

COLLEGE OF EDUCATION MISSION: *Practicing what we teach.*

Faculty, staff, and administration in the College of Education share a commitment to people. In our land-grant mission, we endeavor to have working relationships that are characterized by friendliness, professionalism, and responsiveness.

As human service professionals, we take pride in helping all people—whether special needs children, first-semester freshmen, transfer students, masters and doctoral candidates, or leaders in school districts and businesses—achieve their goals and enhance their lives.

We in the College of Education value excellence. Our commitment to people and to quality programs are visible in many ways:

- highly effective teaching, with keen awareness of best educational practice and high performance standards;
- research and scholarship that improves the human condition through better products, practices, and human service systems;
- innovations to make education more accessible and meaningful for students of all ages, social classes, and racial groups;
- significant demonstration projects and activities that serve as exemplars for Utah, the intermountain region, and nation ;
- service to communities, professional organizations, and a variety of stakeholder groups.

As part of our land-grant tradition, we pledge ourselves to constructive engagement with those we serve. To further our goals of teaching, research, and service, we welcome opportunities for external funding, compact planning, and meaningful assessment.

We in the College of Education are characterized by an ethos of hard work and self-determination. We take responsibility for what we do. We regard the diversity of our many units and departments as a strength, one that adds value to the identity of our family.

Regardless of our individual roles in the College of Education family, each of us has a mission of lifelong learning. It is by “practicing what we teach”—living each day so that we enact our basic values—that our commitment to people is realized.

DEPARTMENTAL PROGRAMS

- The *Department of Communicative Disorders and Deaf Education* offers undergraduate programs in communicative disorders and education of the deaf and hard of hearing and graduate programs in clinical and educational audiology, early childhood deaf education, education of the deaf and hard of hearing, and speech-language pathology.

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

- The *Department of Elementary Education*, in conjunction with the departments of family 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's curriculum and instruction specialization.

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

- 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.

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

- The *Department of Instructional Technology* 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.

<http://it.usu.edu>

- 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.

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

- 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 also participates in the college's interdepartmental doctoral program with a curriculum and instruction specialization.

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

- 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.

<http://sped.usu.edu>

RESEARCH AND OUTREACH

- *Center for Persons with Disabilities (CPD).*

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 staff accomplishes its mission through the provision of interdisciplinary education, exemplary services, technical assistance, research and evaluation, and dissemination of information. Examples of the Center's research and service units include:

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

Early Intervention Research Institute (EIRI)

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 and with varying needs. 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.

<http://eiri.usu.edu>

Interdisciplinary Training (IDT)

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.

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

Mountain Plains Regional Resource Center (MPRRC)

The MPRRC staff provides technical assistance to state education agencies in developing quality programs and services for children with disabilities. MPRRC 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 Dakota, South Dakota, Arizona, Nebraska, Kansas, New Mexico, and the Bureau of Indian Affairs.

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

- *Center for the School of the Future (CSF)*

The CSF staff focuses on improving the quality and effectiveness of education through identifying, researching, and developing proven educational practices and supporting their dissemination and adoption in local circumstances. To accomplish this end, CSF staff emphasizes 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.

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

- *Edith Bowen Laboratory School*

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.

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

- *Emma Eccles Jones Center for Early Childhood Education*

The Emma Eccles Jones Center for Early Childhood Education provides comprehensive services for educational 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 curriculum for the improvement of education in kindergarten and the primary grades.

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

- *Head Start Region VIII Disabilities Services Quality Improvement Center (DSQIC)*

The DSQIC staff provides state-of-the-art training and technical assistance (telephone and on-site consultation); ongoing staff development opportunities (workshops, cluster training, and conferences); resource development and dissemination (lending libraries and resource material); information about federal initiatives regarding disabilities, and guidance in integrating them into program planning; help in negotiating partnerships and interagency agreements with local and state agencies to enhance disabilities services; and consultation and referral relating to service delivery, interagency agreements, and partnerships. This center functions within the Communicative Disorders and Deaf Education Department.

<http://www.dsquic8.usu.edu>

- *National Center for Hearing Assessment and Management (NCHAM)*

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 develops training materials, conducts workshops, and provides on-site assistance to enable hospitals and state public health programs to establish successful Early Hearing Detection and Intervention (EHDI) programs. NCHAM staff also develops professional and public awareness educational materials, conducts research related to EHDI issues, and develops and distributes data management software packages for use in EHDI programs. This center functions within the Psychology Department.

<http://www.infanthearing.org>

- *SKI*HI Institute*

The SKI*HI staff conducts 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 caregivers and service providers of these young children in a wide variety of settings. The staff provides 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, telecommunications, workshops, and parent-to-parent networks. This institute functions within the Communicative Disorders and Deaf Education Department.

<http://www.skihi.org>

SERVICES FOR FACULTY AND STUDENTS

- *Adele and Dale Young Education Technology Center (YETC)*

As a learning resource center, YETC staff provides support services to COE faculty and students and its associated teacher education programs, as well as a broad spectrum of resources and technology to support the improvement of teaching. The YETC houses an open access computer lab and a library of K-12 curriculum materials, educational CD-ROMs and LaserDiscs, multimedia resources (videotapes, DVD movies, audio CDs, cassettes), faculty reserve materials, and more. Utah public educators may access the YETC as a NASA Educator Resource Center. NASA provides educational materials, information, services, and other resources to our

nation's classrooms. NASA resources include lesson plans, pictures and lithographs, and the NASA core catalog.

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

- *Office of Extension Services*

The Office of Extension Services facilitates the delivery of COE 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 college's marketing committee.

