

CAROL J. STRONG
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College of Education and Human Services
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BACKGROUND

Education

EdD	Utah State University	1989	Research and Evaluation
MA	University of Illinois	1972	Speech-Language Pathology
BS	Utah State University	1971	Speech Pathology

Professional Experience

2004 - Present	Dean, College of Education and Human Services, USU
2001 - Present	Trustee Professor, Communicative Disorders and Deaf Education, USU
2000 - 2005	Associate Dean for Research, Education and Human Services, USU
1996 - 2001	Professor, Communicative Disorders and Deaf Education, USU
1993 - 1996	Associate Professor, Communicative Disorders and Deaf Education, USU
1990 - 1993	Assistant Professor, Communicative Disorders and Deaf Education, USU
1989 - 1992	Research Director, Project REAP, SKI*HI Institute, USU
1986 - 1990	Clinical Assistant Professor, Communicative Disorders, USU
1985 - 1986	Research Assistant, Bureau of Research Services, USU College of Education: U.S. Department of Education, Office of Special Research in Education of the Handicapped--Field-initiated Research Program. Project Director: Dr. James P. Shaver
1984 - 1985	Teaching Assistant, Bureau of Research Services, USU College of Education, Doctoral Statistics Core.

- 1973 - 1986 Clinical Assistant Professor, Communicative Disorders, USU
- 1972 - 1973 Speech-Language Clinician, Champaign Public Schools, Champaign, Illinois

Honors and Awards

- 2005 Biography listed in *Who's Who of American Women, 25th Ed.*
- 2004 Honored at Top Prof. Night, Utah State University Chapter of Mortar Board.
- 2004 Biography listed in *Who's Who in America, 58th Ed.*
- 2004 Biography listed in *Who's Who in American Education, 6th Ed.*
- 2003 Biography listed in *Who's Who in America, 57th Ed.*
- 2002 Honored at Top Prof. Night, Utah State University Chapter of Mortar Board.
- 2001 Trustee Professor, Utah State University
- 2001 Bio. listed in *Int'l. Who's Who of Professional & Business Women, 8th Ed.*
- 2000 Outstanding Scholar/Researcher of the Year Award, College of Education, USU
- 2000 Award for Continuing Education (ACE), ASHA (2000-03)
- 1999 Inducted into The Old Main Society of Utah State University
- 1999 Honored at Top Prof. Night, Utah State University Chapter of Mortar Board.
- 1998 Eldon J. Gardner Professor of the Year Award for USU and Professor of the Year, 41st USU Robins Awards
- 1998 Teacher of the Year, College of Education; Communicative Disorders, USU
- 1998 Honored at USU Athletics Department's 5th Annual Scholar-Athlete Luncheon
- 1998 Biography listed in *Who's Who Among America's Teachers, 5th Ed.*
- 1997 Biography listed in *International Who's Who of Professionals, 1997 Edition.*
- 1996 Outstanding Graduate Mentor for ComDDE Department.
- 1996 Biography listed in *Who's Who Among America's Teachers, 4th Ed.*
- 1995 Editor's Award, American Speech-Language-Hearing Association, for article of highest merit published in *Language, Speech, and Hearing Services in Schools.*

- 1995 Biography listed in *Who's Who in American Education, 5th Ed.*
- 1995 Women and Gender Research Institute (WGRI) travel award.
- 1994 Selected for participation in the Children's Literature and Language Arts Delegation to the People's Republic of China--Citizen Ambassador Program.
- 1994 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1994 Honored at Chi Omega Sorority, Professors' Tea.
- 1992 Granted a special leave by the Department of Communicative Disorders to pursue scholarly activities for one year.
- 1992 Nominated by Communicative Disorders for the COE Researcher/Scholar of the Year Award.
- 1992 Women and Gender Research Institute (WGRI) travel award.
- 1992 Honored at Top Prof. Night, Utah State University Chapter of Mortar Board.
- 1991 Selected State of Utah's representative for the National American Association of University Women (AAUW) Educational Foundation 1991 Recognition Award for Emerging Scholars.
- 1991 Selected Utah State University's representative for the Utah American Association of University Women (AAUW) Educational Foundation 1991 Recognition Award for Emerging Scholars.
- 1991 Biography listed in *Who's Who in American Education, 3^d Ed.*
- 1991 Award for Continuing Education (ACE), ASHA (1991-96)
- 1991 Honors Professor, College of Education, Topic: "Joining the Literacy Club: Foundations for Reading and Writing in the Preschool Years."
- 1991 Service Award from Utah's Statewide Preschool Conference in recognition of contributions to the field of Preschool Education.
- 1990 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1989 American Speech-Language-Hearing (ASHA) Foundation Research Award for New Investigators for 1989.
- 1983 Presidential Fellowship, Doctoral Program, Utah State University
- 1980 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1979 Nominated by Communicative Disorders for the COE Teacher of the Year Award.

- 1978 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1977 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1976 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1975 Nominated by Communicative Disorders for the COE Teacher of the Year Award.
- 1971 Phi Kappa Phi Honor Society, USU Chapter
- 1971 USOE Fellowship, University of Illinois
- 1971 Outstanding Student, Dept. of Communicative Disorders, USU
- 1970 President, USU Student Speech-Language-Hearing Association
- 1970 USOE Fellowship, Utah State University

Certification and Licenses

American Association of Speech-Language Pathology and Audiology:
CCC-SLP, ACE-SLP
State of Utah Business License: Speech-Language Pathology

Professional Memberships

American Educational Research Association (AERA)
American Speech-Language-Hearing Association (ASHA)
Council for Exceptional Children (CEC)
International Reading Association (IRA)
Phi Kappa Phi
Utah Speech-Language-Hearing Association (USHA)

Marital Status

Married, two children

RESEARCH

Grant Activities

Proposals Funded

- 2004-2006 Utah State Office of Education Contract. "Speech-Language Pathology Outreach Master's Degree Program." Dee R. Child and Carol J. Strong (\$175,730)
- 2002-2003 Department of Health and Human Services, Public Health Services. "Early Development of Children with Hearing Loss." (Principal Investigator: Susan Nittrouer; Co-Investigators: Carol J. Strong, Patricia Truhn, and Karl White) (\$2,500,100)
- 2002-2003 Utah State Office of Education Contract. "Speech-Language Pathology Outreach Master's Degree Program." Dee R. Child and Carol J. Strong (\$175,730)
- 1991-1992 Continuation Application for Federal Assistance to U. S. Department of Education, Office of Special Education and Rehabilitative Services Special Education Programs, Research in Education of the Handicapped for Field-Initiated Research. "SKI*HI Institute: Research on the Effects of Home Intervention on Hearing Impaired Children and Their Families." Thomas C. Clark and Carol J. Strong (\$98,828)
- 1990-1991 Continuation Application for Federal Assistance to U. S. Department of Education, Office of Special Education and Rehabilitative Services Special Education Programs, Research in Education of the Handicapped for Field-Initiated Research. "SKI*HI Institute: Research on the Effects of Home Intervention on Hearing Impaired Children and Their Families." Thomas C. Clark and Carol J. Strong (\$106,450)
- 1989-1990 Utah State University Faculty Research Grant. Proposal entitled "Stability of Narrative Skills and Syntactic Complexity Skills of Language-Impaired and Normally Developing School-Aged Children." (\$8,106)

Proposals Submitted

- 2004 U.S. Department of Education, Office of Special Education Programs. "Augmentative and Alternative Communication and Assistive Technology Preservice Preparation for Speech-Language Pathologists." (Principal Investigator: Beth Foley; Co-Investigators: Carol J. Strong and Sonia Manuel-Dupont) (\$250,000). Not Funded.
- 2003 U.S. Department of Education, Office of Special Education Programs. "Augmentative and Alternative Communication and Assistive Technology Preservice Preparation for Speech-Language Pathologists." (Principal

Investigator: Beth Foley; Co-Investigators: Carol J. Strong and Sonia Manuel-Dupont) (\$249,999). Not Funded.

- 1996 The Spencer Research Program. Practitioner Research: Mentoring and Communications Grants. "Teacher Empowerment: Educators Develop Research Skills through Literature-Based Language Teaching." (\$14,625) Not Funded.
- 1993 NIH Small Grants Program (R03), National Institute on Deafness and Other Communication Disorders. "The Stability of Narrative Skills." (\$50,000) Not Funded.
- 1992 National Academy of Education Spencer Fellowship Program. "Emergent Literacy of Preschool Children With Specific Language Impairments." (\$35,000) Not Funded.
- 1979 Cooperative Grant Proposal with the Exceptional Child Center in response to RFP NIH-NINCDS 79-09. "An Evaluation of the Outcome of Preschool Impairments in Language Development." Not Funded.

Publications

Dissertation

Strong, Carol J. (1989). *Stability of oral cohesion skills of language-impaired and normally developing school-aged children*. Unpublished doctoral dissertation. Utah State University, Logan, Utah.

Reports

Celebrating Excellence: Annual Report of Publications, Professional Contributions and Awards, and Contract and Grant Proposals for 2002-2003. (Carol J. Strong, CEHS Associate Dean for Research) Submitted to the President, Provost, and Vice President for Research, Utah State University. November, 2003.

U.S. News and World Report, USU COE 2003 Statistical Survey of Graduate Schools of Education (Carol J. Strong, Associate Dean for Research) Submitted to *U.S. News and World Report*. December, 2003.

Research faculty profiles and resources. (Carol J. Strong, Associate Dean for Research) Submitted to the President, Provost, Vice President for Research, and CEHS Dean, Utah State University.

Celebrating Excellence: Annual Report of Publications, Professional Contributions and Awards, and Contract and Grant Proposals for 2001-2002. (Carol J. Strong, COE Associate Dean for Research) Submitted to the President, Provost, and Vice President for Research, Utah State University. January 2003.

U.S. News and World Report, USU COE 2002 Statistical Survey of Graduate Schools of Education (Carol J. Strong, Associate Dean for Research) Submitted to *U.S. News and World Report*. December, 2002.

COE Grant Proposal Summary for 2000-2001. (Carol J. Strong, COE Associate Dean for Research) Submitted to the President, Provost, and Vice President for Research, Utah State University. January, 2002.

U.S. News and World Report, USU COE 2002 Statistical Survey of Graduate Schools of Education (Carol J. Strong, Associate Dean for Research) Submitted to *U.S. News and World Report*. December, 2001.

National Council for the Accreditation of Teacher Education, *Self-Evaluation Report for the COE Interdepartmental Doctoral Program* (Carol J. Strong, Associate Dean for Research) Submitted to the NCATE Review Board. January, 2001.

U.S. News and World Report, USU COE 2001 Statistical Survey of Graduate Schools of Education (Carol J. Strong, Associate Dean for Research) Submitted to *U.S. News and World Report*. December, 2000.

COE Grant Proposal Summary for 1999-2000. (Carol J. Strong, COE Associate Dean for Research) Submitted to the President, Provost, and Vice President for Research, Utah State University. March, 2001.

