootton, George, Family Nurse Practitioner, Biomedical Division, 2000

Department Information
5 faculty
91 professional staff
30 classified staff

CPD Faculty Fellows
Bloom, Sarah, Special Education & Rehabilitation
Boyce, Lisa, Family, Consumer, & Human Development
Fiechtli, Barbara, Special Education & Rehabilitation
Morgan, Bob, Special Education & Rehabilitation
Peacock, Gretchen, Psychology
Riesen, Tim, Special Education & Rehabilitation
Roggman, Lori, Family, Consumer, & Human Development
Schultz, Jared, Special Education & Rehabilitation

Refereed Scholarly Articles


Nonreferred Articles, Papers Presented, & Research Reports


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McGovern, P., Dabelea, D., Innocenti, M. S., et al. (2013, March). The high/low (direct outreach) alternative recruitment schema: The impact of mailed screeners and financial incentives on recruitment. Poster presented at the National Children’s Study Steering Committee Meeting, Bethesda, MD.


presented at the Association for Independent Living Centers of Utah Conference, Provo, UT.


Torres, A. R. (2012, December). *Killer immunoglobulin-like (KIR) genes are increased in autism*. Paper presented at Johns Hopkins University School of Medicine, Baltimore, MD.


Other Editorial Activities


Innocenti, M. (2013). *Ad hoc Reviewer, Exceptional Children*


Innocenti, M. (2013). *Editorial Board, Topics in Early Childhood Special Education*


Rule, S. (2013). *Editorial Review Board, Teacher Education and Special Education*

Rule, S. (2013). *Editorial Review Board, Topics in Early Childhood Special Education*


Research/Scholarly Awards

Dennison, E. (2012). *Warren Bledsoe Award*, Association for Education and Rehabilitation of the Blind and Visually Impaired

Other


# Awarded Contracts & Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>Amount</th>
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<tr>
<td>06/07/10</td>
<td>Alsop, Linda</td>
<td></td>
<td>Project STRIPES: Sensory Training &amp; Resources for Interveners &amp; Paraprofessionals in Education</td>
<td>US Dept. of Educ.</td>
<td>07/01/10</td>
<td>06/30/14</td>
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<td>Copenhaver, John</td>
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<td>To Operate a Regional Resource Center Region No. 5</td>
<td>US Dept. of Educ.</td>
<td>06/01/09</td>
<td>05/31/14</td>
<td>$1,951,354</td>
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<td>05/19/10</td>
<td>Copenhaver, John</td>
<td></td>
<td>Kansas Special Educ. Services Statewide Technical Assistance Network: Coordination &amp; Evaluation, Dispute Resolution - Part C</td>
<td>Kansas Dept. of Health - Infant-Toddler Services.</td>
<td>07/01/12</td>
<td>06/30/15</td>
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<td>Copenhaver, John</td>
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<td>Arizona Center for Professions in Education</td>
<td>State of Arizona Dept. of Educ.</td>
<td>07/01/12</td>
<td>06/30/13</td>
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<td>05/17/12</td>
<td>Copenhaver, John</td>
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<td>South Dakota Technical Assistance, Dispute Resolution, SPP/APR</td>
<td>South Dakota Dept. Of Educ.</td>
<td>07/01/13</td>
<td>09/01/14</td>
<td>$204,301</td>
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<td>06/22/12</td>
<td>Copenhaver, John</td>
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<td>Montana Technical Assistance, Dispute Resolution</td>
<td>Montana Office of Public Instruction</td>
<td>10/01/11</td>
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<td>$109,028</td>
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<td>Copenhaver, John</td>
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<td>Training &amp; Assessment Systems for K-12 Educational Interpreters</td>
<td>Alabama Dept. of Educ.</td>
<td>07/01/12</td>
<td>06/30/13</td>
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<td>06/22/12</td>
<td>Copenhaver, John</td>
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<td>Nebraska Technical Assistance, Tri-State Conference, &amp; DR Consortium</td>
<td>Nebraska Dept. of Educ.</td>
<td>07/01/12</td>
<td>06/30/14</td>
<td>$75,806</td>
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<td>06/22/12</td>
<td>Copenhaver, John</td>
<td></td>
<td>Training &amp; Assessment Systems for K-12 Educational Interpreters &amp; Dispute Resolution</td>
<td>Wyoming Dept. of Educ.</td>
<td>11/15/12</td>
<td>06/30/13</td>
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<td>06/22/12</td>
<td>Copenhaver, John</td>
<td></td>
<td>North Dakota Technical Assistance, Alternate &amp; Modified Assessment, Transition Outcomes Project, SPP/ APR; Dispute Resolution</td>
<td>North Dakota Dept. of Public Instruction</td>
<td>07/01/12</td>
<td>08/31/13</td>
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<td>Training in Dispute Resolution in Special Education Consortium</td>
<td>Various States</td>
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<td>Copenhaver, John</td>
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<td>Training &amp; Assessment Systems for K-12 Educational interpreters</td>
<td>UT Office of Educ.</td>
<td>07/01/12</td>
<td>09/30/13</td>
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<td>06/22/12</td>
<td>Copenhaver, John</td>
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<td>Training &amp; Assessment Systems for K-12 Educational Interpreters</td>
<td>Oklahoma State Dept. of Educ.</td>
<td>07/01/12</td>
<td>06/30/13</td>
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<td>Training &amp; Assessment Systems for K-12 Educational Interpreters</td>
<td>Georgia Dept. of Educ.</td>
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<td>Copenhaver, John</td>
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<td>Utah Indicator 14 Survey &amp; Data Work</td>
<td>UT Office of Educ.</td>
<td>07/01/12</td>
<td>09/30/13</td>
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<td>Utah Special Education Law Conference UT/LAW13</td>
<td>UT Office of Educ.</td>
<td>07/01/12</td>
<td>09/30/13</td>
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<td>Utah Special Education Technical Assistance &amp; Dispute Resolution UT/TA13</td>
<td>UT Office of Educ.</td>
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<td>North Dakota Alternate Assessment Advisory Board</td>
<td>North Dakota Dept. of Public Instruction</td>
<td>07/01/12</td>
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<td>08/31/12</td>
<td>Copenhaver, John</td>
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<td>Chemawa School Training &amp; Professional Development</td>
<td>US Dept. of Int., Bureau of Indian Affairs</td>
<td>08/30/12</td>
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<td>Analysis of Autoimmune Responses in ASD</td>
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<td>Defining the Strong Association of KIR Activating Genes with Autism</td>
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<td>Vitamin D Gene Associations in Autism</td>
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**TOTAL PENDING CONTRACT AND GRANTS**

$7,819,829

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**Total Not Awarded Contracts & Grants**

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<td>Utah Connecting Kids to Coverage</td>
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<td>Jump, Vonda, Austin, Ann</td>
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<td>Leading the Way: Improving Opportunities for Rwandan Women to Empower their Children</td>
<td>American Council on Educ.</td>
<td>10/01/12</td>
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**TOTAL NOT AWARDED CONTRACTS AND GRANTS**

$1,690,186
Other Externally Generated Funds

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CPD Direct Services

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<td>Clinical Assessment/Evaluation</td>
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<td>PEER Classroom</td>
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<td>TOP Sports</td>
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<td>UATP/AT Lab/CRevaluate</td>
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<td>Utahns with Disabilities Served During the 2013 FY</td>
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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.

6505 Old Main Hill
Logan, Utah 84322-6505
Phone - (435) 797-3091
Fax - (435) 797-0944
www.csf.usu.edu
### Faculty

**Taylor, Matthew J.**, Director of Research and Evaluation, 1987  
**West, Richard P.**, Executive Director; Professor, Special Education and Rehabilitation, 1980

### Center Information

- 2 faculty
- 5 staff

### Awarded Contracts & Grants

<table>
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<tr>
<th>Award Date</th>
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<th>Program Name</th>
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<td>AmeriCorps VISTA Public School Partnership 5</td>
<td>US Misc. Federal Sponsors - Corp. for National &amp; Community Service</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**  
$201,508

### Pending Contracts & Grants

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<td>Taylor, Matthew</td>
<td>West, Richard; Coster, Daniel</td>
<td>Pulse: A Weekly Summary of Critical STEM Teacher Practices from the Secondary Student Perspective</td>
<td>National Science Foundation</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**  
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**TOTAL EXTERNALLY GENERATED FUNDS**  
$190,190
The Department of Communicative Disorders and Deaf Education (COMDDE) houses three disciplines: Speech-Language Pathology, Audiology, and Deaf Education. The fields of speech-language pathology and audiology involve the study and evidence-based treatment of speech, language and hearing disorders across the lifespan. COMDDE’s graduate programs in speech-language pathology and audiology are fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The Deaf Education program prepares 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 COMDDE programs are nationally recognized for their high quality.
Speech-Language-Hearing Center

The USU Speech-Language-Hearing Center (USUSLHC) is housed within the Communicative Disorders and Deaf Education Department. Graduate students, who work under the supervision of certified speech-language pathologists and audiologists, provide diagnostic and treatment services to individuals across the lifespan. Speech-language pathology services include diagnosis and treatment of communication disorders of language, articulation, fluency, voice, and swallowing as well as communication disorders associated with stroke, traumatic brain injury, cleft palate, and hearing loss. Audiology services, also available to both adults and children, include cochlear implant mapping, 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.

Phone - (435) 797-1375
http://comd.usu.edu/htm/
clinics/clinical-services/
clinics-speech-language-pathology

Sound Beginnings

Sound Beginnings is an early education program that provides home- and center-based services to children with hearing loss and their families from birth to five years of age. Sound Beginnings is a one-of-a-kind program in the Intermountain West where children with cochlear implants or digital hearing aids receive specialized, collaborative services to develop listening and spoken language skills. Sound Beginnings is administratively housed, and serves as a training site, in the Department of Communicative Disorders and Deaf Education. Graduate students pursuing a degree emphasis in Auditory Learning and Spoken Language across the professions of speech-language pathology, audiology and deaf education specialize in working with young children with hearing loss.

Phone - (435) 797-9234
http://www.soundbeginnings.usu.edu/

Faculty

Amundson, Debbie, Clinical Instructor, 2011
Andrus, Jill, Clinical Instructor, 2006
Bingham, Chad, Lecturer, 2001
Blair, James, Professor, 1979
Blaiser, Kristina, Assistant Professor, 2011
Carmina, Kathryn, Deaf Education Teacher, 2012
Child, Dee, Assistant Department Head; Clinical Instructor, 1984
Corbin-Lewis, Kim, Department Head, 2010; Professor, 1989
Devey, Ali, Deaf Education Teacher, 2011
Dixon, Felicia, Clinical Instructor, 2006
Edwards, Marge, Speech-Language Pathologist, 2010
Elsweller, Anne, Clinical Instructor, 1993
Filimoehala, Karen, Lecturer, 2004
Foley, Beth, Dean, 2010; Professor, 1993
Gillam, Ron, Professor; Endowed Chair, 2006
Gillam, Sandi Laing, Professor, 2006
Golos Schmitz, Debbie, Assistant Professor, 2007
Kelley-King, Jan, Clinical Instructor, 1992
King, J. Freeman, Professor, 1991
Jensen, Heather, Clinical Assistant Professor, 2003
Larsen, Jeff, Clinical Assistant Professor, 2004
Littledike, Jaclyn, Assistant Professor, 1996
Manuel-Dupont, Sonia, Associate Professor, 1985
Martin, Nicole, Speech-Language Pathologist, 2010
McBride, Lisa, Speech-Language Pathologist, 2009
Milmam, Lisa, Assistant Professor, 2011
Munoz, Karen, Associate Professor, 2007
Nelson, Lauri, Assistant Professor, 2008
Nielsen, Brandi, Speech-Language Pathologist, 2012
Pitt, Cache, Clinical Assistant Professor, 2008
Porter, Amy, Clinical Assistant Professor, 2006
Preston, Arron, Clinical Instructor, 2011
Preston, Elizabeth, Clinical Assistant Professor, 2010
Radford, Curt, Lecturer, 2007

Smoot, Jeannette, Speech-Language Pathologist, 2011
Walker, Charlotte, Deaf Education Teacher, 2012
Wolter, Julie, Associate Professor, 2006

Department Information

14 tenure-track faculty
5 clinical-track faculty
3 advisors
7 clinical instructors
740 undergraduate students (distance plus campus) (926 distance second bachelor students)
81 graduate students

Degrees

Audiology - AuD
Communicative Disorders and Deaf Education - BS
Speech-Language Pathology - MS, MA, PhD
Deaf Education 0-5 - MEd
Composite Deaf Education/Early Childhood Education - MEd
Composite Deaf Education/Elementary Education - MEd
Composite Deaf Education/Secondary Education - MEd

Chapters in Books


Refereed Scholarly Articles


Nonrefereed Articles, Papers Presented, & Research Reports


Perspectives on Language Learning and Education 19(3), 108-115.


