The future

Sorenson Legacy Foundation
Center for Clinical Excellence

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Ranked 30th
in the nation among
Graduate Schools of Education
U.S. News & World Report 2017
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ITLS brings technology and education together for students in Haiti

USU Helps Students GEAR UP
High school students learn to strengthen their schools and communities at Youth Leadership Summit in Washington DC

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The new center will provide an integrated range of assessment, treatment, and counseling services

Aggies Elevated
Revolutionary program helps students with disabilities succeed in higher education

Edith Bowen Lab School
Newly designated as a National Blue Ribbon School, its powerful instructional practices influence pre-service teachers and students
Dear Friends,

Graduate programs in the Emma Eccles Jones College of Education and Human Services are ranked first in the state and 30th in the nation among graduate schools of education by the 2017 U.S. News & World Report. Our interdisciplinary approach is the key to our success in teacher preparation and human service disciplines such as psychology, communicative disorders and audiology, marriage and family therapy, and other health sciences. Through the collaboration of our eight departments, three centers, and two laboratory schools, we offer outstanding services to the community and provide students with real-world research and service opportunities.

Our college is ranked 5th in the nation in funding, with over $50 million in research funding this year. Our Center for Persons with Disabilities alone generates $6 for each $1 of state funding and has achieved international stature.

Featured in this issue, you will find the groundbreaking of our new Sorenson Legacy Foundation Center for Clinical Excellence. A first of its kind in the Mountain West, the Sorenson Center will provide an integrated range of assessment, treatment, and counseling services. Designed to facilitate collaboration between researchers and clinicians, it will enable the university to train students to enter a range of health and human service professions, including those where there are critical shortages across the state and nation.

Our college is also recognized as the top producer of early childhood, elementary, and special education teachers in Utah. We are thrilled to announce that the Edith Bowen Laboratory School, housed within our college, is the recipient of the 2016 National Blue Ribbon School award, designating it as one of the best in the nation.

As you will discover from reading the highlights in this Review, the Emma Eccles Jones College of Education and Human Services is committed to quality teaching, research, and outreach. I am inspired by these stories and look forward to sharing them with you.

Sincerely,

Beth E. Foley
Dean, Emma Eccles Jones College of Education and Human Services
Utah State University
Dr. Nick Eastmond, an emeritus professor from the Instructional Technology and Learning Sciences Department at USU, traveled to Haiti as a Senior Fulbright Scholar in February 2016. Quickly bonding with many Haitian friends, he became caught up in their thirst for technology and how it influences education.

Shortly after returning to USU, Dr. Eastmond gave a lecture about his experiences—in attendance was Heather Gardner, a former schoolteacher and a master’s student in Instructional Technology and Learning Sciences (ITLS). Having long been involved in nonprofit work in Haiti with the organization Believe in Haiti, she knew she wanted to collaborate with Dr. Eastmond on a future project in Jacmel. When she learned that Eastmond was seeking interns from USU to develop both a website for the university and to set up a computer lab in a K-12 school in Jacmel, Gardner immediately got on board.

Dr. Eastmond also recruited two French-speaking undergrad students, Robbie Cannon and Garret Robison, from the Global Communications Department. The interns used their language skills to help make the vision of a computer lab and university website into a reality. “Robbie and Garrett were the spark—the catalyst to get everything done,” said Gardner. “They were not IT guys, but they had the drive to take the computer lab from bare bones to fully functional.”

Arriving in Jacmel, the interns found that none of the computers were working. A Haitian IT teacher in training, Cedric Bayard, helped them repair the computers; he also installed Microsoft Office on every computer; no mean feat given their resources. Consistent electrical power and internet service are scarce in Jacmel, so Gardner enlisted the help of Jeff Childs, another ITLS student in the United States, to provide logistical support.

Connecting education and technology is Heather Gardner’s focus—her experience in Haiti gave that connectivity a deeper meaning.
The Jacmel branch of the University of Notre Dame of Haiti was in desperate need of a functioning website to add legitimacy to the school, provide basic information to students and a forum for them to communicate. With a do-it-yourself website builder, Gardner and Childs used the abundant power and internet service at Utah State University to add photos and information to the website—and the interns translated it all into French (the language studied in Haitian schools).

