

Think Research



College of Education and Human Services
Research Faculty
Profiles and Resources

UtahState
UNIVERSITY

College of Education and Human Services



USU students Carney White, Heather Pack, & Paige Montgomery at the Emma Eccles Jones Sculpture, College of Education and Human Services, Utah State University

Noteworthy Achievements

- Ranked by *U.S. News and World Report* in the top tier of prestigious graduate schools of education in the U.S. for the past seven years—and most recently ranked 35th in a field of over 1100 schools* (25th among public institutions).
- Ranked sixth in the nation among colleges of education in external research dollars generated—\$178 million over the past ten years* (fourth among public institutions).
- One of the largest colleges of education in the nation, with over 115 tenure track faculty and hundreds of research-supported employees.
- Home of eight academic departments—and top producer of early childhood, elementary, and special education teachers from Utah's public institutions.
- Home of the new *Edith Bowen Laboratory School*, an exemplary model of elementary school curriculum and instruction for 75 years.
- Home of the *Center for Persons with Disabilities*, which generates \$12 million annually and has achieved international stature.
- Home of the new *Emma Eccles Jones Center for Early Childhood Education*, a dynamic and innovative program for the 21st Century.
- Home of the *Center for the School of the Future*, a research unit dedicated to improving the quality and effectiveness of education.



* Source: *U.S. News and World Report, America's Best Graduate Schools*, 2006 edition

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This publication includes a brief profile for the College of Education and Human Services faculty and professional staff. Included are tenure-track faculty; administrators and directors of departments, centers, units, and divisions within centers; principal investigators for projects; and individuals who carry appointments as Assistant, Associate, or full Research Professor. We regret that we cannot include everyone in the publication; the focus of this publication is on those who are involved in scholarship in some respect. Also included in this publication is a list of research areas of expertise.

We hope you find this publication useful.

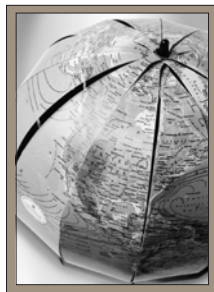


College of Education and Human Services Mission

UTAH STATE UNIVERSITY

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

- Offering high quality instructional programs at the graduate and undergraduate levels in education and human services that are innovative and widely accessible;
- Supporting and nurturing a faculty committed to masterful teaching and cutting edge research in education and the human services;
- Establishing and maintaining nationally visible research centers to advance knowledge and professional practices in education and the human services;
- Fostering partnerships to enhance the quality of education and human services in our local and extended communities;
- Extending the impact of our instructional and research programs nationally and globally;
- Maintaining a technological infrastructure to enhance the College's visibility and accessibility regionally, nationally, and internationally;
- Enhancing the diversity of our faculty, staff, and students; and
- Supporting instructional, research, and service programs that cultivate the longstanding dedication of educators and human service professionals to building a more just and equitable society.



*"Discovery consists of
looking at the same
thing as everyone else
and thinking something
different."*

Albert Szent-Gyorgyi

Departmental Programs

Communicative Disorders and Deaf Education

<http://www.cehs.usu.edu/comd/>

The Department of Communicative Disorders and Deaf Education offers undergraduate programs in communicative disorders and education of the Deaf and hard of hearing and Master's Degree programs in early childhood Deaf education, education of the Deaf and hard of hearing, and speech-language pathology. The department also offers a doctorate in Audiology (AuD).

Elementary Education

<http://www.cehs.usu.edu/eled/>

The Department of Elementary Education, in conjunction with the departments of family, consumer, and human development and special education and rehabilitation, offers undergraduate programs in elementary education and early childhood education and graduate programs in elementary education. The department also offers endorsement programs in early childhood education, reading, education of the gifted and talented, middle level education, ESL, and administration/supervision (K-12), and participates in the college's interdepartmental doctoral program with a curriculum and instruction specialization.

Family, Consumer, and Human Development

<http://www.usu.edu/fchd/>

The Department of Family, Consumer, and Human Development (FCHD) provides the opportunity to study individual development, family relationships, and consumer issues as they affect each other. The department provide undergraduate and graduate instruction to help students develop greater personal understanding and to prepare them for successful professional careers. The FCHD faculty also emphasize excellence in both basic and applied research.

Health, Physical Education, and Recreation

<http://www.cehs.usu.edu/hper/>

The Department of Health, Physical Education, and Recreation offers undergraduate programs in school health and community health, exercise science, parks and recreation, exercise science, pre-physical therapy, and physical education teaching, and graduate programs in corporate wellness, exercise science, and health education.

Instructional Technology

<http://it.usu.edu/>

The Department of Instructional Technology (IT) houses one of the nation's outstanding IT programs. With excellent faculty, facilities, and students, the department offers graduate programs in educational technology, school library media administration, and instructional technology. Graduates find employment in business, industry, education, and government and perform as teachers, trainers, and instructional designers.

Psychology

<http://www.cehs.usu.edu/psyc/>

The Department of Psychology offers an undergraduate program in psychology and graduate programs in school psychology (M.S.), school counseling (M.S.), combined clinical/counseling/school psychology (Ph.D.), and research and evaluation methodology (Ph.D.). The department also participates in the college's interdepartmental doctoral program with a research and evaluation specialization.

Secondary Education

<http://www.cehs.usu.edu/seced/>

The Department of Secondary Education offers the professional education framework leading to secondary teacher certification. In addition, the department sponsors the social studies composite major and the ESL endorsement/minor program. The department offers M.A., M.S., and M.Ed. degrees in secondary education, with a variety of academic emphases. The department offers nationally accredited graduate programs and also participates in the college's interdepartmental doctoral program with a curriculum and instruction specialization.

Special Education and Rehabilitation

<http://sped.usu.edu/>

The Department of Special Education and Rehabilitation offers bachelor degree programs in special education with endorsements in mild/moderate disabilities, severe disabilities, and early childhood special education. It offers an M.Ed. and M.S. in special education and a masters in rehabilitation counseling. The department offers Ed.D. and Ph.D. programs in special education with specialties in a variety of areas. The department also offers non-degree certification programs for special education teachers in vision and hearing impairments as well as mild/moderate and severe disabilities.

Adele and Dale Young Child Development Laboratory

<http://www.usu.edu/fchd/cdlab.cfm>

The Adele and Dale Young Child Development Laboratory, affiliated with the Department of Family, Consumer, and Human Development, is designed to develop social competency skills in children. The staff provide service to the children and families who participate, carries out research on child development and early childhood education, and provides training for future teachers and professionals who will work with children in many settings. The Laboratory provides a variety of programs for children from birth through 12 years of age. Basic to the framework that guides the service, research, and training carried out in the lab is the notion that children learn most effectively through active exploration and participation in their environment. Moreover, each child has specific interests, curiosities, talents, and self-esteem which must be nurtured and enhanced. In this model setting, professionals in training use developmentally appropriate practices to enhance children's development and parents' skills and contribute to the discovery of knowledge.

Center for Persons with Disabilities (CPD)

<http://www.cpd.usu.edu/>

As a member of the national network of University Centers for Excellence in Developmental Disabilities' Education, Research, and Services, the mission of the CPD is consistent with the mandate of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. That is, Centers for Excellence shall “. . . provide leadership, advise policymakers, and otherwise promote opportunities for individuals with disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.” The CPD accomplishes its mission through the provision of interdisciplinary education, exemplary services, technical assistance, research and evaluation, and dissemination of information. The Center's research and service divisions include:

Biomedical Division

<http://www.cpd.usu.edu/divisions/biomedical.php>

The Biomedical Division is comprised of the medical service unit and the immunology/genetic research laboratory. Activities of the division are designed to manage medical issues involved in serving individuals with disabilities and to conduct research to determine causes, prevention, and medical

intervention. The division provides a variety of specialty clinics. Research on autism, attention-deficit hyperactivity disorder, and dyslexia is ongoing.

Early Intervention Research Institute (EIRI)

<http://eiri.usu.edu/>

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

Exemplary Services Division

http://www.cpd.usu.edu/divisions/exemplary_services.php

The Exemplary Services Division serves a wide range of consumers of all ages. The division assists individuals with disabilities and their families through clinical evaluation and to identify effective interventions. The major goals of all intervention is to improve the quality of life by working in partnership with individuals with disabilities and their families. The Exemplary Services Division also provides interdisciplinary training to both undergraduate and graduate students from various academic departments. Research in language development is an ongoing part of the division's activities.

Interdisciplinary Training Division (IDT)

<http://www.cpd.usu.edu/interdisciplinary/>

The IDT program provides opportunities for graduate students from eleven disciplines as well as consumers with disabilities and family members of children with disabilities to become part of interdisciplinary teams. These teams, with faculty mentors, participate in interactive didactic seminars to better understand the complex relationship between society and individuals with disabilities. Teams also provide services and supports to children and adults with disabilities and their families and participate in research activities.

Mountain Plains Regional Resource Center (MPRRC)

<http://www.usu.edu/mprrc/>

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

Outreach Division

<http://www.cpd.usu.edu/divisions/outreach.php>

The Outreach Division disseminates information about the CPD. Print, video-based, and software materials to assist people with disabilities and their families are available through a lending library and an online electronic catalog of products in areas such as assessment, assistive technology, collaboration, consumer information, effective instruction, inclusion, individualized education, parent resources, Section 504, and vocational skills. Three periodic publications are produced by the division and disseminated to over 10,000 subscribers. Other projects operating through the Outreach Division include (a) the Bear River Adult Skill Center, an adult training and rehabilitation program, and (b) Estimator, a project updating software used by Utah special educators to calculate the discrepancy between aptitude/IQ and achievement.