Golos, D. (2013, February). Will providing teacher materials to supplement the Peter’s Picture series facilitate deaf children’s language and literacy skills. Paper presented at the American College Educators of the Deaf Conference, Santa Fe, NM.


presented at the Early Hearing Detection and Intervention Conference, Phoenix, AZ.


**Radford, C. L.** (2012, April). *How to use the three tools: Concept mapping, text analysis, and visual techniques in the classroom.* Paper presented at the Utah School for the Deaf In-service Training, Ogden, UT.


**Squires, K., & Gillam, S. L.** (2012, November). *How SLPs can use RTI to help struggling early readers.* Poster presented at the American Speech-Language-Hearing Association Annual Conference, Atlanta, GA.


**Editorships**


Ribera, J. E. (2013). Editor, The ASHA Leader

**Other Editorial Activities**


Munoz, K. F. (2013). Associate Editor, American Journal of Audiology


**Research/Scholarship Awards**

### Awarded Contracts & Grants

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<th>PI</th>
<th>Co-PI</th>
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<td>Munoz, Karen</td>
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<td>Blaiser, Kristina</td>
<td>White, Karl</td>
<td>Enhancing Services to Deaf Children in Rural/Remote Areas Using Tele-Intervention</td>
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<td>USU - Future Leaders in Speech-language Pathology &amp; Audiology</td>
<td>US Dept. of Health &amp; Human Services</td>
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<td>Gillam, Ron</td>
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<td>Cognitive Processing &amp; Sentence Comprehension in SLI</td>
<td>Ohio Univ.</td>
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<td>Milman, Lisa</td>
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<td>Role of First Language Differences on English Language Measures Used in Adult Neurorehabilitation</td>
<td>American Speech &amp; Hearing Association</td>
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<td>Multiple-Linguistic Influences on Literacy in Children with Language Impairment</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS**

$1,678,215

### Pending Contracts & Grants

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<td>Simonsmeier, Vicki</td>
<td>Physician–parent Partnership Model for Screening &amp; Evaluation of Autism Spectrum Disorders</td>
<td>Autism Speaks</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**

$2,073,737
Celebrating Excellence

Not Awarded Contracts & Grants

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<td>Munoz, Karen</td>
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<td>Gillam, Sandra</td>
<td>Segura, Hugo</td>
<td>Narrative Intervention for children with ASD</td>
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<td>Tim Slocum</td>
<td>Ron Gillam</td>
<td>Special Education Research</td>
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TOTAL NOT AWARDED CONTRACTS AND GRANTS $4,630,404

Other Externally Generated Funds

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<td>Corbin-Lewis, Kim</td>
<td>Audiology Clinic</td>
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<td>Speech-Language Pathology Clinic</td>
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TOTAL EXTERNALLY GENERATED FUNDS $292,782

Who was Emma Eccles Jones?

The Emma Eccles Jones College of Education and Human Services took its name from a longtime friend and philanthropist. Her ties to the College extend to its very beginnings.

She became Northern Utah’s first Kindergarten teacher in 1926, after her former geography teacher, Miss Edith Bowen, persuaded her to put her new degree from Teachers College at Columbia University to use.

Emma agreed and donated her own salary. Since little desks could not be found, tables’ legs were shortened and little chairs were hunted up. The next year, easels were added to the classroom. By then, the class was full and a waiting list started for parents who wanted their children to attend.

“Our room was just wonderful, like walking into another world,” recalled Barbara Budge Howell, one of those early students. “It was a happy classroom, yet it was a tight classroom. You were welcome to anything you wanted, but when you were done with it you had to put it away.”

In 1927, Utah State University started a school of education. In 1928 it established a teacher training school, absorbing Whittier into its program. It became a place where student teachers could experience hands-on learning.

Emma continued on as a teacher while the program evolved. Her dedication continued long after she stopped teaching and would later result in enormous support for the College which now bears her name.

Over a period of 41 years she and the Emma Eccles Jones Foundation contributed a total of $45 million to education programs at the College. These funds helped build both the former and current Edith Bowen Laboratory School, the Emma Eccles Jones Education Building and the Emma Eccles Jones Early Childhood Education Building.

In addition, she established a distinguished professorship and endowed chairs in early childhood education, supported programs and supplied equipment.

She passed away in 1991, but her legacy—and her influence in early childhood education—lives on.
Edith Bowen Laboratory School (EBLS) was established in 1957 to provide a teaching lab to the Emma Eccles College of Education and Human Services. 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, English, 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.

6700 Old Main Hill
Logan, Utah 84322
Phone - (435) 797-3085
Fax - (435) 797-3688
http://edithbowen.usu.edu
Faculty

Bostwick, Andrea, Teacher, 2011
Christian, Marianne, Teacher, 2005
Cook, Sharon, Teacher, 1997
Coulombe, Rebecca, Teacher, 2001
DeVilbiss, Jill, Humanities Teacher, Music Specialist, 1997
Farmer, Clint, School Counselor, 2009
Farokhi, Fallon, Teacher, 2011
Johnson, Dan, Principal, 2011
Johnson, Kurt, Technology Specialist, 2008
Kyriopoulos, Joan, Teacher, 1999
L’Aï, Linda, Curriculum, Professional Development, 1988

Larson, Marie, Resource Teacher, 2007
Larson, Vaughn, Media Specialist, 1999
Lopez, Carmen, Humanities Specialist, Spanish Specialist, 2002
Lund, Katie, Speech Teacher 2012
Moeller, Julie, Teacher, 2007
Reina, Laura, RtI (Interventionist Teacher), 2011
Roghaar, Debra, Kindergarten Teacher, 2007
Shunn-Mitchell, Missy, Teacher 2012
Smith, Analisa, Humanities Teacher, PE Movement Specialist, 2000
Talbert, Keira, Humanities (Art) Teacher, 2011
Wallin, Mark, Teacher, 2005

Department Information

22 Faculty
1 Administrator
5 full-time/9 part-time Staff
304 Students

Awarded Contracts & Grants

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<tr>
<th>Award Date</th>
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<th>Co-PI</th>
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<td>Lai, Linda; Johnson, Kurt; Strand, Holly</td>
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<td>Utah Society of Environmental Educ.</td>
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<td>Edith Bowen Laboratory School Lunch Program</td>
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Pending Contracts & Grants

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TOTAL PENDING CONTRACTS & GRANTS $130,127

Other Externally Generated Funds

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TOTAL EXTERNALLY GENERATED FUNDS $1,709,054
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.

2605 Old Main Hill
Logan, Utah 84322-2605
Phone - (435) 797-8629
Fax - (435) 797-8638
http://earlychildhoodeducation.usu.edu/
Faculty

Reutzel, D. Ray, Endowed Chair & Director; Professor, Elementary Education, 2001

Department Information

1 endowed chair
1 staff member

Books


Chapters in Books


Nonrefereed Articles, Papers Presented, & Research Reports


Monograph


Editorships

Reutzel, D. R. (2013). Editor, The Reading Teacher


Other Editorial Activities


Reutzel, D. R. (2013). Editorial Review Board Member, Literacy Research and Instruction

Reutzel, D. R. (2013). Editorial Review Board Member, Reading Research Quarterly

It’s about people.
### Awarded Contracts & Grants

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**TOTAL AWARDED CONTRACTS AND GRANTS**  

$10,000

### Pending Contracts & Grants

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<td>Reutzel, Ray</td>
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<td>Donaldson, Becky</td>
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**TOTAL PENDING CONTRACTS AND GRANTS**  

$3,331,880

### Not Awarded Contracts & Grants

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**TOTAL AWARDED CONTRACTS AND GRANTS**  

$1,500,000

### Other Externally Generated Funds

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**TOTAL EXTERNALLY GENERATED FUNDS**  

$198,566
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 members conduct research to better understand individual development and family relationships across the life span, 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.
**Family Life Center**

The Family Life Center houses two clinical programs: a Masters’ program in Marriage and Family Therapy (MFT) and an undergraduate program in Housing and Financial Counseling. Combined, these two programs serve several hundred people every year. Students in both programs are supervised via one-way mirrors and video recordings. The Marriage and Family Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The MFT students are required to perform 500 hours of therapy as part of their graduation requirements. Therapy services are provided to individuals, couples, and families and the supervision of this work is done by five faculty who have national certification as Approved Supervisors by the American Association for Marriage and Family Therapy. Students are trained to find individual/family strengths to aid in the treatment process. The Housing and Financial Counseling program is a HUD approved Housing Counseling Agency. Services include one-on-one counseling, a variety of workshops for pre- and post-home purchases, mortgage default counseling, and reverse mortgage counseling. The Housing and Financial Counseling Program is a national counseling and educational model which provides service to the community, encourages empowerment through education in housing and finance, and works to promote the dignity of every individual.

Phone - 435-797-7430  
http://www.usu.edu/fchd/familyTherapy/  
Phone - 435-797-7224  
http://www.usu.edu/fchd/housing/

**Child Care Resource & Referral - Bridgerland Region**

The Bridgerland Region Child Care Resource and Referral (CCR&R) serves Cache, Box Elder, and Rich counties. The CCR&R provides child care referrals to parents and training and technical assistance to child care providers. The mission of the CCR&R is to support families in meeting their child care needs, support child care providers in their effort to provide quality, affordable, and accessible child care and to provide a support system to the community on issues related to child care. The CCR&R is a nonprofit agency funded by the Department of Work Force Services and Utah State University (USU) and is located on the campus of USU.

Phone - 435-797-1552 or 800-670-1552  
http://www.usuchild.usu.edu

**Adele & Dale Young Child Development Laboratory**

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, carry out research on child development and early childhood education, and provide 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.

Phone - 435-797-1544  
http://www.usu.edu/fchd/childLab/

**Child Care Professional Development Institute**

The Child Care Professional Development Institute (CCPDI) is a joint program of the Utah Office of Child Care and Utah State University. CCPDI is a non-profit organization dedicated to awarding and recognizing licensed child care professionals for their advancement and longevity in the field. This is done through our two programs, the Professional Development Award (PDA) and the Quality Recognition Information System (QRIS).

Phone - (855) 531-2468  
http://ccpd.usu.edu/

**Dolores Dore Eccles Center for Early Care & Education**

The Dolores Doré Eccles Center for Early Care & Education has the mission to provide high quality child care and education, train early childhood education teachers, provide internship opportunities for diverse disciplines focused on early childhood, and conduct high quality research to improve services to children. This is done by providing a healthy and nurturing environment for all center children, staff, and students. Children participate in developmentally appropriate activities and experiences that enhance their social, emotional, cognitive, language, and physical development. The center also maintains affirming and mutually supportive working partnerships with families to make those critical early learning years count. Training to university students earning academic credit in early childhood education and other related fields is part of the central mission. The supervised experience provides a high quality training learning experience for both the students and the children. In keeping with the land grant mission, the center has received competitive external funding to enhance the training opportunities as well as produce nationally recognized research.