In a few weeks, UNDH-Jacmel had a functioning website; they were thrilled. “It was an amazing collaboration,” said Gardner. “The French keyboard is totally different, so Robbie and Garret had to figure that out on their own.

In July 2016, Heather Gardner arrived in Haiti and took a three-hour drive over the mountains from Port-au-Prince to the beautiful Caribbean coastline in Jacmel. When asked about her first impressions of Haiti, Gardner said, “Haiti is a country full of surprises. It’s initially shocking to see excessive amounts of garbage lining the streets and the densely populated hustle and bustle in Port-au-Prince. Once the shock subsides, however, Haiti invites you into a world full of simplicity, hardships, triumphs, and beauty. Each time I travel to Haiti, I’m reminded to look past the obvious and expand my perspective on life.” Reflecting on her time spent in Jacmel, she continued, “We ate a goat they slaughtered for us and sweet lobster caught fresh from the ocean. Everyone was warm and caring and took great care of us.”

Gardner had packed boxes of donated headphones, computer mice, power cords, and games—but she also brought a wealth of knowledge. As part of her training at USU she designed a learning module on oral hygiene to take to Haiti. “We are doing what ITLS does best, which is to collaborate,” said Gardner, “We leverage technology to create effective and engaging products to reach the most people. Electricity is a huge obstacle in Haiti. We think of power as the fuel of technology—but we can create fun things that aren’t dependent upon the internet with basic tools like PowerPoint. Future interns can bring creative modules and other well-designed programs, such as learning tools that can operate independently of reliable internet service.”

“UNDH-Jacmel just opened an education department,” said Gardner. “We are very excited to work with future teachers and build a strong collaboration between their faculty and ours.” One of USU’s most influential new friends is Madame Mirlene Vivens—she not only directs the Centre d’Etudes Classiques de Meyer, a K-12 school in Jacmel, but also teaches at UNDH-Jacmel in the newly formed education department. Madame Vivens’ dream is to open the computer lab to everyone in the community.
USU congratulates Carolyn Barcus and the American Indian Support Project (AISP) for receiving the Richard M. Suinn Minority Achievement Award on August 4, 2016. This national award recognizes programs doing an outstanding job recruiting, retaining, and graduating ethnic minority students.

AISP, a unique program at Utah State University that has been in operation for over 30 years, started in 1986 training Navajo school psychologists. “People from different cultures and backgrounds view the world differently,” says Carolyn Barcus. One of the biggest mistakes made by non-Indian psychologists is misdiagnosing those who see visions or hear voices as part of their experience in the world, which is not unusual for many American Indians. “You need the perspective of someone who is culturally competent,” said Barcus. “American Indians are already culturally competent and only need training in psychology.”

Academia is usually set up as a competitive, individualistic endeavor. The traditional psychological training model is built around individual therapy; training depends on at-home practice and individual thought. Ethnic minority students thrive with a stronger sense of community. “When your mom, your best friend, and others in your community are involved, you are using the support network already in place and you are much more successful,” says Dr. Melissa Tehee. She is an assistant professor at USU in the Department of Psychology, Director of the AISP, and a citizen of the Cherokee Nation. “Our students are not advised to be competitive, but to work together in a cooperative way. We want to provide similar support throughout the college.”

Many ethnic minority faculty are studying in the psychology program at USU within the rural/multicultural emphasis. Ethnic minority faculty are essential because of their background and values; their students receive counseling, guidance, and mentoring from a source that is culturally competent and familiar to them. Eighteen American Indian doctors of psychology have graduated from USU.

“Amid stifling heat and intermittent electricity, students were empowered to be part of the presentation; they received tools to use their imaginations and build these types of learning modules for themselves. With this new technology, they can create projects in their own neighborhoods, collaborating with ITLS to use the technology and help promote a different approach to learning.”