U.S. News and World Report, USU COE 2000 Statistical Survey of Graduate Schools of Education (Carol J. Strong, Associate Dean for Research) Submitted to *U.S. News and World Report*. December, 1999.

Women and Gender Research Institute Annual Report for 1998-99. (Carol J. Strong, Director) Submitted to the Provost and Vice President for Research, Utah State University. July, 1999.

Women and Gender Research Institute Annual Report for 1997-98. (Carol J. Strong, Director) Submitted to the Provost and Vice President for Research, Utah State University. July, 1998.

Women and Gender Research Institute Annual Report for 1996-97. (Carol J. Strong, Director) Submitted to the Provost and Vice President for Research, Utah State University. July, 1997.

Self-Study Review of the Department of Communicative Disorders and Deaf Education. (Carol J. Strong and Thomas Johnson) Submitted to the State of Utah Board of Regents. November, 1993.

Research on the effects of home intervention on hearing-impaired children and their families, July 1, 1979 to June 30, 1991. (Carol J. Strong and Thomas C. Clark) Submitted to the U. S. Department of Education, Office of Special Education and Rehabilitative Services. August, 1992. (ERIC Document Reproduction Service No. ED 349 750)

Research on the effects of home intervention on hearing-impaired children and their families, July 1, 1979 to June 30, 1991. (Carol J. Strong and Thomas C. Clark) August, 1992. A total of 64 individualized 15-page site reports submitted to agencies, states, and Canadian provinces.

*Project SKI*HI outreach programming for hearing-impaired infants and families: Recertification statement, questions, responses, and approval.* (Carol J. Strong and Thomas C. Clark) Submitted to the U. S. Department of Education, Program Effectiveness Panel. June, 1990. Recertification approved: February, 1991. (ERIC Document Reproduction Service No. ED 335 809)

The modification of attitudes toward persons with handicaps: A comprehensive integrative review of research, Project No. 023CH50160, Grant No. G008530210. (J.P. Shaver, Charles K. Curtis, Joseph Jesunathadas, Carol J. Strong) Submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Research in Education of the Handicapped Program. February 28, 1987. (ERIC Document Reproduction Service No. ED 285 345)

Stability of narrative skills, syntactic complexity skills, and fluency skills of language-impaired and normally developing school-aged children. (Carol J. Strong) Submitted to the American Speech-Language-Hearing Foundation for the 1989 New Investigator Award. December 1, 1990.

Refereed Journals

Greenhalgh, Kellie S., & Strong, Carol J. (2001). Literate language features in spoken narratives of children with typical language and children with language impairments. *Language, Speech, and Hearing Services in Schools, 32*(2), 114-125.

Harmston, Katherine A., Strong, Carol J., & Evans, Deborah D. (2001). Writing to South Africa: International pen-pal correspondence for students with language-learning disabilities. *Teaching Exceptional Children, 33*(3), 46-51.

Strong, Carol J. (2001). Literature-based language intervention. *ASHA Special Interest Division 1: Language Learning and Education, 8*(2), 21-25.

Gummersall, D. M., & Strong, Carol J. (1999). Assessment of complex sentence production in a narrative context. *Language, Speech, and Hearing Services in Schools, 30*(2), 152-164.

Evans, Deborah D., & Strong, Carol J. (1996). What's the story? Attending, listening, telling in middle school. *Teaching Exceptional Children, 28*(3), 58-61.

Strong, Carol J. (1996). Applying research; Literature-based language intervention: The magic of "Once upon a time." *Asha, 38*(4), 46-47.

Hoggan, Kelly C., & Strong, Carol J. (1994). The magic of once upon a time: Narrative-

teaching strategies. *Language, Speech, and Hearing Services in Schools*, 25, 76-89.
Received award for article of highest merit from ASHA.

Strong, Carol J., Clark, Thomas C., Johnson, Dorothy, Watkins, Susan, Barringer, Donald G., & Walden, Beth E. (1994). SKI*HI home-based programming for children who are deaf or hard of hearing: Recent Research Findings. *Infant-Toddler Intervention*, 4(1), 25-36.

Strong, Carol J., Clark, Thomas C., Johnson, Dorothy, Watkins, Susan, Barringer, Donald G., & Walden, Beth E. (1994). SKI*HI home-based programming for children who are deaf or hard of hearing: Recent Research Findings. *Infant-Toddler Intervention*, 4(1), 25-36.

Strong, Carol J., Clark, Thomas C., & Walden, Beth E. (1994). The relationship of hearing-loss severity to demographic, age, treatment, and intervention-effectiveness variables. *Ear and Hearing*, 15(2), 126-137.

Watkins, Susan, Clark, Thomas C., Strong, Carol J., & Barringer, Donald. (1994). The effectiveness of an intervener model of services for young deaf-blind children. *American Annals of the Deaf*, 139, 404-409.

Barringer, Donald G., Strong, Carol J., Blair, James C., Clark, Thomas C., & Watkins, Susan. (1993). Screening procedures used to identify children with hearing loss. *American Annals of the Deaf*, 138(5), 420-426.

Strong, Carol J., & Shaver, James P. (1991). Modifying attitudes toward persons with hearing impairments: A comprehensive review of the research. *American Annals of the Deaf*, 136, 252-260.

Strong, Carol J., & Shaver, James P. (1991). Stability of cohesion in the spoken narratives of language-impaired and normally developing school-aged children. *Journal of Speech and Hearing Disorders*, 34, 95-111.

Shaver, James P., Curtis, Charles K., Jesunathadas, Joseph, & Strong, Carol J. (1989). The modification of attitudes toward persons with disabilities: Is there a best way? *International Journal of Special Education*, 4, 33-57.

Books

Strong, Carol J., & Strong, William. (1999). *Strong rhythms and rhymes: Language and literacy development through sentence combining*. Eau Claire, WI: Thinking Publications.

Strong, Carol J. (1998). *The Strong narrative assessment procedure*. Eau Claire, WI: Thinking Publications.

Strong, Carol J., & North, Kelly H. (1996). *The magic of stories: Literature-based language intervention*. Eau Claire, WI: Thinking Publications.

Strong, Carol J., & Strong, William. (1995). *Rhythm, rhyme, and rap: Developmental sentence combining exercises*. Tucson, AZ: Communication Skill Builders.

Strong, Carol J., Clark, T. C., Barringer, D. G., Walden, B. E., & Williams, S. A. (1992). *SKI*HI home-based programming for children with hearing impairments: Demographics, child identification, and program effectiveness, 1979-1991*. Logan, UT: SKI*HI Institute. (ERIC Document Reproduction Service No. ED 349 750)

Chapter in Book

Strong, Carol J. (1971). Analysis of verbal behavior in articulation therapy. In T. S. Johnson (Ed.) *Analysis of clinical interaction*. Logan, UT: Department of ComD.

Other Publications

Strong, Carol J. (1997). It's been magic [Letter to the Editor]. *American Speech-Language-Hearing Association*, 39(2), 6.

Strong, Carol J. (1992). Not just talk [Letter to the Editor]. *American Speech-Language-Hearing Association*, 34, 3.

Nonprint Media

Strong, Carol J. (Narrator). (1995). *Narrative assessment*. (Videotape recording). INFOLINK: Layton, UT.

Strong, Carol J. (1995). Author/Producer. *Dynamic assessment of narrative skills: Audiotape, storybook, and elicitation instructions*. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, UT.

Strong, Carol J. (1994). Author/Producer. *Audiotape and elicitation instructions for retold narrative samples and narration for four wordless picture books*. Department of Communicative Disorders and Deaf Education, Utah State University: Logan, UT.

Strong, Carol J., & Clark, Thomas C. (Speakers). (1992). *SKI*HI home-based programming for children with hearing impairments* (Cassette Recording No. 1420). San Antonio, TX: American Speech-Language-Hearing Association.

Strong, Carol J., Manuel-Dupont, Sonia, & Rowland, Cyndi. (Speakers). (1991). *Emergent literacy: Language-impaired, AAC users, and non-native speakers* (Cassette Recording No. 760). Atlanta, GA: American Speech-Language-Hearing Association.

Abstracts Published in Refereed Journals

- Jensen, Janet K., Elsweller, Anne W., and Strong, Carol J. (1995). My own book: Using literacy albums in language assessment/intervention [abstract]. *American Speech-Language-Hearing Association, 37*, 94.
- Strong, Carol J., & Gummersall, Dawn. (1995). Dynamic assessment of complex sentence production in a narrative context [abstract]. *American Speech-Language-Hearing Association, 37*, 100.
- Costa, L. Kevin, & Strong, Carol J. (1994). Language characteristics of spoken narratives produced by African-American children [abstract]. *American Speech-Language-Hearing Association, 36*, 196.
- Strong, Carol J., & Hoggan, Kelly C. (1994). The magic of "once upon a time": Narrative teaching strategies [abstract]. *American Speech-Language-Hearing Association, 36*, 66-67.
- Strong, Carol J., & Clark, Thomas C. (1992). SKI*HI home-based intervention for children with hearing impairments [abstract]. *American Speech-Language-Hearing Association, 34*.
- Strong, Carol J., Manuel-Dupont, Sonia, & Rowland, Cyndi. (1991). Enhancing emergent literacy: Language-impaired, AAC users, and non-native speakers [abstract]. *American Speech-Language-Hearing Association, 33*, 141.
- Manuel-Dupont, Sonia S., Strong, Carol J., & Fields, Tobey. (1990) Spoken narrative assessment: Language-impaired and native American school-aged children [abstract]. *American Speech-Language-Hearing Association, 32*, 56.

Unpublished Manuscripts

- Harris, Maggie, & Strong, Carol J. (1995). Emergent literacy support in Head Start classrooms: Observations based on questionnaires. Submitted to *Head Start Teachers Journal*.
- Strong, Carol J. (1994). Stability of syntax in the spoken narratives of children with and without language-learning impairments. Department of Communicative Disorders, Utah State University, Logan, UT.
- Strong, Carol J., & Shaver, James P. (1992). *Cohesion in the spoken narratives of language-impaired, learning-disabled, and normally developing children: A review of the literature*. Department of Communicative Disorders, Utah State University, Logan, UT.
- Fewell, Kerry, & Strong, Carol J. (1992). *Assessing social and pragmatic skills in preschool children aged three to five years: A review*. Department of Communicative

Disorders, Utah State University, Logan, Utah.

Strong, Carol J. (1990). *Description of a typical child from SKI*HI: 1986-1989*. SKI*HI Institute: Logan, Utah.

Cleckler, Marilyn R., & Strong, Carol J. (1989). *The relationship between revision behaviors and syntax in the spoken narratives of language-impaired and normally developing school-aged children*. Department of Communicative Disorders, Utah State University, Logan, Utah.

Strong, Carol J. (1989). Brochure for Project REAP: *Research on the effectiveness of at-home programming*. SKI*HI Institute: Logan, Utah.