Technology Division

<http://www.cpd.usu.edu/divisions/technology.php>

The Technology Division uses a range of information-age tools to support persons with disabilities. The Division provides technical assistance training and support to Utah schools, state education administrators, and parents requesting help in improving the quality of instruction at school and at home. The Division works closely with other professionals statewide, particularly Utah physicians, who regularly refer parents of students failing in reading.

Center for the School of the Future (CSF)

<http://www.csf.usu.edu/>

The CSF staff focus on improving the quality and effectiveness of education through identifying, researching, and developing proven educational practices and supporting their dissemination and adoption. To accomplish this end, CSF staff emphasize research and evaluation; design, development, and delivery of effective educational products and programs; information and resources for making well-informed educational decisions; and technology applications that will enhance education.

Edith Bowen Laboratory School

<http://www.cehs.usu.edu/eb/>

Through collaborative partnerships, the Edith Bowen Laboratory School provides high quality educational programming for the elementary students enrolled. The school serves as an instructional and clinical lab setting for USU undergraduate and graduate students in elementary education and related fields as well as a laboratory setting where programmatic research in elementary education and related fields can be conducted and validated. The results from studies of promising instructional strategies and educational programming and from research and development activities are disseminated broadly throughout the state and nation.

Emma Eccles Jones Center for Early Childhood Education

<http://www.cehs.usu.edu/ecc/>

The Emma Eccles Jones Center for Early Childhood Education provides comprehensive services for innovation, research, and dissemination in early childhood education. The Center provides professional development and resources for teachers and educational experiences for parents that reflect the most current understanding of the social, emotional, physical, and cognitive development of children from birth to age eight. The Center also serves as a clearinghouse of validated practices and curricula for the improvement of education in the early grades.

HOPE Institute

<http://www.HOPE.usu.edu/>

The HOPE Institute's purpose is to support children who have disabilities or are at-risk and their families by providing education and training, resources, and information to service providers. The Institute's motto, "Making a Difference, One Child at a Time," embodies the HOPE team's commitment to support fellow colleagues, agencies, and professional staff in their quests for excellence in providing services to children and families. The Institute was initially

funded through a grant from the Bureau of Indian Affairs and a gift from the George S. and Delores Dore Eccles Foundation. The latter funding supports the establishment of the Utah Touchpoints site within the HOPE Institute, bringing Dr. T. Berry Brazelton's Touchpoints program to parents of young children throughout Utah. Through an Interagency Outreach Training Initiative grant funded by the Center for Persons with Disabilities called Keys: Opening Doors Through Self-Advocacy, the staff provide training and technical assistance on self-advocacy for service providers and caregivers of young adults and adults with disabilities. The Institute functions within the Communicative Disorders and Deaf Education Department.

National Center for Hearing Assessment and Management (NCHAM)

<http://www.infanthearing.org/>

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

National Resource Center for Paraprofessionals in Education and Related Services (NRCPE)

<http://www.nrcpara.org>

The National Resource Center for Paraprofessionals in Education and Related Services functions within the Special Education and Rehabilitation Department. Focusing on the employment, training, and supervision of paraeducators, the NRCPE provides (a) model standards for paraprofessional roles and supervision; scopes of responsibilities that delineate paraprofessional and teacher role distinctions; standards for the knowledge and skill competencies required by paraprofessionals and teachers as members of instructional teams; and critical roles of administrators in supporting effective paraprofessional and teacher teams; (b) a nationwide network of policymakers, administrators, personnel developers, state and local education agencies, institutions of higher education, advocacy and professional organizations, and unions; (c) an electronic e-newsletter with a national readership; (d) a national conference on the Employ-

ment and Training of Paraprofessionals in Education and Rehabilitative Services; and (e) information concerning the history of the paraprofessional movement.

SKI*HI Institute

<http://www.skihi.org/>

The SKI*HI staff conduct practical research related to best practices with young children with sensory disabilities and developmental delays, and they develop practical intervention strategies, programs, and resource materials for use by care givers and service providers of these young children in a wide variety of settings. The staff provide training/learning (e.g., technical assistance, inservice training, and preservice credentialing) via on-site sessions, home study, and distance education; and they communicate and disseminate information via correspondence, newsletters, workshops, telecommunications, and parent-to-parent networks. This Institute functions within the Communicative Disorders and Deaf Education Department.

Speech-Language-Hearing Center

<http://www.coe.usu.edu/comd/clinics.html>

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

Adele and Dale Young Education Technology Center (YETC)

<http://www.teacherlink.usu.edu/TLYETC/index.html>

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

Office of Extension Services

<http://www.cehs.usu.edu/coe/asc/index.htm>

The Office of Extension Services facilitates the delivery of CEHS degree programs and courses that serve teachers, school districts, and human service professionals throughout the State of Utah. The office also provides oversight for the Administrative/Supervisory Certificate Program. The Associate Dean for Extension chairs the CEHS marketing committee.

Office of Giving and Development

<http://www.cehs.usu.edu/alumniandfriends/index.htm>

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

Office of Research Services

<http://www.cehs.usu.edu/brs/home.htm>

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

Office of Teacher Education, Graduation, and Educator Licensing

<http://www.cehs.usu.edu/deansoffice/teaachereducation.htm>

The Office of Teacher Education, Graduation, and Educator Licensing has four general responsibilities: (a) work cooperatively with departments both within and outside the CEHS in the development, implementation, evaluation, and administration of undergraduate and graduate programs that culminate in educator licensure; (b) coordinate all university and CEHS programs and services related to admission, advisement, retention, graduation, and licensing of students; (c) serve as a resource for the collection, organization, and dissemination of significant research and development programs (including but not limited to teacher preparation programs, including transmission of public school needs, student and parent opinions, and criticisms of teaching); and (d) function as a catalyst in the continuing review and improvement of CEHS undergraduate and graduate programs.



*"Research is the
act of going up
alleys to see if
they are blind"*

Anonymous quote

Dean's Office Administrative Staff

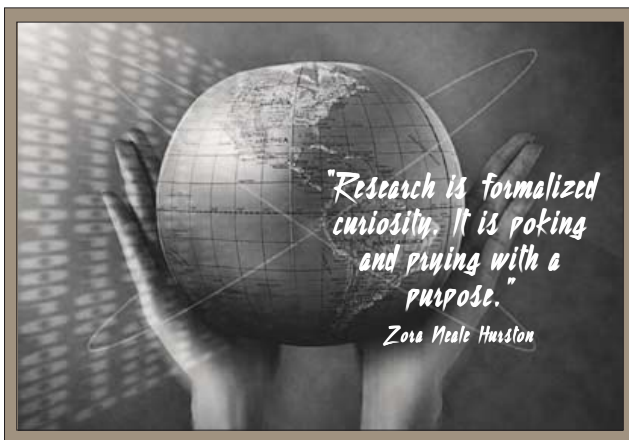
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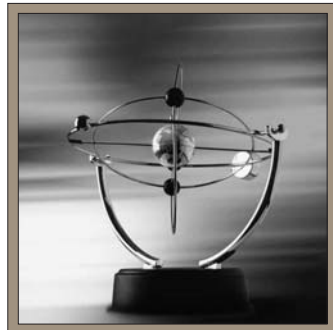


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"Research shows that you begin learning in the womb and go right on learning until the moment you pass on. Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius."

Michael J. Gelb



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Faculty, Research Staff, and Administrator Profiles

Adrienne L. Akers

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Adrienne Akers is a senior research scientist at the Early Intervention Research Institute of the Center for Persons with Disabilities. Her recent projects have focused on service integration at the state and community levels; the development of state performance indicators for services for children with special health needs; and training home visitors in a model for promoting infant mental health referred to as mutual competence.

James F. Akers

Ph.D., Utah State University

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797-0562

James Akers is a senior research associate with the Early Intervention Research Institute of the Center for Persons with Disabilities. His strengths are research design, data management, qualitative and quantitative methods, and statistical analyses. He also has expertise in developing standardized assessment procedures and interview and focus group protocols. His work has included an evaluation of mental health programs for youth and their families and a study of language development in Hispanic populations.

Scot Allgood

Ph.D., Brigham Young University

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797-7433

Scot Allgood is an associate professor in family, consumer, and human development with a specialty in marriage and family therapy. His research centers in three areas: marital satisfaction, processes of change in therapeutic settings, and community interventions. Current projects focus on commitment, rituals, and the use of information in newlywed couples. He has also been involved in community programs, such as those for parents who are adopting special needs children, community needs assessment, and community intervention. These projects are quantitatively based, but most have a qualitative element as well.

Linda Alsop

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797-5598

Linda Alsop is project director for Deafblind programs at the SKI-HI Institute. She has a current personnel preparation grant to develop online coursework for paraprofessionals working with Deafblind children and youth. Other projects include a model for providing

internet-accessible information, training, curriculum and resource materials to parents of Deafblind children; DVD technology for education and training; improving service models for Deafblind individuals. A national consultant and advocate for Deafblind children and youth and their families, Linda focuses on the impact of combined vision and hearing loss on learning, interaction, and overall development.