Phone - (435) 797-3657  
http://www.usu.edu/fchd/earlyCare/
Celebrating Excellence

Faculty

Allgood, Scot M., Department Head, 2010; Professor, 1992
Austin, Ann M. B., Director, Center for Women and Gender; Professor, 1980
Barker, Kelli, Temporary Lecturer, 2010
Beckert, Troy E., Associate Professor, 2003
Boyce, Lisa K., Assistant Professor, 2007; Senior Research Associate, Early Intervention Research Institute, 1999; Executive Director, Early Childhood Development Center, 2010
Bradford, Kay P., Associate Professor, 2008
Coward, Raymond T., Professor; Provost, 2006
Delgadillo, Luzmarina, Associate Professor, 2000
Dew, Jeffrey P., Assistant Professor, 2009
Esparza, Kelly J., Lecturer, 2007
Fauth, Elizabeth B., Assistant Professor, 2007
Higginbotham, Brian J., Associate Professor; Extension Specialist, 2005
Johnson, Alena C., Senior Lecturer, 2003
Jones, Randall M., Professor, 1990
Law, David, Associate Professor, 2001
Law, Shirlene C., Lecturer, 2006
Lee, Thomas R., Dean, Regional Campuses, Distance Education, Brigham City, 2009; Professor, 1982
Lee, Yoon Geum, Associate Professor, 2000
Lindauer, Shelley K., Associate Dean, School of Graduate Studies, 2009; Professor, 1982
Lown, Jean M., Professor, 1982
Martin, Lucas D., Extension Assistant Professor, 2012
Miller, Brent C., Professor, 1979
Nelson, Thorana, Professor Emeritus, 2011
Norton, Maria C., Associate Professor, 2001
Olsen, Kaelin M., Lecturer, 2003
Openshaw, D. Kim, Associate Professor; Marriage and Family Therapist, 1981
Piercy, Kathleen W., Professor, 1996
Robinson, David, Associate Professor; Director, Marriage and Family Therapy, 2012
Roggman, Lori A., Professor, 1990; Research Associate, Early Intervention Research Institute, 2000
Schvaneveldt, Jay D., Professor Emeritus, 1966-01; Temp. Professor, 2003
Seedall, Ryan, Assistant Professor, 2012
Skogrand, Linda M., Associate Professor; Extension Specialist, 2002
Talley, Susan D., Associate Professor, 2000
Tulane, Sarah S., Lecturer, 2011

Department Information

29 faculty
8 staff members
704 undergraduate students
69 graduate students

Degrees

Early Childhood Education - BS, BA
Family and Consumer Sciences - BS, BA
Family, Consumer, and Human Development - BS, BA, MS
Family and Human Development - PhD Master of Family and Human Development (MFHD)
Family Life Studies (online degree) - BS Master of Marriage and Family Therapy (MMFT)

Chapters in Books


Refereed Scholarly Articles


Boyce, A., Ortiz, E., Boyce, L. K., & Somers, S. (2013, April). *Early childhood education in the coastal, highland, and Amazon regions of Ecuador: Observations of responsiveness and cultural practices.* Poster presented at the National Conference on Undergraduate Research, La Crosse, WI.


Celebrating Excellence

Hemophilia Association Conference, Boca Raton, FL.


at the National Council on Family Relations Annual Conference, Phoenix, AZ.


Other Editorial Activities


Boyce, L. K. (2013). Ad Hoc Reviewer, Educational Psychology


Delgadillo, L. M. (2013). Editorial Review Board Member, Housing and Society


Fauth, E. B. (2013). Ad Hoc Reviewer, Aging & Mental Health


Celebrating Excellence


Piercy, K. W. (2013). Editorial Review Board Member, *Family Relations*


Robinson, W. D. (2013). Editorial Review Board Member, *Family Relations*


Seedall, R. (2013). Editorial Review Board Member, *Journal of Marital and Family Therapy*


Research/Scholarship Awards

Bradford, K. P. (2012). *Human Development/Family Relationships; 1st Place, Western Region, National Assoc. of Family & Consumer Sciences*


Seedall, R. (2012). *American Association for Marriage and Family Therapy 2012 Dissertation Award*

Seedall, R. (2012). *New Professional Outstanding Paper Award - Family Therapy Section, National Council On Family Relations*

Skogrand, L. M. (2013). *Marketing/Public Relations Team Award, Utah Extension Association of Family and Consumer Sciences*

Other


Awarded Contracts & Grants

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<th>Award Date</th>
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<th>Co-PI</th>
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<td>Next Steps Quality Improvement Infant/Toddler Grant</td>
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<td>06/20/11</td>
<td>Fauth, Elizabeth</td>
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<td>Evidence-based Caregiver Intervention Programs</td>
<td>Alzheimers Association</td>
<td>07/01/11</td>
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<td>09/24/07</td>
<td>Higginbotham, Brian</td>
<td>Skogrand, Linda</td>
<td>Teaching Healthy Marriage Skills to Low-income, Hispanic Couples in Stepfamilies</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>09/30/07</td>
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<td>09/29/11</td>
<td>Higginbotham, Brian</td>
<td>Skogrand, Linda; Bradford, Kay</td>
<td>Smart Steps to Healthy Relationships in Utah</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>09/30/11</td>
<td>09/29/14</td>
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<td>07/28/09</td>
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<td>Higginbotham, Brian; Bradford, Kay; Skogrand, Linda</td>
<td>Couple and Relationship Education</td>
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<td>Delgadillo, Lucy</td>
<td>HUDD Comprehensive Housing Counseling</td>
<td>US Dept. of Housing &amp; Urban Dev.</td>
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<td>Delgadillo, Lucy</td>
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<td>Nelson, Sam</td>
<td>Delgadillo, Lucy</td>
<td>American Express Proposal</td>
<td>American Express Center for Community Development</td>
<td>06/27/12</td>
<td>09/30/13</td>
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<td>06/27/11</td>
<td>Norton, Maria</td>
<td>Munger, Ron</td>
<td>Early to Midlife Conditions</td>
<td>UT System of Higher Educ.</td>
<td>05/01/11</td>
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<td>Improvement of the Family Life Center</td>
<td>Broadbent Family Foundation</td>
<td>03/01/13</td>
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<td>01/09/13</td>
<td>Roggman, Lori</td>
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<td>Little Talks: Developing the Role of Early Head Start Home Visitors to Provide Evidence-Based Interventions</td>
<td>Lehigh University</td>
<td>09/01/12</td>
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### Pending Contracts & Grants

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<td>06/17/13</td>
<td>Boyce, Lisa</td>
<td>Humphreys, Konie</td>
<td>CCAMPIS--Child Care Access Means Parents in School Program</td>
<td>US Dept. of Educ.</td>
<td>10/01/13</td>
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<td>04/25/13</td>
<td>Higginbotham, Brian</td>
<td>Bradford, Kay; Skogrand, Linda</td>
<td>Relationship Education</td>
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<td>BRAQ Pre-purchase</td>
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<td>06/06/13</td>
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<td>American Express-Mortgage Default &amp; Financial Management</td>
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<td>08/01/13</td>
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<td>09/21/12</td>
<td>Norton, Maria</td>
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<td>Cognitive Decline among Depressed Elderly</td>
<td>Univ. of Connecticut Health Center</td>
<td>07/01/13</td>
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### Not Awarded Contracts & Grants

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<td>07/03/12</td>
<td>Boyce, Lisa</td>
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<td>Smart Tables: Using Technology to Assist Dual Language Learners in Preschool</td>
<td>The Spencer Foundation</td>
<td>01/01/13</td>
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<td>06/1/12</td>
<td>Delgadillo, Lucy</td>
<td>Nelson, Samantha</td>
<td>Technology Enhanced Client-Centered Financial Educ.</td>
<td>JP Morgan Chase Foundation</td>
<td>10/11/12</td>
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<td>07/12/12</td>
<td>Delgadillo, Lucy</td>
<td>Nelson, Samantha</td>
<td>EPA Region 8 Title: Regional Indoor Environments: Reducing Public Exposure to Indoor Pollutants</td>
<td>Univ. of Wyoming</td>
<td>10/01/12</td>
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<td>Higginbotham, Brian</td>
<td>Robinson, W. David</td>
<td>Enhancing Father Engagement in Air Force Environments</td>
<td>Kansas State Univ.</td>
<td>07/01/12</td>
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<td>Nelson, Sam</td>
<td>Delgadillo, Lucy; Martin, Lucas</td>
<td>Housing &amp; Financial Counseling &amp; Educ. for Low-income, Spanish-speaking Families</td>
<td>Wells Fargo</td>
<td>11/01/12</td>
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<td>07/02/12</td>
<td>Norton, Maria</td>
<td>Munger, Ron; Corcoran, Christopher; Tschanz, Joann</td>
<td>Gene X Environment Interactions, Alzheimer's Disease &amp; Pre-disease Endophenotypes</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>04/01/13</td>
<td>03/31/18</td>
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**TOTAL NOT AWARDED CONTRACTS AND GRANTS**  
$4,161,773

### Other Externally Generated Funds

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<th>Contact Person</th>
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<td>Lindauer, Shelley</td>
<td>CD Lab Tuition</td>
<td>$42,533</td>
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<td>Lokteff, Maegan</td>
<td>DDEECE Tuition</td>
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<td>Martin, Lucas</td>
<td>HFC Client Deposits</td>
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<td>Robinson, David</td>
<td>MFT Client Deposits</td>
<td>$8,367</td>
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**TOTAL EXTERNALLY GENERATED FUNDS**  
$455,913
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, and human movement science. 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. Graduate programs in Health & Human Movement prepare graduates for entry into doctoral programs, professional graduate programs, employment in Health Education and Promotion and Exercise Sciences.

7000 Old Main Hill
Logan, UT 84322-7000
Phone - (435) 797-1495
Fax - (435) 797-3759
http://hper.usu.edu/htm/
Faculty
Bressel, Eadric, Professor, 2000
Dolny, Dennis, Department Head; Professor, 2008
Fronske, Hilda, Associate Professor, 1990
Gast, Julie, Associate Professor, 1994
Gordin, Richard, Professor, 1981
Gordon, Donna, Associate Professor, 1980
Health, Ed, Professor, 1999
Kras, John, Associate Professor, 1995
Mathesius, Peter, Senior Lecturer, 1988
Nelson, Dennis, Associate Professor, 1986
Roark, Mark, Assistant Professor, 2008
Schaefer, Sydney, Assistant Professor, 2012
Studenka, Breanna, Assistant Professor, 2012
Wagner, Dale, Associate Professor, 2004
Waite, Phillip, Associate Professor, 2003
Wilson, Rolayne, Associate Professor, 1987

Department Information
16 Faculty
2 Professional Staff
2 Advisors
900 undergraduate students
65 graduate students
Approximately 5500 students take HPER courses each year

Degrees
Health Education & Promotion - BS
Health and Human Movement - MS
Parks and Recreation - BS
Human Movement Science - BS
Physical and Sport Education, Med
Master of Fitness Promotion- MFP
Master of Health Promotion- MHP

Chapter in Books

Referred Scholarly Articles


Nonreferred Articles, Papers Presented, & Research Reports


Schaefer, S., Patterson, C., & Lang, C. E. (2013, April). Transfer of training between distinct motor tasks after stroke: Implications for a task-specific approach to upper extremity neurorehabilitation. Poster presented at the University of Utah’s Center on Aging 7th Annual Research Retreat, Salt Lake City, UT.

Other Editorial Activities


Bressel, E. (2013). Ad Hoc Reviewer, Medicine & Science in Sports & Exercise


Bressel, E. (2013). Ad Hoc Reviewer, School of Exercise, Biomedical and Health Sciences


Roark, M. F. (2013). Ad Hoc Reviewer, Children and Youth Services Review

Roark, M. F. (2013). Associate Editor, Journal of Park and Recreation Administration

Research/Scholarship Awards

Gast, J. A. (2013). Catherine Sumnerhays Distinguished Service Award, Health Education Association of Utah

Gast, J. A. (2013). Teacher of the Year, Emma Eccles Jones College of Education and Human Services
Total Awarded Contracts & Grants

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<td>USU Moab Business Resource Center Grant</td>
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TOTAL AWARDED CONTRACTS AND GRANTS $15,000

Total Pending Contracts & Grants

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<td>04/29/13</td>
<td>Bressel, Eadric, Schaefer, Sydney; Dolny, Dennis</td>
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<td>Using a Dual Task Paradigm for Assessing the Effect of Water Immersion on Brain Activity</td>
<td>National Swimming Pool Foundation</td>
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TOTAL PENDING CONTRACTS AND GRANTS $15,120

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<td>Wagner, Dale</td>
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<td>Hydration Status of Mountaineers on a Commercial Expedition</td>
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<td>Wagner, Dale</td>
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<td>Fat or Muscle Loss Following High Altitude Mountaineering Expedition?</td>
<td>National Strength &amp; Conditioning Assoc.</td>
<td>10/01/12</td>
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TOTAL NOT AWARDED CONTRACTS AND GRANTS $29,867

Other Externally Generated Funds

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TOTAL EXTERNALLY GENERATED FUNDS $11,880
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.