<http://www.coe.usu.edu/coe/asc>

- *Office of Giving and Development*

To secure financial resources for maintaining and advancing academic and professional excellence throughout the century and beyond, the staff of the Office of Giving and Development promote an open and friendly environment for private giving to the COE. They strive to develop both the human and financial resources that enrich the academic environment and support the COE 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 be personally involved or give support. The Giving and Development staff is also committed to responsible stewardship of all gifts entrusted to the COE and ensures that generous appreciation and recognition is given to donors. All development initiatives are designed to enrich the educational opportunities for students and support the mission of the COE.

<http://www.coe.usu.edu/coe/alumni/index.html>

- *Office of Research Services*

The administration and staff of the Office of Research Services (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 COE 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 COE Dean and departments on research matters; and (i) coordinate the review of thesis and dissertation proposals.

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

- *Office of Teacher Education, Graduation, and Educator Licensing*

The Office of Teacher Education, Graduation, and Educator Licensing has four general responsibilities: (a) work cooperatively with departments both within and outside the COE in the development, implementation, evaluation, and administration of undergraduate and graduate programs that culminate in educator licensure; (b) coordinate all university and COE 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 COE undergraduate and graduate programs.

<http://www.coe.usu.edu/coe/general/telhome.html>

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FACULTY, RESEARCH STAFF & ADMINISTRATOR PROFILES

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Adrienne Akers is a senior research scientist at the Early Intervention Research Institute affiliated with 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.

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

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Linda Alsop is project director for deafblind programs at the SKI-HI Institute. A current development project is a model for providing parents of children who are deafblind with internet-accessible

information, training, and resources. Other projects include service programs, curriculum and resource materials, development and use of DVD technology for education and training, and systems' change efforts for improving models of services for individuals who are deafblind. A national consultant and advocate for children and youth who are deafblind and their families, Linda focuses on the impact of combined vision and hearing loss on learning, interaction, and overall development.

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Ph.D., University of North Carolina

Dr. Ascione is a professor of psychology and adjunct professor of family and human development. His research focuses on humane education, children's attitudes toward animals, and child and adolescent animal abuse. He has collaborated with human services, social work, and child development staff working with abused children; youth corrections personnel; and shelters for women who are battered. His publications focus on the development of antisocial and prosocial behavior. He serves on the U.S. Humane Society and Latham Foundation Child and Animal Abuse Prevention advisory councils as well as the American Psychological Association's presidential task force on violence and the family.

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Richard D. Baer is the director of outreach, development, and dissemination at the Center for Persons with Disabilities. His research focuses on services for adults with disabilities as well as ways to support families with a member with a disability. His research interests also include survey methods, learning disabilities diagnosis, and behavior analysis.

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M.S.E., Colorado State University

Wayne Ball is a program specialist with the Mountain Plains Regional Resource Center. His areas of expertise include school improvement, comprehensive system of personnel development, staff development, special education needs assessments, IDEA '97 The Law (monitoring and compliance), behavior management, paraprofessional training,

training and facilitation, special education forms training, and special education advisory committees. He has over twenty-five years of experience in education and corporate training.

Don Barringer

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Ph.D., Utah State University

Don Barringer is the director of the Head Start Disability Services Quality Improvement Center (DSQIC). His professional training centered around young children with hearing loss and for several years he directed the SKI*HI Institute. In his work with Head Start, he directs both a local and out-stationed staff who provide training and technical assistance to Head Start and Early Head Start programs in the states of CO, MT, WY, ND, SD, and UT. The DSQIC assists local programs in providing an inclusive educational infant/toddler and preschool experience for low income children.

Jim Barta

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Ph.D., University of Oregon

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 is coordinating project and research efforts at the Edith Bowen Laboratory School.

Diane D. Behl

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M.Ed., Utah State University

Diane Behl is a senior researcher at the Early Intervention Research Institute 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.

Joanne P. H. Bentley

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Ph.D., Brigham Young University

Joanne Bentley is an assistant professor of instructional technology. Her research focuses on development and evaluation of web-based instruction as it accounts for individual differences in learning. She is particularly interested in developing instructional strategies for customized dynamic delivery of instruction. The impetus for her research originated with a validity study comparing the Learning Orientation Questionnaire (LOQ) with the Herrmann Brain Dominance Instrument which established the LOQ as the primary tool of choice for determining learner preferences for content delivery. Her research provides important data for improving the quality of customized web-based instruction.

James C. Blair

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Ph.D., Northwestern University

James Blair is a professor and department head in communicative disorders and deaf education. He has conducted research on personal FM use with children who are deaf and hard of hearing and has studied classroom acoustics, sound field amplification, and provision of services to schools by audiologists. He is currently studying the most effective ways to improve services to children with hearing loss in the mainstream.

Martin Blair

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M.S., Utah State University

Martin Blair directs the Utah Assistive Technology Program, affiliated with the Center for Persons with Disability, and is an adjunct professor in special education and rehabilitation. He works with policy makers, service agencies and organizations, consumers and family members throughout the U.S. on issues related to assistive technology policy and practice. His training and research emphasis is on the use of technology to enhance community living options of people with disabilities.

Caryl Blanchard

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Caryl Blanchard is a training development specialist at the Center for Persons with Disabilities. She co-coordinates a family support project intended to improve family support services through system's change. She is also the new director of the Center's family resource library. Her research experience is in self-determined learning strategies, the transition of students with disabilities from school to adult life, and she is currently collecting information on best practices related to organizing families to bring about community change.

Wes Boman

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Wes Boman is development director for the College of Education. His training is in choral music, instrumental music, and music theory and composition with minors in English and social studies; postgraduate work was in fine arts and organizational management. He has experience as a public school teacher and in community and economic development. Recent development successes include \$12.5 million for a new building, \$575,000 for renovation of an outdated building, and \$150,000 for expansion of an educational technology center. His work with donors has created new scholarship endowments and funded numerous departmental projects and programs.