Frank R. Ascione

Ph.D., University of North Carolina - Chapel Hill

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797-1464

A psychology professor and family and human development adjunct professor, Dr. Ascione's research emphasizes domestic violence, child maltreatment, and child/adolescent animal abuse. He coedited *Cruelty to Animals and Interpersonal Violence: Readings in Research and Application*, and *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*, and authored *Safe Havens for Pets: Guidelines for Programs Sheltering Pets for Women who are Battered* and *Children and Animals, Kindness and Cruelty*. He received the Distinguished Scholar Award from the International Association of Human-Animal Interaction Organizations and the International Society for Anthrozoology.

Ann M. Berghout Austin

Ph.D., Iowa State University

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797-1527

Ann Austin is a professor of child development in family, consumer, and human development. Her research interests include school readiness and school success, especially for children at-risk by virtue of family circumstances and ethnicity. An additional research interest focuses on the impact of parasite infestation and caregiving environment on cognitive development for infants and toddlers in rural Paraguay.

Richard D. Baer

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Richard Baer is the director of the Outreach, Development, and Dissemination Division of the Center for Persons with Disabilities. His research interests include services for adults with disabilities as well as ways to support families with a member with a disability.

Wayne Ball

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Wayne Ball is a program specialist with the Mountain Plains Regional Resource Center and a partnership coordinator for the National Access Center in Washington, DC. His areas of expertise include

school improvement, comprehensive systems of personnel development, staff development, special education needs assessments, state education departments systemic change, working with the Bureau of Indian Affairs schools on inclusion, IDEA '97 and 2004 The Law (monitoring and compliance), behavior management, paraprofessional training, facilitation, and all areas of special education. Wayne brings over 30 years of administrative and management experience in education and corporate training.

Carolyn Barcus

Ed.D., Utah State University

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797-1465

Carolyn Barcus is a clinical assistant professor of psychology. She is trained in counseling psychology and is the director of the American Indian Support Project. Her teaching and clinical interests are in the areas of severe childhood sexual abuse and multicultural issues in counseling.

Carenlee Barkdull

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797-7001

Carenlee Barkdull is a training and development specialist for the Center for Persons with Disabilities' Interdisciplinary Training Division and an adjunct professor of social work. She is interested in the potential of mixed methods and action research in the areas of university-community partnerships, community development, and systems-change collaboratives to improve the circumstances of vulnerable populations. Other interests and experiences include after-school and youth development programs and promoting partnerships to improve services for Native American children and families in reservation, rural, and urban communities.

Jim Barta

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Jim Barta is an associate professor of elementary education with an emphasis in early childhood education and elementary mathematics methods. He has been involved in multicultural mathematical research and curricular development for nearly a decade with a particular emphasis on Native American mathematics of the Ute and Shoshone. He coordinates project and research efforts at the Edith Bowen Laboratory School.

Scott Bates

Ph.D., Colorado State University

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797-2975

Scott Bates is an assistant professor of psychology and a social psychologist by training. Having spent several years working in the field of drug-use prevention, his research interests include prevention

of alcohol, tobacco, and other drug use (especially among underserved populations), youth resilience, evaluation of preventive interventions, survey data-collection methodologies, and the study of at-risk youth. Other interests include interdisciplinary collaboration, evolutionary psychology, and teaching practices and techniques in higher education.

Troy E. Beckert
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Diane Behl is a senior researcher at the Early Intervention Research Institute (EIRI) of the Center for Persons with Disabilities and is involved in the development and evaluation of numerous systems-building efforts. Currently, she is co-principal investigator for measuring and monitoring community-based integrated systems of care as well as an outcomes-based approach to evaluating early intervention service coordination models. Areas of interest include participatory action research, service coordination, systems integration, and outcomes-based approaches to evaluation. She has disseminated her research activities via numerous publications and conference presentations.

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Catherine Callow-Heusser is the principal investigator and project director of a National Science Foundation grant to build evaluation capacity in the large-scale math-science partnership programs, and director of the Bureau of Indian Affairs' Reading First External Evaluation. She conducts randomized experimental studies and program evaluations of mathematics, science, reading, and school-wide behavioral intervention programs in K-12 schools focusing on curriculum effectiveness and the impact on student achievement; fidelity of implementation; and student, classroom, school, and program factors that affect outcomes. Her research orientations are mixed methods evaluations and randomized experiments.

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He has produced training materials and assisted states preparing for monitoring visits from the U.S. Department of Education, Office of Special Education Programs. He has made conference presentations and published articles on special education issues.

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Kim Corbin-Lewis is an associate professor of communicative disorders and Deaf education in the area of speech-language pathology. Specialty areas include speech science, voice disorders, anatomy and physiology for speech and swallow, motor speech disorders and dysphagia. Most recently, she has co-authored a textbook, *Clinical Anatomy and Physiology of the Swallow Mechanism* (2005). Her mixed methods research includes vocal aging, genetic influences on speech and voice, and voice treatment outcomes. As a practicing clinician with allied health privileges at Logan Regional Hospital and Cache Valley Speciality Hospital, she manages the voice clinics that specialize in laryngeal imaging.

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Elizabeth Dennison is co-director of the SKI-HI Institute and project director of VIISA (Vision Impaired InService in America) Outreach. A teacher of the blind and visually impaired, she directs grants, develops training materials, authors curriculum materials, and conducts training sessions in the preschool vision and blindness field that have had a national impact. She has served as chair of Division 8, the Infant/Preschool Division of AER, the national organization for those working in the blindness field. She also directly serves young children with vision impairments.

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Nick Eastmond is a professor of instructional technology who teaches courses in communication, program evaluation, educational research, performance systems, and qualitative methods for research. He has taught a course in French on information technologies in the French-speaking world, and an honors course dealing with race and communication issues in the USA and South Africa. Current research interests include needs assessment, program evaluation, content-based second language learning, cross-cultural communication, and instructional technology applications in a global context. His most recent book, published by Libraries Unlimited, is entitled, *A Global View of Instructional Technology for the 21st Century*.

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Nancy Glomb is an assistant professor in continuing education and holds an adjunct appointment in special education and rehabilitation. She is director of the mild/moderate special education distance degree and licensure program. Her areas of interest included cross-disciplinary and electronic collaboration, accommodating students with ADHD in general education classrooms, and addressing the needs of rural special education teachers. Her current research activities include evaluating the efficacy of desk-top conferencing technologies for supervising practicum students in the distance education program.

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Linda Goetze is an economist at the Early Intervention Research Institute, conducting research with families, their children, and teachers, including extensive survey research, and studies that examine the economic challenges caused by disability. She has extensive experience evaluating the tradeoffs inherent in different funding strategies in education and health care systems. She has conducted cost-effectiveness and cost-benefit evaluations of health and education services and systems throughout the United States. She has disseminated her work in various forums, including books, refereed journal articles, state and national reports, and local, state, national, and international meetings and conferences

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Thomas Higbee, an assistant professor of special education, teaches undergraduate and graduate courses in behavior analysis, assistive technology, and single subject research design. He is director of the USU Autism Support Services: Education, Research, and Training (ASSERT) Program. His research interests include behavioral intervention for children with autism, behavioral assessment and intervention, assistive technology, and teacher training. He employs single-case designs in his research.

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Mark Innocenti is co-director of the Early Intervention Research Institute, assistant director of the Research and Evaluation Division of the Center for Persons with Disabilities, and has an appointment as research associate professor in both psychology and the interdepartmental research and evaluation program. He has over 20 years of experience working with infants and young children at-risk and with disabilities and their families through multiple research and model

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Aziele Jensen, director of the HOPE Institute/coordinator of the Utah Touchpoints Site, has provided special education training/technical support to special needs young children, has experience in preschool special education, with certifications in early intervention and vision impairment, and was an infant/toddler specialist for USU's Disability Services Quality Improvement Center, supporting/training Early Head Start and Head Start staff working with children/infants with disabilities. She trains early childhood providers and teachers at Native American schools in special education. In Utah/nationally she supports the development of infant mental health curricula. Research interests include parent-child relationships, early intervention, infant mental health, behavior, and mentoring/supervision.

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Randall Jones is an associate professor of family, consumer, and human development. His professional work has focused on adolescent development, substance use/abuse, adolescent problem behavior, and research methodology. Recent research findings have shown that adolescents who are experiencing psychosocial difficulties are more likely to use and abuse substances, engage in premarital sexual relations, and participate in risky sexual behavior. These findings support psychosocial interventions for preadolescent populations. Other interests include adolescent identity development and adolescent niche-picking/niche-building activities and preferences.

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Thorana Nelson is a professor of family, consumer, and human development and director of the marriage and family therapy program and clinic. She is interested in all aspects of marriage and family therapy training and supervision, particularly basic skills. She collaborates with colleagues in other universities on systemic treatment for women substance abusers. She now investigates how marriage and family therapy skills that effect change in clinical trials can be translated into agency therapy.

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Dennis Odell is the director of the Biomedical Division of the Center for Persons with Disabilities. Research projects focus on genetic and immunologic abnormalities in autism and attention deficit/hyperactivity disorder. His clinical focus is on evaluation and management of children with developmental and behavioral disorders, and he co-directs the CPD multidisciplinary clinic that includes specialists from a variety of different health and psychology related fields.

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Amy Odum is an assistant professor of psychology. Her research interests are in two areas of behavior analysis: behavioral pharmacology and the experimental analysis of behavior. In behavioral pharmacology, she investigates the manner in which the effects of drugs of abuse are modified by environmental circumstances. Her recent research concerns the effects of drugs on temporal discrimination and reinstatement of behavior in an animal model of relapse. In the experimental analysis of behavior, her research has concerned self-control and impulsivity, the persistence of variable and repetitive operant behavior, as well as the persistence of remembering. She uses quantitative research methods.