Strong, Carol J. (Ed.) (1972). *Speech and language handbook for public school clinicians*, University of Illinois, Department of Speech Pathology-Audiology.

Manuscripts in Process

Strong, Carol J., Evans, Deborah D., & Strong, W. Working together: Pen pal writing in school/university collaboration. [submission to *Communication Disorders Quarterly*]

Conference Presentations

Refereed

Sentence Combining as Intervention: Helping Children Develop Language and Literacy. (Carol J. Strong and William Strong). Workshop presented at the Intermountain Area Speech-Language Hearing Association (IMASH). Ogden, UT: March, 2005.

Literature- and Expository-Based Language Intervention Parts I and II. (Carol J. Strong). Workshop presented at the Special Education Council of the Alberta Teachers' Association. Kananaskis, Alberta, Canada: October 15, 2004.

Sentence Combining as Intervention: Helping Children Develop Language and Literacy. (Carol J. Strong and William Strong). Workshop presented at the Special Education Council of the Alberta Teachers' Association. Kananaskis, Alberta, Canada: October 15, 2004.

Sentence combining as intervention: Helping children develop language and literacy. (Carol J. Strong and William Strong). Paper presented at the 2003 CEC Annual Convention and Expo. Seattle, WA: April, 2003.

Literature-based language intervention. (Carol Strong and William Strong). Paper presented at the 19th Annual Pacific Rim Conference on Disabilities. Honolulu, HI: Feb. 2003.

Sentence combining as intervention: Helping children develop language and literacy. (Carol Strong and William Strong). Paper presented at the 18th Annual Pacific Rim Conference on Disabilities. Honolulu, HI: March, 2002.

Working together: Pen pal writing in middle school/university collaboration. (Carol Strong, William Strong, Deborah D. Evans, and Susie Yoakum). Paper presented at the 18th Annual Pacific Rim Conference on Disabilities. Honolulu, HI: March, 2002.

Expressive vocabulary in the spoken narratives of children with normal language and with language impairments. (Kellie Greenhalgh and Carol J. Strong). Paper presented at the annual meeting of the Rocky Mountain Educational Research Association. Las Cruces, NM: October, 1999.

Language and literacy development through sentence combining. (Carol Strong and William Strong). Paper presented at the 6th International Conference on Mental Retardation and Developmental Disabilities. Maui, HI: February, 1998.

Language and literacy development through sentence combining. (Carol Strong and William Strong). Paper presented at the 15th Annual Pacific Rim Conference on Disabilities. Honolulu, HI: February, 1998.

Creative approaches to sentence combining. (Bill Strong and Carol Strong). Paper presented at the 1998 Tidewater Writing Project Conference. Norfolk, VA: April, 1998.

E-mail and Snail-Mail: Enhancing writing through pen pal correspondence. (Katherine Wolf and Carol J. Strong). Paper presented at the Annual Convention of the American Speech-Language-Hearing Association. Boston: Nov., 1997.

The first yes: Integrating art with science and practice. (Barbara Goldberg, Woody Starkweather, Carol J. Strong, and Gregory Weimann). Paper presented at the Annual Convention of the American Speech-Language-Hearing Association. Boston: Nov., 1997.

Rhythm, rhyme, and rap: Developing sentence fluency in elementary grades. (Bill Strong and Carol J. Strong). Paper presented at the 17th Annual Southern Utah University Reading Conference. Cedar City, UT: July, 1997.

Rhythm, rhyme, and rap. (Bill Strong and Carol J. Strong). Paper presented at the Northwest Regional N.C.T.E. Conference. Portland, OR: March, 1997.

Dynamic assessment of complex sentence production in a narrative context. (Carol J. Strong and Dawn M. Gummingsall). Paper presented at the Annual Convention of the American Speech-Language-Hearing Association. Orlando, FL: Dec., 1995.

My own book: Using literacy albums in language assessment/intervention. (Janet Jensen, Anne Elswailer, and Carol J. Strong). Paper presented at the Annual Convention of the American Speech-Language-Hearing Association. Orlando, FL: Dec., 1995.

Dynamic assessment of complex sentence production in a narrative context. (Dawn M. Gummingsall and Carol J. Strong). Paper presented at the Spring Conference of the Utah Speech-Language-Hearing Association. Park City, UT: May, 1995.

My own book: Using literacy albums in language assessment/intervention. (Janet Jensen, Anne Elsweler, and Carol J. Strong). Paper presented at the Spring Conference of the Utah Speech-Language-Hearing Association. Park City, UT: May, 1995.

Vygotsky revisited: How sentence combining works. (William Strong and Carol J. Strong). Half-day workshop presented at the Global Conversations on Language and Literacy Conference. Oxford, England: August, 1994.

Language Characteristics of Spoken Narratives Produced by African-American Children. (Kevin L. Costa and Carol J. Strong). Paper presented at the Spring Conference of the Utah Speech-Language-Hearing Association. Park City, UT: May, 1994.

*SKI*HI home-based intervention for children with hearing impairments.* (Carol J. Strong and Thomas C. Clark). Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association. San Antonio, TX: November, 1992.

Enhancing emergent literacy skills in language-impaired, non-native speakers, and AAC users. (Carol J. Strong, Sonia Manuel-Dupont, and Cyndi Rowland) One-hour showcase session in the Communicative Disorders strand presented at the annual Convention of the Council for Exceptional Children. Baltimore: April, 1992.

Enhancing emergent literacy skills in language-impaired, non-native speakers, and AAC users. (Carol J. Strong, Sonia Manuel-Dupont, and Cyndi Rowland) One-Hour Session presented at the Statewide Preschool Training Conference. Salt Lake City: April, 1992.

Enhancing emergent literacy in language-impaired, non-native speakers and AAC users. (Carol J. Strong, Sonia Manuel-Dupont, and Cyndi Rowland) Miniseminar presented at the annual convention of the American-Speech-Language-Hearing Association. Atlanta: November, 1991.

Spoken narrative assessment: Language-impaired and Native American school-aged children. (Carol J. Strong, Sonia Manuel-Dupont, and Tobey Fields) Presented at the spring conference of the Utah Speech-Language-Hearing Association. Park City, Utah: May, 1991.

The effect of contextual support on the spoken narratives of preschool children. (Kelly Hoggan and Carol J. Strong) Presented at Scholars' Day, Utah State University. Logan, Utah: May, 1991.

A review of methods of assessing social and pragmatic skills in preschool children ages three to five. (Kerry Fewell and Carol J. Strong) Presented at Scholars' Day, Utah State University. Logan, Utah: May, 1991. (Won first prize for graduate papers in Education and Humanities.)

Cohesion in the spoken narratives of hearing-impaired children: A review of the literature. (Julie LeBaron and Carol J. Strong) Presented at Scholars' Day, Utah State University. Logan, Utah: May, 1991.

Cohesion in the spoken narratives of hearing-impaired children: A review of the literature. (Julie LeBaron and Carol J. Strong) Presented at the spring conference of the Utah Speech-Language-Hearing Association. Park City, Utah: May, 1991.

Spoken narrative assessment: Language-impaired and Native American school-aged children. (Sonia Manuel-Dupont, Carol J. Strong, and Tobey Fields) Miniseminar presented at the annual convention of the American-Speech-Language-Hearing Association. Seattle, Washington: November, 1990.

The relationship between receptive vocabulary and emergent literacy skills. (Leslie Mangum and Carol J. Strong) Paper presented at the spring convention of the Utah Speech-Language-Hearing Association. Park City, Utah: May, 1990.

The relationship between receptive vocabulary and emergent literacy skills. (Leslie Mangum and Carol J. Strong) Paper presented at Scholars' Day, Utah State University. Logan, Utah: May, 1990.

The relationship between revision behaviors and syntax in the spoken narratives of language-impaired and normally developing school-aged children. (Marilyn Cleckler and Carol J. Strong) Paper presented at the spring convention of the Utah Speech-Language-Hearing Association. Park City, UT: May, 1990.

Modifying attitudes toward disabled persons: A comprehensive review of the research. (James P. Shaver, Charles K. Curtis, Joseph Jesunathadas, and Carol J. Strong) Roundtable presentation at the annual meeting of the American Educational Research Association. Washington, DC: April, 1987.

Is there a "best" way to change attitudes toward persons with disabilities? A review of research. (James P. Shaver, Charles K. Curtis, Joseph Jesunathadas, and Carol J. Strong) Paper presented at the annual convention of the Council for Exceptional Children. Chicago: April, 1987.

Invited/Featured Speaker

Thinking Publications Online Language Conference, *Ask the Expert about Literacy* (Feb. 20 to March 10, 2006)

Health-Ed Network Language and Literacy Workshops, *The magic of stories: Connecting to the curriculum with literature-based language intervention* (Houston, TX: December 2, 2005).

Pueblo Community College Conference on the Arts & Crafts of Storytelling: Teaching Children Developmental Skills Through Stories, *Literature-Based Language Intervention: Linking with the Curriculum*. (Pueblo, CO: June, 2005).

Annual Higher Education Opportunities for Speech Providers Conference, *Linking with the Curriculum: Literature-Based Language Intervention*. (NYC Department of Education & St. John's University, NY: May, 2005)

2005 Wisconsin Speech and Hearing Association Convention, *Literature-Based Language Intervention*. (Madison, WI: April, 2005).

2005 Nevada Speech and Hearing Association Convention, *Narrative Assessment Based on Story Retelling*. (Reno, NV: March, 2005).

Redwood City School District, *Sentence combining and paragraph building in the elementary classroom*. (Redwood City, CA: January, 2005).

Health-Ed Network Language and Literacy Workshops, *Connecting to the curriculum: Literature-based language intervention* (Minneapolis, MN: December 3, 2004).

ProCare Therapy Literacy Conference, *Literature- and Expository-Based Language Intervention* (Las Vegas, NV: July 17, 2004).

Northern Inland Writing Project Conference, *Sentence combining in action: Elementary* (Spokane, WA: March 13, 2004). Workshop for elementary teachers presented by William Strong and Carol J. Strong.

Idaho Speech-Language-Hearing Association Featured Speaker, *Curriculum connections: Literature- and expository-based language intervention* (Pocatello, ID: March 4, 2004).

Health-Ed Network Language and Literacy Workshops, *Connecting to the curriculum: Literature-based language intervention* (Seattle, WA: February 27, 2004).

Jordan School District Communicative Disorders Workshop, *Literature-based language intervention* (Sandy, UT: Feb. 13, 2004).