Glenna C. Boyce

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Glenna Boyce is a senior research scientist at the Early Intervention Research Institute, a division of the Center for Persons with Disabilities. Her research includes the development and well-being of children (who are at-risk for developmental delays due to socioeconomic "at-risk" factors, neonatal experience, and/or identified disabilities) and their families. Within this umbrella of concern, her focus has been on evaluating interventions that support child and family, parent-child interaction, and family stress and/or adaptation. Much of this research has focused on the population of extremely low birth weight, medically fragile infants.

Lisa K. Boyce

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Lisa Boyce is a senior research associate at the Early Intervention Research Institute. Her research interests include examining family and intervention factors that facilitate or hinder optimal development of children living in poverty and those with disabilities. Her projects include a longitudinal study of early language and emergent literacy with children from Spanish speaking homes, play behaviors of mothers of typically developing infants and infants with disabilities, and evaluation of Early Head Start.

Eadric Bressel

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Eadric Bressel is an assistant professor of physical education in biomechanics. He has served as a postdoctoral research fellow for the neuromuscular research unit at Auckland University of Technology in New Zealand. He actively conducts research and seeks grants for the following areas: anatomical and biomechanical determinants of Achilles tendon rupture, biomechanics and physiology of cycling, and passive joint stiffness in pathological populations.

Byron Burnham

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Byron Burnham is a professor and department head of instructional technology. He specializes in adult learning, distance learning, and organizational change. He is involved in a multi-year and multi-institutional evaluation project for a large foundation that looks at leadership and institutional change in land grant universities. Other research interests include learning transactions and interactions, evaluation of distance learning, and organizational learning.

Deborah Byrnes

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Deborah Byrnes is a professor of elementary education. Her research interests include social studies and multicultural education curriculum development, selection criteria for teacher education students, effective

grading practices, and teaching about religion in public-school settings. She is coordinator of the curriculum and instruction doctoral program.

Hal Cain

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Hal M. Cain is an assistant professor of rehabilitation counseling in special education and rehabilitation. He is a certified rehabilitation counselor (CRC). Dr. Cain's research interests are in the areas of identity development and transition to adult life for adolescents with disabilities, integrated service delivery systems, and rehabilitation counselor supervision and professional development (including distance education technologies and ethics).

Kay Camperell

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Ph.D., University of Wisconsin

Kay Camperell is an associate professor of secondary education. She is a content area reading specialist. Her current research focuses on comprehension of expository text. She also collaborates with faculty from elementary education to examine the influence of preservice teacher training on teachers' ability to teach comprehension.

Carl Cheney

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Dr. Cheney is a professor of psychology. His current research interests include diet selection by herbivores, taste aversions, self-organizing systems, behavioral pharmacology, and effective education. Dr. Cheney sponsors the USU Student Advocates of Behavior Science club. He is a member of the Association for Behavior Analysis. He serves on the board of trustees of the Cambridge Center for Behavioral Studies and of the B.F. Skinner Foundation.

Keith Christensen

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M.L.A., Utah State University

Keith Christensen is a project director for the Center for Persons with Disabilities. A landscape architect by training, he advocates for integrated design which focuses on the abilities of individuals rather than their disability. Keith is involved with the design of a number of play environment projects, conducts research on design methodologies, and is the director of the Beyond Access Project, a national technical assistance effort on play environments for children with disabilities.

Robert Cook

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Robert Cook is a project manager at the Center for Persons with Disabilities. A counseling psychologist by training, he is currently managing a preschool preparation outreach project funded by the Office of Special Education and Rehabilitation. Robert has conducted research on psychologists' attitudes toward nontraditional families and cluster suicides. Robert's current clinical and research interests lie in provision of clinical services to children and adolescents who have severe emotional or behavioral disorders and in the evaluation of Internet-based mental health services. Robert maintains a part-time practice as a psychologist serving the Cache Valley area.

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John D. Copenhaver is director for the Mountain Plains Regional Resource Center. He provides technical assistance at the school, state, regional, and national levels. Mr. Copenhaver has produced training materials and assisted states with office of special education programs corrective action plans. He has made conference presentations and published articles on special education issues, and provided technical assistance in the areas of legal issues, special populations, developing effective individualized education programs, due process/mediation, Section 504, procedural safeguards, systems change, strategic planning, comprehensive system of personnel development, state implementation planning, state improvement grants, assistive technology, and extended school year.

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18 College of Education "it's about people"

Kim Corbin-Lewis is an assistant professor of communicative disorders and deaf education. Her research interests include vocal aging, genetics of speech and voice production, gender differences in speech and voice production, and outcome research for voice treatment methodology. Kim collaborates with researchers at the University of Utah and the National Center for Voice and Speech and is funded by NIH. She has allied health privileges at Logan Regional Hospital and runs the voice clinic that specializes in laryngeal imaging.

Susan Crowley

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Susan Crowley is an associate professor of psychology. She was trained in counseling psychology and is the director of training for the combined clinical/counseling/school psychology doctoral program. Her research interests have been focused on the development, early intervention, and assessment of anxiety and depression in children. Additionally, she has investigated the relationship between anxiety and depression in children, and the knowledge that school personnel have about these childhood problems. More recently, she has focused on improving training for students learning from a distance through the use of technology and real time, multimedia simulations.

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Julie Gast is an associate professor in health education. She has an interest in research and projects related to community health, weight loss management, and health risk perception. She is also interested in self-esteem and disordered eating patterns. Recently, Dr. Gast received a grant from the Utah Health Department to conduct health and fitness programs across middle school curricula.

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Andy Gibbons is a professor of instructional technology. He has 18 years of experience as a project director and design consultant in computer-based instruction and instructional simulation. His research interests include the use of interactive models for instructional purposes, problem-based instruction, and interactive learning environments—or, model-centered instruction; the layered nature of designs as a background for comparing instructional theories and for generating instructional design languages; and the science-technology relationship and its implications for design practice and principles. He represents USU on the Instructional Design and Technology Committee of the INRA (Inland Northwest Research Alliance) SSGP (Subsurface Science Graduate Program).