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Sue Olsen is the director for the Up To 3 Early Intervention Program. As an early childhood special educator, she focuses on personnel preparation for paraprofessionals and professionals working in the field of early intervention. She has developed, field tested, and implemented early intervention protocols, preservice and inservice training for professional, paraprofessionals, and parents of children with special needs. She consults with Utah's Baby Watch and Georgia's Early Intervention systems. She also specializes in special education law, due process, and mediation.

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Gretchen Peacock is an associate professor of psychology and coordinator of the nationally accredited master's of science program in school psychology. Her research focuses on assessment and intervention of child behavior problems (including ADHD) particularly through behavioral techniques such as parent training. Currently, she is examining the impact of parent training alone and parent training plus stress management as interventions for families and children with ADHD. She also studies parenting styles and techniques and how these can impact child behaviors and the parent-child relationship.

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Jeanie Peck, is the director of the child care nutrition program, a federally funded program offering aid to day-care homes to provide nutritious meals to children ages 12 and under, and to adults with a verified disability in a licensed day-care home. Her projects have included the Northern Utah Area Health Education Center for Hispanic Para-educators, a Spanish class for health professionals, and assisting with the Medical Home Conference. She assists in facilitating the Interdisciplinary Training Program of the Center for Persons with Disabilities and provides mental health services to parents involved in the Up to 3 Early Intervention Program.

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Thomas Pedroni is an assistant professor of social studies methods, educational foundations, curriculum theory, and qualitative research methodology. His recent research has centered on issues of identity formation and subaltern agency among urban, low-income, African-American and Latino parents within conservative coalitions for publicly-financed school vouchers. His research interests also include the development of composite critical and post-structural approaches in educational theory and research, the identification of persistent exclusionary power/knowledge regimes in state-level educational reforms, and the analysis of the increasing colonization of the global educational sphere by neo-liberal and managerial forms. He defines himself as a critical ethnographic researcher.

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Lisa Pray is an assistant professor of elementary education. Her research interests include examining language assessments used in the referral and placement of language minority students into special education and other academic programs. Issues of second language acquisition, English as a second language and bilingual education, special education of culturally and linguistically diverse students and assessment are her central research concerns. Her other particular interests include the development and implementation of programs to serve the needs of diverse student populations.

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Beth Price is the project coordinator of the Accommodating Students with Disabilities in Higher Education (ASD) Project, a training curriculum disseminated nationally for faculty, staff, and administrators to better work with students with disabilities. Research methods used for this project include national surveys and test/retest methods. With a background in rehabilitation, her projects have dealt with adults with disabilities in postsecondary education settings at the university and in the community. She develops projects that change stereotypical attitudes about the capabilities of people with disabilities and that encourage self-advocacy.

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Sylvia Read is an assistant professor of elementary education. Her research interests include effective instruction for nonfiction writing in the primary grades and assessment of current writing instruction in K-3 classrooms. Other interests include how and why teachers change their language arts instruction, how to teach genre through children's literature and writing, and qualitative methods in literacy research.

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Ray Reutzel is the endowed chair and director of the Emma Eccles Jones Center for Early Childhood Education, and a distinguished professor of early childhood education in elementary education. His research focuses on early childhood literacy. Dr. Reutzel is the author of more than 125 refereed research reports, articles, books, book chapters, and monographs. He received the A.B. Herr Award from the College Reading Association in 1999 for outstanding research and published contributions to reading education. His major research orientation is quantitative, but he has also conducted qualitative studies. His current emphasis is mixed model designs.

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Kaye Rhees is the principal/director of the Edith Bowen Laboratory School. The school is a kindergarten through fifth-grade elementary school that functions as an observation, practicum, and research site for elementary education majors as well as other university students. Issues of innovative educational practice, educational reform, and curriculum development are her major focus.

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Richard Roberts is director of the Research and Evaluation Division (Early Intervention Research Institute) of the Center for Persons with Disabilities, and professor of psychology. He is currently the principal investigator for several MCH projects. He is the author of a number of books and articles on service integration, such as *Strengthening Family Professional Partnerships in Services for Families with Young Children and Where Children Live: The Community Context of Early Childhood Services* (Roberts & Magrab, 1999). He was the lead author on an FICC monograph entitled, *By What Outcomes Should Part C be Evaluated at the State Level?*

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Lori Roggman is a professor of family, consumer, and human development. With a Ph.D. in developmental psychology, her research and teaching interests are early development of life-attachment, parent-child play, language and literacy development, and father involvement. She has extensive experience with programs serving children, including Head Start, as a consultant for home-based and other programs for young children and their families. She directs a longitudinal follow-up of Early Head Start, studying low-income children from infancy to kindergarten. Her research orientation is a mixed-methods approach with an emphasis on quantitative analyses.

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Lori Rowan is project director for AHEAD (At Home & At Daycare) Outreach, co-director for HERITAGE (Helping Early Interventions to Receive Information Training to Address Grandparent Families Needs in Effective Ways), and clinical instructor of communicative disorders and Deaf education. Her interests include developing training designs for trainers and early interventionists who provide services to families of children with disabilities, birth to three; developing training resources which include resource manuals and videotapes/DVDs; and providing technical assistance to trainers nationwide.

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Barbara Rowe is the family resource management extension specialist and a professor of family, consumer, and human development. Her research interests are work and family issues, home-based and family businesses, bankruptcy, and family economic well-being. She is the state contact for the national extension initiative, financial security in later life, and has written several extension publications on retirement savings and financing long-term care. She also serves as the state coordinator for the High School Financial Planning Program, a joint initiative sponsored by cooperative extension and the National Endowment for Financial Education. Her research orientation is quantitative.

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Mike Salvesen is the director of the administrative/supervisory certificate program. Mike spent twenty-nine years in public education, including eight years as a high school principal. He received honors from the state and national science teachers associations for exemplary science curricula. His research interests extend into educational leadership and instructional supervision.

Charles L. Salzberg
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Charles Salzberg is a professor of special education and psychology. His research interests include special education teacher preparation, issues of personnel shortages in special education and related services, students with disabilities in higher education, and transition of students from secondary education to adult life, especially to post secondary education. He also contributes to policy development in special education.

Kerstin Schroder
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Kerstin Schroder is assistant professor of psychology in the research and evaluation methodology program. She specializes in health psychology with interests in HIV risk behavior, dieting and obesity, substance use, coping with chronic disease, and models of health behavior. Further interests include cardiovascular response to social stress, women's health, and improving health in ethnic minorities. Dr. Schroder specializes in quantitative methods, including structural equation modeling and other multivariate statistics. Methodological interests include: measurement development, model testing, literature reviews, and meta-analysis.

Jared Schultz
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Jared Schultz is an assistant professor in the rehabilitation counseling program in special education and rehabilitation. His research interests include counselor supervision, professional identity development, international issues in disability, and evidence-based practice in rehabilitation.

Timothy A. Shahan
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Timothy Shahan is an assistant professor of psychology with a specialization in behavior analysis. He focuses on the experimental analysis of basic behavioral processes in learning and conditioning, primarily in non-humans. Recent research extends quantitative models of the allocation and persistence of simple operant behavior to the voluntary control of attention. Some research focuses on attending to drug cues and how such attending affects drug con-

sumption in an animal model. His research is supported by the National Institute of Mental Health and the National Institute on Alcohol Abuse and Alcoholism.

Jeff Sheen

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Jeff Sheen is a project director for the Interdisciplinary Training Division of the Center for Persons with Disabilities. A social worker by training, he has a particular interest in community development. Using mixed methods and a participatory action research model, Jeff directs and evaluates projects that provide on-line courses to staff of centers for independent living, implements improved care coordination for children with special health care needs, develops improved Social Security and Medicaid work incentives for individuals with disabilities, and provides technical assistance on design of inclusive play environments for children of all abilities.

Brett E. Shelton

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Brett Shelton is an assistant profession of instructional technology. He uses mixed-method research approaches to study vision, perception, cognition, and the design and assessment of innovative learning technologies. Other interests include immersion and interactive learning environments, data visualizations, instructional simulations, and educational gaming. He is the director of the Creative Learning Environments Laboratory, which focuses on effective teaching and learning strategies using advanced visualization technologies.

Vicki Simonsmeier

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Vicki Simonsmeier is dually certified as a speech-language pathologist and audiologist and is an assistant professor of communicative disorders and Deaf education. She has over 17 years of clinical experience, specializing in pediatrics, especially those who are medically fragile and require home services. She has been a consultant to hospitals, health care providers, insurance companies, and Medicare agencies. She has been an administrator in the area of rehabilitation and was instrumental in bringing services to underserved rural and ethnically diverse populations in Wisconsin. Her research interests include interdisciplinary training, SLP training issues for low-incidence disabilities, and auditory/language processing skills.

Donal G. Sinex
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Donal Sinex is a professor of psychology. His laboratory studies the processing of complex sounds in the auditory system. Specific current interests include neural mechanisms for segregating simultaneous sounds, signal processing strategies for cochlear implants, and neural plasticity and reorganization.

Linda Skogrand
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Linda Skogrand is an assistant professor and extension specialist in family, consumer, and human development. She has worked in inner-city communities as a social worker and adult educator. Her past research interests include sudden infant death as a family crisis and surviving and transcending a traumatic childhood. Recent research interests include identifying components of strong marriages in Latino and Navajo marriages and in the general population. Her research orientation is qualitative.