2830 Old Main Hill
Logan, Utah 84322-2830
Phone - (435) 797-2694
Fax - (435) 797-2693
http://itls.usu.edu
Celebrating Excellence

2005 Walker, Andrew, Associate Professor, Recker, Mimi, Professor, 1998; De-

2012 Martin, H. Taylor, Associate Professor, Assistant Professor, 2009

Lee, Victor 2004, Associate Professor, Kim, Yanghee 2008, Associate Professor,

Haderlie, Sheri, Senior Lecturer, 2002 Kim, Yanghee, Associate Professor, 2004

Lee, Victor, Assistant Professor, 2009 Martin, H. Taylor, Associate Professor, 2012

Recker, Mimi, Professor, 1998; Department Head, 2008 Shelton, Brett, Associate Professor, 2004

Walker, Andrew, Associate Professor, 2005

The Active Learning Lab

Dr. Helen Taylor Martin is the Director of the Active Learning Lab, where faculty researchers and graduate students study how learning, instruction, and practice come together in authentic contexts in education. Increasing numbers of K-12 students throughout the United States are learning with digital curriculum and assessments; this provides an opportunity to collect more data than ever before on student learning progress. These data can then be mined, visualized, and analyzed to inform educational decision-making, personalize learning, and achieve improved outcomes for all students. Learning Analytics is a rapidly emerging interdisciplinary area of research, and the Active Learning Lab is engaged with researchers across the country in advancing the field through teaching and research activities. Most recently the Active Learning Lab has focused on two major STEM learning areas: children’s learning of rational number and adolescents’ learning of programming. Online learning environments have enabled research work to demonstrate the added value environments have enabled research work to demonstrate the added value

Department Information

10 Faculty
4 Staff members
150 Graduate students

Degrees

Instructional Technology & Learning Sciences - MS, MED, PhD, ED.S

Chapters in Books


Referred Scholarly Articles


Recker, M. M., Sellers, L., & Lei, Y. (2013). Teacher design using online learning resources: A comparative


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


Gu, J., & Belland, B. R. (2012). A scaffolding framework to promote the transfer of argumentation ability. Proceedings of Selected Research and Development Presentations at the 2012 Association for Educational Communications and Technology Convention (pp. 273-279). Louisville, KY.


Lee, V. R. (2013). Journal Editor, Technology, Knowledge and Learning

Other Editorial Activities


Belland, B. R. (2013). Ad Hoc Reviewer, Educational Psychology


Fields, D. A. (2013). Ad Hoc Reviewer, Ethics and Information Technology

Fields, D. A. (2013). Ad Hoc Reviewer, Games & Culture


Research/Scholarship Awards


**Recker, M. M.** (2013). Utah State University Graduate Mentor of the Year, Utah State University

**Shelton, B. E.** (2012). Concept to Company Digital Media Award Finalist, Grow Utah Ventures

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Awarded Contracts & Grants

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
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<td>08/13/10</td>
<td>Belland, Brian</td>
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<td>CAREER: Supporting Middle School Students’ Construction of Evidence-based Arguments</td>
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<td>04/01/13</td>
<td>Fields, Debbie</td>
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<td>Children’s Do-It-Yourself Media: Mapping Trends, Policy Implications &amp; Best Practices Around Children’s Increased Participation</td>
<td>Univ. of Toronto</td>
<td>05/01/13</td>
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<td>Finding &amp; Assessing Long-lasting Pathways for Conceptual Understanding of Pre-algebra Concepts</td>
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<td>Collaborative Research: Programming Stand Up</td>
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<td>STEM/Digital Fabrication Lab Project -- Teton</td>
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<td>Collaborative Project: Understanding Impact: A Scaling &amp; Replication Study of the Curriculum Customization Service</td>
<td>National Science Foundation</td>
<td>12/01/10</td>
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**TOTAL AWARDED CONTRACTS AND GRANTS** $859,366

* - funds received for this grant have been reported in previous annual reports.

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## Pending Contracts & Grants

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<td>Belland, Brian</td>
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<td>Impact of Scaffolding Characteristics &amp; Study Quality on Learner Outcomes in STEM Education: A Meta-analysis</td>
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<td>Scaffolding Engagement in Authentic Science Inquiry in Virtual High Schools</td>
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<td>Martin, Taylor</td>
<td>EXP: Macro Data for Micro Learning: Developing FUN! for Automat ed Assessment of Computational Thinking in Scratch</td>
<td>National Science Foundation</td>
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<td>Embodied Perceptual Experiences &amp; their Influences on Students’ Explanations of Motion</td>
<td>The Spencer Foundation</td>
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<td>Visualizing Body Movement: Body-centric Instructional Design to Enhance Classroom STEM Learning</td>
<td>Marriner S. Eccles Foundation</td>
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<td>National Science Foundation</td>
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<td>EAGER: Illuminating Learning by Splitting: A Learning Analytics Approach to Fraction Game Data Analysis</td>
<td>National Science Foundation</td>
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<td>All for One: The Science Adaptable Learning Lab</td>
<td>Univ. of Colorado</td>
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<td>12/31/17</td>
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<td>Lee, Victor</td>
<td>Collaborative Research: DIFTK: A Use-diffusion Toolkit for Studying the Adoption and Implementation of Cyberlearning Innovations</td>
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<td>DIP: Collaborative Research: OPERA: Open Educational Resource Assessments</td>
<td>National Science Foundation</td>
<td>09/01/13</td>
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<td>Parlin, Mary</td>
<td>Salt Lake Community College Mobile Application</td>
<td>UT System of Higher Educ.</td>
<td>07/02/12</td>
<td>10/10/12</td>
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**TOTAL PENDING CONTRACT AND GRANTS** $3,277,201

## Not Awarded Contracts & Grants

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<th>Date</th>
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<th>Co-PI</th>
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<th>Funding Agency</th>
<th>Award Begin Date</th>
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<td>CAREER: Cyberliteracy &amp; Information Synthesis: A Framework &amp; Instructional Approach to Support E-science Learning</td>
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<td>Walker, Andrew</td>
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<td>The Spencer Foundation</td>
<td>08/01/13</td>
<td>07/31/15</td>
<td>$55,000</td>
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**TOTAL NOT AWARDED CONTRACTS AND GRANTS** $2,150,872
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 a psychology undergraduate degree, an MS program in school counseling, an EdS program in school psychology, and PhD programs in combined (clinical, counseling, and school psychology) 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.
Office of Methodological & Data Sciences

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 is to provide methodological consulting services to facilitate quality research in the Emma Eccles Jones College of Education and Human Services at Utah State University. Services include assistance on research design and analysis for faculty grants and publications, as well as statistical education and support for graduate students.

Phone - (435) 797-5177
http://psychology.usu.edu/splash-pages/omds/

National Center for Hearing Assessment & Management

The National Center for Hearing Assessment and Management (NCHAM) promotes the earliest possible detection of hearing loss in infants and the provision of timely and appropriate audiological, educational, and medical intervention. NCHAM staff develop training materials, conduct workshops, and provide on-site assistance to enable hospitals and state public health programs to establish successful early hearing detection and intervention (EHDI) programs. NCHAM staff also develop professional and public awareness educational materials, conduct research related to EHDI issues, and develop and distribute data management software for use in EHDI programs. This center functions within the Psychology Department.

Phone - (435) 797-1465
http://psychology.usu.edu/splash-pages/american-indian-support-project/

Psychology Community Clinic

The USU Psychology Community Clinic provides professional therapy services to adults, children, and families in the Cache Valley area. The clinic is the primary mental health service and training site for graduate students studying clinical, counseling, and school psychology. Services are provided by graduate students completing their EdS or PhD degrees. These students are supervised by licensed PhD psychology faculty.

Phone - (435) 797-3401
http://psychology.usu.edu/splash-pages/psy-community-clinic/

American Indian Support Project

The American Indian Support Project (AISP) was launched in 1986 as an effort to impact the shortage of Native American mental health professionals. The project is involved in recruiting and mentoring students who, upon graduation, will provide needed mental health services in Native American communities. The project co-sponsors the Convention of American Indian Psychologists and Psychology Graduate Students held each summer on the USU campus.

Phone - (435) 797-3589
http://www.infanthearing.org/

National Science Foundation Ranking

The National Science Foundation ranks science, technology and some social science departments nationally in terms of their research and development expenditures, irrespective of the size of their faculty. The Psychology Department at USU has consistently ranked in the top 20% of departments nationwide that had research expenditures with a current ranking (based on FY 2011 data) of 62 out of 502 departments. This translates into great opportunities for our students and for our faculty.

Faculty

Barcus, Carolyn, Emeritus Clinical Assistant Professor, 1984
Barrett, Courtenay, Assistant Professor, 2012
Bates, Scott C., Associate Professor, 2003
Buhusi, Mona, Assistant Professor, 2012
Buhusi, V. Catalin, Associate Professor, 2012
Crowley, Susan, Professor, 1991
Deberard, Scott, Associate Professor, 2001
Domenech Rodriguez, Melanie, Associate Professor, 2000
Earl, Heath, Associate Professor, 2010
Fargo, Jamison, Associate Professor, 2004
Friedman, Susan, Research Assistant Professor, 1980
Gallagher, Renee, Associate Professor, 2001
Geiser, Christian, Assistant Professor, 2012
Gilbertson, Donna, Associate Professor, 2000
Hancock, Kyle, Clinical Assistant Professor, 2009
Innocenti, Mark, Associate Professor, 2010
Johnson, Christopher, Assistant Professor, 2008
Jordan, Kerry, Assistant Professor, 2007
Lockhart, Ginger, Assistant Professor, 2012
Madden, Gregory, Professor, 2010
Madden, Carrie, Lecturer, 2010
Odell, Camille, Director, School Counselor Education Program, 1998
Odum, Amy, Professor, 2003
Peacock, Gretchen, Department Head, 2008; Professor, 1995
Samaha, Andrew, Assistant Professor, 2009
Shahan, Tim, Professor, 2003
Stein, David, Professor, 1988
Tschanz, Joann, Professor, 2000
Twohig, Michael, Associate Professor, 2007
White, Karl, Professor, 1978
Celebrating Excellence

Department Information

30 Faculty
5 Staff
2 Advisors
625 Undergraduate Students
175 Graduate Students

Degrees

Psychology - BS, BA, MS, EDS, PHD
MS Program: School Counseling
EDS Program: School Psychology
PHD Programs: Combined Clinical/Counseling/School Psychology (Emphasis Areas: School/child, Health Psychology/Neuropsychology, and Rural Multicultural Psychology)
Experimental and Applied Psychological Science (Emphasis Areas: Behavior Analysis; Sociobehavioral Epidemiology; and Cognition, Brain, and Behavior)

Books


Chapters in Books


Refereed Scholarly Articles


Non refereed Articles, Papers Presented, & Research Reports


frequency neurotomy patients receiving workers compensation. Poster presented at the Society of Behavioral Medicine Conference, New Orleans, LA.


Galliher, R. V., & Kerpelman, J. L. (2012). The intersection of identity


**Madden, G. J.** (2012, October). Behavioral economics, impulsivity, and health decision making. Paper presented at the Nevada Association for Behavior Analysis Conference, Reno, NV.


**Madden, G. J.** (2013, May). Incentivizing elementary-school children’s consumption of fruits and vegetables: Food Dudes in the US. Paper presented at the Association for Behavior Analysis International Conference, Minneapolis, MN.


Celebrating Excellence

Teaching of Psychology Conference, St. Pete Beach, FL.


Prout, K., & DeBerard, M. S. (2012, October). A pilot study examining change in the OQ-45 across four visits to a doctoral psychology training clinic. Poster presented at the 42nd Annual Meeting of the Society for Neuroscience, New Orleans, LA.

Prout, K., Potts, S., Dance, C., & DeBerard, M. S. (2013, March). An investigation of clinically significant change and factors associated with clinically significant change among clients of a doctoral training clinic. Poster
presented at the Society of Behavioral Medicine Conference, San Francisco, CA.


White, K. R. (2013, April). Meeting the needs of infants and young children who are deaf or hard of hearing. Paper presented at the URLEND Trainee Seminar, Utah Department of Health, Salt Lake City, UT.