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Donna Gilbertson is an assistant professor of psychology. Her research focuses on applied behavior analysis in school settings to help adults respond effectively to children's learning and behavioral adjustment problems. Currently, she is examining the use of curriculum-based assessment with bilingual students to develop assessment systems linking educators to interventions. She is also modifying a systematic screening model that considers language proficiency, functional assessment, and intervention responsiveness for decreasing over-representation of minorities in special education. Finally, she is investigating consultation strategies to ensure that teachers and parents use treatments designed to help children in their care.

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Deborah E. Hobbs is an associate professor of elementary education. She serves as the language arts specialist and teaches language arts methods, cooperative learning, children's literature, and a variety of gifted and talented, reading, and middle-level endorsement courses to undergraduate and graduate students. Dr. Hobbs has published articles in such journals as *Educational Leadership* and *Childhood Education*; two book chapters appear in *Thinking Smart: A Primer for the Talents Unlimited Model* and *Developing Minds: A Resource Book for the Teaching of Thinking*. Her current research focuses on "story-acting"

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Sue Olsen is the supervisor for the Up To 3 Early Intervention program affiliated with the Center for Persons with Disabilities. As an early childhood special educator, her interests have been in the area of personnel preparation for paraprofessionals and professionals working in the field of early intervention. As part of this effort she has been developing and field testing procedural guidelines and a format for determining early intervention eligibility that will be disseminated statewide for use by the 16 Utah early intervention sites. She also specializes in special education law, due process, and mediation.

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Grayson Osborne is a professor of psychology. He is trained in behavior analysis and has mentored over 20 doctoral and masters students. He has over 40 publications in applied and basic behavior analysis. Across his career he has been sought as a consultant with

respect to individuals who are hearing impaired and those with mental retardation. Currently he also coordinates the university's efforts in educational and program assessment.

Paula Pittman

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M.Ed., Utah State University

Paula Pittman is project director for the deaf mentor outreach project at the SKI-HI Institute and clinical instructor of communicative disorders and deaf education. Her research interests include early childhood education involving children who are deaf or hard of hearing and their families, bilingual-bicultural education, and linguistic development. Her current outreach project provides assistance to states/agencies in establishing bilingual-bicultural environments for children who are deaf through training, technical assistance, and materials development. The project enables adults who are deaf to become effective language and cultural mentors to young children who are deaf or hard of hearing and their hearing families.

Beth Price

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M.S., Utah State University

Beth Price is the project coordinator of the Accommodating Students with Disabilities in Higher Education Project affiliated with the Center for Persons with Disabilities, a nationally disseminated training curriculum for faculty, staff, and administrators. She has a background in rehabilitation. Her past projects have dealt with adults with disabilities in various postsecondary education settings at the university and in the community. She is particularly interested in developing projects that change stereotypical attitudes about the capabilities of people with disabilities and that encourage self-advocacy.

Mimi M. Recker

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Ph.D., University of California–Berkeley

Mimi Recker is an associate professor of instructional technology. Her research interests include the design and evaluation of interactive technologies for educational purposes. Recent projects include the use of internet-based tools and resources to support distributed, collaborative learning.

Ray Reutzel

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Ph.D. University of Wyoming

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Ray Reutzel is the endowed chair and director of the Emma Eccles Jones Center for Early Childhood Education. He is also 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.

Kaye Rhees

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M.Ed., Utah State University

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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, 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.

John Ribera

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Ph.D., University of Washington

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John Ribera is an associate professor of communicative disorders and deaf education. He is a retiree from the US Army Medical Service Corps where he served as an audiologist. He has owned a private practice, been an adjunct faculty member, managed a large hearing conservation program in Germany, conducted speech intelligibility research at an aeromedical research laboratory and served as director of audiology at the House Ear Clinic. His current research interests include telemedicine and hearing in noise, particularly in schools.

Richard N. Roberts

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Ph.D., University of Hawaii

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Richard N. Roberts is the director of the Early Intervention Research Institute and professor of psychology. He is currently the principal investigator of several maternal and child health projects. Dr. Roberts

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 a monograph entitled *By What Outcomes Should Part C be Evaluated at the State Level?*

Lori Rowan

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M.Ed., Utah State University

Lori Rowan is project director for AHEAD (At Home & At Daycare) Outreach 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; and providing technical assistance to trainers nationwide.

Cyndi Rowland

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Ph.D., Utah State University

Cyndi Rowland is a research assistant professor at the Center for Persons with Disabilities. She has focused on technology throughout her career, working with individuals with disabilities. She directs a distance education program to prepare teachers in early childhood special education for employment in rural Utah. This program relies heavily on the use of differing technology types. Cyndi also works to improve the accessibility of the internet for individuals with disabilities and to improve teaching and learning through the use of technology simulations (hybrid CD-ROM with internet capabilities).

Jack L. Rudio

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Ed.D., University of Illinois

Jack L. Rudio is the assistant to the director and a program specialist with the Mountain Plains Regional Resource Center. His technical assistance activities have included due process and mediation training, state funding, rule writing, developing technical assistance documents for disabled children with special health needs, and transitioning students with disabilities from school to the world of work. Dr. Rudio has also worked with state education agencies and university training

programs in developing preservice and inservice training programs for teachers of students with severe multiple sensory disabilities.

Sarah Rule

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Ph.D., University of Kansas

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Sarah Rule is director of the Center for Persons with Disabilities, Utah's Center for Excellence in Developmental Disabilities, and professor of special education. Her research interests are in personnel preparation and intervention with young children with disabilities and their families.

Michael D. Salvesen

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Ed.D., Utah State University

797-3912

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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Ph.D., University of Kansas

797-3234

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. Dr. Salzberg also contributes to policy development in special education.