Tim Slocum
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Timothy A. Slocum is an associate professor of special education and rehabilitation. His research interests center on improving reading instruction for students with mild to moderate disabilities. These include instructional procedures, curriculum, data-based decision making, motivation, and teacher preparation. In addition, he develops and teaches research and evaluation methods that can lead to improvements in outcomes for consumers of educational and psychological services.

Julie Smart
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Julie Smart is a professor and director of the rehabilitation counseling program in special education and rehabilitation. Her areas of interest include psychosocial aspects of disability, Hispanics with disabilities, undergraduate disability studies, models of disability, and culturally relevant rehabilitation practices. She has written a textbook, *Disability, Society, and the Individual*, and has developed a course, "Disability in the American Experience," which is an undergraduate general education requirement in the social sciences. Dr. Smart translated into Spanish two widely used rehabilitation instruments, *The Acceptance of Disability Scale* and *The Client Satisfaction with Rehabilitation Services Scale*. Dr. Smart's research orientation is quantitative.

John A. Smith

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John Smith is a professor of elementary education. His academic interests focus on early literacy along with pre-service and in-service professional development for reading teachers. Recent publications, funded grants, and a textbook focus on implementing balanced, comprehensive reading instruction frameworks. He is a member of the College Reading Associations's Executive Board.

Nathan M. Smith, Jr.

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Nathan Smith currently serves as director of technology for the CEHS, director of the Adele and Dale Young Education Technology Center, and adjunct faculty of instructional technology. A former public school teacher, his interests deal with integrating new technologies into best educational practices, and in training CEHS faculty, staff, and students to use technology effectively in their professions.

Tim G. Smith

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Tim Smith is the director of technology and outreach at the Center for the School of the Future. His areas of interest include the use of technology to facilitate and improve the educational process including but not limited to administration, classroom instruction, and school evaluation. Tim also manages the center's VISTA project that is an outreach program that places volunteers in local schools to promote literacy and positive social behavior.

Russ Snyder

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Russell Snyder is a senior research scientist in psychology. His primary research interest is in auditory neuroscience. He conducts research on developmental- and experience-based plasticity in the auditory system. Specifically, he is interested in the neurophysiological and neuroanatomical effects on the central auditory system of frequency specific activation and inactivation using cochlear implants and frequency specific hearing losses.

David M. Stein

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David Stein is a clinical psychologist, professor, and department head of psychology. His research focus is addictive behaviors, impulse control disorders, and their relation to health (e.g., eating disorders

and chemical dependency). Dr. Stein's grants have included training and research grants through the Safe and Drug Free Schools and Communities Program and the state of Utah.

Frank C. Stewart

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Frank Stewart is the director of development for the College of Education and Human Services. A USU graduate in communicative disorders, he is committed to assisting in obtaining private donations and major gifts for the college. His main priority is in developing relationships with new foundations and corporations for college support, and in generating outside funding from USU alumni and friends. His annual goal is approximately \$4.5 million per year for college priorities, scholarships, and advancement.

Carol J. Strong

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Carol J. Strong, a trustee professor of communicative disorders and Deaf education is serving as dean of the College of Education and Human Services. Her research and publications focus on narrative assessment, literature- and expository-based intervention, early intervention for children with low-incidence disabilities, and intervention for school-age children with language disorders. She has expertise in educational research methodology.

William J. Strong

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William Strong is an emeritus professor of secondary education. His research interests center on secondary English education, content area reading and writing, and scaffolded language development activities for a wide range of students, including English language learners. Recently he has begun to explore the uses of narrative knowledge in teacher development work.

L. Ruth Struyk

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Ruth Struyk is an assistant professor of secondary education. Her research focuses on classroom assessment including portfolio assessment and alternative assessment practices, self-evaluation procedures for teachers, and classroom management needs of beginning teachers. Her research orientation is mixed-methods.

Deepak Prem Subramony
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Deepak Subramony is an assistant professor of instructional technology and an education technologist who makes research and practice in instructional technology more responsive to the needs and values of learners belonging to non-Western socio-cultural groups. The traditional discourse within instructional technology features little discussion regarding the increasing cultural diversity among technology users and the appropriate responses to this diversity. His research led him to Alaska where he studied the socio-cultural impact of technology-rich educational environments on Inupiat youth in a remote Arctic community.

Matthew J. Taylor
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Matthew Taylor is director of research and evaluation for the Center for the School of the Future. He has extensive educational research and evaluation experience. He is the author of *Indicators of School Quality*, a comprehensive survey of perceptions of school functioning. He is also the co-author of ALERT, an online behavior inventory used to monitor progress toward reducing antisocial behavior in schools, and is the creator of Signal Analysis, a graphic reporting system used in interpreting survey responses.

Anthony R. Torres
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Anthony Torres is the director of the biomedical laboratory of the Center for Persons with Disabilities. He has research experience and publications in protein chemistry, molecular biology, and cell biology. He applies this expertise to the study of autism and attention deficit/hyperactivity disorder. Although his research has revolved around the immunogenetics of autism, he is now interested in examining neurodevelopmental disorders from a proteomics viewpoint.

JoAnn Tschanz
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JoAnn Tschanz is an associate professor of psychology and a clinical neuropsychologist. Her research interests include the cognitive and psychiatric features of Alzheimer's disease, stroke, and other causes of dementia. In addition to characterizing the early features of these disorders, she also studies factors that influence the clinical course. For the past 7 years, she has studied the epidemiology of dementia in

Cache County, Utah, along with colleagues from Johns Hopkins and Duke Universities. This project, the Cache County Study on Memory in Aging, is among the largest studies of memory in aging being conducted in the world.

Phillip Waite
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Phillip Waite is an assistant professor of health, physical education, and recreation. He has conducted research examining the relationship between spiritual and physical health behaviors, the impact of worksite resiliency training, and the outcomes of community and school-based drug prevention programs. Recently, he has focused on the impacts of reminiscence therapy conducted by college students upon institutionalized senior adults. He employs both quantitative and qualitative research methods.

Andy Walker
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Andrew Walker is an assistant professor of instructional technology. He has conducted research into collaborative information filtering (CF) as an approach for recommending educational resources to like-minded learners. More recently, he has become interested in problem-based learning (PBL), in part to discover whether or not CF can assist PBL learners in one of their primary tasks of information discovery. Both of these lines of investigation are well aligned to his interests in situated cognition. Secondary interests include the Delphi Method for front-end analysis, stability of pedagogical beliefs among pre-service teachers, and service learning.

Sue Watkins
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Sue Watkins is an associate clinical professor of communicative disorders and Deaf education, directing that department's Deaf education early childhood program. Sue is also co-director of the SKI-HI Institute, an organization of national prominence that pioneers and develops early intervention programs for young children with sensory impairment. Sue directs projects at the Institute and oversees resource and materials development. Her areas of interest include early communication, emerging literacy, and family support issues for infants and young children who are Deaf and hard of hearing.

Richard P. West
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Richard West is the executive director of the Center for the School of the Future and a professor of special education. Dr. West's current research focuses on effective practices for preventing violence and other forms of antisocial behavior in schools, homes, and communities; comprehensive school evaluation and reform; and family-based interventions for children and youth at risk. He has written numerous books and articles on issues pertaining to children and youth at risk, and those with behavioral and emotional problems.

Martha L. Whitaker
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Martha Whitaker is an associate professor of cultural foundations of education in elementary education. Her research interests include feminist theory and pedagogy, curriculum theory, and creating inclusive, equitable learning environments. She collaborates across institutional boundaries in both her research and community activism. Her research is qualitatively oriented.

Karl White
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Karl White is a professor of psychology, chair of the research and evaluation methodology graduate program, and director of the National Center for Hearing Assessment and Management affiliated with the Psychology Department. His current research focuses on improving newborn hearing screening, diagnosis, and intervention programs. Current research projects are funded by various federal, state, and private agencies. Additional information is available at www.infanthearing.org. Dr. White teaches courses in research and evaluation methods, statistics, and psychometrics.

David Wiley
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David Wiley is an assistant professor of instructional technology. His research interests include learning objects, mediated action, biological models of self-organization, peer-to-peer networks, collaborative learning, online communities, open source culture, and intellectual property.

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Rolayne Wilson is an associate professor of physical education. Her research and expertise is in physical education teaching methods for elementary school preservice teachers and supervision of practicum

in elementary schools. She presents workshops and classes for regional audiences and has co-authored two books related to assessment and teaching cues.

Julie Wolter
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Julie Wolter is an assistant professor of communicative disorders and Deaf education. Her teaching and research interests are in the areas of preschool and school-age language and literacy development as well as counseling in the speech-language pathology clinical setting. She is currently conducting quantitative research to examine the linguistic components of morphological awareness and orthographic processing as they relate to reading and spelling development. Furthermore, she is developing a constructivist counseling model to be used with adolescents and adults with language-literacy deficits. Other interests include those of evidence-based practice, qualitative research, and interdisciplinary collaboration.

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Blaine Worthen is an emeritus professor of psychology and is affiliated with the research and evaluation methodology and the research and evaluation doctoral programs. His work for the past 35 years has primarily been program evaluation, in which he has published books, articles, and chapters. His research has been in the area of program evaluation, survey research methodology, testing of creativity, and ethical misconduct of researchers. His research orientation uses combinations of qualitative and quantitative methods as dictated by the nature of the questions being answered.