Editorships


Madden, G. J. (2013). Editor, Journal of the Experimental Analysis of Behavior


Other Editorial Activities


Buhusi, V. C. (2013). Editorial Review Board Member, Frontiers in Integrative Neuroscience


Crowley, S. L. (2013). Associate Editor, Journal of Personality Assessment


Crowley, S. L. (2013). Editorial Review Board Member, Training and Education in Professional Psychology


Deberard, M. S. (2013). Ad Hoc Reviewer, Spine


Geiser, C. (2013). Ad Hoc Reviewer, Learning and Individual Differences

Geiser, C. (2013). Ad Hoc Reviewer, Psychological Assessment


Johnson, C. J. (2013). Ad Hoc Reviewer, AIDS and Behavior

Johnson, C. J. (2013). Ad Hoc Reviewer, AIDS Care


Johnson, C. J. (2013). Ad Hoc Reviewer, Behaviour Research and Therapy


Johnson, C. J. (2013). Ad Hoc Reviewer, Health Psychology


Madden, G. J. (2013). Editorial Review Board Member, Psicología: Teoría e Pesquisa (Psychology: Theory & Research)


Odum, A. L. (2013). Editorial Review Board Member, Behavioural Pharmacology


Peacock, G. G. (2013). Editorial Review Board Member, Psychology in the Schools


Shahan, T. A. (2013). Associate Editor, Journal of the Experimental Analysis of Behavior


Twohig, M. P. (2013). Editorial Review Board Member, Behavior Modification

Twohig, M. P. (2013). Editorial Review Board Member, Cognitive and Behavioral Practice

Twohig, M. P. (2013). Editorial Review Board Member, Mindfulness

Twohig, M. P. (2012). Guest Journal Editor, Cognitive and Behavioral Practice


Johnson, C. J. (2013). Professor of the Year, Utah State University, Tooele Regional Campus

Jordan, K. E. (2012). Excellence of Sustainable Concepts Research Award, Cambridge Center for Behavioral Studies, Association for Behavior Analysis International

Jordan, K. E. (2012). Undergraduate Research Mentor of the Year, College of Education and Human Services, Utah State University


Awarded Contracts & Grants

<table>
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<tr>
<th>Award Date</th>
<th>PI</th>
<th>Co-PI</th>
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<td>Buhusi, Catalin</td>
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<td>Attentional Processing of Temporal Information</td>
<td>US Dept. of Health &amp; Human Services</td>
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<td>Memory &amp; ProBDNF Processing in the Aged Mouse Hippocampus</td>
<td>US Dept. of Health &amp; Human Services</td>
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<td>Domenech-Rodriguez, Melanie</td>
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<td>Padres Preparados: A Cultural Adaption of Evidence-based Parenting Intervention for Latino Families</td>
<td>IRIS Educational Media</td>
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<td>Psychological Services for Head Start</td>
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<td>Contextual &amp; Developmental Processes of Mentoring: Components of Effective Prevention Programming</td>
<td>US Dept. of Justice</td>
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<td>Lockhart, Ginger</td>
<td>Shahan, Tim; Madden, Greg; Geiser, Christian</td>
<td>Multimethod Mediation Analysis in Prevention Research</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>01/01/13</td>
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<td>Madden, Gregory</td>
<td>Shahan, Tim</td>
<td>Experimental Manipulations of Impulsivity: Effects on Gambling &amp; Drug Taking</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>08/18/10</td>
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<td>Madden, Gregory</td>
<td>Wengreen, Heidi</td>
<td>Long-term Effects of Incentivizing Fruit &amp; Vegetable Consumption</td>
<td>US Dept. of Agriculture</td>
<td>07/20/11</td>
<td>07/29/16</td>
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<td>Munoz, Karen</td>
<td>Ortiz, Eduardo; White, Karl; Callow-Heusser, Catherine</td>
<td>Validation of Hearing Screening Procedures in Ecuadorian Schools</td>
<td>International Initiative for Impact Evaluation</td>
<td>12/20/12</td>
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<td>Odum, Amy</td>
<td>Shahan, Tim; Madden, Greg</td>
<td>Understanding Delay Discounting in Cigarette Smokers</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>01/01/11</td>
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<td>09/29/06</td>
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<td>Providing Psychological Services</td>
<td>Avalon Hills Residential Eating Disorders Program</td>
<td>08/25/08</td>
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<td>Neuropsychology Center of Utah - Adam Schwebach Assistantship</td>
<td>Neuropsychology Center of UT</td>
<td>06/26/12</td>
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<td>Behavioral Persistence: Basic, Translational, and Clinical Studies</td>
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<td>Assoc. for Contextual Behavioral Science</td>
<td>08/29/11</td>
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<td>National Resource Center for Early Hearing Detection &amp; Intervention Programs</td>
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<td>04/01/05</td>
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<td>$1,841,172</td>
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<td>Early Hearing Detection &amp; Intervention - CHARM Project</td>
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<td>08/01/11</td>
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<td>Support for Sound Beginnings Program</td>
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<td>Reducing Loss to Follow-up</td>
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<td>03/16/12</td>
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<td>Pediatric Audiology Telemedicine Technical Assistance</td>
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<td><strong>TOTAL AWARDED CONTRACTS AND GRANTS</strong></td>
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### Not Awarded Contracts & Grants

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<th>Date</th>
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<th>Funding Agency</th>
<th>Award Begin Date</th>
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<td>02/08/13</td>
<td>Barrett, Courtenay</td>
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<td>School Contextual Effects &amp; Latino Adolescent Sexual Behavior</td>
<td>American Psychological Assoc.</td>
<td>04/01/13</td>
<td>03/31/14</td>
<td>$800</td>
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<td>08/27/12</td>
<td>Callow-Heusser, Catherine</td>
<td>Cook, Gina; Roggman, Lori</td>
<td>Do Early Parenting &amp; Child Self Regulation Predict Adolescent Academic Success, STEM Course Taking, &amp; Brain Patterns</td>
<td>National Science Foundation</td>
<td>04/01/13</td>
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<td>$429,298</td>
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<td>09/18/12</td>
<td>Fargo, Jamison</td>
<td>Pyle, Nicole; Gillam, Sandra; Odell, Camille</td>
<td>From Streets to Scholars: Guiding Youth into Postsecondary Education and Out of Homelessness</td>
<td>US Dept. of Educ.</td>
<td>07/01/13</td>
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<td>Jordan, Kerry</td>
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<td>Effects of Multisensory Environments on the Development of Cognition</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>07/01/13</td>
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<td>CAREER: Enhancing Early Numerical Cognition</td>
<td>National Science Foundation</td>
<td>02/01/13</td>
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<td>11/28/12</td>
<td>Shahan, Tim</td>
<td>Madden, Gregory; Odum, Amy</td>
<td>Resurgence of Cocaine Seeking</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>06/01/13</td>
<td>05/31/18</td>
<td>$1,432,951</td>
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<td>10/02/12</td>
<td>Tschanz, Joann</td>
<td>Corcoran, Christopher; Norton, Maria; Fauth, Elizabeth</td>
<td>Longitudinal Costs of Dementia Across Levels of Severity in Cache Co. &amp; the US</td>
<td>US Dept. of Health &amp; Human Services</td>
<td>07/01/13</td>
<td>06/30/17</td>
<td>$3,001,863</td>
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<td>02/15/13</td>
<td>Tschanz, Joann</td>
<td>Geiser, Christian</td>
<td>Neuropsychiatric Syndromes in Dementia: Evolution, Risk Factors &amp; Outbreaks</td>
<td>Johns Hopkins University</td>
<td>12/01/13</td>
<td>11/30/16</td>
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<td>03/29/13</td>
<td>Twohig, Michael</td>
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<td>Treating Adolescent Trichotillomania with ACT</td>
<td>Trichotillomania Learning Center</td>
<td>06/10/13</td>
<td>08/31/15</td>
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**TOTAL NOT AWARDED CONTRACTS AND GRANTS** $8,020,483

### Other Externally Generated Funds

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<th>Contact Person</th>
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<td>Deberard, Scott</td>
<td>Psychology Community Clinic</td>
<td>$21,690</td>
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<tr>
<td>White, Karl</td>
<td>HiTrack Newborn Hearing Screening Software</td>
<td>$257,440</td>
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<tr>
<td>White, Karl</td>
<td>Resource Materials for Early Hearing Detection &amp; Intervention</td>
<td>$6,172</td>
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**TOTAL EXTERNALLY GENERATED FUNDS** $285,302
The School of Teacher Education and Leadership houses undergraduate and graduate teacher education programs. We are committed to providing exemplary programs for teachers, supervisors, curriculum specialists, and other professionals pursuing careers in education. We offer programs for early childhood education, elementary education, middle level education, the social studies composite secondary teaching major, and the professional education framework leading to secondary education licensure in other teaching majors. We also offer endorsement programs in early childhood education, reading education, gifted and talented education, ESL education, and administration/supervision certification. Graduate degree offerings include MEd, EdS in education, and PhD in curriculum and instruction.

As part of a land grant institution, we deliver our programs to students on campuses across the state of Utah. We value our partnerships with local, state, national, and international leaders and welcome the many ongoing opportunities we have to collaborate toward common goals. Drawing on the extensive knowledge base in both theoretical and practice-oriented research, we nurture a vision of effective, equitable educational experiences for all of our students and work with determination toward that goal.
Faculty

Bedingfieldsmith, Mary, Director, Office of Field Experience, Secondary Education, 2007

Broughton, Suzanne, Assistant Professor, 2010

Brown, Amy, Assistant Professor, Tooele, 2009

Byrnes, Deborah, Professor, 1983

Camicia, Steven, Associate Professor, 2007

Cangelosi, Barbara, Senior Lecturer, 2001

Clark, Sarah, Assistant Professor, 2009

Clark, Spencer, Assistant Professor, 2011

Cuch, Marilyn, Lecturer, Uintah Basin, 2006

DeBoer, Barbara, Clinical Assistant Professor, 2006

Dever, Martha T., Professor; Associate Dean; Department Head, 1993

Dorward, Jim, Professor, 1991; Associate Dean for Research, 2005

Exton, Vini, Assistant Professor, Uintah Basin, 2008

Fink, Kristie, Temporary Lecturer, 2012

Foley, Laura, Clinical Assistant Professor, Uintah Basin, 2008

Freeman, Mike, Associate Professor, 2000, Associate Department Head, 2011

Groves, Fawn, Lecturer, 2008

Heaslip, Ann, Professional Practice Assistant Professor, 2013

Hunsaker, Scott, Associate Professor, 1995

Jenkins, Vesna, Director of Office of Field Experience, Elementary Education, 2006

Johnson, Francine, Associate Professor; Associate Dean, Teacher Education, Graduation & Educator Licensing, 1983

Jones, Cindy, Assistant Professor, 2008

Kasun, G. Sue, Assistant Professor, 2013

Knight, Jennifer, Assistant Professor, 2013

Laing, Steve, Clinical Associate Professor, 2007

Longhurst, Max, Education Specialist, 2008

Lott, Kimberly, Assistant Professor, 2007

Maahs-Fladung, Cathy, Assistant Professor, 2011

Marx, Sherry, Associate Professor, 2003

Matthews, Joe, Associate Professor, 2010

Mackiewicz, Anne, Instructor, 2010

Mesa, Fernando, Temporary Lecturer, 2013

Mohr, Eric, Professional Practice Associate Professor, 2012

Mohr, Kathleen, Associate Professor, 2012

Moyer-Packenham, Patricia, Professor, 2008

Munsen, Sylvia, Professor and Endowed Chair, 2011

Packenham, Eric, Senior Lecturer, 2008

Pyle, Nicole, Assistant Professor, 2011

Parnell, Gary, Associate Professor, Ephraim, 2009

Read, Sylvia, Associate Professor, 2003

Reutzel, D. Ray, Professor; Endowed Chair & Director, Emma Eccles Jones Early Childhood Education and Research Center, 2001

Saavedra, Cinthya, Assistant Professor, 2008

Stewart, Courtney, Assistant Professor, 2013

Tofel-Grehl, Colby, Assistant Professor, 2013

Turner, Susan, Assistant Professor, 2007

Vernon, David, Lecturer, Salt Lake City, 2006

Whitaker, Martha, Associate Professor, 1998

Wilson, Amy, Assistant Professor, 2011

Composite Elementary Education: Deaf Education, Elementary Education, Special Education - BS, BA

Elementary Education - BS, BA, MED

Secondary Education:
Composite Teaching - Social Studies - BS, BA
Secondary Education - 2nd BS, 2nd BA, MED
Curriculum and Instruction - PhD, EdS

Books


Chapters in Books


Celebrating Excellence


Referred Scholarly Articles


Nonreferred Articles, Papers Presented, & Research Reports


**Editorships**

Read, S. R. (2013). Journal Editor, Literacy Research and Instruction

**Other Editorial Activities**


Hunsaker, S. L. (2013). Editorial Review Board Member, National Association for Gifted Children, Gifted Child Quarterly

Jones, C. L. (2013). Editorial Review Board Member, Literacy Research and Instruction


Jones, C. L. (2013). Editorial Review Board Member, The Reading Teacher


Jones, C. L. (2013). Ad Hoc Reviewer, Reading and Writing Quarterly


Moyer-Packenham, P. S. (2012). Ad Hoc Reviewer, Kent State University

Moyer-Packenham, P. S. (2013). Editorial Review Board Member, Journal of Interactive Online