Walter Saunders

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Ph.D., Oregon State University

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Walter Saunders is a professor emeritus of secondary education. His interest the past three decades has been the improvement of precollege science education. His work has focused on preservice and inservice teacher education through formal coursework, workshops, summer

institutes, and federally funded curriculum improvement projects. Presently he is completing a teacher resource book on investigative laboratory activities in grades seven and eight.

James P. Shaver

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Ed.D., Harvard University

James Shaver is professor emeritus of secondary education. His curricular and research interests include the development of rationales for social studies education, education for democratic citizenship, and concepts for the analysis of public issues. His epistemological and research methodology interests include factors affecting the productivity of educational research and the relationship of statistical significance to the magnitude, meaningfulness, and educational significance of educational outcomes.

Vicki Simonsmeier

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M.S.T., University of Wisconsin–River Falls

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.

Timothy Slocum

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Ph.D., University of Washington

Timothy A. Slocum is an associate professor of special education and rehabilitation. His main 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, Dr. Slocum is interested in developing and teaching research and evaluation methods that can lead to improvements in outcomes for consumers of educational and psychological services.

Julie Smart

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Ph.D., University of Northern Colorado

Julie Smart is a professor and director of the rehabilitation counseling program, which is part of special education and rehabilitation. Her areas of interest include psychosocial aspects of disability, Hispanics with disabilities, undergraduate disability studies, and culturally relevant rehabilitation practices. She has recently written a textbook, *Disability, Society, and the Individual*, and has developed a course, "Disability in the American Experience," which is now 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.

Geoffrey G. Smith

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M.B.A., M.S., Utah State University

Geoffrey G. Smith is the director of the Substitute Teaching Institute affiliated with the Center for the School of the Future which focuses on research, publishing, directing, and training districts across the country in substitute teaching related issues. His goal is to revolutionize the role of substitute teaching into an opportunity of educational excellence in every district in the country. He is the publisher of the *SubJournal*, *SubExchange Newsletter* and the producer of the *SubInstructor CD* and *SubOrientation* featuring STEP-IN Training for substitutes. Geoff is also the director of the Intl. Office for Water Education providing water and science education.

John A. Smith

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797-0388

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

John is an associate professor of elementary education. His area of emphasis is reading instruction methods. His former research interests focused on children's learning of content area information from children's literature. He is currently investigating the effectiveness of teacher education programs in preparing undergraduate education majors to teach reading comprehension.

Nathan M. Smith, Jr.

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M.S., Utah State University

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Nathan currently serves as director of technology for the College of Education, 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 College of Education faculty, staff, and students to use technology effectively in their professions.

Tim G. Smith

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M.S., Brigham Young University

Tim Smith is the director of technology at the Center for the School of the Future. His projects include providing technology support to center activities and a technology initiative for preparing preservice teachers to use technology.

Robert Sorenson

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Ph.D., Southern Illinois University

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Robert Sorenson is a professor of health education. He has expertise in community health and research interests in stress and its effects on physical and mental health. Dr. Sorenson has conducted seminars and workshops nationwide in the area of stress management.

J. Steven Soulier

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Ed.D., Indiana University

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Steve Soulier is an associate professor of instructional technology. His research interests include technology integration in K-12 education, user interface design for computer-based instruction, design factors affecting the globalization of computer-based instructional products, and instructional message design. He is currently project director for the university's PT3 project and has spent time in Thailand working on a national project to develop computer-based vocational training materials.

David M. Stein

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Ph.D., Brigham Young University

David M. Stein is a clinical psychologist and professor and 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.

Sebastian Striefel

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Ph.D., University of Kansas

Sebastian Striefel is a professor emeritus of psychology and a former director of the Division of Services at the CPD. His research, teaching, and service have focused on professional conduct and ethical behavior, applied psychophysiology and biofeedback (including neurofeedback), cognitive-behavior therapy (including applied behavior analysis), and aspects of developmental disabilities. He is currently in his 19th year of publishing a column on ethics for the Association of Applied Psychophysiology and Biofeedback. He is currently the President of the Division of Neurofeedback for the Association of Applied Psychotherapy and Biofeedback.

Carol J. Strong

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Ed.D., Utah State University

Carol J. Strong, a trustee professor of communicative disorders and deaf education and the associate dean for research, teaches courses in language assessment and intervention, school-age language disorders, and research in education and psychology. Her research and publications focus on narrative assessment, literature-based language intervention, early intervention for children with low-incidence disabilities, and intervention for school-age children with language disorders.

William J. Strong

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Ph.D., University of Illinois

William Strong is a professor of secondary education and director of the

Utah Writing Project, a statewide network of K-12 teachers. 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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Ed.D., Utah State University

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.

Timothy N. Tansey

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Ph.D., University of Wisconsin–Madison

Timothy N. Tansey is an assistant professor of rehabilitation counseling in special education and rehabilitation. He is a certified rehabilitation counselor (CRC). Dr. Tansey's research interests are in the areas of rehabilitation of persons with severe mental illness, stress and coping responses utilized by persons with disabilities, ethics, and assessment issues with persons with disabilities.

Matthew J. Taylor

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Ph.D., Utah State University

Matthew Taylor is director of research and evaluation for the Center for the School of the Future and a faculty member in mathematics and statistics. Dr. Taylor has extensive educational research experience and has evaluated many local and state educational programs. 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.

JoAnn Tschanz

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Ph.D., Indiana University

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JoAnn Tschanz is an assistant 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. She has worked for the past 7 years studying 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.

Ron J. Thorkildsen

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Ron Thorkildsen is professor emeritus of instructional technology. His teaching interests are in educational research methods, statistics, and instructional technology. Past research and publications have focused on the efficient use of technology in education, particularly in the area of computer assisted, video instruction. He is currently exploring ways of rethinking and improving educational research pedagogy.

