

**SUU**  
SOUTHERN UTAH  
UNIVERSITY

BEVERLEY TAYLOR SORENSON  
**COLLEGE of EDUCATION  
& HUMAN DEVELOPMENT**



**2012-2013 ANNUAL REPORT**

# The 2012-13 Beverley Taylor Sorenson College of Education's Annual Report is dedicated to our namesake and her life-long achievements in education and the arts

## *Beverley Taylor Sorenson 1924 - 2013*

Beverley Taylor Sorenson spent her last thirteen years promoting arts education in Utah's elementary schools. She was a determined and effective advocate, strong in her belief that "all children receive the best possible education, an education that includes the arts." The Sorenson Family, through Beverley's art works for kids! Foundation, has dedicated \$45 million dollars to support sequential fine arts instruction for children and professional development for teachers statewide.

The Sorenson Legacy Foundation has donated over \$3 million dollars to Southern Utah University to fund three components: the Emma Eccles Jones Teacher Education Building, an endowed chair position for elementary arts education, and scholarships and arts education programs. In 2006 the College of Education was named the Beverley Taylor Sorenson College of Education in honor of her generous support.

Beverley Taylor Sorenson always held the child first and foremost in her drive to bring dance, music, drama and visual arts into the classroom. Through her persistence, she persuaded the Utah State Legislature in 2008 to fund a \$16 million, four-year initiative to hire fifty arts specialists to work side by side with teachers in elementary classrooms. As she said, "Together we have faced many obstacles and seen many triumphs. Through it all one thing has continued to inspire us: doing what is right for our children."



Beverley's passion for the arts began with music as a child. She recalled, "We had a piano, in our home and mom saw to it that we all practiced." Her older sisters, Helen and Virginia, were very talented and taught Beverley to play. While living in New York City as a young lady, Beverley took piano lessons from a concert pianist. In December 1945 while in New York City, she met the love of her life James LeVoy Sorenson. Three dates later he asked Beverley to marry him. They both loved young people, and together they enjoyed their eight children, grandchildren, and great grandchildren. In January 2008 James Sorenson passed away, having left a legacy of philanthropic public service.

Beverley Sorenson, a model of strength and energy, was more devoted than ever to bring arts education into every school in Utah. In July 2008 in Philadelphia the nation's governors honored Beverley Taylor Sorenson as one of eight people recognized nationally for their public service. At the ceremony Governor Jon Huntsman called the Sorensens "perhaps the most generous family in our state." Beverley Sorenson believed a strong arts program will bring up test scores and foster a love of learning that will

benefit Utah as a whole. When asked what motivated her to put forth so much effort and money into developing arts education in Utah's elementary schools, her response was "because of my love for little children". Most recently, Beverley Taylor Sorenson made a generous gift of \$6 million toward Southern Utah University's new center for the arts and arts education. The center is proposed to house a new Shakespeare theater and the Southern Utah Museum of Art.

On May 27, 2013, Beverley Taylor Sorenson passed away at the age of 89. The College of Education is grateful for the generous support of Beverley Taylor Sorenson and honors her lifetime of achievements in education.



## Letter from the Dean

The Beverley Taylor Sorenson College of Education and Human Development's mission is advancing education, human performance, and family development through knowledge, compassion, and action which defines each degree and program within the College. The College has structured each degree and program to care for people ranging from family units with little people to young adults and as far reaching as Utah Senior Game athletes along with athletes and the health conscious of any age. Graduates in Family Life and Human Development work with families and early childhood programs. Teacher education graduates are responsible for assisting in the development of intellectual, physical and social growth in individuals, preschool through high school. Exercise science graduates' efforts focus on physical growth and development, staying healthy and maximizing the human physical potential. Athletic trainers assist weekend warriors up the ranks to professional athletes in reaching their athletic capacity. Outdoor recreation, parks and tourism graduates direct focus to appropriate venues for people to interact with the environment and nature. COEHD programs offer real-world knowledge to prepare students to become successful professionals.

The 2012/13 academic year was a year of realizations for the College. From North Elementary STEAM School's debut, the pre-school's transformation, expansion of the exercise science labs to senior capstone projects it was a year filled with trials and success. The College succeeded in providing some of the best preparations for a meaningful and professional career and enhanced lifestyle. COEHD students were afforded opportunities to engage in and participate in many aspects of their chosen career paths. From white-water river running the Grand Canyon as a senior project to developing interdisciplinary lessons using Utah Core Curriculum our students participated in creating their own learning and personal intellectual and physical development. Active learning is paramount in the College.