Early Development of Children with Hearing Loss (EDCHL) Training Workshop: *Language Measures for Comprehension and Expression* (Logan, UT: Jan. 16, 2004)

Utah State Office of Education Communicative Disorders Coordinators' Monthly Meeting:

- Assessing Language for Learning* (Salt Lake City, UT: Jan. 14, 2004).
- Health-Ed Network Language and Literacy Workshops, *Connecting to the curriculum: Literature-based language intervention* (Dallas, TX: December 4, 2003).
- National Student Speech-Language-Hearing Association, Idaho State University Chapter, Fall Conference, *Narrative assessment via story retelling* (Pocatello, ID: November 3, 2003).
- Health-Ed Network Language and Literacy Workshops, *Connecting to the curriculum: Literature-based language intervention* (Orlando, FL: October 9, 2003).
- Best Practices in Public School Speech Language Pathology Annual Conference, *Literature- and expository-based language intervention* (Atlanta, GA: February 27, 2003).
- Best Practices in Public School Speech Language Pathology Annual Conference, *Narrative assessment via story retelling* (Atlanta, GA: February 28, 2003).
- Thinking Publications ASHA Theater. *The Strong Narrative Assessment Procedure and the Magic of Stories* (Atlanta, GA: November 22, 2002).
- Weber School District, *Language and literacy development and intervention* (Ogden, UT: August 21, 2002). Workshop for SLPs and special educators presented by Beth Foley & Carol Strong.
- The Noyce Foundation Program on Early Literacy, *Language and literacy development* (Carnegie Institute for the Advancement of Teaching, Menlo Park, CA: April 26, 2002). Workshop for literacy coaches presented by William Strong & Carol J. Strong.
- The Noyce Foundation Program on Early Literacy, *Sentence combining and paragraph building in the elementary classroom* (Stanford University, Palo Alto, CA: April 27, 2002). Workshop for teachers and administrators presented by William Strong & Carol J. Strong.
- Bear River Head Start Annual Inservice, *Language and literacy development, disabilities, and intervention: Children 3 to 5* (Logan, UT: March 22-23, 2002). Workshop presented by Anne Elswiler, Beth Foley, Sonia Manuel-Dupont, Vicki Simonsmeier, & Carol J. Strong.
- Lincoln Way Special Education Regional Resource Center Inservice, *Narrative Assessment* (Akron, OH: March 15, 2002)
- New Jersey Speech-Language Hearing Association 2001 Annual Convention, *Literature-Based Language Intervention and Narrative Assessment* (Atlantic City, NJ: May 3, 2001)
- Wisconsin Speech-Language Pathology and Audiology Association 2001 Convention, *Literature-Based Language Intervention* (Madison, WI: April 7, 2001)
- Atlanta Speech School, *Narrative Assessment and Intervention* (Atlanta, GA: January 12

& 13, 2001)

Miami Valley Special Education Regional Resource Center Inservice, *The Magic of Narratives: Assessment* (Dayton, OH: October 13, 2000)

Natrona County School District Teleconference for Speech-Language Clinicians, *Narrative Assessment* (Casper, WY: January, 2000)

Clark County School District Annual Fall Inservice Workshop, *Narrative Assessment and Literature-Based Language Intervention* (Las Vegas, NV: August 9-10, 1999)

Georgia State University and the Georgia Speech-Language-Hearing Association: First Annual Summer Institute in Communication Disorders, *The Magic of Narratives: Linking Literature, Language, and Learning* (Atlanta, GA: June 24-25, 1999)

University of Texas at Brownsville and Texas Southmost College, *Rhythms and Rhymes* (Brownsville, TX–Jan. 23, 1999) with William Strong

University of Texas at Brownsville and Texas Southmost College, *Literature-Based Language Intervention* (Brownsville, TX–Jan. 23, 1999)

Natrona County School District, *Narrative Assessment and Intervention* (Casper, WY–November, 1998)

Wyoming Speech-Language-Hearing Association, *The Magic of Narratives: Assessment and Intervention* (Riverton, WY–July, 1998)

Calvert County School District, *The Magic of Narratives: Assessment and Intervention* (Prince Frederick, MD–June, 1998)

Cache County School District Special Education Inservice Program, *Phonological Awareness* (Logan, UT–March, 1998)

1998 Annual Illinois Speech-Language-Hearing Association Convention--Featured Speaker, *Narrative Assessment and Literature-Based Language Intervention* (Arlington Heights, IL--Feb., 1998)

Northwest Ohio Special Education Regional Resource Center--Featured Speaker, *The Magic of Narratives: Literature-Based Language Intervention* (Bowling Green, OH--Jan., 1998).

20th Annual Summer Institute for the Management of Communicative Disorders, *Narratives: Language Assessment and Intervention* (Logan, UT--July, 1997).

43rd Annual Convention of the North Carolina Speech, Hearing and Language Association--Featured Speaker, *Literature-based language intervention* (Raleigh, NC: April, 1997).

Cache County Speech-Language Clinicians, *My own book: Using literacy albums in language assessment/intervention* (Logan, UT--November, 1995) with Janet Jensen

and Anne Elswailer.

American Speech-Language-Hearing Association, *The Magic of Once Upon a Time*, Poster Session (New Orleans, LA--November, 1994) with Kelly Hoggan North.

American Speech-Language-Hearing Association, *Language Characteristics of Spoken Narratives Produced by African-American Children*, Miniseminar (New Orleans, LA--November, 1994) with Kevin Costa.

Granite School District, *Training Interpreter Paraprofessionals to Conduct Nonstandardized Language Assessment* (Salt Lake City--November, 1994) with Sonia Manuel-Dupont and Susie Yoakum.

17th Annual Summer Institute for the Management of Communicative Disorders, "Narratives: Language Assessment and Intervention" (Logan, UT--July, 1994)

SKI*HI Institute Inservice, *An Extreme Group Comparison--Children Who Benefitted from Home-Based Programming and Those Who Did Not: Demographic, Age, Treatment Characteristics* (Logan, UT--February, 1994).

Granite School District Communicative Disorders Inservice Program, *Narrative Assessment and Intervention* (Salt Lake City--April, 1992)

Head Start-Home Start Inservice, *Enhancing Emergent Literacy Skills in Language-Impaired and Non-Native Speakers* (Logan, Utah--November, 1991) with Sonia Manuel-Dupont.

Utah Schools for the Deaf and Blind, Parent-Infant-Program Fall Inservice, *SKI*HI Data Update: Cost Analysis* (Ogden, Utah--October, 1991)

Early Intervention Conference, *Texas Home-Based Programming for Children with Hearing Impairments: Nine Years of Demographic and Program-Effectiveness Data* (Austin, Texas--May, 1991)

Utah Learning Resource Center, Statewide Preschool Conference, *Hearing Impaired Infants, Toddlers, and Preschoolers in Utah: Demographic and Parent-Infant-Program Effectiveness Data* (SLC, Utah--April, 1991)

Institutional Council, Utah Schools for the Deaf and Blind, *Utah's Hearing Impaired Children: Parent and Child Progress* (SLC, Utah--November, 1990).

Utah Schools for the Deaf and Blind, Parent-Infant-Program, Inservice for Parent Advisors, *Utah's Hearing Impaired Children: Parent and Child Progress* (Ogden, Utah--October, 1990)

SKI*HI Institute, Inservice for Institute Staff, *Integrative Reviews: How to Systematically Review the Literature* (Logan, Utah--October, 1990)

Logan City School District Communicative Disorders Inservice Program, "Assessment of Narrative Skills in School-Aged Children" (Logan, Utah--September, 1990)

Utah Schools for the Deaf and Blind, Parent-Infant-Program, Inservice for Parent Advisors, *Enhancing Data-Collection in the Parent-Infant-Program in Utah* (Ogden, Utah--March, 1990)

Edmonton Public Schools Communicative Disorders Inservice Program, *Narrative Skills: Assessment and Intervention* (Edmonton, Alberta, Canada--April, 1989)

Cache County School District Communicative Disorders Inservice Program, *Narrative Skills: Assessment and Intervention* (Logan, Utah--May, 1989)

Cache County School District Communicative Disorders Inservice Program, *Interpretation of Standardized Tests* (Logan, Utah--November, 1986)

Jordan School District Communicative Disorders Inservice Program, *Evaluation of Cohesion in Oral Language* (SLC, Utah--April, 1986)

Rock Springs Special Education Inservice Day, *Language-Learning Disorders In School-Aged Children* (Rock Springs, Wyoming--April, 1986)

Seventh Annual Institute for Management of the Communicatively Handicapped, *School-Aged Language Disorders* (Logan, Utah--July, 1984)

Utah Speech-Language-Hearing Association (USHA) Spring Conference, *Assessment and Intervention of Preschool Language Disorders* (SLC, Utah--May, 1983)

Edmonton Public Schools Communicative Disorders Inservice Program, *Language Disorders in School-Aged Children* (Edmonton, Alberta, Canada--Oct. 1982)

Fifth Annual Institute for Management of the Communicatively Handicapped, *Preschool Language Disorders* (Logan, Utah--July, 1982)

Technical Assistance and Evaluations

- 1999 Evaluator for COE Implementation Grant Proposal, *Preparing Technology Proficient Teachers for the New Millennium*, submitted to U. S. Department of Education.
- 1994-1999 Consultant on Project IV: *Linguistic Experience and Speech Perception in Children* for the Research and Training Center on Hearing Loss in Children, Boys Town Nat'l. Res. Hospital, Omaha.
- 1993-2004 Technical assistance to Debi Evans, Speech-language Clinician, Logan City School District. Collaboration and assistance with treatment procedures for study investigating the effectiveness of written correspondence with an older audience on the language skills of middle-school students with language impairments.
- 1983-2004 Provide technical assistance to clinicians in Cache County School District as

needed regarding children with language impairment.

- 1995-1996 Consultant for the Center for Persons with Disabilities, USU: Development of Teaching Units for Language, Speech, and Hearing Development Class for use in statewide training of early interventionists.
- 1995-1996 Technical assistance to Kim Corbin-Lewis, faculty member in Communicative Disorders and Deaf Education, USU, completing her dissertation at the University of Wisconsin, Madison, WI.
- 1992-1996 Technical assistance to the SKI*HI Institute, USU, with respect to evaluation of programs and projects.
- 1995 Evaluation of graduates from the Department of Communicative Disorders and Deaf Education, USU, in the work place.
- 1994 Evaluation of graduates from the Department of Communicative Disorders and Deaf Education, USU, in the work place.
- 1993 Evaluation of graduates from the Department of Communicative Disorders and Deaf Education, USU, in the work place.
- 1992-1994 Technical assistance to Tobey Fields and Terri Gailey, Speech-Language Clinicians, Cache County School District. Assistance with research design and treatment procedures for study investigating the effectiveness of narrative intervention for students with language impairments.
- 1991-1994 Technical assistance to Paula Mathews, Speech-Language Clinician, Preston School District. Assistance with research design for federal grant investigating effectiveness of palatometer.
- 1991-1992 Cost Analysis--Utah Parent/Infant Program, SKI*HI Institute, Logan.
- 1991-1992 Validation of the Intervener Project (VIP)--1991-92, SKI*HI Institute, Logan, Utah. Coding, data entry, and analysis of all data and written summary for U.S. Office of Education.
- 1991 Logan City School District, Evaluation of a Middle School Student
- 1990-1992 Technical assistance to Deborah D. Evans, Speech-Language Clinician, Logan City School District. Assistance with research design and treatment procedures for study investigating the effectiveness of narrative intervention for students with severe disabilities. (Resulted in an article to be published in *Teaching Exceptional Children*.)
- 1990-1991 Validation of the Intervener Project (VIP)--1990-91, SKI*HI Institute, Logan, Utah. Coding, data entry, and analysis of all data and written summary for U.S. Office of Education.