Sue Watkins

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Ed.D., Utah State University

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Sue Watkins is an assistant 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 that has achieved national prominence pioneering and developing early intervention programs for young children with sensory impairment. Sue has directed many projects at the Institute and oversees resource and material 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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Ph.D., University of Utah

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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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Ph.D., University of Utah

Martha Whitaker is an assistant professor of cultural foundations of education. Her research interests include feminist theory and pedagogy, curriculum theory, and teaching about religion in the public schools. She is active in building coalitions to enhance educators' ability to meet the diverse needs of learners in our communities.

Frank White

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Ph.D., University of Utah

Frank White is an assistant professor of parks and recreation. He has an interest in outdoors and therapeutic recreation. His current research emphasis is developing challenge initiative projects, where he has helped design and build a high ropes course. Challenge initiative programs have been conducted with local schools and major businesses to test the effects of self-esteem and team building.

Karl White

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Ph.D., University of Colorado–Boulder

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 is focused on improving newborn hearing screening, diagnosis, and intervention programs. Current research projects are funded by various federal, state, and private agencies. Additional information about these research projects is available at www.infanthearing.org. Dr. White teaches courses in research and evaluation methods, statistics, and psychometrics.

David Wiley

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Ph.D., Brigham Young University

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.

Rolayne Wilson

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Ed.D., University of North Carolina

Rolayne Wilson is an associate professor of physical education. She has research interests in elementary physical education. Her expertise is in physical education teaching methods for elementary school preservice teachers and supervision of practicum in elementary schools. She has presented workshops and classes for regional audiences and has been the co-author of two books related to assessment and teaching cues.

Blaine R. Worthen

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Ph.D., Ohio State University

Blaine Worthen is a professor emeritus of psychology and is affiliated with the research and evaluation methodology and the research and evaluation doctoral programs. His work for the past 30 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.

Carmel Yarger

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Ed.D., University of Northern Colorado

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, and language acquisition and

development. She is the publicist for an Association of College Educators-Deaf/Hard of Hearing grant focused on increasing technology use and accessibility for classroom teachers and students who are deaf and hard of hearing. Her publications appear in the American Annals of the Deaf, The Volta Review, and Perspectives in Education and Deafness.

AREAS OF EXPERTISE

Adolescents

Dating aggression	Galliher
Interpersonal relationships	Galliher
Psychological health	Galliher
Substance use	Domenech/Rodriguez

Adult Studies

Learning	Burnham
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Assessment, Measurement, and Testing

Alternative assessment practices	Struyk
Anxiety and depression in children	Crowley
Behavioral assessment	Higbee
Creativity	Worthen
Curriculum-based	Gilbertson
Data-based decision making	Behl, Gilbertson, Slocum
Disability	Smart, Tansey
Early intervention outcomes	Roberts
Effective grading practices	Byrnes
General	K. 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

Audiology

Auditory processing	Simonsmeier
Classroom acoustics	J. Blair
Clinical	Laws
Educational	J. Blair, Krumm
Electrophysiological tests	Laws
Hearing conservation/hearing in noise	Ribera
Newborn hearing screening	Friedman, K. White
Sound-field amplification	J. Blair
Speech intelligibility	Ribera

Behavior

Analysis of behavior	Baer, Ball, Cheney, Friedman, Gilbertson, Massanari, R. Morgan, Osborne, Streifel
Antisocial & prosocial behavior	Ascione, Taylor, West
Biofeedback and psychophysiology	Streifel
Chemical dependency	Stein
Cluster suicides	Cook
Diet selection by herbivores	Cheney
Emotion regulation	Ferguson
Emotional or behavioral disorders	Cook, Ferguson, Forbush, Odell, West
Play behaviors of mothers	L. Boyce
Self-management	Forbush
Self-organizing systems	Cheney
Taste aversions	Cheney

Children/Early Childhood

Attitudes toward animals	Ascione
Birth to three	Leew, Olsen, Rowan, Simonsmeier
Children at-risk and their families	Barringer, G. Boyce, Franklin, Holt, Olsen, Simonsmeier
Communication and language	Foley, Leew, Nitttrouer, Simonsmeier, Strong, Watkins
Education	Giordano, Reutzel
Head Start/Early Head Start	Barringer, L. Boyce
Infant massage	Jump
Poverty	L. Boyce

Special health needs	A. Akers, G. Boyce, Rudio, Simonsmeier
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Cognition

Cognitive & social performance	Ferguson, Hobbs
Cognitive behavior therapy	Streifel
Cognitive features of Alzheimer's	Tschanz
Reading comprehension processes	Lehman

Communication

Augmentative and alternative	Foley
Cross-cultural	Eastmond, Manuel-Dupont
Pragmatics	Foley, Leew, C. Strong
Pre-linguistic development	Leew

Counseling

Impulse control disorders	Stein
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Curriculum

Deafblind	Alsop
Development	Barta, Dever, Rhees
Feminist theory and pedagogy	Whitaker
History	Franklin
Humane education	Ascione
Instructional design	Hall, Hofmeister, Lignugaris/Kraft
Integrated	L. Monhardt
Kindergarten and primary grades	Dever
Mathematics	Barta
Multicultural education	Byrnes, Huerta
Music education	Hall
Reading	Slocum
Religion (teaching about)	Byrnes, Whitaker
Science	L. Monhardt, Salvesen, Saunders
Story acting	Hobbs
Theory	Whitaker
Vision and blindness	Dennison

Deaf/Hard of Hearing

American Sign Language	King, Yarger
Bilingual-bicultural education	King, Pittman, Watkins
Deafblind	Alsop
Early childhood education	Barringer, J. Blair, Nittrouer, Pittman, Watkins
Educational interpreting	Yarger
Family support	Watkins, Yarger
Hearing impairment	Osborne
Itinerant teaching efficacy	Yarger
Language and speech development	Nittrouer, Watkins
Literacy	Nittrouer, Watkins
Pediatric hearing health issues	Krumm
Parents of deafblind children	Alsop
Technology for deafblind	Alsop