— Heather Gardner, ITLS grad student

UNIH-Jacmel has seven satellite schools and a shortage of professors. Its director, the Monseigneur Saveur Content, would like to eventually send more graduates to Utah State to earn advanced degrees and become professors. Currently, plans are in the works to create an internship for one of the English-speaking Haitian faculty members to come to USU and work with the ITLS, Global Communications, and International Studies departments to tailor a program to learn the skills needed to further develop UNDH’s Department of Education.

Funding is an immense obstacle in Haiti, but future opportunities are being planned. The ITLS department would like to send at least

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— Heather Gardner, ITLS grad student

AMERICAN INDIAN SUPPORT PROJECT WINS NATIONAL AWARD

LEOPOLD TORRES-REYES
two American interns a year, along with a faculty member who can offer seminars to help further develop UNDH’s Department of Education. Now that so much has been learned from this pilot program, the future of this educational exchange looks promising.

Gardner made it clear that the emissaries from USU did not give more than they received. “We have so much to learn from each other,” she said. “Many Americans are connected to technology, but I was made keenly aware of the social disconnect we experience in the U.S. during my time in Haiti. The cultural warmth the Haitians express was a great reminder for me to unplug and enjoy the world around me. Future interns will hopefully learn this important life lesson, too.”

Gardner and many others are following in Dr. Eastmond’s footsteps by continuing to forge connections and expand the abilities of these teachers and students in learning how technology can support their potential. “We’re excited to see how Utah State, UNDH-Jacmel, and Madame Vivens’ K-12 school can best collaborate to offer a top-notch shared educational experience,” said Gardner.

These connections are already benefiting the grad students, interns, and their new friends in Haiti. “We were forced to change our paradigm of technology and get back to its roots—we learned that something very simple can make a big difference. Our relationship is powerful for both sides.”
The GEAR UP grant has helped me prepare for college and increase my confidence as a student,” said Piper Christian. She is a recipient of critical early college awareness and support services provided by the Gaining Early Awareness and Readiness for Undergraduate (GEAR UP) grant awarded to researchers in the School of Teacher Education and Leadership. The grant funds tutoring, mentoring, academic preparation, financial education, and college scholarships to improve access to higher education.

GEAR UP starts serving students in seventh grade, following them through high school graduation and their first year in college. This competitive grant program from the U.S. Department of Education increases the number of low-income students who are prepared to enter and succeed in postsecondary education.

One part of this multi-faceted program, the GEAR UP Youth Leadership Summit (YLS) is a three-day training experience in Washington DC, focused on providing GEAR UP students the resources and tools to act as leaders in their schools and communities. After attending this summit, Carmen Guadarrama, from Logan, Utah, said, “I felt like a stronger person who could create a change in my school or community if I put in the effort and hard work.”

Six students from Utah were selected to attend, along with 144 students from
across the United States. At this national Youth Leadership Summit, GEAR UP students focused on strengthening leadership qualities and learning how to make positive changes in a community with goal planning, community building, and public speaking. “YLS was an extraordinary experience,” said Christian. “We were given a great deal of autonomy in projects and activities at the summit, so we were able to strengthen our leadership skills through hands-on experience.”

Caitlyn Tippets from Manti, Utah, was one of the six students selected from Utah. “What an awesome experience to be able to observe firsthand the uniqueness of each person I met, their talents and personalities, but also how very much alike we are no matter our circumstance, color, race, or where we live,” said Tippets. “Our differences were few. We all had dreams and aspirations and we basically worried about the same kinds of things in school and in life.”

Christian and Guadarrama were asked to visit with Congressman Rob Bishop in Washington DC as part of the YLS conference events. They described how GEAR UP helped broaden their college aspirations since beginning the program in middle school. The students shared their personal experiences attending college campuses and learning about financial aid and scholarships. “I loved the opportunity to speak with Congressman Bishop’s staff about the importance of GEAR UP,” said Christian. “I hope that we can continue this relationship between Congressman Bishop and the GEAR UP community, so more students can reach their full educational potential.”

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—Piper Christian, Utah GEAR UP student

School of Teacher Education and Leadership Researcher Seeks to Remove Literacy Barriers in Engineering

Dr. Amy Wilson-Lopez received a five-year $802,000 career award from the National Science Foundation to continue filling gaps in engineering educators’ understanding. The shortage of graduates with engineering skills is well documented. But what if one of the barriers to engineering education is literacy?