- 1990 Utah State Office of Education, State Task Force on Assessment of Language in Students with Disabilities
- 1989-1992 Experimental vs. Control Study Evaluating the Effectiveness of the Intervener Project. Coding, data entry, analysis, and written summary of data. SKI*HI Institute, Logan, Utah.
- 1989-1992 Validation of the Intervener Project (VIP)--1989-92, SKI*HI Institute, Logan, Utah. Coding, data entry, and analysis of all data and written summary for U.S. Office of Education.
- 1989-1990 Faculty and Student Perceptions of the Utah State University Course Evaluation System. Faculty Senate Evaluation Committee.
- 1989-1990 Validation of the Intervener Project (VIP)--1989-90, SKI*HI Institute, Logan, Utah. Coding, data entry, and analysis of all data and written summary for U.S. Office of Education.
- 1986 External On-Site Evaluation Report for Project TRI, Transition to Residential Independence: A Project Funded by the Utah Developmental Disabilities Council.
- 1986 Developmental Disabilities Council, State of Utah, Program Evaluation
- 1984 Utah State Office of Education, Evaluation of Micro-Computer Educational Software
- 1984 Utah State Office of Education--Course of Study Committee and Textbook Commission--Textbook Evaluation

SERVICE

Professional Assignments

National

- 2005 Manuscript reviewer, *American Journal of Speech-Language Pathology*
- 2005-Pres. Member, Topic Committee for School-Age Language for the 2006 American Speech-Language Hearing Association Convention in Miami, FL.
- 2004-Pres. Editorial Review Panel, *Journal of Speech-Language-Hearing Research*
- 2003-Pres Editorial Review Panel, *The Volta Review*
- 2002 Consultant, Thinking Publications (New textbooks and courseware materials).

- 2001-02 Editorial Consultant, *Language, Speech, and Hearing Services in Schools*
- 2000-01 Review Panel, *Tips on Parenting*
- 2000 Manuscript reviewer, *Journal of Speech-Language-Hearing Research*.
- 1994-02 Editorial Board for the *AAHBEI News Exchange* (American Association for Home Based Early Interventionists).
- 2000 Manuscript reviewer, *Language, Speech, and Hearing Services in Schools*
- 1999 Manuscript reviewer, *Journal of Speech-Language-Hearing Research*.
- 1998 Manuscript reviewer, *Topics in Early Childhood Special Education*.
- 1997 Consultant, Thinking Publications (New textbooks and courseware materials).
- 1996 Session Chair, Annual Meeting of the American Speech-Language-Hearing Association.
- 1996 Reviewer of textbook, *Sourcebook for Narrative Language*. by Diana Hughes for Thinking Publications, Eau Claire, WI.
- 1995 Reviewer of textbook, *Language and communication disorders in children*, by D. K. Bernstein and E. Tiegerman for Allyn & Bacon, Needham Heights, MA.

State of Utah

- 2005-Pres. Member, Utah Commission for Women and Families
- 2004-Pres. Member, Utah Council of Education Deans
- 1994-95 Member, State of Utah Department of Health, Division of Family Health Services, Task Force on Training/Education of Personnel Providing Services to Disabled Infants, Toddlers, and their Families
- 1994 Developed proposal for Research Mini-Grants for Clinicians for the Utah Speech-Language-Hearing Association.
- 1989 Invited Participant, Utah State Office of Education Task Force on Language Evaluation Standards for Speech-Language-Pathology in the Public Schools
- 1983 Member, USHA Nominations Committee
- 1981-82 Chairperson, State of Utah Licensure Evaluation Team

- 1980-81 Member, State of Utah Licensure Evaluation Team
- 1977-80 Chairperson, USHA Membership Committee
- 1976-77 Chairperson, USHA Publications & Public Relations Committee.

University

- 2005-Pres. Member, Search Committee for Alumni President
- 2005-Pres. Co-Chair, Center for Early Care and Education
- 2005-Pres. Member, Faculty Senate
- 2004-Pres. Member, Planning Committee for the Early College High School
- 2004-Pres. Member, Deans Council
- 2003-Pres. Member, ADVANCE Supportive Workplace Initiative Implementation Committee
- 2002-2005 Member, Center for Integrated BioGenomics Policy Board
- 2002 Member, F & A Subcommittee, USU Research Council
- 2002 Panelist, Survival Presentation for Entering Freshmen
- 2002 Member, Search Committee, Director of USU Sponsored Programs
- 2001-02 Member, Search Committee, Dean of the College of Business
- 2001 Panelist, Survival Presentation for Entering Freshmen
- 2001-03 Advisory Board Member, USU Center for Epidemiologic Studies
- 2000-03 Member, University Assessment Coordinating Council
- 2000-05 Member, USU Research Council
- 2000 Panelist, Survival Presentation for Entering Freshmen
- 1998 Panelist, Survival Presentation for Entering Freshmen
- 1997-99 Member, Affirmative Action Advisory Council (AAAC)
- 1996-99 Director, Women and Gender Research Institute
- 1995-96 Treasurer, American Association of University Women

1995-96 Women and Gender Research Institute, Steering Committee

1996 Scholars Day--Judge

1995 General Education Review Task Force--Quantitative Literacy Com.

1995 Scholars Day--Moderator

1994 Scholars Day--Judge

1991-92 Executive Committee, Faculty Senate

1992 Scholars Day--Judge

1991 Scholars Day--Judge

1990-91 Faculty Senate Evaluation Committee--Chair Person

1988-92 Faculty Senator from College of Education

1988-92 Faculty Senate Evaluation Committee--Member

College of Education and Human Services

2004-Pres. Member, Edith Bowen Advisory Board

2004-Pres. Chair, Center for Persons with Disabilities Advisory Board

2004 Member, Post Tenure Review Committee, Ann Austin (FCHD)

2002 Member, Search Committee, Associate Director of CPD

2002 Member, Search Committee, Speech-Language Pathologist (CPD)

2001-04 Member, Promotion and Tenure Committee, Judith Holt (CPD)

2000-01 NCATE Review, Interdepartmental Doctoral Program Report

2000-02 Member, Promotion Committee for Dr. Linda Wolcott (Instructional Technology)

2000-02 Member, Promotion and Tenure Committee for Dr. Kentaro Hayashi (Psychology)

2000-01 Member, Promotion Committee for Dr. Julie Smart (Special Education and Rehabilitation)

2000-04 Member, Promotion and Tenure Committee for Dr. Margaret Lubke (CPD)

2000-2005 Chair, HSRC Space Committee

2000-2005 Chair, CEHS Research Council

1999-04 Member, Promotion Committee for Dr. Hilda Fronske (HPER)

1999-04 Member, Promotion Committee for Dr. Rolayne Wilson (HPER)

1999-04 Member, Promotion Committee for Dr. Mimi Recker (Instructional Technology)

1998-04 Member, Promotion and Tenure Committee Dr. Cyndi Rowland (Special Education and Rehabilitation)

1998 Member, Search Committee, Emma Eccles Jones Distinguished Professor, Early Childhood Education Center

1998-99 Operating Advisory Board Member, Emma Eccles Jones Early Childhood Education Center

1998-99 Advisory Board Member, Emma Eccles Jones Early Childhood Education Center

1997-04 Member, Promotion Committee for Dr. Thorana Nelson (FHD)

1997-98 Member, Search Committee, Dean of College of Education

1997-98 Member, Promotion and Tenure Committee for Dr. Shannon Turner (Psychology)

1997-99 Coordinator, New Faculty Research Grants Review Panel

1996-00 Member, Promotion and Tenure Committee for Dr. Julianne Abendroth-Smith (HPER)

1995-04 Member, Promotion Committee for Dr. Grace Huerta (Secondary Education)

1990-Pres. Member, Research and Evaluation Management Committee-- Interdepartmental Doctoral Program

1989-2000 Member, CEHS Research Council

1994-98 Research Subcommittee Member, Interdepartmental Doctoral Program

1986-00 Member, CEHS Proposal Review Committee

1994-97 Member, Strategic Planning Committee

1995-96 Member, Ad Hoc Committee for Revision of Interdepartmental Doctoral

Program

- 1994 Member, T. Clair and Enid Johnson Brown Endowment Scholarship Fund Committee
- 1989-95 Member, COE Interdepartmental Doctoral Advisory Committee
- 1991-92 Member, Utah Career Teacher Scholarship Selection Committee
- 1990-92 Member, EdD Ad Hoc Committee

Communicative Disorders and Deaf Education

- 2002-03 Chair, Post-tenure review committee for Dr. Beth Foley (ComDDE)
- 2002-04 Mentor, Dr. Shirley Leew
- 2002 Member, Search Committee, Tenure-Track SLP (ComDDE)
- 2001-04 Member, Promotion and Tenure Committee for Dr. Carmel Yarger (ComDDE)
- 2001-04 Mentor, Vicki Simonsmeier
- 2001 Member, Search Committee, Faculty Member, Speech-Language Pathology
- 2000-01 Chair, Post-tenure review committee for Jaclyn Littledike (ComDDE)
- 2000-04 Member, Promotion and Tenure Committee for Dr. John Ribera (ComDDE)
- 2000-04 Member, Promotion and Tenure Committee for Vicki Simonsmeier (ComDDE)
- 2000 Member, Search Committee, Director, SKI*HI Institute
- 1999-04 Chair, Promotion Committee and Post-Tenure Review Committee for Dr. Sonia Manuel-Dupont (ComDDE)
- 1999-00 Member, Post-tenure review committee for Dr. James C. Blair (ComDDE)
- 1991-04 Chairperson, Evaluator of ComDDE Program
- 1997-04 Chair, Promotion Committee for Dr. Beth Foley (ComDDE)
- 1997-04 Chair, Promotion and Tenure Committee for Dr. Kim Corbin-Lewis (ComDDE)
- 1989-04 Thesis Format Advisor

1997-01 Mentor, Dr. Nancy Benham

1993-04 Chairperson, Speech-Language Pathology Subcommittee

1993-97 Mentor, Dr. Beth Foley

1996 Committee Member, Northwest Accreditation of Schools and Colleges
Department Self-Study Report

1995 Member, Search Committee, Clinical Instructor in ComDDE

1994-95 Member, Undergraduate Advisory Committee

1993-94 Chairperson, Honors and Awards Committee

1993-94 Advisor, Honors Program

1993 Author, Regents' Review Self-Study Report

1991-92 Special Arrangements Committee, SKI*HI Institute

1991 Author, Mission and Goals Statement for Dept. of Communicative Disorders

1990-92 Member, Resource Management Team, SKI*HI Institute

1990-91 Chairperson, Task Force on Departmental Mission and Goals Statement

1990-91 Member, Task Force on Undergraduate Admissions Criteria and Student
Evaluation

1990-91 Member, Personnel Selection Committee, SKI*HI Institute

1989-92 Liaison for University Relations, SKI*HI Institute

1978-83 Chairperson, Speech-Language Pathology Subcommittee

1975-83 Faculty Advisor, Student Speech-Language-Hearing Assn.