Development

Anxiety and depression	Crowley
Developmental factors	Leew, Jump
Early developmental trajectories	Jump
Identity	Cain

Disability

At-risk	G. Boyce, Innocenti, Simonsmeier, West
Attitudes towards	Price
Blindness and visual impairment	Dennison
Content instruction for students	Hudson
Day schools for students	R. Morgan
Deafblind	Alsop
Developmental	G. Boyce, Giordano, Odell, Olsen, Streifel
Economic challenges	Goetze
Ethics	Tansey
Family services/support	Baer, Blanchard, Goetze, Innocenti, Roberts, Rowan, Rule
General	M. Blair, L. Boyce, Rowland
Hispanics with disabilities	Smart
IEP process	Menlove, O'Leary

Intervention	Foley, Leew, Nitttrouer, Rule, C. Strong, West
Learning disability	Baer, Hudson
Literacy	Foley, Giordano, Nitttrouer, C. Strong
Mediation training	Rudio
Mental retardation	Osborne
Mild/moderate	Lignugaris/Kraft, Likens, Menlove
Play environments	Christensen, J. Morgan
Psychosocial aspects	Gimpel, Smart
Reading instruction	Hofmeister, Slocum
Services for adults	Baer
Severe	Higbee, R. Morgan, Rudio, Simonsmeier
Stress and coping responses	Tansey
Students in higher education	Salzberg
Systems integration	A. Akers, Behl
Technical assistance documents	Rudio
Transition	Blanchard, Cain, Massanari, R. Morgan, O'Leary, Rudio, Salzberg
Undergraduate disability studies	Smart
Vocational programming for youth	O'Leary

Disorders/Diseases

ADHD	Gimpel, Odell
Alzheimer's disease and stroke	Foley, Tschanz
Autism	Higbee, Odell, Simonsmeier
Eating	Stein
Epidemiology of dementia	Tschanz
Genetic/immunologic abnormalities	Odell
Orofacial anomalies	Littlelike

Distance Learning

Distance learning	Burnham, Cain, Crowley, Freeman, Hall, Menlove, Z. Merrill, Rowland, Smart
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Diverse Learners (race, gender, and class)

Bilingual aphasia	Manuel-Dupont
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Bilingual/bicultural education	King, Pittman
Curriculum-based assessment	Gilbertson
Disadvantaged youth	Franklin
English as a second language	Huerta
Hispanic health care access & services	Judd
Hispanics with disabilities	Smart
Latino parenting interventions	Domenech/Rodriguez
Multicultural education	Barta, Byrnes, Huerta, Manuel-Dupont
Native Americans	Barta, Manuel-Dupont, R. Monhardt
Non-discriminatory assessment	Manuel-Dupont
Spanish early language/emergent literacy	L. Boyce

Education

After school programs	Franklin
Education for democratic citizenship	Shaver
Educational partnerships	Franklin
Educational policy	Franklin, Huerta, Julnes, Salzberg, Shaver
Educational reform	Ball, Franklin, Rhees
History	Franklin, Giordano
Innovative educational practice	Rhees
Law/legal issues	Ball, Gallegos, Menlove, Olsen,
	Rudio

Evaluation

Cost/benefit analysis	Goetze
Distance learning	Burnham
Early intervention outcomes	Behl, Holt, Roberts
Educational and program assessment	J. Akers, Holt, Osborne
Evaluation of Early Head Start	L. Boyce
Gifted education	Hunsaker
Human services	Julnes
Internet-based mental health	Cook
Interview and focus group protocols	J. Akers
Leadership and institutional change	Burnham
Program evaluation practice and theory	Dorward, Eastmond, Julnes, Shaver, Taylor, K. White, Worthen

Family/Community/Schools

Community context of early childhood services	Roberts
Community, family, and therapeutic recreation	Nelson, F. White
Family stress	G. Boyce
Integrated service delivery systems	Cain
Parent-child interaction/relationships	G. Boyce, Jump
Parent training	G. Boyce, Gimpel, Yarger
Recreation administration	Jones
School improvement	Ball
Service learning	Franklin

Gifted and Talented

Professional decision making in education	Hobbs, Hunsaker
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Health

Achilles tendon rupture	Bressel
Community health	Gast
Disordered eating patterns	Gast
Effects of exercise on health	Heath
Effects of stress on physical and mental health	Masters, Sorenson
Health risk perception	Gast
Low back pain surgery	Deberard, Masters
Passive joint stiffness	Bressel
Pharmacology	Cheney
Stress management	Gordon, Sorenson
Weight-loss management	Gast

Higher Education

Continuing higher education	Freeman
School/university partnerships	Hall

Instruction and learning

Classroom management	Struyk
Cooperative learning	Hobbs

Effective education/instruction	Cheney, Massanari, Slocum
Instructional theories	Gibbons
Learning transactions/interactions	Burnham
Problem-based instruction	Gibbons
Self-determined learning strategies	Blanchard

Intervention

Children living in poverty	L. Boyce
Early	A. Akers, Behl,
Crowley,	Higbee, Leew, Nittrouer,
Olsen,	Roberts, C. Strong, Watkins,
	K. White
Family-based for children and youth at-risk	West
Literature-based language Programs	C. Strong
School-age children with language disorders	K. White
Severe communication impairments	C. Strong
Spanish-speaking Latino parents	Foley, Leew
Supporting child & family	Domenech/Rodriquez
Training designs for early interventionists	G. Boyce
	Rowan, Watkins

Kinesiology

Biomechanics & physiology of cycling	Bressel
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Language