Moyer-Packenham, P. S. (2013). Editorial Review Board Member, Journal of Technology and Teacher Education

Moyer-Packenham, P. S. (2013). Editorial Review Board Member, Math - Technology, Pedagogy, and Content Knowledge

**Research/Scholarship Awards**

Jones, C. L. (2013). Researcher of the Year, Emma Eccles Jones College of Education and Human Services


Munsen, S. C. (2013). International Professor of the Year, Caine College of the Arts

**Other**


**Awarded Contracts & Grants**

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<th>Award Date</th>
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<td>08/09/12</td>
<td>Brown, Amy</td>
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<td>Collaborative Research: Online Collaboration to Understand Preservice Teachers’ Developing Market</td>
<td>National Science Foundation</td>
<td>09/01/12</td>
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<td>Longhurst, Max</td>
<td>Coster, Daniel; Shilton, Brett; Wolf, Paul</td>
<td>Cyber-enabled Learning: The Digital Native in Integrated Scientific Inquiry Classrooms</td>
<td>Univ. of Massachusetts</td>
<td>09/01/12</td>
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<td>Munsen, Sylvia</td>
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<td>Arts Are Core! Professional Development Conference for Elementary Arts Educ.</td>
<td>Art Works for Kids</td>
<td>06/08/12</td>
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<td>09/07/12</td>
<td>Munsen, Sylvia</td>
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<td>Art Works for Kids! Funding for Pre- and In-service Professional Development in the Arts</td>
<td>Art Works for Kids</td>
<td>07/01/12</td>
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<td>10/22/12</td>
<td>Munsen, Sylvia</td>
<td>Timmons, Leslie</td>
<td>Professional Development for Arts Specialists in Northern Utah's Beverley Taylor Sorenson Arts</td>
<td>Art Works for Kids</td>
<td>07/01/12</td>
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<td>$25,000</td>
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<td>04/25/12</td>
<td>Packenham, Eric</td>
<td>Dorward, Jim</td>
<td>USU STARS! (Science, Technology, Arithmetic, &amp; Reading Students) GEAR UP</td>
<td>US Dept. of Educ.</td>
<td>07/23/13</td>
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<td>03/16/12</td>
<td>Pyle, Nicole</td>
<td>Morgan, Robert</td>
<td>College PASS</td>
<td>UT System of Higher Educ.</td>
<td>02/13/12</td>
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<td>College PASS Expansion Project</td>
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<td>Wilson, Amy</td>
<td>Hailey, Christine; Householder, Daniel</td>
<td>Community-based Engineering Design Challenges for Adolescent English Learners</td>
<td>National Science Foundation</td>
<td>10/01/12</td>
<td>09/30/15</td>
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TOTAL AWARDED CONTRACTS AND GRANTS: $3,030,390

Pending Contracts & Grants

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<tr>
<td>08/20/12</td>
<td>Longhurst, Max</td>
<td>Coster, Dan; Shelton, Brett; Wolf, Paul</td>
<td>Cyber-enabled Learning: The Digital Native in Integrated Scientific Inquiry Classrooms</td>
<td>Univ. of Massachusetts</td>
<td>09/01/12</td>
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<td>01/14/13</td>
<td>Wilson, Amy</td>
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<td>Culturally-responsive, Literacy-infused Engineering Instruction for K-12 Students</td>
<td>Oak Ridge Associated Universities, Inc.</td>
<td>08/10/13</td>
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TOTAL PENDING CONTRACTS AND GRANTS: $834,410

Not Awarded Contracts & Grants

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<td>Pyle, Nicole</td>
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<td>Development of an Intensive Literacy, Academic Support, &amp; College &amp; Career Readiness</td>
<td>US Dept. of Educ.</td>
<td>07/01/13</td>
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TOTAL NOT AWARDED CONTRACTS AND GRANTS: $397,498

Other Externally Generated Funds

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<td>Holly Conger (ArtsBridge)</td>
<td>U of U (Andrew Family Foundation Grant)</td>
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TOTAL OTHER EXTERNALLY GENERATED FUNDS: $10,300
SPECIAL EDUCATION & 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 clinical experiences teaching pupils with disabilities.

2865 Old Main Hill
Logan, UT 84322 2865
Phone - (435) 797 3243
Fax - (435) 797 3572
http://sper.usu.edu
More About Special Education & Rehabilitation

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 the Department of 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 teachers to work with individuals with mild/moderate and severe disabilities and young children with disabilities. Those majoring in other teaching fields (i.e., elementary education, secondary education) are encouraged to pursue a second certification by taking courses which lead to a special education license. Teacher education programs in the department are accredited by the State of Utah and USU is a TEAC candidate institution.

The Department of 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 grade. 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 in the School of Teacher Education and Leadership (TEAL). 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

The National Clearinghouse of Rehabilitation Training Materials (NCRTM) continues to expand its resources at USU. Staff have completed digitizing the entire paper library archive. We have partnered with state agencies, the Rehabilitation Services Administration (RSA), and the Technical Assistance and Continuing Education (TACE) Centers to develop a professional community of practice for quality assurance personnel across the nation. This includes sponsoring a webpage and an annual conference. We are partnering on a grant project through the Rehabilitation Services Administration, George Washington University, and Arkansas State University in providing webinar training and evaluation services throughout the nation. Other groups are also requesting webinars and our webinar hosting has grown from approximately 20 presentations per year to approximately 35 presentations per year. Traffic on the NCRTM website continues to grow and we continue to partner with a variety of groups on grant submissions and projects.

Faculty

Bloom, Sarah, Assistant Professor, 2008
Deer, Marlene, Clinical Instructor, 1987
Durán, Lillian, Assistant Professor, 2009
Eldredge, Garth M., Professor Emeritus, 1990
Fiechtli, Barbara J., Clinical Instructor, 1987
Fitfield, Bryce, Professor, Director, Center for Persons with Disabilities, 2008
Glomb, Nancy, Assistant Professor, 2004
Higbee, Thomas, Associate Professor, 2002
Hofmeister, Alan, Professor Emeritus, 1969
Holt, Judith, Associate Professor; Director, Interdisciplinary Training, 2000
Lignugaris/Kraft, Benjamin, Department Head; Professor, 1987
Likins, Marilyn, Research Associate Professor; Co-Director, National Resource Center for Paraprofessionals, 1976
Menlove, Ronda, Associate Professor; Vice Provost, Regional Campuses and Distance Education, 1998
Morgan, Robert L., Professor, 1991
Peterson, Darcie, Academic Advisor I, Teaching Coordinator, 1993
Pyfer, Tamara, Clinical Instructor, 2005
Riesen, Timothy, Research Assistant Professor, 2012
Ross, Scott, Assistant Professor, 2009
Rowland, Cyndi, Research Assistant Professor; Program Director, WebAIM; Associate Director, Center for Persons with Disabilities, 1989
Salzberg, Charles L., Professor, 1982
Samaha, Andrew, Assistant Professor, 2008
Schultz, Jared, Assistant Professor, 2004
Slocum, Timothy A., Associate Professor, 1991
Smart, Julie F., Professor; Director of Rehabilitation Counseling Education, 1992
Snow, Kimberly H., Clinical Instructor, 1995
West, Richard, Professor, 1984

Phone - 1-866-821-5355
Fax - (435) 797-7537
https://ncrtm.org/

Utah State University

“It’s about people.”
Department Information

26 Faculty
10 Staff
3 Advisors
267 Undergraduate students
141 UG Majors
51 M/M Distance
31 M/M ATP
15 Severe ATP
29 ATP ECH
170 Graduate students
37 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) Program.

Undergraduate emphases: BS, BA-Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education

Graduate concentrations: MED, MS, EdS - General Special Education, Applied Behavior Analysis with Individuals with Disabilities (BCBA certification), Administrative/Supervisory, Transition; PhD - Disability Disciplines, specializations: 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


Refereed Scholarly Articles


technology to promote generalization and spontaneity of language. Focus on Autism and Other Developmental Disabilities, 27(4), 225-236.


Nonrefereed Articles, Papers Presented, & Research Reports


Higbee, T. S. (2013, March). Evaluation of an interactive computer-based training program for teaching discrete trial teaching. Paper presented at the 8th Laboratory of Human Learning, Multimedia and Interactive Computerized Education Information International Research Symposium, Sao Carlos, Brazil.


Series No. 14 Monograph: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities (pp. 163-169). Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.


Schultz, J. C. (2012, October). We have a credential. We have a code. What now? Paper presented at the National Organization for Human Services Annual Conference, Milwaukee, WI.


Slocum, T. A. (2012, May). Esquith’s there are no shortcuts: How a teacher of the year tests the limits. Paper presented at the Association for Behavior Analysis International Conference, Seattle, WA.


Snow, K. H. (2012, September). Faculty training. Paper presented at the Dallas Faculty IRIS Training, Dallas, TX.


**Other Editorial Activities**

Bloom, S. E. (2013). Editorial Board Member, *Journal of Applied Behavior Analysis*


Duran, L. (2013). Editor, *Young Exceptional Children Mono- graph 14*

**Awarded Contracts & Grants**

<table>
<thead>
<tr>
<th>Award Date</th>
<th>PI Co-PI</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>Amount</th>
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<td>09/10/12</td>
<td>Duran, Lillian</td>
<td>Research &amp; Development of Spanish Individual Growth &amp; Development Indicators</td>
<td>Univ. of Minnesota</td>
<td>07/01/12</td>
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<td>Idea Special Education - Preschool Grants English Language Learners Training</td>
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<td>Eligibility Determination &amp; Evidence-based Intervention with English Language Learners in Early Childhood</td>
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<td>Glomb, Nancy</td>
<td>A Distance Education Program to Prepare Highly Qualified Special Education Teachers for Students</td>
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<td>Hunt, Jessica</td>
<td>Career: Fraction Activities for Conceptual Teaching for Students with Learning Disabilities</td>
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<td>Mild/moderate Alternative Teacher Prep. Program</td>
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#### Celebrating Excellence

**Pending Contracts & Grants**

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<td>Distance Mild/moderate Paraeducator-to-teacher Degree &amp; Licensure Program</td>
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<td>Licensure Training for Provisionally Licensed Teachers of Students with Severe Disabilities</td>
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**TOTAL PENDING CONTRACTS & GRANTS**

$374,601

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### Awarded Contracts & Grants

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<td>Development &amp; Evaluation of a Master's Level, Interdisciplinary Program</td>
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<td>Para-to-teacher Partnership</td>
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<td>Recruitment &amp; Retention Activities</td>
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<td>10/18/12</td>
<td>Ross, Scott</td>
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<td>Utah Multi-tiered Systems of Support</td>
<td>UT Personnel Dev. Center</td>
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<td>National Clearinghouse of Rehabilitation Materials - Rehabilitation Training</td>
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<td>RSA Long-term Training in Rehabilitation Counseling - Doctoral Educ.</td>
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<td>Assessing the Impact</td>
<td>Penn State Univ.</td>
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<td>Special Demonstration Programs: National Technical Assistance Partnership to Improve Employment Outcomes</td>
<td>George Washington Univ.</td>
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<td>Online School to Post-school Transition Training</td>
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<td>USU Doctoral Program in Special Educ. Program</td>
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<td>Smart, Julie</td>
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<td>Long-term Training in Rehabilitation Counseling</td>
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<td>09/16/10</td>
<td>Smart, Julie</td>
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<td>Comprehensive System of Personnel Development, Regional Distance Master's Degree</td>
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<td>09/21/10</td>
<td>Smart, Julie</td>
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<td>Comprehensive System of Personnel Development, National Distance Master's Degree</td>
<td>US Dept. of Educ.</td>
<td>10/01/10</td>
<td>09/30/15</td>
<td>$98,253</td>
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**TOTAL AWARDED CONTRACTS & GRANTS**

$1,993,003
### Not Awarded Contracts & Grants

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<tr>
<th>Date</th>
<th>PI</th>
<th>Co-PI</th>
<th>Program Name</th>
<th>Funding Agency</th>
<th>Award Begin Date</th>
<th>Award End Date</th>
<th>Amount</th>
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<td>09/14/12</td>
<td>Riesen, Timothy</td>
<td>Morgan, Robert</td>
<td>The Customized Employment Transition Project for Secondary Students with Severe Disabilities</td>
<td>US Dept. of Educ.</td>
<td>07/01/13</td>
<td>06/30/17</td>
<td>$1,495,141</td>
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<td>06/20/12</td>
<td>Morgan, Robert</td>
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<td>Development &amp; Evaluation of a Person-centered, Interdisciplinary Personnel Prep. Program</td>
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<td>01/01/13</td>
<td>12/31/17</td>
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<td>05/02/12</td>
<td>Slocum, Timothy</td>
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<td>US Dept. of Educ.</td>
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<td>06/19/12</td>
<td>Slocum, Timothy</td>
<td>Gillam, Ron; Gillam,</td>
<td>Comparison of Two Working Memory Training Programs on Memory &amp; Reading Outcomes for Students with Reading Disabilities:</td>
<td>US Dept. of Educ.</td>
<td>03/01/13</td>
<td>02/28/17</td>
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<td>Sandra; Jordan, Kerry</td>
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**TOTAL NOT AWARDED CONTRACTS AND GRANTS** $7,490,592

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### Other Externally Generated Funds

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<td>Becky Morgan</td>
<td>Tri-Sped</td>
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<td>Sims, Sylvia</td>
<td>Clearinghouse Revenue Account</td>
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<td>Soto, Tammy</td>
<td>Employability Clinic</td>
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<td>Soto, Tammy</td>
<td>National Resource Center for Paraprofessionals</td>
<td>$40,477</td>
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**TOTAL EXTERNALLY GENERATED FUNDS** $79,581
RESEARCH & SCHOLARSHIP
AWARDS & RECOGNITIONS

The following page lists faculty recognized for their outstanding achievements in the Emma Eccles Jones College of Education and Human Services.