Community

2001-Pres. Assist disabled person at Logan Nursing and Rehabilitation with literacy
needs (library, typing manuscripts)

1992-98 Meet with representatives from Cache County and Logan City School
Districts to plan classroom-based language intervention programs for
moderately and severely handicapped children.

1989-98 Cooperative program with Head Start Handicap Coordinator. Students in

language classes provide assessment and intervention services for children at Head Start.

- 1986-04 Meet monthly with public school speech-language clinicians and resource teachers to discuss recent literature on language impairment in school-aged children. We call our group TALK (i.e., Talking about Language-impaired Kids). Supervise those professionals who wish to obtain CEUs from ASHA for their participation in this group.
- 1994-95 Supervise Audra Anderson at Lincoln School in Hyrum for her Clinical Fellowship Year for ASHA Certification.
- 1982 Presentation to the Logan Junior High Speech Class--Speech and Language Development.

Additional Teaching

Campus

Dec., 2005	Presentation for Dr. Wolter's 6020 class: Literature-based language intervention
July, 2004	Presentation for Dr. Foley's 6020 class: Sentence combining in action.
Apr., 2004	Presentation for Dr. Leew's 5200 class: Using rhythm and rhyme as a context for language intervention.
Fall, 2003	Independent study, ComD 6020, for outreach student, Kristi Emal.
Apr., 2003	Presentation for Dr. Leew's 5200 class: Using rhythm and rhyme as a context for language intervention.
Nov., 1995	Presentation for Elementary Education preservice teachers: Using rhythm and rhyme to teach written and oral language.
Oct., 1994	Presentation on Language Screening during Audiological Evaluations: Com. D. 542/608, Practicum in Audiology.
August, 1992	Presentation on Assessment and Evaluation--Progress Data: Com. D. 638, Programming for the Young Hearing-Impaired Child.
July, 1992	Member, transdisciplinary team to prepare Early Childhood Special Educators.
March, 1992	Presentation on APA style for term papers: Com. D. 312, Disorders of Articulation.
Feb., 1992	Presentation on Research Designs: Doctoral Students in the COE.
August, 1991	Presentation on Assessment and Evaluation--Progress Data: Com. D. 638, Programming for the Young Hearing-Impaired Child.
Sept., 1989	Panel Participant, College of Education Fall Meeting
May, 1982	Presentation to Level II students, Dept. of Elementary Education--Speech and Language Disorders of Elementary Students
March, 1981	Presentation to the Inter-Departmental Doctoral Program, COE--Language Development

Extension/Distance Education Courses

Sum., 2002	Outreach, Language Dis. of School-aged Students (2) ComD 6020
Sum., 2001	Outreach, Language Dis. of School-aged Students (2) ComD 6900
Spring, 1999	Ogden, Language Dis. Of School-Aged Students (2) ComD 6850
Spring, 1997	Ogden, Language Dis. of School-Aged Children (2) ComD 685
Spring, 1996	SLC, Language Dis. of School-Aged Children (2) ComD 685
Spring, 1994	SLC, Research in Com. Dis. (3) ComD 675
Winter, 1994	SLC, Language Dis. in School-Aged Children (2) ComD 685
Winter, 1992	Orem/Provo, Research in Com. Dis. (3) ComD 675
Fall, 1991	Orem/Provo, Language Dis. in School-Aged Children (2) ComD 685
Sum., 1990	Cedar City, Research in Com. Dis. (3) ComD 675
Spring, 1990	Cedar City, Language Dis. in School-Aged Children (2) ComD 685
Sum., 1989	Cedar City, Research in Com. Dis. (3) ComD 675
Spring, 1989	Cedar City, Language Dis. in School-Aged Children (2) ComD 685

Extension courses also taught in Davis County, Ogden, Weber County, Cache County, Logan, Roosevelt, and Vernal School Districts (1973 to 1989)

Written Reviews of Manuscripts

American Journal of Speech-Language Pathology. (2005). The index of narrative micro-structure: A clinical tool for analyzing school-aged children's narrative performance. (Guest reviewer for manuscript submitted for publication)

Little, Cory. (2004). *Identification of extended communication networks of school library media specialists.* (IT, PhD Proposal)

Malloy, Kimberley. (2004). *Brief experimental analysis of reading interventional components for English language learners.* (Psychology, MS Proposal)

Bennett, Jescee. (2004). *Menopausal Women's Opinions, Beliefs, and Knowledge Concerning the Risks and Benefits of the Use of HRT.* (HPER, MS Proposal)

Journal of Speech-Language-Hearing Research. (2004). Auditory-Visual Integration for Speech by Children with and without Specific Language Impairment. (Editorial board reviewer for manuscript submitted for publication)

- Ahern, Dennis A. (2003). *Acculturation vs. Cultural Identification: A Study Comparing Constructs and Measurements*. (Psy, MS Proposal)
- Jorgensen, Troy. (2003). *The Kinematic Differences in the Counter Movement Jump Following Three Different Warm-Up and Stretch Routines*. (HPER, MS Proposal)
- Evans, David A. (2003). *An Evaluation of the 1997 Chapter 13 Bankruptcy Completion Rate in Utah*. (FCHD, MS Proposal)
- Thevenin, Kenneth E. (2003). *Family Theory and Cultural Sensitivity: An Exploratory Study*. (FCHD, PhD Proposal)
- Whitney, Emily A. (2003). *A Church-Based Women's Health Needs Assessment*. (HPER, MS Proposal)
- The Volta Review*. (2003). *Name Learning in Children Following Cochlear Implantation*. (Guest reviewer for manuscript submitted for publication)
- Kamenchuk, Olga. (2003). *Power distance perceptions in post-Soviet Russia: Understanding the workplace environment*. (Psychology, PhD Proposal)
- Johnson, Marla J. (2003). *A Case Study of How One Teacher's Perceptions of His Students Influences His Instructional Practices in a Heterogeneous, Low Socioeconomic Middle School Science Classroom*. (Curriculum and Instruction, PhD Proposal)
- Parlin, Mary Ann. (2003). *Model-Centered Instruction in Patient Education*. (Instructional Technology, PhD Proposal)
- Chenoweth, Erica. (2003). *Appalachian High School Students' Possible Selves as Mediator of Continuing Their Education*. (Psychology, PhD Proposal)
- Goodson, Jason. (2002). *Occupational and Biopsychosocial Risk Factors for Carpal Tunnel Syndrome*. (Psychology, PhD Proposal)
- Stewart, Jonathan A. (2002). *Benefits of Learning to Reading in Native Language: An Analysis of Bilingual Programs in the Contexts of an Effective School-Wide Reading Program*. (Psychology, MS Proposal)
- Journal of Speech-Language-Hearing Research*. (2002). *Adjective Definitions and the Influence of Word Frequency*. (Guest reviewer for manuscript submitted for publication)
- Scheffelmaier, Gerry. (2002). *Methods Used to Evaluate and Design a Successful Web Site*. (BIS, PhD Proposal)
- Svay, Deborah. (2002). *The Effects of Differential Teaching Instruction in Aerobic Dance on Exercise Adherence Among College Female Students*. (HPER, MS Thesis Proposal)

- Jones, Charles R. (2001). *Use of Interactive Multimedia Disks in the Applied Environmental Sciences Program at the Oregon Institute of Technology*. (BIS, PhD Proposal)
- Burt, James D. (2001). *Comparison of Once a Week and Twice a Week High-Intensity Weight Training Frequencies for Females*. (HPER, MS Thesis Proposal)
- Cutler, Jared. (2000). *An Investigation of the Impact of Child Care Quality on Child Outcomes Using Structural Equation Modeling*, (Psychology, PhD Dissertation Proposal)
- Journal of Speech-Language-Hearing Research*. (2000). Narrative Discourse in Young Children with Histories of Early Corrective Heart Surgery. (Guest reviewer for manuscript submitted for publication)
- Reinke, Derek R. (2000). *Predictors of satisfaction with leadership in non-scholarship football players*. (HPER, MS Thesis Proposal)
- Language, Speech, and Hearing Services in Schools*. (2000). Perceptions and Practices of Speech-Language Pathologists Regarding Literacy: Survey Results. (Guest reviewer for manuscript submitted for publication)
- Journal of Speech-Language-Hearing Research*. (1999). Auditory Processing Deficits in Children with SLI: Limited Processing Capacity or Weak Central Representations? (Guest reviewer for manuscript submitted for publication)
- Journal of Speech-Language-Hearing Research*. (1999). Auditory Processing Deficits in Children with SLI: Limited Processing Capacity or Weak Central Representations? (Guest reviewer for manuscript submitted for publication)
- Journal of Speech-Language-Hearing Research*. (1999). General Language Performance Measures in Spoken and Written Discourse Produced by School-Age Children with Language Learning Disabilities. (Guest reviewer for manuscript submitted for publication)
- Watkins, Susan. (1998). *Project INTERACT: Innovative model to provide inservice training to Deaf Mentors in early intervention systems*. (SKI*HI Institute Proposal Submitted to the Projects of National Significance, CFDA 84.325N)
- Foley, Beth. (1998). Phonological and articulatory coding in individuals with severe congenital speech impairments. (Manuscript developed for publication in the *Journal of Augmentative and Alternative Communication*)
- Topics in Early Childhood Special Education*. (1998). Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delay. (Guest Reviewer for manuscript submitted for publication)
- Anderson, Thor. (1997). . (Instructional Technology, PhD Proposal)

- Watkins, S., Walden, B., & Pittman, P. (1997). *The Deaf Mentor Experimental Project for Young Children Who Are Deaf and Their Families*. (SKI*HI Institute, Logan, UT: Article submitted for publication)
- Reier, Shelly B. (1997). *The effects of qualitative corrective feedback on the writing skills in electronic mail dialogue journals of students with learning disabilities*. (Special Education, MS Proposal)
- Barta, James. (1996). *Mathematical ecology of three traditional Native American cultures: The Ute, Shoshone, and the Arapaho*. (Faculty Research Grant Proposal)
- Quakenbush, Benita. (1996). *Pretherapy videotape presentation for eating disorders clients: Development and evaluation*. (Psychology, PhD Proposal)
- Pittman, Paula. (1996). *Deaf mentor outreach: An outreach project to facilitate the adoption of the deaf mentor project*. (SKI*HI Institute Proposal Submitted to the Early Education Program for Children with Disabilities, IDEA)
- Slocum, Timothy A. (1995). *Prevention of need for special education placement for students with mild disabilities through school-wide effective instruction*. (Faculty Research Grant Proposal)
- Tadlock, Martin. (1995). *Exploring the effectiveness of a multicultural practicum experience for elementary education level two students at Utah State University*. (Faculty Research Grant Proposal)
- Wright, Douglas E. (1995). *Utah's early graduation*. (Curriculum and Instruction, EdD Proposal)
- Shiffler, Julie B. (1995). *The relationship between guilt- and shame-proneness and Rorschach indices of psychological symptoms*. (Psychology, PhD Proposal)
- Nittrouer, Susan. (1995). *How children learn to organize their speech gestures: Further evidence from fricative-vowel syllables*. (Boystown National Research Hospital, Omaha: Article submitted for publication)
- Trezise, Kathleen. (1995). *An integrated curriculum in mathematics: An investigation of student achievement*. (Curriculum and Instruction, PhD Proposal)
- Gibbons, Andrew S. (1994). *Effects of administering feedback following extended problem-solving*. (Faculty Research Grant Proposal)
- Nittrouer, Susan. (1994). *Project IV: Linguistic experience and speech perception in children*. (Proposal submitted to the National Institutes of Health)
- Watkins, Susan. (1994). *An investigation of early factors related to communication and language progress in young children who are deaf and hard of hearing*. (Proposal submitted to the U. S. Department of Education, National Institute on Disability and Rehabilitation Research, Field-Initiated Research Grant Program)