It’s a question Dr. Wilson-Lopez has researched extensively. Her goal is to find the best ways to help students read, understand, and write about engineering concepts.

Wilson-Lopez is an associate professor in the School of Teacher Education and Leadership and the author of numerous articles on engineering and literacy, as well as the peer-reviewed book Reading and Representing Across the Content Areas: A Classroom Guide. Her latest grant will allow her to work with teachers in twelve middle school technical education classes that include youth who are underrepresented in engineering. Funding was also provided to support two graduate students. Her project will emphasize comprehension, vocabulary, writing-to-learn, and argumentation.
This comprehensive new center is the result of USU’s strength in providing outstanding real-world service and research opportunities to students and faculty in human service disciplines. The new building also helps to fulfill USU’s commitment to serve the state and surrounding community.

A first of its kind in the Mountain West, the Sorenson Center is designed to strengthen interdisciplinary training and deliver research and clinical services across the human lifespan. This state-of-the-art 100,000-square-foot facility will provide an integrated range of assessment, treatment, and counseling services. With focused outreach to low-income and underserved minority populations, thousands of individuals, couples, and families across Utah and the region will be served. In addition, future human service providers will receive real-world, interdisciplinary training as they work with USU faculty who engage in clinical practice and cutting-edge research.

Beth Foley, dean of the Emma Eccles Jones College of Education and Human Services, believes the new center will greatly benefit students and faculty alike.

“The center is designed to facilitate collaboration between researchers and clinicians,” said Dr. Foley. “Students and faculty will be involved in current research as well as learning, teaching, and practicing the latest methodologies in treatment and therapy.”
While individual clinics will maintain their own identities, each will also be connected with the other units. The facility is designed to be conveniently accessed by the public and the university community. The Sorenson Center will include:

- Early Childhood Education classrooms
- Distance Education classrooms
- Behavioral Health clinics
- Nursing Simulation Lab
- Hydrotherapy Pool
- Gross Motor Room for physical and occupational therapy
- Speech-Language Clinic
- Hearing and Balance Clinic
- Memory Clinic
- Café and Teaching Kitchen
- Underground parking garage

With the aid of computers and IVC technology, Utah residents can receive clinical and therapeutic services, no matter where they live. Through campus partnerships, the Sorenson Center will utilize USU’s broad statewide network to reach clients, with the capacity to provide services through tele-intervention.

USU President Stan Albrecht is pleased that the new center will build on the university’s history of providing high quality services as well as human services education.

“The Emma Eccles Jones College of Education and Human Services has a reputation for innovation and productivity,” said Albrecht. “With a land grant mission, we have long been committed to quality teaching, outreach, and generating new knowledge. The new Sorenson Center for Clinical Excellence will improve student learning and mentoring experiences, helping USU fulfill our mission to serve those in need throughout the state.”

Foley notes that the new building will enable the university to train students to enter a range of health and human service professions, including those where there are critical shortages across the state.

“USU offers clinical services in multiple arenas—including autism and developmental disabilities, behavioral health, speech-language-hearing, and health education and promotion, to name a few,” said Foley. “Not only will the new center provide assessment and treatment in these areas, but it will also provide integrated therapy options for those with multiple needs, thus negating the need to travel to different clinics for each type of therapy.”

Major funding for the building comes from the Sorenson Legacy Foundation, the Emma Eccles Jones Foundation, the George S. and Dolores Doré Eccles Foundation, and other generous donors. The building is expected to be completed in November 2017 and be fully functional by January 2018.

“UNIVERSITY FACULTY CAN PREPARE STUDENTS TO ENTER A RANGE OF HEALTH AND HUMAN SERVICE PROFESSIONS, INCLUDING THOSE WHERE THERE ARE CRITICAL SHORTAGES ACROSS THE STATE”
—DEAN BETH FOLEY
Utah State University was recently awarded a $7.6 million grant from the U.S. Department of Health and Human Services’ Office of Family Assistance. The grant will be distributed over a five-year period and will fund fatherhood education programs.