Dean’s Office
2800 Old Main Hill
Logan, UT 84322-2800
Phone - (435) 797-1437
Fax - (435) 797-3939
Celebrating Excellence

**Scholar/Researcher of the Year**

This award recognizes an individual's outstanding research/scholar contributions within the prior three year period.

Cindy Jones
School of Teacher Education & Leadership

**Teacher of the Year**

Julie Gast
Heath, Physical Education, & Recreation

Kristen Walker & Cade Walker
Mentor: Eadric Bressel
July Carter, Jair Almaaraz
Mentor: Susan Talley & Carrie Madden

**Utah State University Student Showcase**

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

Laura Wright
Mentor: Michael Twohig

Jennifer Campbell
Mentor: Michael Twohig

Chance Christensen, Alexander Matthews, & Mona Buhusi
Mentor: Catalin Buhusi

Bret Guercio, Alysha Waters, Stephanie Lawanto, & Mona Buhusi
Mentor: Catalin Buhusi

Gordon Hoffman
Mentor: Scott Bates

Kevin Lawanto
Mentor: Mona Buhusi

Stephanie Lawanto, Kevin Lawanto, & Lauren Miller
Mentor: Mona Buhusi

Tyson Mertlich
Mentor: Melanie Domenech Rodriguez

Lauren Miller, Kevin Lawanto, Stephanie Lawanto, Alexander Matthews, & Mona Buhusi
Mentor: Catalin Buhusi

J. Daniel Obray, & Alexander Matthews
Mentor: Catalin Buhusi

Kaitlin Olsen
Mentor: Renee Galliher

Jason Snow, Casey Zobell, Joshua Cooper, Benjamin Johnson, & Austin Anderson
Mentor: Scott Bates

Alysha Waters, Alexander Matthews, & Lauren Miller
Mentor: Catalin Buhusi

Jessica Billingsley
Mentor: Deborah Byrnes

Lindsay Prettyman
Mentor: Deborah Byrnes

Clay Shumway, Cameron Cressall, & Heidi Quimby
Mentor: Jeff Sheen

**Strong Human Services Award**

This award honors a faculty member for significant and sustained leadership in applying research to improve the lives of children or adults. It also recognizes cross-college and interdisciplinary efforts in human services, with leadership coming from a college faculty member.

Lucy Delgadillo
Family, Consumer, & Human Development

**Undergraduate Research Faculty Mentor of the Year Award**

Chosen to recognize excellence in involving and guiding undergraduate students in scholarly research.

Kristi Blaiser
Communicative Disorders & Deaf Education

**Utah Research on Capitol Hill**

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

Michael King & Kevin Rothlisberger
Mentor: Travis Dorsch & Scot Allgood

Chance Christensen
Mentor: Catalin Buhusi & Mona Buhusi
BY THE
NUMBERS

5,784 Undergraduate Students
531 Master’s Students
444 Doctoral Students
1,151 Bachelor Degrees 12-13
279 Masters Degrees 12-13
62 Doctoral Degrees 12-13
$32,840,863 Million in External Funding
$13,891.825 Million in E & G
133 Full-Time Tenure Track Faculty
24 Graduate Programs
7 Academic Departments
4 Research Centers
3 Endowed Chairs
1 Laboratory School
1 Child Development Lab
1 Early Care and Education Center
176 Number of students receiving scholarships
$235,095 in scholarship funds for the 2012-13 academic year
## FACULTY PUBLICATIONS

### Department

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### Department

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### NOTES:

1. FCHD did not become part of the College until 2002-2003
2. Data-gathering on editorships began in 2001-2002. This category includes Editorships, Editorial Board Memberships, & Ad Hoc Reviews
3. Data for the CSF & the EEJECE are unavailable prior to 1998-1999
4. The Elementary and Secondary Education Departments were combined into the School of Teacher Education & Leadership on July 1, 2008.

Data for 1990 & 1991 are for the calendar years. Data are unavailable for the calendar year 1992 & the first six months of 1993. All other data are for the fiscal year, July 1-June 30 of the next calendar year.
Faculty Publication Totals by Fiscal Year
1990-2013
The following pages provide a summary of grant information for the Emma Eccles Jones College of Education and Human Services for the 2013 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.cehsresearch.usu.edu/ORSpublications.html
### CENTER FOR PERSONS WITH DISABILITIES
- **Number Contracts/Grants Submitted**: 108
- **Number Contracts/Grants Awarded**: 76
- **Number Contracts/Grants Pending**: 29
- **Number Contracts/Grants Not Awarded**: 3
- **Other Externally Generated Funds**: $1,607,368
- **Staff Supported (FTE)**: 115
- **No. Non-Student Payroll Supported**: 165
- **No. Graduate Student Supported**: 7.5
- **No. Undergraduate Students Supported**: 52
- **Total Funding**: $26,194,898

### CENTER FOR THE SCHOOL OF THE FUTURE
- **Number Contracts/Grants Submitted**: 2
- **Number Contracts/Grants Awarded**: 1
- **Number Contracts/Grants Pending**: 1
- **Number Contracts/Grants Not Awarded**: 0
- **Other Externally Generated Funds**: $190,190
- **Staff Supported (FTE)**: 5.5
- **No. Non-Student Payroll Supported**: 11.5
- **No. Graduate Student Supported**: 4
- **No. Undergraduate Students Supported**: 6
- **Total Funding**: $1,531,309

### COMMUNICATIVE DISORDERS & DEAF EDUCATION
- **Number Contracts/Grants Submitted**: 21
- **Number Contracts/Grants Awarded**: 13
- **Number Contracts/Grants Pending**: 5
- **Number Contracts/Grants Not Awarded**: 3
- **Other Externally Generated Funds**: $292,782
- **Staff Supported (FTE)**: 16.5
- **No. Non-Student Payroll Supported**: 1.5
- **No. Graduate Student Supported**: 17.5
- **No. Undergraduate Students Supported**: 3
- **Total Funding**: $8,382,356

### EMMA ECCLES JONES EARLY CHILDHOOD EDUCATION & RESEARCH CENTER
- **Number Contracts/Grants Submitted**: 5
- **Number Contracts/Grants Awarded**: 1
- **Number Contracts/Grants Pending**: 3
- **Number Contracts/Grants Not Awarded**: 1
- **Other Externally Generated Funds**: $198,566
- **Staff Supported (FTE)**: 0
- **No. Non-Student Payroll Supported**: 0
- **No. Graduate Student Supported**: 0
- **No. Undergraduate Students Supported**: 0
- **Total Funding**: $4,841,880

### FAMILY, CONSUMER, & HUMAN DEVELOPMENT
- **Number Contracts/Grants Submitted**: 30
- **Number Contracts/Grants Awarded**: 17
- **Number Contracts/Grants Pending**: 7
- **Number Contracts/Grants Not Awarded**: 6
- **Other Externally Generated Funds**: $455,913
- **Staff Supported (FTE)**: 9.5
- **No. Non-Student Payroll Supported**: 3
- **No. Graduate Student Supported**: 2
- **No. Undergraduate Students Supported**: 1
- **Total Funding**: $10,041,108

### HEALTH, PHYSICAL EDUCATION, & RECREATION
- **Number Contracts/Grants Submitted**: 4
- **Number Contracts/Grants Awarded**: 1
- **Number Contracts/Grants Pending**: 1
- **Number Contracts/Grants Not Awarded**: 2
- **Other Externally Generated Funds**: $11,880
- **Staff Supported (FTE)**: 0
- **No. Non-Student Payroll Supported**: 0
- **No. Graduate Student Supported**: 1
- **No. Undergraduate Students Supported**: 2
- **Total Funding**: $59,987

### INSTRUCTIONAL TECHNOLOGY & LEARNING SCIENCES
- **Number Contracts/Grants Submitted**: 26
- **Number Contracts/Grants Awarded**: 11
- **Number Contracts/Grants Pending**: 12
- **Number Contracts/Grants Not Awarded**: 3
- **Other Externally Generated Funds**: 0
- **Staff Supported (FTE)**: 0.5
- **No. Non-Student Payroll Supported**: 0.25
- **No. Graduate Student Supported**: 4.75
- **No. Undergraduate Students Supported**: 1
- **Total Funding**: $6,287,439
### Celebrating Excellence

#### PSYCHOLOGY

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#### SCHOOL OF TEACHER EDUCATION & LEADERSHIP

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* - FTE = Full-time equivalent

#### Enrollment Data for Emma Eccles Jones College of Education & Human Services

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<th>Instructional Technology</th>
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Information obtained from the USU Office of Analysis, Assessment, and Accreditation.
Awarded Contracts & Grants by Funding Source

Federal Agencies
$16,979,257 (52%)

Other Agencies
$1,900,661 (6%)

Foundations
$607,971 (2%)

Other State Agencies
$3,946,027 (12%)

State of Utah
$9,406,947 (28%)

TOTAL AWARDED CONTRACTS & GRANTS - $32,840,863

Federal Funding Received by Agency

Dept. of Education
$9,396,642 (55%)

Dept. of Housing & Urban Development
$22,599 (<1%)

National Institutes of Health
$14,797 (<1%)

Dept. of Health & Human Services
$5,691,254 (34%)

National Science Foundation
$1,067,763 (6%)

Other Federal Agencies
$556,429 (3%)

Veterans Administration
$72,483 (<1%)

Bureau of Indian Affairs
$37,290 (<1%)

State of Utah
$9,406,947 (28%)

Other State Agencies
$3,946,027 (12%)

Federal Agencies
$16,979,257 (52%)

Other Agencies
$1,900,661 (6%)

Foundations
$607,971 (2%)

TOTAL FEDERAL FUNDING - $16,979,257
Celebrating Excellence

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 2013.