As a community of scholars and practitioners we are deeply committed to educational opportunity for all. Faculty, staff, and students take great pride in our College. Our shared and progressive efforts are frequently recognized with awards on and off-campus. The COEHD faculty and staff contribute to a dynamic teaching and learning community and model caring and collaboration as we prepare professionals to work in a changing world of diverse cultures. As educators and administrators we endeavor to instill a sense of inquiry and an ability to critically evaluate issues and concepts.

Dr. Deborah Hill  
Dean



# Table of Contents

Letter from the Dean ..... Page 4

Table of Contents ..... Page 5

Summary of Key Accomplishments in 2012-2013 ..... Page 6

**Part One:** Mission & Strategic Goals ..... Page 13

**Part Two:** COEHD Programs ..... Page 45

**Part Three:** Students, Faculty, and Staff ..... Page 53

**Part Four:** Strategic Plan ..... Page 62



## Summary of Key Accomplishments in 2012-2013



### SUU Preschool

Southern Utah University's efforts under its "Learning Lives Forever" motto begin much earlier than may be expected of a university, educating Cedar City's very youngest students through the SUU Preschool, a longstanding community favorite for early childhood education. After a highly successful first year in the preschool's new home at North Elementary, the SUU partnership STEAM school, administrators of the SUU Preschool are looking forward to and aiming for an even better second year. In addition to its pristine new facilities, the SUU Preschool has continued to refine its curriculum, further adopting a STEAM (science, technology, engineering, art and mathematics) focus in their lessons, a revolutionary teaching method for preschools.

And, it isn't just children who benefit from its revolutionary curriculum; SUU students likely learn even more than their Pre-K charges. The University's early childhood education students create lesson plans, lead activities and learn how to manage a classroom through a semester of in-service training at the preschool. This hands-on learning experience is very beneficial to SUU's education students, explained Kelly Hofeling, a senior elementary education major from Anaheim, Calif., who taught at the preschool through the end of the school year. "When you just listen to lectures about theory you never learn if you're in the right field," Hofeling explained of the impact her teaching experience had on her future. "Teaching at the SUU Preschool gave me the confidence that I chose the right career path, and I felt much more prepared for graduation."

According to Karen Houser, Director of the Preschool, children who do not attend preschool tend to lag behind their peers who do, and this difference is evident when children enter kindergarten. "It's not just playtime for these children. They learn the fundamentals and become emotionally prepared for kindergarten. Even just knowing how to sit still, to form a line, to make new friends and to share are all important skills for success in the classroom that are taught early on in preschool."

During this year our preschoolers were inventors, chefs, explorers, creators, dancers, actors, musicians, readers, and mathematicians – just to name a few roles. We took part in a number of science experiments. Our chemists combined properties that made lava flow and gummy worms dance! These same scientists made predictions about where snow would melt the fastest and then filled their test tubes with snow samples to observe which prediction was correct. After these scientific feats we would put on our mathematician hats to graph our findings. Then dance met science! We danced to the music of science while we learned all about the water cycle.

The many actors in our class reenacted classic tales, such as *The Three Little Pigs*, for their classmates. We had plenty of professional acting and music time with our favorite personal drama coach, Miss Mel, who visited us weekly. The children became pirates while learning to read a treasure map. They found buried treasure in our own playground! Once again we donned our mathematician hats to count up our glorious bounty.

Books, books, books are our favorite treasure and we read lots of stories each day and always looked forward to our weekly visits with our special 4<sup>th</sup> grade reading buddies. With all this play, whoops I meant learning, we worked up mighty appetites. Fortunately, our reading and math skills helped us follow recipes to make some yummy treats. We made fresh butter, ice cream, soups, pudding, pancakes and lots more. The most important recipe we found was the one for lasting friendship; nice words + helping hands + lots of hugs. Our children made plenty of happy memories and loving friendships that will hopefully last a lifetime.

Karen Houser, Director  
Cassandra Ostrowsky, Lead Teacher



## North Elementary STEAM Partnership School

Our “**A**” in STEM: As school arts programs continue to suffer nationwide, the performing and visual arts are flourishing in one Cedar City school, thanks to support from an acclaimed arts foundation and six students from Southern Utah University’s College of Performing and Visual Arts. Under the auspices of the ArtsBridge America program and with a grant from the Sorenson Legacy Foundation, SUU dance, theatre, music and visual arts students work with North Elementary School to provide ongoing arts education for Cedar City youth, fulfilling the “A” in the STEAM Partnership School.