- Morris, Christopher H. (1994). *Meta-analysis of home visiting services for socially at-risk children and families*. (Psychology, Plan A Master's Thesis Proposal)
- Wanlass, Starla. (1994). *Hearing aid follow-up care provided by audiologists in Utah*. (Communication Disorders, Plan A Master's Thesis)
- Fan, Xitao. (1994). *Is the representation of ethnic groups in test construction samples one potential source of test bias?* (Faculty Research Grant Proposal)
- Cunningham, Thomas H. (1994). *The role of mindfulness in the effective use of case materials to enhance learning and transfer of complex knowledge*. (Instructional Technology, PhD Proposal)
- Foley, Beth E. (1993). *Assessment of phonological awareness skills in children with severe speech and physical impairments*. (Faculty Research Grant Proposal)
- Cutler, Scott. (1993). *A path analysis of sex roles, attributional style, and depression*. (Psychology, PhD Proposal)
- Dagang, Sheryl A. (1992). *Long-term effects of childhood sexual abuse: A meta-analytic review*. (Psychology, PhD Proposal)
- Watkins, Susan. (1992). *Bilingual-bicultural enhancements for infants, toddlers, and preschoolers who are deaf through deaf mentors and family-centered home-based programming*. (Proposal submitted to the U. S. Department of Education, Office of Special Education, Early Education Programming for Children With Disabilities)
- Nittrouer, Susan. (1992). *Age-related differences in the organization of articulatory gestures for schwa-stop-vowel sequences*. (University of Nebraska at Omaha: Article Submitted for Publication to *JSHR*)
- Robertson, Blaine P. (1992). *Cooperative learning's effect on teaching skills acquisition and attitudes towards using alternative instructional methodologies at the pre-service teacher level*. (Secondary Education, PhD Proposal)
- Culpepper, Brandt. (1992). *The influence of primary-tone characteristics on the measurement of distortion product otoacoustic emissions*. (Faculty Research Grant Proposal)
- Corbin-Lewis, Kim. (1991). *Research in voice disorders*. (University of Wisconsin, Madison, Critique of Responses to Written and Oral Doctoral Examination Questions)
- Rao, Aparna. (1991). *Validation of the use of the rapid speech transmission index (RASTI) in elementary school classrooms*. (Com. D., MS Proposal)
- Hanna, David. (1991). *Hypocholesterolemic effects of wheat, oat, rice and corn bran on serum cholesterol, triglycerides, LDLs and HDLs in a free-living adult population*. (HPER, MS Proposal)

- Gong, Grant H. (1990). *Identifying unstated assumptions: A training for critical thinking.* (Psychology, PhD Proposal)
- Burns, Gregory. (1990). *Brief psychotherapy: Initiating change before the first session.* (Psychology, PhD Proposal)
- Nattiv, Amalya. (1990). *Effects of cooperative learning on achievement among teacher education students.* (Faculty Research Grant Proposal)
- Shaver, James P. (1989). Quantitative reviewing of research. (Chapter 7 in *Handbook of research on social studies teaching and learning.*)
- Norman, Kimberly. (1989). *Women's coaches in Utah high schools: An investigation of trends from Title IX to present.* (HPER, MS Proposal)
- Trottier, Iva. (1988). *Comparing perceptions of family and parents among juvenile sexual offenders, their non-offending siblings, and juveniles with no history of sexual abuse.* (Psychology, PhD Proposal)
- Kim, Sung-II. (1988). *The effect of elaboration on memory: Experimenter-provided versus self-generated elaboration.* (Psych., MS Proposal)
- Giordano-Olson, Judy. (1987). *Maternal language modifiability and its effect on child language.* (Com. D., MS Proposal)
- Murchison, JoEllen. (1987). *Family and environmental characteristics as they relate to the language development of young hearing impaired children.* (Com. D., MS Proposal)
- Gumucio, Beatriz. (1987). *Differences between mother-nonhandicapped child and mother-Down Syndrome child dyads.* (Com. D., MS Proposal)

Graduate Committee Participation
Bold Face = Published Studies with Graduate Students

Plan A Theses Chaired

Greenhalgh, Kellie. (2000). *Vocabulary skills in the spoken narratives of 7-, 8-, 9-, and 10-year-old students with normal language and language impairments.*

Davis, Sally. (1999). *Reference cohesion in the spoken narratives of 7-year-old students with normal language and with language impairments.*

Filimoehala, Karen. (1999). *Profiling the conversational style of preschool-aged children by teachers.*

Robinson, DeeAnne. (1999). *Syntax in the spoken narratives of 7-year-old students with normal language and with language impairments.*

Wolf, Katherine. (1997). *The effects of an international pen pal project on the written language skills of students with language-learning disabilities.*

Gummersall, Dawn. (1995). *Dynamic assessment of complex sentence structure in a narrative context.*

Marutz, Lori. (1992). *Stability of reference-cohesion revision skills of language-impaired and normally developing school-aged children.*

Cleckler, Marilyn. (1990). *The relationship between revision behaviors and syntax in the spoken narratives of language-impaired and normally developing school-aged children.*

Meldrum, LeAnn. (1983). *A comparison of assessment devices used to determine lexical accessing problems in children.*

Lacey, Brenda A. (1982). *Language, auditory perceptual, and reading abilities of children with a history of chronic otitis media.*

Rust, Lyann L. (1981). *The use of signing by parents and children in the home environment to facilitate language skills in handicapped children.*

Hansen, Susan C. (1980). *Normal disfluency as it relates to grammatical structure in preschool children.*

Lewis, Delinda. (1978). *Elicitation tasks for phases 1 - 3 of the Bloom and Lahey language development plan.*

Thoburn, Hillary H. (1977). *The effect of speech improvement in a Head Start population administered by a trained classroom teacher.*

Plan B Theses Chaired

Longhurst, Linda. (1999). *Modifications for accommodating the needs of elementary students with language disabilities in inclusive classroom settings.*

Henderson, Carrie. (1997). *The use of dramatic play in language therapy in the public school setting.*

Jasinsky, Sue. (1996). *Providing parents with effective book-sharing techniques.*

Majeroni, Kelly. (1996). *Using predictable books with young children who have language impairments.*

Costa, Kevin. (1994). *Language Characteristics of Spoken Narratives Produced by African-American Children.*

Hoggan, Kelly C. (1993). Remediation of language disorders using narratives in the context of a whole language approach.

Bond, Bonnie. (1992). *Exploring the relationship between prematurity and language development.*

Adams, Diana B. (1991). *The treatment of language deficits among autistic children with limited verbal abilities: A review of the literature.*

Hall, Sheila J. (1991). *School-aged children with augmentative/alternative communication needs: Training functional communication skills.*

Fewell, Kerry. (1991). *A review of methods of assessing social and pragmatic skills in preschool children ages three to five.*

Hatch, Colleen B. (1991). *The use of semantic organizers with language-impaired children.*

Jeppsen, Julie H. (1991). *Management of preschool children ages three through five with moderate to profound phonological disorders.*

LeBaron, Julie. (1991). *The assessment of cohesion skills in the narratives of children with hearing impairment: A review of the literature.*

Smith, Brian. (1991). *Parent knowledge of otitis media and the effect of otitis media on language development in children.*

Homer, Sharlene B. (1990). *Treatment to reduce tactile defensiveness: Review of the literature.*

O'Neill, Maria. (1990). *Types of intervention strategies used to train metalinguistic skills in early elementary school-aged language-impaired children.*

- Chamberlain, Marilyn B. (1989). *The comprehension of figurative language of language-impaired or learning-disabled children compared to normally developing children.*
- Gompert, Anne. (1989). *Pragmatic language intervention strategies for school-aged children.*
- Gimbel, Bonita. (1989). *The effects of sociodramatic play on language acquisition: A review.*
- MacKellar, Megan. (1989). *Collaborative classroom consultation: A review.*
- Prince, Tracy. (1989). *Language intervention for adolescents: A review.*
- Rulis, Jacquie. (1989). *The effect of music therapy on the speech and/or language skills of communicatively handicapped children.*
- Mineer, Susan. (1981). *The selection, training, and use of supportive personnel for speech-language services in the public school setting.*
- Dvorak, Mary. (1980). *Pragmatic language theory: Rationale for developmental pragmatic language assessment.*
- Hayes, Debra H. (1976). *Reading problems of the language-impaired child with deficits due to developmental delay or cultural deprivation: A review of the literature.*

Plan C Committees Chaired

Ashlee Packard	2005
Merrilyn Ashley	2004
Jenalyn Mills	2004
Jeanne Liston	2002
Fawntelle Mogle	2002
Collette Moss	2002
Elizabeth Renzello	2001
Emily Schmidt	2000
Derek Eubanks	1999
Laura Wilkins	1999
Janette Albertson	1998
Chad Bingham	1998
Suzanne Chadwick	1998
Shanna Guymon	1998
Robyn Hansen	1998
Angie Matsen	1998
Krista Melani	1998
Shaleace Price	1998
Marianne Tennant	1998
Catherine Gentry	1997
Kathryn Parmley	1997
Amy Sullivan	1997
Jillyn Abel	1996
Kimberly Buckner	1996

Camille Hartley	1996
Lisa Stott	1996
Diane Butikofer	1995
Monica Malmgren	1995
Susan Bartholomew	1994
Nathan Butikofer	1994
Sandra Corbin	1994
Kristin Walton	1994
Anine Mack	1993
Meredyth McKinley	1993
Leslie Johnson	1992
Cheryl Borg-Marshall	1991
Dennis B. Cox	1991
Julie Hansen	1991
Teresa Hayden	1991
Cynthia Phillips	1991
Sandi Stoddart	1990
Judy Armstrong	1989
Teresa Cornwall	1989
Lisa Coulter	1989