Dr. Brian Higginbotham, Utah State University Extension associate vice president and professor in the Family, Consumer and Human Development (FCHD) Department in the College of Education and Human Services, directs the project. He is assisted by Dr. Linda Skogrand, USU Extension family relations/diversity specialist; Dr. David Schramm, FCHD family life Extension specialist; and Dr. Kay Bradford, FCHD faculty member. Higginbotham has been directing relationship education programs for nearly 10 years and his programs have served more than 20,000 individuals.

“This new grant will build on our past successes, strong partnerships with state agencies, and research-based programs,” said Higginbotham. Funding will support new services geared towards fathers and father-figures with an intent to build healthy relationships, promote engaged parenting, and equip participants with skills that will be helpful in the home and workplace.

Three different research-based curricula are being offered to fathers statewide: Fathering with Love and Logic™, Home Run Dads, and InsideOut Dad®. The Fathering with Love and Logic™ and Home Run Dads courses are offered to the public, while the InsideOut Dad® course is taught to incarcerated fathers.

Participating fathers receive eight hours of instruction in areas such as conflict management, communication, decision making, and other healthy relationship skills. Courses are taught by USU Extension educators in 16 Utah counties, with undergraduate and graduate students involved in the research components. The grant fulfills the three aspects of the university’s land-grant mission of teaching, research, and outreach.

USU Extension Vice President Ken White said the grant funding will be a tremendous help. “We commend Brian and Linda and others involved for their work in securing this grant so these essential skills can be taught,” he said. “The grant will help extend the research-based information from the university and will have a positive ripple effect for generations.”

Information about Extension’s relationship education programs is available at HealthyRelationshipsUtah.org. The site includes information on a variety of grant-funded classes available for singles, couples, parents, and stepfamilies.
Aggies ELEVATED

Revolutionary program helps students with disabilities succeed in higher education

College is a difficult time for many people. But for students with disabilities, it has its own set of challenges — which is why Utah State University established a revolutionary program called Aggies Elevated.

Over the course of the two-year program, students with disabilities learn skills in five main areas: academics, independent living, vocation, self-determination, and campus and community engagement.

“We work on communication with coworkers, how to present yourself, physical appearance, body language — a lot of these skills need to be taught to a student with disabilities,” Bodily said. “They don’t recognize them as easily.”

Troy Shumway came all the way from California to learn those skills. “I have autism,” he said. “It affects the way I think and learn.”

Shumway came to Utah State seeking more independence. He wanted to learn to socialize and interact with other people. Each week in Aggies Elevated, he set three goals for involvement at USU. “We all know that our parents aren’t going to be there forever to take care of us,” Shumway said. “This program really helps young adults with disabilities become independent.”
During her time at Aggies Elevated, Jenna Mosher interned at a local school, which, she said, “was so much fun.” Her dream is to work with children who have disabilities. “I want this to continue because I want them to have the experience that I had,” she said.

Fortunately for Mosher, there is a nationwide movement toward higher education for those with disabilities. There are 238 programs like Aggies Elevated across the country, but very few in the West—in fact, 80 percent of programs are east of Kansas. Utah State University, however, is quickly becoming a leader in the West. The federal government awarded Aggies Elevated a $1.1 million grant over the next five years to provide training to other programs.

“[Our students] are now working, looking for jobs, and traveling—doing things that two years ago would not have even been on their radar.”
—Sarah Bodily, program director

FAMILIES IN SPORT LAB

As the founding director of the university’s Families in Sport Lab, Dr. Travis Dorsch’s research is specifically targeted at understanding the impact of parent involvement in their children’s youth sports, the role of youth sport participation on family relationships and parent-child interaction, and the outcomes of parent support and pressure in youth and adolescent sport contexts.

Dr. Dorsch is funded by the NCAA and his research findings have been highlighted in *The New York Times*, *The Wall Street Journal* and the *Chicago Tribune*. Most importantly, he developed evidence-based strategies that are widely adopted by sport leagues, administrators, and parents. This has fostered more developmentally appropriate youth sport contexts and allowed researchers and practitioners to evaluate the role of parent involvement in organized youth sport.