Mentored by field-specific Performing and Visual Arts faculty members at SUU, these six students worked with SUU alumnus Melanie Skankey, the lead teacher at North Elementary STEAM School for the ArtsBridge program, to create lessons that integrate science concepts into art projects.

SUU's ArtsBridge students spent the fall semester creating innovative lesson plans and, over the course of the spring semester, have spent 25 hours each in classes teaching various science units, utilizing the arts to help students gain a deeper understanding of the subject matter. This is done in the name of North Elementary's STEAM School designation, new this year, where the arts are emphasized as well as science, math, engineering and technology.

Recognizing the great value in this new program at North Elementary, Michael Bahr, co-chair of SUU’s ArtsBridge efforts at SUU alongside SUU’s Beverley Taylor Sorenson Arts Education Endowed Chair Carrie Trenholm, commented, "Art is the most valuable tool we have to teach all curriculum. This program proves that by dancing to create geological formations, or learning math through music or historical processes through theatre, students better retain what they learn." Bahr emphasized that the benefits of this program go well beyond the elementary students. "Five years ago [ArtsBridge America] changed the lives of hundreds of our young students, but it also solidified ten SUU students as successful arts teachers." Bahr said he is "thrilled" the program has been revitalized.

Students will do all that and much, much more, according to North principal, Ray Whittier. "Our kids have learned new dances and songs, played new instruments, and tried their hands at new kinds of art projects. They have absolutely loved it. In fact, I think it has been their favorite part of their school days." Whittier said the expertise SUU's arts students brought into North's classrooms has "accomplished more than we ever could have without their talent and time." He added, "And their enthusiasm has been contagious—our kids have just eaten it up."

ArtsBridge America is a network of 31 universities in 16 states and Northern Ireland and their local schools that confronts the problem of the elimination of the arts from K-12 schools. The arts are a critical component of education—they provide an alternative means to reach out to disadvantaged learners, particularly those with language acquisition delays. Through ArtsBridge projects in urban and low-income areas, using dramatic and visual arts and digital technology, students have developed their creativity and imagination, improved their language skills, increased their motivation to succeed in academic learning and reinforced their values of peace, community and diversity. ArtsBridge is also a means for university students to provide creative service to their communities while learning the value of social activism and developing long-term commitments to help the disadvantaged.

SUU's new class of ArtsBridge students included Jessie Brinson, Kelsey Hayes and Alexandria Wall, who all worked with students in dance, while percussionist Marissa Brown provided musical experiences. Contributing the program's theatre foundation was Madisen Hayes, theatre arts major. Enhancing the visual experience for youngsters was Jacqueline Trujillo, an art and design major. Brinson was mentored



by Chien-Ying Wang, assistant professor of dance; Kelsey Hayes was supervised by Denise Purvis, assistant professor of dance; and Wall was guided by Paul C. Ocampo, associate professor of dance. Dr. Lynn Vartan, assistant professor of percussion and world music, mentored Brown; Peter Sham, associate chair for SUU's Department of Theatre Arts and Dance, guided Madisen Hayes; and Ron Spears, assistant professor of drawing and entertainment design, worked with Trujillo.



Though The ArtsBridge Performance Big Event marked North's largest STEAM "production,"

Whittier was eager to run through a long list of innovative programs and projects that have come to fruition in North's first year as a partnership STEAM school with SUU. "This really is just one aspect of our STEAM effort. Our curriculum is coming along really well and we've had some great activities with science and engineering this year."

Off the top of his head, Whittier cited departments across SUU's campus that have been involved in bringing the STEAM curriculum and activities to fruition in its first year, including arts, the Sherratt Library, science and education. "There is no way we would have been able to pull this school year off so seamlessly without SUU's help—I sincerely mean that. They have been so supportive, have given so much time, and bring so much expertise to the table. I am just really looking forward to everything that is coming in our school's future."

*"Hello, My name is Mindy Young, I teach ESL/artsFUSION here at SUU, act with the Shakespeare Festival and am a mom with 2 boys at North Elementary. I am so delighted by what your program is doing. I went to the performance last spring in the Randall and could not get over what wonderful hands on training our SUU students are getting and what innovative experiences are being provided for our elementary kids! Way to go! I brag about North being a STEAM school and the amazing partnership with SUU."  
Thanks for all your energy and effort!*

Mindy Young, 2013

### Closing the Science Gender Gap

The idea that boys are better than girls in science has persisted throughout history due, largely, to social constructs and opportunity throughout the ages. Even now, explains Deb Hill, dean of Southern Utah University's Beverley Taylor Sorenson College of Education and Human Development, "We have an inclination in our society to not celebrate smarts with girls."