Number of Contracts & Grants Submitted/Awarded

This chart compares the number of submitted contracts and grants to the number of awarded contracts and grants for the fiscal years 1996 through 2013. For more information, see the tables provided on pages 98-100.
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 2013. This amount does not include pending or not awarded contracts and grants. For exact figures, see the tables provided on pages 98-100.
Contract & Grant Funding by Department/Center

- Center for Persons with Disabilities, $16,684,883 (51%)
- Center for the School of the Future, $201,508 (1%)
- Communicative Disorders & Deaf Educ., $1,678,215 (5%)
- Edith Bowen Laboratory School, $183,783 (<1%)
- Family, Consumer & Human Development, $3,251,613 (10%)
- Emma Eccles Jones Early Childhood Educ. & Research Center, $10,000 (<1%)
- Health, Physical Educ., & Recreation, $15,000 (<1%)
- Instruction Technology & Learning Sciences, $859,366 (3%)
- Psychology, $4,933,102 (15%)
- School of Teacher Educ. & Leadership, $3,030,390 (9%)
- Special Educ. & Rehabilitation, $1,993,003 (6%)
- School of Teacher Educ. & Leadership, $3,030,390 (9%)

“IT's about people.”
## Emma Eccles Jones College of Education & Human Services Contract & Grant Proposal Summary for 1968-2013

### 1968-69

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### 1985-86

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### 1986-87

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### 1987-88

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<tr>
<td>Students Supported</td>
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<tr>
<td>Staff Supported (FTE)</td>
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### 1988-89

| Submitted | 173 | $13,975,424 |
| Awarded: | | |
| Outside Sources | 112 | $8,859,845 |
| USU Sources | 5 | $42,884 |
| For Other Agencies | 2 | $24,033 |
| Not Funded | 54 | $5,248,662 |
| Students Supported | 727 | 150 |
| Staff Supported (FTE) | 84 | |

| 1989-90 | Amount |
| 201 | $36,423,518 |

| Awarded: | |
| Outside Sources | 122 | $20,141,746 |
| USU Sources | 9 | $81,537 |
| For Other Agencies | 2 | $58,000 |
| Not Funded | 68 | $16,142,235 |
| Students Supported | 533 | 882 |
| Staff Supported (FTE) | 150 | 240 |

| 1990-91 | Amount |
| 193 | $31,463,799 |

| Awarded: | |
| Outside Sources | 131 | $16,672,981 |
| USU Sources | 1 | $2,000 |
| For Other Agencies | 1 | $27,040 |
| Not Funded | 60 | $14,761,778 |
| Students Supported | 882 | 54 |
| Staff Supported (FTE) | 240 | 173 |

| 1991-92 | Amount |
| 191 | $34,049,049 |

### 1992-93

| Submitted | 203 | $35,912,248 |
| Awarded: | | |
| Outside Sources | 154 | $21,370,085 |
| Pending | 98 | $14,106,940 |
| Not Funded | 59 | $7,435,651 |
| Staff Supported (FTE) | 14 | $2,578,815 |
| Non-Student Payroll Supported | 186 | 166 |
| Graduate Students Supported | 353 | 108 |
| Undergraduate Students Supported | 394 | 174 |

| 1993-94 | Amount |
| 171 | $24,121,406 |

| Awarded: | |
| Outside Sources | 131 | $14,743,005 |
| Pending | 101 | $26,630,349 |
| Not Funded | 23 | $8,708,424 |
| Staff Supported (FTE) | 147 | 353 |
| Non-Student Payroll Supported | 194 | 107 |
| Graduate Students Supported | 186 | 108 |
| Undergraduate Students Supported | 394 | 174 |

| 1994-95 | Amount |
| 255 | $50,071,799 |

| Awarded: | |
| Outside Sources | 121 | $13,549,989 |
| Pending | 142 | $16,132,216 |
| Not Funded | 78 | $14,658,234 |
| Staff Supported (FTE) | 146 | 390 |
| Non-Student Payroll Supported | 107 | 107 |
| Graduate Students Supported | 186 | 108 |
| Undergraduate Students Supported | 394 | 174 |

| 1995-96 | Amount |
| 224 | $31,307,468 |

### 1996-97

| Submitted | 229 | $34,309,432 |
| Awarded: | | |
| Outside Sources | 132 | $16,150,385 |
| Pending | 118 | $14,520,883 |
| Not Funded | 28 | $3,851,510 |
| Staff Supported (FTE) | 11 | $1,848,072 |
| Non-Student Payroll Supported | 132 | 101 |
| Graduate Students Supported | 224 | 107 |
| Undergraduate Students Supported | 203 | 129 |

| 1997-98 | Amount |
| 161 | $21,973,167 |

| Awarded: | |
| Outside Sources | 121 | $15,488,145 |
| Pending | 159 | $21,620,223 |
| Not Funded | 9 | $1,898,663 |
| Staff Supported (FTE) | 129 | 54.3 |
| Non-Student Payroll Supported | 132 | 112 |
| Graduate Students Supported | 224 | 174 |
| Undergraduate Students Supported | 103 | 54.3 |

| 1998-99 | Amount |
| 184 | $39,007,031 |

| Awarded: | |
| Outside Sources | 170 | $46,330,986 |
| Pending | 107 | $19,874,397 |
| Not Funded | 53 | $22,525,466 |
| Staff Supported (FTE) | 137 | 112 |
| Non-Student Payroll Supported | 174 | 174 |
| Graduate Students Supported | 129 | 174 |
| Undergraduate Students Supported | 203 | 71.8 |

| 1999-00 | Amount |
| 220 | $70,794,093 |

### 2000-01

| Submitted | 146 | $28,494,684 |
| Awarded: | | |
| Outside Sources | 126 | $17,856,200 |
| Pending | 4 | $1,184,774 |
| Not Funded | 16 | $9,453,719 |
| Staff Supported (FTE) | 140 | 153 |
| Non-Student Payroll Supported | 116 | 55 |
| Graduate Students Supported | 40 | 74 |
| Undergraduate Students Supported | 102 | 26 |

| 2001-02 | Amount |
| 183 | $34,603,000 |

| Awarded: | |
| Outside Sources | 134 | $16,547,046 |
| Pending | 39 | $11,105,918 |
| Not Funded | 19 | $6,856,233 |
| Staff Supported (FTE) | 153 | 221 |
| Non-Student Payroll Supported | 116 | 55 |
| Graduate Students Supported | 40 | 74 |
| Undergraduate Students Supported | 102 | 46.2 |

| 2002-03 | Amount |
| 242 | $44,269,027 |

| Awarded: | |
| Outside Sources | 159 | $24,664,091 |
| Pending | 58 | $10,642,223 |
| Not Funded | 25 | $8,962,713 |
| Staff Supported (FTE) | 221 | 52.6 |
| Non-Student Payroll Supported | 106.2 | |
| Graduate Students Supported | 71.9 | |
| Undergraduate Students Supported | 67.8 | |

| 2003-04 | Amount |
| 220 | $70,794,093 |
### Celebrating Excellence

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This year U.S. News and World Report ranked the Emma Eccles Jones College of Education and Human Services 24th among graduate schools of education in the nation, and fourth in the country for research funding generated. We remain the top-ranked college of education in our region.

We owe this success to our supporters, who have helped us attract exceptional faculty and students, enhance programs that serve the needs of the community, upgrade facilities with cutting-edge technology and provide more than $235,000 in scholarships to deserving students.
Endowments

Number of Endowments 117
Received in New Gifts $95,263
Total Endowment Funds $18,394,668
Number of Endowed Chairs 3

Honor Roll of Donors 2012-2013

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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Celebrating Excellence

"It's about people."

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Teng, Lihong
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Thomas, William Scott
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TOTAL DONATIONS RECEIVED - $6,404,155

THANK YOU!
A LOOK TO THE FUTURE

As we look to the future of the Emma Eccles Jones College of Education and Human Services, we will continue to rely upon the strength of the college's various research programs to provide new knowledge and insights into complex social problems. Doing so will create the potential for powerful changes in our curricula, instructional content and delivery, and student learning in education and human service disciplines. As always, we welcome your feedback, and thank you for your support as we continue to build a legacy of impact through excellence in teaching, research, service, and outreach.
Center for Persons with Disabilities

The CPD is currently carrying out a five-year plan to address serious challenges facing people with disabilities and their families. During the coming year, we will carry out activities to achieve the following outcomes:

- Provide interdisciplinary education and ongoing community training addressing disability issues to 2000 people;
- Provide community-based services to 500 people with developmental disabilities and their families;
- Provide technical assistance to 60 private and public sector organizations to build their capacity to serve the disability community;
- Conduct 25 research studies to identify the causes of disabilities and effective prevention and treatment strategies;
- Disseminate 50 information items to 50,000 individuals about effective practices for identifying, preventing, and treating disabilities.

Communicative Disorders & Deaf Education

The Department of Communicative Disorders and Deaf Education is focused on creating interdisciplinary opportunities for students and faculty to explore and contribute to the evidence base supporting the education, diagnosis, and treatment of communication challenges and differences. We are in the planning stages for a state-of-the-art Clinical Services Building, as part of the College of Education and Human Services, that will provide community services across multiple disciplines and expose our students to best practice.

Edith Bowen Laboratory School

Edith Bowen Laboratory School has made great strides in attaining its mission of providing a world class learning environment. As a Professional Development School in the College of Education, the school provides a stage for pre-service teachers to improve their teaching and learning skills. Nearly 400 education students take advantage of the opportunity to observe master teachers and to receive coaching as they practice their skills. Level III Apprentices work one semester with a teacher and then transition to a Level IV Intern position where they work with a different teacher for another semester. In our PDS Model, each classroom has three educators providing time and support for each student. Additionally, several EBLS teachers serve as Adjunct Professors for the College of Education as a part of their work in the Professional Development School.

This year Professional Learning Communities have been fully implemented where faculty and staff are empowered to collaborate and focus on student learning. Teachers unpack standard in the state core curriculum and use Mastery Connect to create common formative assessments. Scores are recorded in a program called EnGrade and parents have access to this student data via a parent portal on the EBLS website. Adaptive assessment from the Northwest Education Association (Measures of Academic Progress) provide student achievement scores that are used to inform instruction. Interventions (time and support) are then provided within the context of a new Master Schedule for each student every day. A variety of web based technology applications (software) are used by students in the classroom and at home to support their learning in all core subjects. All of this work is tied to the core curriculum and provides great opportunities for teachers to be creative as they develop and implement curriculum, instruction, and assessment.

A STEAM (Science, Technology, Engineering, Arts and Math) initiative has been implemented that focuses on Place-based Education. This effort supports Edith Bowen Laboratory School’s emphasis on a Constructivist approach to learning. Students are exposed to unique learning environments where they experience firsthand the world around them. They then reflect on this experience, form new knowledge, and apply it in different situations. Through professional development, community partners, parental involvement, and university collaboration, the STEAM initiative is serving as a vehicle to support curriculum integration in all subjects at EBLS.

Emma Eccles Jones Early Childhood Education & Research Center

The Emma Eccles Jones Early Childhood Education and Research Center is looking to the future to establish more robust partnerships with state agencies and local school districts to provide research and practices that will provide young children and their families in the state of Utah with excellence and equity in their educational opportunities.

Family, Consumer, & Human Development

The department will be adding two new faculty members the fall of 2013 who will bring expertise in play therapy and sports and the family. These hires in addition to significant revisions to the undergraduate and graduate curriculum, will provide research opportunities to many more students. In the coming year we will map the job skills that students will gain from each degree and emphasis to better help students market themselves upon graduation.
Health, Physical Education, & Recreation

The Health, Physical Education, and Recreation Department will develop a focus in graduate education that provides training and preparation for careers in health promotion, movement sciences, and physical and sport education. HPER recently added a new Specialization in Pathokinesiology to the Interdisciplinary PhD Disability Disciplines. The pathokinesiology specialization focuses on the scientific study of human movement (kinesiology) as it relates to any abnormal condition (patho) affecting movement and postural dysfunctions. The interdisciplinary program is organized around three core content areas: motor control, motor learning and biomechanics and prepares students to be productive in research and to pursue a career in academia.

Instructional Technology & Learning Sciences

Instructional Technology and Learning Sciences is a unique interdisciplinary graduate program that focuses on designing emerging technologies to help support learning in schools, online, in the workplace, at home, and in the community.

With the rapidly advancing technology environment in education and industry, our students are uniquely poised to become leaders in their fields because of their specialized abilities in understanding learning and instruction, as well as how they can be best be supported by emerging technologies.

Our graduates find successful careers as multimedia specialists, instructional and game designers, educational or curriculum software consultants, technical writers, webmasters, training specialists, researchers in industry, government, and education sectors.

Psychology

The Psychology Department will continue to strive to provide excellent didactic, research, and applied experiences to undergraduate and graduate students. Further strengthening of emphasis areas at the graduate level and increased focused on specialized training at the undergraduate level will be priorities for the department over the next year. The department will continue to seek to recruit strong graduate students who will be successful clinicians and/or researchers upon completion of their programs.

School of Teacher Education & Leadership

Faculty and staff in the School of Teacher Education and Leadership look to the future with a strong commitment to graduating teachers who have an understanding of and commitment to inclusive education. Our efforts are focused on recruitment of teacher candidates from underrepresented populations and preparation that optimizes their ability to meet the needs of diverse populations in public schools in the state and nation.

Special Education & Rehabilitation

The Special Education and Rehabilitation Department has a new Institute for Interdisciplinary Transition Services that will advance the use of empirically validated, quality transition services for individuals with disabilities and their families. This is in addition to our model Transition Masters concentration and Employability Clinic that provides model job placement services.
CONCLUSION

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.

For more information about the Emma Eccles Jones College of Education and Human Services, please visit our web page at www.cehs.usu.edu or call (435) 797-1437.
Accreditations

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