A former American college and professional football player turned academic, Dr. Dorsch was a placekicker and punter in the National Football League (NFL) for two seasons during the early 2000s. He played college football for Purdue University, and was recognized as a consensus All-American. The Cincinnati Bengals picked him in the fourth round of the 2002 NFL Draft, and he played professionally for the Bengals and Green Bay Packers of the NFL, and the Rhein Fire of NFL Europa.
The mission of the Edith Bowen Laboratory School (EBLS) at Utah State University is to mentor pre-service teachers through instruction and classroom-based experiences. The school ensures high levels of learning for all elementary students by providing an engaging learning environment.

EBLS is a K-5 public charter school located on the campus of Utah State University and is a unit in the Emma Eccles Jones College of Education and Human Services. EBLS is an essential component of a teacher education program in which professors and scholar practitioners collaborate to accomplish its mission of developing, measuring, and disseminating evidence-based practices in elementary education.

“Nearly 250 pre-service teachers come to the school each year as part of the teacher education program at USU,” said Dan Johnson, director of EBLS. “They have the opportunity to see how powerful instructional practices influence learning on various levels in a typical school environment.” Master teachers at the school use a constructivist approach to teaching as they provide students exposure to a wide variety of learning options that are hands-on and inquiry-based.
based. Whether in the classroom or in the field, students are given the opportunity to engage with an experience, reflect upon it, form meaning, and then apply their learning to new or novel situations.

The school has provided quality education for more than eight decades to students from across Cache Valley. The original 1928 site for the campus was the Whittier School in Logan, Utah. This facility served as a teacher training site for the College of Education until the laboratory school was moved to the campus of USU in 1957 and was formally named the Edith Bowen Laboratory School. A new facility was completed on campus in 2004.

Edith Bowen served as principal of the Whittier School and worked intimately with Emma Eccles Jones, the school’s first kindergarten teacher. Both of these great educational leaders received degrees from Teacher’s College at Columbia University and were mentored by John Dewey. The influence of democracy, freedom, and learning through experience has continued to shape programs and instructional delivery at EBLS over the years. The school commits itself to building capable, life-long learners through developmentally appropriate education, applied research, and innovative educational practices.

Entrance to Edith Bowen Laboratory School is determined through a lottery. This process ensures that the population of the school is culturally, socially, and economically diverse. EBLS is sensitive to educating the whole child. Therefore, personal and social development are facilitated through students’ participation in The Leader in Me program which is based on The 7 Habits of Highly Effective People by Stephen Covey. In this program, every student in the school has a leadership job to perform.

Most recently, the EBLS Journey Plan was developed and implemented in the context of a Professional Learning Community (PLC) to help insure that teachers and leaders stay true to the school’s mission. Using a collaborative process, teachers embrace the autonomy they have to identify achievement targets, to write common formative assessments, to select appropriate materials and resources, and to choose among powerful evidence-based teach-

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—Dan Johnson, EBLS director

EDITH BOWEN LAB SCHOOL is named one of the BEST IN THE NATION

U.S. Secretary of Education, John B. King, Jr., announced on September 28, 2016 that Edith Bowen Laboratory School (EBLS) was named a 2016 National Blue Ribbon School. Edith Bowen is one among 279 public and 50 private schools receiving this honor.

This national award recognizes schools that have achieved overall academic excellence or made significant improvements in closing the achievement gap among student subgroups. EBLS is a Title I school with 35% of the students on free and reduced lunch. In addition, 16% of the students at the school qualify for and receive special education services. “The faculty and staff value this diversity greatly,” said Director Dan Johnson. “We are honored to be nationally recognized for our commitment to fostering a diverse, interactive, and inviting school environment. We are building capable, life-long learners through developmentally appropriate education, applied research, and innovative educational practices.”