"Girls are told from a young age that it's not cool to be smart, so they push away from the hard sciences when so many could go so far in those fields," says Hill, backed by her own anecdotal experience as a longtime educator and a wealth of research into social constructs and self-perception in education.



Shalini Kesar, Assistant Professor of information systems within SUU's College of Science and Engineering, who is actively working for change with IT colleagues across the nation, says the problem extends far beyond school-aged children. "It doesn't matter who we work for or our racial background, we all see the lack of women in the STEM fields as a concern."

To say that Hill, Kesar and their colleagues are troubled that half the population is grossly underrepresented in the all-important fields of engineering, math, science and technology is an understatement. Faculty across SUU's campus, have set out to change perceptions by creating opportunities.

One of the most visible of these projects has come by way of a recent partnership between the University and North Elementary in its creation of the region's first STEAM school. By simply integrating the hard sciences with other, more palatable subjects, for example, teaching plate tectonics through dance or multiplication through song, school children better understand complicated scientific concepts and experience better retention of the things they have learned. Opened in September 2012 and refining its curriculum to cross-reference science, technology, engineering the arts and math (STEAM) across all subject matter, North Elementary's shifted focus toward co-curricular instruction has engaged its students more broadly into the sciences and arts than before.

The community, in turn, is recognizing the great value in a new approach to shift perceptions. After just one year as a STEAM school, North Elementary has doubled its enrollment and will welcome its largest group of kindergarten students to date this fall.



"We're teaching them that learning is fun and manageable, no matter the complexity of the topic," explains Jana Lunt, assistant professor of mathematics at SUU and advisor to the University's math education students, when asked about the rationale behind integrated lesson plans in general. "The hope, then," explains Lunt, "is that later on in life these students are more comfortable and won't be intimidated to take collegiate level math or sciences courses."

North's STEAM program isn't the University's only push to get young girls involved in science. Inspired by research that has proven that children decide as early as the third grade if they want to continue to learn about math, science or engineering, Kesar has put much effort of late into exposing young children — particularly girls — to positive experiences in the sciences.

"If the sciences are presented in a way to children that makes them feel insecure they're going to continue to attribute science with fear. But, if we present the sciences in a way that is fun, girls will feel secure to continue to learn about those subjects, and that is what I am trying to do here," Kesar explains.

Just one of Kesar's many efforts has been the founding of a computer science club at North Elementary, the first of its kind in southern Utah. Here, students from first through the fifth grades are all welcome to stay after school to learn how to disassemble and assemble computers, design websites and complete basic computer programming.

Encouraged by the growing interest in the subject matter from many of the young female students in the after school program, Kesar said, "We must teach our girls now that they can do these things, that computers are not a boys only club."

Meanwhile, across campus, SUU faculty continue to look for new ways to spread STEM's cause. The University currently offers specialized science courses at the elementary and high school levels in schools across the region and is now working with local school districts to bring STEM courses to area middle schools.

### Exercise Science Lab Expansion

New and exciting additions to the SUU Human Performance laboratory in the J.L. Sorenson PE building have occurred in the past year. The SUU Human Performance lab continues its vision to empower teaching, research, and service with the addition of new analyses equipment, updated the Cybex®II Isokinetic Dynamometer, and renovation of the exercise physiology lab and motor control lab. Undergraduate and graduate students will benefit from the improvements of the Human Performance lab through enhanced laboratory activities and added opportunities for research.

New additions to the SUU Human Performance laboratory include blood glucose analyzers, lactate analyzers, cholesterol analyzers, and mobile blood pressure units. Students using the new laboratory equipment are able to explore the effects of exercise, diet, and sport on various metabolic properties.



For instance, for the first time, students will be able to measure and analyze lactate response to continuous incremental exercise. Blood lactate levels is a predictor of aerobic power for endurance athletes, as well as anaerobic workload in strength and power athletes. Further, students may analyze the effectiveness of specific exercises and/or diets to improve blood glucose and cholesterol levels. Finally, mobile blood pressure units improve our students' the efficiency and accuracy of taking a blood pressure during exercise. Taking blood pressure during either treadmill running or cycle ergometry is an essential skill for a career in clinical exercise science.