Carmel Yarger
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Carmel Yarger is an associate professor of communicative disorders and Deaf education. Her research interests focus on educational interpreting for students who are Deaf, working with families, and itinerant teaching efficacy in Deaf education. Dr. Yarger teaches courses in sign language, instructional methods, audiology, and language acquisition and development. She is an executive board member for the Division of Communicative Disabilities and Deafness, Council for Exceptional Children, and board member for the Council on Education of the Deaf. Her publications appear in the *American Annals of the Deaf*, *The Volta Review*, *Odyssey*, and *Perspectives in Education and Deafness*.

Stephen W. Zsiray, Jr.
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Steve Zsiray is an adjunct professor for the College of Education and Human Services. He is also Principal of the Early College High School in Cache Valley. Through experience at the classroom, school, and district levels, Dr. Zsiray has established partnerships with teachers, administrators, parents, and patrons to enhance effectiveness of the teaching and learning. He holds expertise in research methodology and program evaluation as well as curriculum and instruction.

*Throughout the
centuries there were
men who took first
steps, down new
roads, armed with
nothing but their own
vision.*

Ayn Rand



■ Areas of Faculty, Research Staff, and Administrator Expertise ■

Adolescents

At-risk youth	Bates, T. Lee
Dating aggression	Galliher
Dating and courtship	Niehuis
Development	R. Jones
Interpersonal relationships	Galliher, Niehuis
Literacy development	Hruby
Mentoring	T. Lee
Motivation and success	Openshaw
Prevention of social problems	T. Lee
Principle based decision making	Openshaw
Pregnancy	Miller
Psychological health	Galliher
Self-esteem/self-mastery	Openshaw
Sexual behavior	R. Jones, Miller, Openshaw
Substance use	Bates, Domenech Rodriguez, T. Lee

Adult Education

Leadership	Burnham
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Adult Studies

Courtship	Higginbotham, Niehuis
Family relations	Piercy
Learning	Burnham
Marital satisfaction	Allgood, T. Lee
Marriage in diverse cultures	Skogrand

Aging

Caregiving	Piercy
Epidemiology of intergenerational transfers	Beckert, Norton, Y. Lee
Financing long-term care	Rowe
Gerontology	Piercy
Geriatric mental health	Norton
Institutionalized seniors	Waite

Assessment, Measurement, & Testing

Alternative assessment practices	Struyk
Anxiety and depression in children	Crowley
Behavioral assessment	Friedman, Higbee

Creativity	Worthen
Curriculum-based	Gilbertson, Zsiray
Data-based decision making	Behl, Callow-Heusser, Gilbertson, Slocum, Zsiray Smart
Disability	
Dynamic indicators of Basic Early Literacy Skills (DIBELS)	Callow-Heusser
Early intervention outcomes	Roberts
Family	T. Lee
General	Friedman, White
Gifted identification instrumentation	Hunsaker
Learning disabilities	Baer
Narrative	C. Strong
Needs assessment	Eastmond
Non-discriminatory assessment	Manuel-Dupont
Perceptions of school functioning	Taylor
Physical education	Wilson
Portfolio	Struyk
Rehabilitation	Smart
Screening for special education	Gilbertson
Standardized assessment procedures	J. Akers
Writing instruction	Read

Audiology

Auditory processing	H. Jensen, Simonsmeier
Classroom acoustics	J. Blair
Clinical	A. Jensen, Laws
Educational	J. Blair
Electrophysiological tests	Laws
Hearing conservation/hearing in noise	H. Jensen, Ribera
Neuroscience	Snyder
Newborn hearing screening	Friedman, Goetze, White
Sound-field amplification	J. Blair
Speech intelligibility	Ribera
Speech recognition	H. Jensen

Behavior

Analysis of behavior	Baer, Ball, Cheney, Forbush, Friedman, Gilbertson, Higbee, Lignugaris/Kraft, Morgan, Odum, Rule, Salzberg, Shahan, Slocum
Antisocial & prosocial behavior	Ascione, Taylor, West

Chemical dependency	Odum, Stein
Consumer	Biers
Diet selection by herbivores	Cheney
Emotion regulation	Ferguson
Emotional or behavioral disorders	Ferguson, Forbush, Friedman, Odell, Peacock, West
Marital therapy	Allgood
Operant conditioning	Shahan
Pharmacology	Odum
Play behaviors of mothers	L. Boyce
Premarital sexual behavior	R. Jones
Self-management/self-control	Forbush, Odum
Self-organizing systems	Cheney
Taste aversions	Cheney

Business

Home-based & micro business management	Biers
Electronic commerce	Biers

Child Development

At-risk	Austin, Foley, Jump, Roggman, Rule, C. Strong, Wolter
Autism	Higbee
Children at risk	Rule
Cognition	Austin
Day Care	Peck
Early childhood at risk	Rule
Emotional intelligence	Byrnes
Emotion regulation	Jump
Language	Bentley, Foley, Roggman, C. Strong, Wolter, Yarger
Motor Skill	B. Holt
Play	Kelsey, Roggman
School Readiness	Austin
Social	Bentley, Roggman
Spelling	Wolter

Children/Early Childhood

Adoption	Allgood, Jump, Miller
Attitudes toward animals	Ascione
Autism	Higbee
Birth to five	Deer

Birth to three	Goetze, Jump, Olsen, Roggman, Rowan, Simonsmeier, White
Children at-risk and their families	Austin, G. Boyce, Franklin, J. Holt, Jump, Olsen, Roggman, Sheen, Simonsmeier
Children's human capital	T. Lee
Communication and language	Foley, Pittman, Roggman, Simonsmeier, C. Strong, Watkins, Wolter, Yarger
Education	Austin, Lindauer, Reutzel
Epidemiological issues	Jump
Head Start/Early Head Start	L. Boyce, A. Jensen, Pehrson, Roggman, White
Infant massage	Jump
Outcomes system	Lubke
Poverty	L. Boyce, Jump, Roggman
Severe childhood sexual abuse	Barcus
Special health needs	A. Akers, G. Boyce, Sheen, Simonsmeier
Transition to kindergarten	Lindauer
Trauma in childhood	Jump, Skogrand

Cognition

Affective and cognitive disorders	Norton
Cognitive & social performance	Ferguson
Cognitive development	Beckert
Cognitive features of Alzheimer's disease	Tschanz
Processes underlying reading comprehension	Lehman
Situated cognition	Hruby, Walker

Communication

Augmentative & alternative	Foley
Cross-cultural	Eastmond, Manuel-Dupont
Pragmatics	Foley, C. Strong, Wolter

Consumers

Bankruptcy	Lown, Rowe
Consumption expenditure	Y. Lee
Family businesses	Y. Lee, Rowe
Financial Security	Y. Lee, Lown, Rowe
Leisure time use	Y. Lee

Retirement planning
Succession planning
Women's welfare

Y. Lee, Lown, Rowe
Y. Lee, Marshall
Y. Lee, Lown

Counseling

Clinical supervision
Financial
Impulse control disorders
Marriage and family therapy
Multicultural issues
Rehabilitation

Schultz
Delgadillo
Stein
Allgood, T. Nelson, Openshaw
Barcus
Schultz, Smart

Curriculum

Anti-Bias education
Character education
Deafblind
Development

Disability inclusion
History
Humane education
Inclusion
Infancy and early childhood
Instructional design

Integrated science
Interdisciplinary
Kindergarten and primary grades
Language arts
Mathematics
Multicultural education
Music education
Pedagogical agents
Preschool
Reading
Science

Social Studies
Theory
Vision and blindness
Written Language

Byrnes
Pedroni
Alsop, Pittman
Austin, Barta, Dever, Lindauer,
Rhees, Zsiray
Rule
Franklin
Ascione
Hammond
Austin
Callow-Heusser, Hall,
Hofmeister, Lignugaris/Kraft,
Zsiray
L. Monhardt
Guertsen, Zsiray
Dever
Read
Barta, Callow-Heusser
Huerta, Pedroni
Hall
Kim
Austin, Lindauer
Callow-Heusser, Slocum
Callow-Heusser, L. Monhardt,
Salvesen, Zsiray
Byrnes, Pedroni
Pedroni, Whitaker
Dennison
W. Strong

Deaf/Hard of Hearing

American Sign Language	King, Yarger
Bilingual-bicultural education	King, Pittman, Watkins
Cochlear Implants	Sinex, Snyder
Deafblind	Alsop
Early childhood education	J. Blair, Pittman, Watkins, White, Yarger
Educational interpreting	Yarger
Family support	Watkins, Yarger
Hearing impairment	Larsen, White
Itinerant teaching efficacy	Yarger
Language and speech development	Watkins, Yarger
Literacy	Watkins, Yarger
Pediatric hearing health issues	White
Parents of Deafblind children	Alsop
Signal processing	Larsen
Technology for Deafblind	Alsop

Development

Adult	Higginbotham, Norton, Piercy
Anxiety and depression	Crowley, Ferguson
Cognitive	Austin
Developmental factors	Ascione, Ferguson, Jump, Roggman
Early developmental trajectories	Jump
Infant and early childhood	Lindauer, Roggman
Intergenerational	Beckert
Literacy	Hruby
Psychosocial	R. Jones, Norton