American Sign Language	King
Content-based second language learning	Eastmond
Language development	Foley, Leew, Pittman, C.
Strong	
Native American	Manuel-Dupont
Phonetic structure of	Nittrouer
Scaffolded language development activities	C. Strong, W. Strong
Spanish language & emergent literacy	L. Boyce

Leadership

Coaches and teachers	Fronske
Educational	Salvesen
Professional development	Ball, Cain, Massanari
Professionalism in education	Freeman
Styles and administrative behavior	Jones

Literacy and Literature

Assessment	Foley
Development	Manuel-Dupont, Reutzel
Early childhood	Dever, Fawson, Nitttrouer, Reutzel, C. Strong
Emerging	Fawson, Nitttrouer, Reutzel, C. Strong, Watkins
General	King, Reutzel, W. Strong

Mathematics

Education	Dorward, Hudson
Multicultural mathematical research	Barta
Native American	Barta

Mental Health

Evaluation of internet-based services	Cook
Outcomes for Latinos	Domenech/Rodriquez
Personality disorders	Ferguson
Promoting infant mental health	A. Akers
Self-esteem	Gast
Self-presentation	Ferguson

Middle School

Fitness programs	Gast
Science curriculum	L. Monhardt

Organizational Theory and Development

Organizational change	Burnham, Copenhaver, Massanari
Organizational theory	Freeman
Professional practice	Littleidike

Physical Education

Athletic administration	Kras
Athletic coaching	Kras
Challenge initiative projects	F. White
Exercise adherence	Masters
Golf fitness	Kras
Movement exploration	Gordon
Performance enhancement	Gordin
Physical education teaching methods	Wilson
Sports psychology	Gordin
Teaching cues for sports skills	Fronske, Wilson

Reading

Comprehension	Camperell, Fawson, Hayes, J. Smith, C. Strong
Content area Strong Education	Camperell, J. Smith, W. Giordano
Expository text Instruction	Camperell, Lehman, C. Strong Camperell, Fawson, Forbush, Hayes, Slocum, J. Smith, W. Strong
Motivation & engagement	Fawson, Forbush, Lehman, Slocum
Prevention of reading failure	Hofmeister

Rehabilitation Counseling

Counselor supervision	Cain
Culturally relevant rehabilitation practices	Smart
Persons with severe mental illness	Tansey
Preparation of rehabilitation counselors	Smart
Self-advocacy	Price

Research, Methods, & Philosophy

Action research	Behl
Data management	J. Akers
Ethics	Deberard, Friedman, Shaver,

Field experience research	Slocum, Streifel, K. White, Worthen
Follow-up studies	Johnson
Intellectual property	Johnson
Qualitative methods	Wiley
Hall,	J. Akers, Dever, Eastmond,
Quantitative methods	Johnson, Whitaker J. Akers, Deberard, Friedman, Hayashi, Nittrouer, Shaver, Slocum, C. Strong, Taylor, Thorkildsen, K. White
Research methodologies	J. Akers, Friedman, Nittrouer, Shaver, Slocum, C. Strong, Taylor, Thorkildsen, K. White
Survey research methodology	Baer, Ferguson, Goetze,
Taylor,	Worthen
Technical and scientific writing	Manuel-Dupont, Shaver

School and Classroom Effects

Classroom management/discipline	Hall, Struyk
Health promotion	Heath
Quality improvement	Judd
School evaluation and reform	Franklin, Taylor, West

Science

Diversity issues	R. Monhardt
Equity in science education	L. Monhardt
Preservice/in-service teacher training	Saunders

Secondary Education

Educational foundations	Hall
English education	W. Strong
Multicultural/bilingual education	Huerta

Social Studies

Instruction	Byrnes, Shaver
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Special Education

Advisory committees	Ball
General	Copenhaver, Giordano
Interdisciplinary training	Holt, Simonsmeier
Leadership	Forbush
Needs assessment	Ball
Personnel preparation	J. Blair, Higbee, Likens, Rule, Salzberg, Slocum
Personnel preparation via distance education	Lignugaris/Kraft, Menlove
Personnel shortages and attrition	Menlove, Salzberg
Policies, procedures and legal issues	Copenhaver, Menlove

Speech/Voice

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

Teacher Education

Elementary	Hayes
Ethics	Cain
Mentoring/supervision	Hall, Johnson, Littledike, Salvesen, Wilson
Paraprofessional preparation/training	A. Akers, Ball, Forbush,
Likens,	Manuel-Dupont, J. Morgan, R. Morgan, Olsen
Professional development	Ball, Copenhaver, Fawson, Lignugaris/Kraft, L.
Monhardt,	Saunders. W. Strong
Secondary	W. Strong
Selection criteria for teacher education students	Byrnes
Substitute teaching	G. Smith
Teacher socialization	Hall

Technology

Accessibility of the internet	Rowland
Assistive	M. Blair, Foley
Biological models of self-organization	Wiley
Collaborative learning	Recker, Wiley
Computer-based instruction	D. Merrill, Soulier, Thorkildsen
Design and delivery of instruction	Eastmond, Gibbons, D. Merrill, Z. Merrill, Soulier, Thorkildsen
Design and evaluation	Recker
Developing training resources	Rowland, Rowan
General	D. Merrill, O'Leary, Rowland, N. Smith
Global applications	Eastmond
Interactive learning environments	Gibbons
Knowledge/learning objects	D. Merrill, Wiley
Mediated action	Wiley
Multimedia simulations	Crowley, Rowland
Online communities	Wiley
Peer-to-peer networks	Wiley
Technology in learning	Ferguson, D. Merrill, Recker
Technology integration in K-12 education	Recker, N. Smith, T. Smith, Soulier
Telehealth	Krumm, Ribera, K. White
Web-based instruction	Bentley, Eastmond, Lehman

Violence/Abuse

Animal abuse	Ascione
Child abuse and neglect	Ascione, Jump
Personality disorders and violence	Ferguson
Prevention	West
Violence and the family	Ascione