The National Blue Ribbon School flag gracing an entry or flying overhead is a widely recognized symbol of exemplary teaching and learning. Dr. Johnson and Laura Reina will represent Edith Bowen at a two-day awards ceremony in Washington, D.C., to celebrate their hard-won achievements.
Researchers in the EEJ College of Education and Human Service have received nearly $482,000 to work with libraries in northern Utah and the junior high school students they serve. In the next three years, they will help rural libraries progress toward a future that is more interactive and high-tech. The grant from the Institute of Museum and Library Services will involve the rural libraries, students, and their families in maker activities, which infuse arts and crafts with technology and engineering. Utah State University has been involved in this movement from its earliest stages, and Victor Lee, one of the project’s leaders, is excited to explore what maker activities can do, not only for students, but for libraries.

“The public library is one of our most essential civic spaces,” said Lee, an associate professor in Instructional Technology and Learning Sciences (ITLS). “The kinds of things libraries do are broadening, both out of interest and necessity. There needs to be more research on how the hardworking people who make a library what it is now can smoothly transition into stewards of all the things a library will be in the future.”

Mimi Recker, a professor in ITLS, is a co-principal investigator on the project. She has spent the last year on sabbatical in Boulder, Colorado, taking in its large community library with its state-of-the-art maker space, concert halls, exhibition area and programs—including computer coding classes for children.

In North Logan, the library is already opening its doors to all kinds of learning activities. The community has come to the building after its hours of operation to participate in arts, crafts, and computer classes for seniors. Maker activities are already underway at North Cache, said Alison Griffiths, a teacher and librarian. Teachers in physics, biology, shop, and art already have their students engaged in making projects. Teachers are excited to discover ways to reach more students, involving them in making and learning activities—and looking forward to learning new strategies through the project.
DIVERSITY-FOCUSED RESEARCH

KINESIOLOGY AND HEALTH SCIENCE

Dr. Maya Miyari
Eating disorder treatment in the U.S. and Japan

Dr. Julie Gast
Health disparities and obesity among minority and underserved women

PSYCHOLOGY

Dr. Melissa Tehee (Cherokee)
Racism, domestic violence, and trauma among American Indians

Dr. Rick Cruz
Culture and family processes in Latino adolescent mental health and substance use

SCHOOL OF TEACHER EDUCATION AND LEADERSHIP

Dr. Ryan Knowles’ research on Native American content in state education standards has been featured in several popular news outlets including Indian Country Today, Teaching Tolerance, Zinn Education Project, and The Huffington Post. His work enhances TEAL’s mission to prepare educators through diverse knowledge and thought.

SPECIAL EDUCATION AND REHABILITATION

Dr. Anne Larson was recognized by the American Speech-Language-Hearing Association (ASHA) for her work translating best-practices in working with culturally and linguistically diverse children with special education needs for use by practitioners in early childhood settings. In her research, Anne uses Language ENvironment Analysis (LENA) technology to measure child and adult language use in diverse communities.

INSTRUCTIONAL TECHNOLOGY AND LEARNING SCIENCES

Dr. Kristin Searle studies how students’ gendered and cultural identities impact their engagement with computing. She was recently honored with the John Henry Award from the International Computing Education Research Association for her innovations in computing pedagogy with American Indian youth.

COMMUNICATIVE DISORDERS AND DEAF EDUCATION

Dr. Karen Muñoz
Hispanic family attitudes, perceptions, and experiences related to pediatric hearing loss

Ana Caballero
A doctoral student of Dr. Muñoz, Ana studies hearing aid and learning support for Hispanic parents

FAMILY, CONSUMER, AND HUMAN DEVELOPMENT

Dr. Brian Higginbotham
Stepfamily education with Spanish-speaking families

Dr. Lucy Delgadillo
Latino families’ financial well-being, housing affordability, housing discrimination, and home ownership education
DEPARTMENTS

Communicative Disorders and Deaf Education
Family, Consumer, and Human Development
Kinesiology and Health Science
Instructional Technology and Learning Sciences
Nursing and Health Professions
Psychology
School of Teacher Education and Leadership
Special Education and Rehabilitation

CENTERS & LAB SCHOOLS

Adele and Dale Young Education Technology Center
Center for Persons with Disabilities
Center for School of the Future
National Center for Hearing Assessment and Management
Adele and Dale Young Child Development Lab School
Edith Bowen Laboratory School
EEJ Early Childhood Education and Research Center