Disability

Adjustment to	Schultz
Assisted technology	Deer, Foley, Hammond
At-risk	Austin, G. Boyce, Innocenti, Simonsmeier, West
Attitudes towards	Price, Rule, Schultz
Autism	Higbee
Behavior	Forbush
Blindness and visual impairment	Dennison
Content instruction for students	Hudson
Day schools for students	Morgan
Deafblind	Alsop, Dennison
Developmental	G. Boyce, Odell, Olsen, Rule
Economic challenges	Goetze
Employment	Sheen

Family services/support	Baer, Goetze, Innocenti, Roberts, Rowan, Rule, Sheen
General	M. Blair, L. Boyce, Rowland, Sheen
Hispanics with disabilities	Smart
IEP process	Menlove, O'Leary
Infants	A. Jensen
International issues	Schultz
Intervention	Foley, Rule, C. Strong, West, Wolter
Learning disability	Baer, Gilbertson, Hudson
Learning disability diagnosis	Baer
Literacy	Austin, Foley, Hruby, Laing, C. Strong
Mild/moderate	Lignugaris/Kraft, Likins, Menlove
Play environments	Christensen, Hammond, Kelsey
Psychosocial aspects	Smart
Reading instruction	Forbush, Hofmeister, Slocum
Services for adults	Baer
Severe	Higbee, Morgan, Simonsmeier
Students in higher education	Salzberg
Systems integration	A. Akers, Behl
Transition	Morgan, O'Leary, Salzberg
Undergraduate disability studies	Smart
Vision impairment	Dennison, A. Jensen
Violence against the disabled	Baer
Vocational programming for youth	O'Leary

Disorders/Diseases

ADHD	Glomb, Odell, Peacock, Torres
Alzheimer's disease and stroke	Foley, Tschanz
Autism	Higbee, Odell, Simonsmeier, Torres
Chronic	Schroder
Conduct	Ascione
Depression	Norton
Eating	Gast, Stein
Epilepsy/Seizures	Fargo
Epidemiology of dementia	Norton, Tschanz
Genetic/immunologic abnormalities	Odell
HIV risk behavior	Schroder
Orofacial anomalies	Littledike
Stroke	Tschanz

Distance Learning

Distance learning

Burnham, Byrnes, Crowley,
Ferguson, Forbush, Freeman,
Hall, Hruby, Lovell, Menlove,
Z. Merrill, Rowland, Schultz,
Smart, Struyk, Zsiray

Diverse Learners (race, gender, and class)

Bilingual aphasia
Bilingual/bicultural education
Curriculum-based assessment
Disadvantaged youth
English as a second language
Equity and equality in education
Gender identity
Finances
Hispanics with disabilities
Homosexuality and tolerance
Housing
Identity formation among
Kindergarten transition
Latino families
Latino parenting interventions
Law/legal issues
Multicultural education

Native Americans

Non-discriminatory assessment
Spanish early language and
emergent literacy

Manuel-Dupont
King, Pittman
Gilbertson
Franklin
Huerta, Marx
Pedroni, Skogrand
Whitaker
Delgadillo
Gilbertson, Smart
Byrnes
Delgadillo
Pedroni
Austin, Lindauer
Delgadillo, Pedroni
Domenech Rodriguez
Laing
Barta, Guertsen, Huerta,
Manuel-Dupont, Marx, Pedroni
Barta, Guertsen, Manuel-
Dupont, R. Monhardt
Manuel-Dupont

L. Boyce

Education

After school programs
Critical theories
Educational foundations
Educational outcomes
Educational partnerships
Educational policy

Educational reform

Educational partnerships
Giving and development
History

Barkdull, Franklin
Guertsen, Marx, Pedroni
Laing, Pedroni, Whitaker
Callow-Heusser
Franklin, Zsiray
Franklin, Goetze, Huerta,
Jules, Pedroni, Salzberg
Ball, Franklin, Pedroni, Rhees,
Zsiray
Franklin
Stewart
Franklin

Innovative educational practice
Law/legal issues
Literacy
Marketization
Marriage and family life
Multicultural
Readiness
School success
Theory and research

Rhees, Zsiray
Ball, Gallegos, Menlove, Olsen
Hruby
Pedroni
T. Lee, Marshall, Niehuis
Marx, Pedroni
Austin
Austin
Callow-Heusser, Pedroni

Evaluation

Adolescent problem behavior
prevention
After-school programs
Classroom observation
Cost/benefit analysis
Data systems
Distance learning
Early intervention outcomes
Educational and program
assessment

Bates
Barkdull
Callow-Heusser
Goetze, White
Lubke
Burnham, Zsiray
Behl, J. Holt, Roberts, White

Evaluation of Early Head Start
Gifted education
Human services
Implementation evaluation
Interview and focus group protocols
Leadership and institutional change
Program evaluation theory
and practice

J. Akers, Callow-Heusser,
J. Holt, Zsiray
L. Boyce, Roggman, White
Hunsaker
Julnes
Callow-Heusser
J. Akers
Burnham, Zsiray

Bates, Callow-Heusser,
Dorward, Eastmond, Gast,
Julnes, Taylor, White, Worthen

Family/Community/Schools

Community context of early
childhood services
Community collaborations
Community, family, and
therapeutic recreation
Community-level prevention
planning
Community program evaluation
Family business
Family crisis
Family life education

Roberts
Barkdull

D. Nelson

Bates
Allgood, Gast
Y. Lee
Skogrand
Higginbotham, T. Lee

Family relationship dynamics	T. Lee
Family stress	G. Boyce
Interpersonal relationships	Niehuis
Marriage and divorce	Higginbotham, Niehuis
Parent-child interaction/ relationships	G. Boyce, Jump, Lindauer, Roggman
Parent training	G. Boyce, Peacock, Yarger
Parental involvement	Pedroni
Partnerships	Bell
Recreation administration	A. Jones
Remarriage	Higginbotham
School improvement	Ball
Service learning	Franklin
Stepfamilies	Higginbotham
Teen pregnancy	Miller
Work and family issues	Goetze, Y. Lee, Rowe

Finances

Housing	Delgadillo
Management	Y. Lee, Lown
Security	Y. Lee, Rowe

Gifted and Talented

Decision making in education	Hunsaker
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Health

Behavior self-regulation	Schroder
Community health	Gast
Disordered eating patterns	Gast
Drug use prevention/treatment	Bates, R. Jones, Marshall, T. Nelson, Waite
Effects of exercise on health	Heath
Emotions and health	Ferguson
Epidemiology	Fargo
Ethnic minorities	Schroder
Health risk perception	Gast
Low back pain surgery	Deberard
Parasite infestation and caregiving environment	Austin
Pharmacology	Cheney
Physical and psychosocial health	Jump, Norton
Spiritual and physical health behaviors	Waite
Stress management	Gordon

Weight-loss management
Women's
Women's substance abuse
Worksite resiliency training

Gast
Gast, Schroder
T. Nelson
Waite

Higher Education

Continuing higher education
School/university partnerships
Students with disabilities
Teaching practices
Teacher

Freeman
Hall
Salzberg
Bates
Guertsen

Instruction and Learning

Classroom management
Computer-based instruction
Effective education/instruction

Instructional simulations
Learning transactions/interactions
Problem-based learning
Service learning

Friedman, Gilbertson, Struyk
Shelton
Callow-Heusser, Cheney,
Gilbertson, Lignugaris/Kraft,
Read, Slocum
Shelton
Burnham, Hruby
Walker
Franco

Intervention

Academic and behavioral
Behaviorial marital therapy
Biblio therapy
Children living in poverty
Community based programs
Divorce prevention
Early

Family-based for children and
youth at-risk
Literature-based language
Medical home
Programs
Reminiscence
School-age children with
language disorders
Severe communication
impairments
Spanish-speaking Latino parents

Gilbertson
Allgood
Allgood
L. Boyce
T. Lee
Marshall
A. Akers, Behl, Crowley, Goetze,
Higbee, A. Jensen, Olsen, Peck,
Roberts, C. Strong, Watkins,
White

Peacock, West
C. Strong, Wolter
Sheen
White
Waite

C. Strong, Wolter

Foley
Domenech Rodriguez

Strategies for childhood behavioral & health outcomes	Field
Supporting child & family	G. Boyce
Training designs for early interventionists	Rowan, Watkins

Language

American Sign Language	King, Yarger
Assessment	Pray
ESL	Eastmond, Huerta, Marx, Pray
Figurative language and motor skill	B. Holt
Language development	Foley, Pittman, C. Strong, Wolter, Yarger
Native American	Manuel-Dupont
Scaffolded language development activities	C. Strong, W. Strong, Wolter
Spanish language & emergent literacy	L. Boyce
Written language instruction	Read, W. Strong

Leadership

Coaches and teachers	Fronske
Educational	Carlston, Laing, Salvesen, Zsiray
Instructional	Carlston
Professional development	Ball, Zsiray
Professionalism in education	Freeman
Special education	Forbush
Styles and administrative behavior	A. Jones

Literacy and Literature

Adolescent	Clelland
Assessment	Foley, J. Smith
Balanced reading/literacy	Read
Children's literature	Dever, Read, Reutzel, J. Smith
Development	Fawson, Hruby, Manuel-Dupont, Reutzel, J. Smith
Early childhood	Austin, Bell, Deer, Dever, Fawson, A. Jensen, Lindauer, Reutzel, J. Smith, C. Strong, Wolter
Emerging	Austin, Fawson, Reutzel, J. Smith, C. Strong, Watkins, Wolter
Literacy instruction	Camperell, Hruby, King, Read, Reutzel, J. Smith, W. Strong