Senior Honors Theses Chaired

Liddell, Joanna. (1997). *Using predictable books in language intervention for preschoolers.*

Robinson, DeeAnne. (1997). *Using predictable books in language intervention for preschoolers.*

Westcott, Jennifer. (1997). *Using predictable books in language intervention for preschoolers.*

Harris, Maggie. (1992). *Assessing the preschool classroom environment for facilitative emergent literacy activities and strategies.*

Hoggan, Kelly. (1991). *Narrative skills of normal children: The effects of contextual support.*

Mangum, Leslie. (1990). *The relationship between vocabulary skills and preschool literacy.*

Data Analyzed for Students' Theses, Dissertations, and Senior Honors Theses

Dhar, Sumit. (1995). *Dependence of the distortion product 2f1-f2 on the relative and absolute levels of the primaries in normally hearing ears.*

Gummersall, Dawn. (1995). *Dynamic assessment of complex sentence structure in a narrative context.*

Saurer, Jill. (1994). *A study of the nasometric values for normal adults from the western region of the United States.*

Barringer, Donald G. (1993). *Infants and Young Children with Hearing Impairment: An Investigation of Identification-Procedure Effectiveness.*

Jensen, Steven R. (1992). *The effect of telephone acoustic couplers on acoustic feedback and word recognition of in-the-ear hearing aid users.*

Manwaring, Jeffrey A. (1992). *Promoting awareness of hearing and the hearing mechanism in a hearing conservation program in elementary schools.*

Marutz, Lori. (1992). *Stability of reference-cohesion revision skills of language-impaired and normally developing school-aged children.*

Hoggan, Kelly. (1991). *Narrative skills of normal children: The effects of contextual support.*

Cleckler, Marilyn. (1990). *The relationship between revision behaviors and syntax in the spoken narratives of language-impaired and normally developing school-aged children.*

Mangum, Leslie. (1990). *The relationship between vocabulary skills and preschool literacy.*

Doctoral Committee Preliminary Advisor

Melynda Harrison	2002-04	PhD	Research and Evaluation
Deanna Williams	2002-04	PhD	Research and Evaluation

Doctoral Committee Participation

Cathy Callow-Heusser	Current	PhD	REM
Justus Randolph	Current	PhD	REM
Robert Hayden	2004	PhD	Instructional Technology
Eri Suzuki	2003	PhD	Psychology
Daniel J. Robertson	2002	PhD	Education (Research and Evaluation)
Gloria Collins	2000	PhD	Counseling Psychology
Ann Athorp	1997	PhD	Pro-Sci Psychology
Linda Chadburn	1996	PhD	Early Childhood Special Education
Gary Mauk	1996	PhD	Developmental Psychology
Kim Bushman	1995	PhD	Counseling Psychology
Donald Barringer	1993	PhD	C & I: Educ. Audiology
Cyndi Rowland	1991-92	PhD	Early Childhood Special Education

Master's Committee Participation

Danna Huntzinger	2004	Com. D.
Becky Packard	2004	ComD
Joyce Henderson	2004	ComD
Gina Wood	2004	ComD
Brooke Bowman	2003	Com. D.
Megan Ferguson	2003	Com. D.
James R. Jones	2002	Com. D.
Mark R. Lofgren	2000	HPER (Cardiac Rehab)
Regan Westrop	2000	Com. D
Robert Stevenson	1998	Com. D.
Kristen Panks	1998	Com. D.
Jennifer Davidson	1998	HPER (Cardiac Rehab)
Angie Sisson	1997	FHD
Elsha Young	1997	Com. D.
Julene Woolsey	1997	Com. D.
Margaret Rannard	1997	Com. D.
Karen Reece	1996	Com. D.
Jennifer Abbott	1996	Com. D.
Brindie Henderson	1996	Com. D.
Tiffanie Shelton	1996	Com. D.
Kim Sword	1995	HPER (Cardiac Rehab)
Darrin Doman	1995	Com. D.
Susie Yoakum	1995	Com. D.
Sumit Dhar	1995	Com. D.
Vicki Grasshoff	1995	Com. D.
Maggie Harris	1994	Com. D.
Amy Moser	1994	Com. D.
Deborah Amundson	1994	Com. D.
Nancy Wartena	1994	Com. D.
Shwu-Jiuan Wang	1994	Com. D.
Kimberly Bushman	1993	Psychology
Brent Bowman	1993	Com. D.
Cheryl K. Adamson	1993	Com. D.
Shari Winters	1993	Com. D.
Steven Jensen	1992	Com. D.
Karyn Wilcox	1992	Com. D.
Patricia McGee	1992	Com. D.
Valerie Drollinger	1992	Com. D.
Peggy Roach	1991	Com. D.
Malyn Brower	1991	Com. D.
Jackie Peterson	1991	Com. D.
Jennifer Beus	1990	Com. D.
Lisa Shaw	1990	Com. D.
Wm. Eric Strong	1990	Com. D.
Alan Morgan	1990	Com. D.
Jodi Ericson	1989	Com. D.
Sandra Cook	1989	Special Ed.
Nancy Thomas	1989	Special Ed.
Tyyna Bailey	1988	Com. D.
Betsy Winter	1988	Com. D.

Brenda Bell	1988	Com. D.
Nancy Schroeder	1988	Com. D.
Jean Dellangelo	1988	Com. D.
Connie Gilbert	1987	Com. D.
Soni Nocella	1987	Com. D.
Cathie Cummins	1983	Com. D.
Deborah Luker	1982	Com. D.
Randelle Harman	1981	Com. D.
Patricia Walker	1981	Com. D.
Terri Gailey	1981	Com. D.
Susan White	1981	Com. D.
Nancy Gay	1981	Com. D.
Darrell Jensen	1981	Com. D.
Kathryn Benton	1979	Com. D.
Kenneth Thomas	1978	Com. D.
Douglas Gering	1978	Com. D.
Cynthia Baur	1976	Com. D.
Mary Seymour	1975	Com. D.
Marilyn Price	1975	Com. D.

TEACHING

Student Evaluations of Teaching Effectiveness 1998-2004 (Semesters: 6-point Scale)

	School Year	<u>n</u>	Average for Course Quality (6 pt. sc.)	Average for Instructor Effectiveness (6 pt. sc.)
Fall Semester				
ComD 2500	1998-99	89	5.7	5.8
ComD 6020	1998-99	22	5.7	5.8
ComD 6020	2000-01	20	5.3	5.4
ComD 6020	2001-02	11	5.9	5.9
ComD 6020	2002-03	17	6.0	6.0
ComD 6020	2003-04	16	5.9	5.9
Spring Semester				
ComD 5200	1998-99	39	5.6	5.7
ComD 5200	2000-01	36	5.6	5.7
ComD 5200	2001-02	43	6.0	6.0
ComD 5200	2002-03	16	5.8	5.7
ComD 5200	2003-04	13	6.0	5.9
Summer Semester				
ComD 6900	2000-01	15	6.0	6.0
ComD 6020	2001-02	23	5.6	5.7

**Student Evaluations of Teaching Effectiveness
1995-1998
(Quarters: 6-point Scale)**

	School Year	<u>n</u>	Average for Course Quality (6 pt. sc.)	Average for Instructor Effectiveness (6 pt. sc.)
Fall Quarter				
COMD 270	1995-96	103	5.1	5.3
COMD 549	1995-96	27	5.6	5.6
COMD 270	1996-97	97	5.6	5.7
COMD 270	1997-98	92	5.5	5.6
Winter Quarter				
COMD 551	1995-96	22	5.9	5.9
COMD 685	1995-96	13	5.2	5.5
COMD 551	1996-97	36	5.8	5.9
COMD 685	1996-97	13	5.8	6.0
COMD 551	1997-98	40	5.9	5.8
COMD 685	1997-98	14	5.7	5.8
Spring Quarter				
EDUC/PSY 667	1994-95	15	5.4	5.5
COMD 675	1994-95	18	4.9	5.1
COMD 685 (Extension)	1995-96	21	5.9	5.9
EDUC/PSY 657	1995-96	21	5.3	5.6
EDUC/PSY 657	1996-97	21	5.0	5.4
COMD 685 (Extension)	1996-97	22	5.7	5.7
EDUC/PSY 657	1997-98	16	5.4	5.5

**Student Evaluations of Teaching Effectiveness
1987-1994
(Quarters: 4-point and 10-point Scale)**

	School Year	<u>n</u>	Average of Questions 1 thru 10 (4 pt. sc.)	Question 11 Ave. Rating of Effectiveness (10 pt. sc.)
<u>Spring</u> : One 3-credit departmental graduate course (Introduction to Research in Communicative Disorders) and one 3-credit College of Education graduate course (Introduction to Research in Education and Psychology).				
Com D. 675 (Extension) (Extension) (Extension)	1987-88	15	3.7	8.8
	1988-89	8	3.8	9.3
	1989-90*	5	3.8	9.4
	1989-90	15	3.7	9.2
	1990-91	16	3.7	8.6
	1991-92	15	3.6	9.1
	1991-92*	9	3.9	9.4
	1993-94	15	3.7	NA
	1993-94*	13	3.8	NA
	EDUC/PSY 667	1988-89	14	3.6
1989-90		12	3.8	8.1
1990-91		23	3.8	9.2
1991-92		15	3.9	9.8
1993-94		19	3.7	NA

Note: NA = No Longer Available.

**Student Evaluations of Teaching Effectiveness
1983-1995
(Quarters: 4-point and 10-point Scale)**

	School Year	Average of <u>n</u> Questions 1 thru 10 (4 pt. sc.)	Question 11 Ave. Rating of Effectiveness (10 pt. sc.)	
<u>Fall</u> : One 5-credit undergraduate course (Evaluation of Language Disorders).				
Com. D. 549	1986-87	14	3.7	8.8
	1987-88	15	3.7	8.7
	1988-89	18	3.7	8.9
	1989-90	26	3.8	8.6
	1990-91	26	3.5	8.2
	1991-92	19	3.6	8.2
	1993-94	22	3.9	NA
	1994-95	26	3.8	NA
<u>Winter</u> : One 3-credit undergraduate course (Remediation of Language Disorders) and one 2-credit graduate seminar (Language Disorders in School-Aged Children).				
Com. D. 551	1983-84	11	3.6	9.2
	1984-85	13	3.3	8.1
	1987-88	13	3.7	8.4
	1988-89	19	3.7	8.8
	1989-90	22	3.8	8.2
	1990-91	23	3.7	8.8
	1991-92	17	3.9	9.0
	1993-94	23	3.8	NA
	1994-95	25	3.8	NA
Com. D. 685	1986-87	17	3.7	8.6
	1987-88	9	3.9	9.2
	1988-89	4	3.9	9.4
	1989-90	10	3.8	8.8
	1990-91	13	3.5	7.8
	1991-92	12	3.7	8.8
	(Extension)	1991-92*	10	3.7
(Extension)	1993-94*	19	3.8	NA
	1993-94	24	3.7	NA
	1994-95	16	3.9	NA