Theory

Hruby, J. Smith

Marriage

Adult attachment

Openshaw

Assessment and intervention
strategies

Openshaw

Deception in relationship
development

Openshaw

Divorce prevention

Marshall, Skogrand

Education

Marshall

Marriage and family therapy

Allgood, Higginbotham,
Marshall, T. Nelson, Openshaw

Training

T. Nelson

Supervision

T. Nelson

Mathematics

Education

Callow-Heusser, Dorward,
Hudson

Informal

Austin

Multicultural mathematical
research

Barta

Native American

Barta

Pre-K

Austin

K-12

Kim

Mental Health

Infant

A. Akers, A. Jensen, Jump

Outcomes for Latinos

Domenech Rodriguez

Personality disorders

Ferguson

Self-esteem

Gast

Self-presentation

Ferguson

Youth outcomes

J. Akers, G. Boyce

Middle School

Fitness programs

Gast

Science curriculum

L. Monhardt

Social studies curriculum

Pedroni

Neuroscience

Sensory systems

Sinex

Organizational Theory and Development

Organizational change

Burnham, Copenhaver

Organizational theory

Freeman

Professional practice

Littlelike

Parents

Culturally diverse parenting	Beckert
Father involvement in parenting	Beckert, Roggman
Involvement	Pedroni
Low income	Pedroni
Parent-child relationships/ interaction	Field, Lindauer
Parent education	Beckert, T. Lee
Support for parents of disabled children	Pehrson

Pedagogy

Critical pedagogy	Pedroni
Feminist theory and pedagogy	Whitaker
Pedagogical agents	Kim
Pedagogical beliefs	Walker

Physical Education

Athletic administration	Kras
Athletic coaching	Kras
Golf fitness	Kras
Motor skill performance	B. Holt
Movement exploration	Gordon
Performance enhancement	Gordin
Physical education teaching methods	Wilson
Sports psychology	Gordin
Teaching cues for sports skills	Fronske, Wilson

Psychology

Auditory perception	Sinex
Evolutionary psychology	Bates
Experimental Neuropsychology	Fargo
Identity and environment	R. Jones
Psychophysics	Sinex
Quantitative Psychology	Fargo

Reading

Adolescent reading development	Hruby
Assessment	Callow-Heusser
Comprehension	Camperell, Clelland, Fawson, Hayes, J. Smith, C. Strong
Content area	Camperell, Clelland, Hruby, J. Smith, W. Strong
Early	Kim

Engagement	Fawson, Hruby
Expository text	Camperell, Lehman, C. Strong
Instruction	Camperell, Fawson, Forbush, Hayes, Hruby, Slocum, J. Smith, W. Strong
Motivation & engagement	Fawson, Forbush, Hruby, Lehman, Slocum
Prevention of reading failure	Callow-Heusser, Hofmeister

Rehabilitation Counseling

Counselor supervision	Schultz
Culturally relevant rehabilitation practices	Smart
Evidence-based practice	Schultz
Preparation of rehabilitation counselors	Smart
Professional identity development	Schultz
Self-advocacy	Price

Research, Methods, & Philosophy

Action research	Behl, Zsiray
Data management	J. Akers, Callow-Heusser, Fargo
Design	R. Jones, Fargo
Ethics	Deberard, Slocum, White, Worthen
Field experience research	Johnson
Follow-up studies	Fargo, Johnson, Roggman
Intellectual property	Wiley
Literature review	Friedman, Schroder, C. Strong, White, Zsiray
Methodology	Norton
Qualitative methods	J. Akers, Callow-Heusser, Dever, Eastmond, Hall, Hruby, Johnson, Marx, Pedroni, Piercy, Read, Whitaker, Zsiray
Quantitative methods	J. Akers, Bates, Callow- Heusser, Deberard, Fargo, Friedman, Norton, Roggman, Slocum, C. Strong, Taylor, White, Zsiray
Research methodologies	J. Akers, Bates, Callow- Heusser, Fargo, Friedman, Pedroni, Roggman, Schroder, Slocum, C. Strong, Taylor, White

Survey research methodology

Baer, Bates, Ferguson, Goetze,
Taylor, Worthen, Zsiray
Manuel-Dupont

Technical and scientific writing

School and Classroom Effects

Classroom management/discipline

Callow-Heusser, Hall, Struyk

Finance

Laing

Health promotion

Gast, Heath

Readiness and school success

Austin

School evaluation and reform

Franklin, Taylor, West

School/program evaluation

Callow-Heusser

Science

Diversity issues

R. Monhardt

Equity in science education

L. Monhardt

Secondary Education

English Education

W. Strong

Literacy education

Hruby

Multicultural/bilingual education

Huerta, Marx

Social studies

Pedroni

Sexuality

Sex education

Gast, Higginbotham, Openshaw

Sex therapy

Openshaw

Social Studies

Instruction

Byrnes, Pedroni

Special Education

Advisory committees

Ball

Early childhood

Deer

General

Copenhaver, Gutshall

Inclusion

Deer, Hammond

Interdisciplinary training

J. Holt, Simonsmeier

Language minority students

Pray

Law

Lubke

Leadership

Forbush

Litigation

Gallegos

Needs assessment

Ball

Personnel preparation

J. Blair, Higbee, Likins, Rule,
Salzberg, Slocum

Personnel preparation via
distance education

Deer, Lignugaris/Kraft, Menlove

Personnel shortages and attrition

Menlove, Salzberg

Policies, procedures and legal issues
Rural teachers
Transition

Copenhaver, Menlove
Glomb
Morgan, Salzberg

Speech/Voice

Gender differences
Genetics of speech and voice production
Outcome research for treatment
Speech perception
Vocal aging

Corbin-Lewis
Corbin-Lewis
Corbin-Lewis
Larsen
Corbin-Lewis

Substance Abuse

Chemical dependency
Drug prevention and treatment programs
Substance use
Women

Shahan
Bates, R. Jones, Marshall, Waite
Schroder
T. Nelson

Teacher Education

Early Childhood
Elementary
Gerontology
Mentoring/supervision
Paraprofessional preparation/training
Professional development
Secondary
Selection criteria for teacher education students

Lindauer
Guertsen, Hayes
Piercy
Hall, Johnson, Littledike, Salvesen, Wilson
A. Akers, Ball, Forbush, Likins, Manuel-Dupont, Morgan, Olsen, Yarger
Ball, Callow-Heusser, Copenhaver, Fawson, Lignugaris/Kraft, L. Monhardt, W. Strong
Camperell, Franklin, Hruby, Huerta, Laing, Marx, Pedroni, W. Strong
Byrnes

Technology

Accessibility of the internet
Accountability of the internet
Assistive
Biological models of self-

Rowland
Zsiray
M. Blair, Foley

organization	Wiley
Collaborative learning	Recker, Wiley
Computer-based instruction	Callow-Heusser
Cultural Diversity	Subramony
Design and delivery of instruction	Callow-Heusser, Eastmond, Z. Merrill
Design and evaluation	Callow-Heusser, Recker
Developing training resources	Alsop, Rowland, Rowan
General	O'Leary, Rowland, Shelton, N. Smith
Global applications	Eastmond, Zsiray
Instructional	Subramony
Knowledge/learning objects	Wiley
Mediated action	Wiley
Multimedia simulations	Crowley, Rowland
Online communities	Wiley, Zsiray
Peer-to-peer networks	Wiley
Technology in learning	Ferguson, Recker
Technology integration in K-12 education	Recker, N. Smith, T. Smith, Zsiray
Telehealth	Ribera
Web-based instruction	Bentley, Eastmond, Lehman, Zsiray

Violence/Abuse

Animal abuse	Ascione
Child abuse and neglect	Ascione, Jump, Skogrand
Juvenile male and female sexual offending	Openshaw
Personality disorders and violence	Ferguson
Prevention	Jump, West
Resiliency	Jump, Openshaw
Violence and the family	Ascione

CEHS Accreditations

Administration on Developmental Disabilities, Administration for Children & Families, U.S. Department of Health & Human Services
American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD/NASPE)
American Association of Family and Consumer Sciences (AAFCS)
American Association of Marriage and Family Therapy
American Library Association (ALA)
American Psychological Association (APA)
American Speech-Language Hearing Association (ASHA)
Council for Exceptional Children (CEC)
Council on Rehabilitation Education (CORE)
Council on the Education of the Deaf (CED)
International Technology Education Association (ITEA)
Maternal & Children Health Bureau, U.S. Department of Health & Human Services
National Association for the Education of Young Children (NAEYC)
National Association of School Psychologists (NASP)
National Association of Schools of Music (NASM)
National Council for Teachers of English (NCTE)
National Council for the Accreditation of Teacher Education (NCATE)
National Council for the Social Studies (NCSS)
National Council of Teachers of Mathematics (NCTM)
National Council on Family Relations (Certified Family Life Educator)
National Recreation Park Association Council on Accreditation
National Science Teachers Association (NSTA)

Faculty, Staff, & Students

115 tenure-track faculty
2 Endowed Distinguished Professorships
320 staff members with classified, professional, or research appointments
21 Edith Bowen Laboratory School faculty
750 Master's students
167 Doctoral students
2,212 Undergraduate students

Research Council Members

Kim Corbin-Lewis • Jim Dorward • Richard Gordin
• Grace Huerta • Mimi Recker • Richard Roberts •
Lori Roggman • Julie Smart • Karl White



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