The Cybex®II Isokinetic Dynamometer has been updated with a new computer and software. The Cybex®II Isokinetic Dynamometer is an important tool for injury rehabilitation and assessment of muscular function. Students seeking careers in athletic training, physical therapy, and occupational therapy will benefit from learning to use the Cybex®II Isokinetic Dynamometer. The Cybex®II Isokinetic Dynamometer measures isokinetic, isotonic, and isometric strength and endurance of muscles. The updated software now allows us to assess and train proprioceptive sensory neurons.

Part of the wall separating the exercise physiology and motor control labs has been removed, allowing unrestricted access to both labs. In addition, the renovation provides more space for laboratory activities and data collection. The renovation enhances the teaching environment, allows for an assortment of laboratory activities, and expands the opportunities for research.

Dr. Camille Thomas  
Associate Professor, PE/Exercise Science









# PART ONE

## Mission & Strategic Goals





## COEHD Mission Statement

### MISSION STATEMENT

The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.







## COEHD Strategic Goals



**Create engaging, experiential, and positive learning environments for all students.**

### ELED 4000

*Creative Arts Integration in Elementary Education* ELED 4000 course is designed to accord SUU students hands-on training in designing and implementing original lessons that engage school children in the arts. Teachers in four elementary schools select the science, math, literacy, or social studies concepts that they want their students to learn and SUU students design four lessons that teach that concept using dance, music, drama, and visual art. SUU students work in teams of four creating an engaging unit for the elementary school students. SUU



students must understand and be able to teach subjects content such as erosion and weathering, events during the Civil War, the phases of the moon etc. An example would be how to create a dance that helps students to remember a waxing Gibbous moon from a waning Gibbous moon. SUU students then head out to the school, learn to manage children and materials, lead instruction, and demonstrate arts elements, and finally

review assessment and elementary student performance information. After the first four weeks SUU students work with another grade level and create four more lessons.

Due to the success of the ELED 4000 students work in the elementary schools, a lottery has been created in some schools because there are so many teachers who want to have the ELED 4000 students in their class. One benefit for the teachers is the eight lessons they can use and share with other colleagues. The children are always so excited to see SUU students walk in because they know they are going to sing, dance, act, or paint. Another benefit is that the SUU students get a rich experience working in the real world, guided by classroom teachers. SUU students walk out the door at the end of the semester with well-crafted lessons from each group on nearly every grade level.

### **PE 4010**

The *Methods of Strength and Conditioning* class is very unique. This class focuses on using exercise physiology and biomechanics knowledge to understand the physiology and application of different training methods used to improve high-end sports performance. The goal of the class isn't to teach students how to follow a strength or conditioning program but rather how to create different programs for athletes based on their needs and goals. Most importantly this class teaches the science behind WHY these methods work. A strong understanding of exercise physiology is a must to fully engage and benefit from this class. We have several hands-on application sessions where students demonstrate their ability to teach the methods we discuss and the programs we design. Upon completion of the course students will also have a good foundation of the knowledge required to pass the



National Strength and Conditioning Association's exam to become a Certified Strength and Conditioning Specialist, one of the most highly regarded certifications in the field of strength and conditioning.

### **SCED 3400**

The purpose of SCED 3400, *Educating Diverse Populations*, is to examine issues of global diversity and multicultural education with students interested in teaching at the secondary level. Students share and reflect on their own culture, learn about other cultures and ethnic groups, as well as take a view of how to address diversity in the classroom from the vantage point of a prospective educator.

As a designated service learning course, students are required to participate in 20 hours of working with culturally/ethnically diverse populations, or other underrepresented groups within the community (e.g., people with disabilities, the elderly, economically disadvantaged, etc.) throughout the semester. This component of the class has been life-changing for many students who have had very little exposure to diversity. Students post a weekly reflection of their service learning experiences on the discussion board in CANVAS. They are also required to read and respond to other student's posts. This has been a wonderful and rich learning experience for all!



As a service learning option, SCED 3400 partnered with the ESL department to include interactions with international students on campus. These interactions have included students organizing soccer and volleyball games, sitting in the Sharwin Smith Center to talk about cultures and interests, working on homework, going to events together, meeting for lunch/dinner, and organizing group gatherings to share cultural foods and conversation. One student in the class wrote, *"I was really kind of annoyed when I first found out we had to do service hours.*



*Now I'm so grateful for the opportunity I've had to not only serve but to get to know different cultures from my service. I've learned so much about myself and how much I cherish people being different."*

### **Fun and Games for Art and the Earth**

Sitting amidst stacks of multi-colored paper on a paint-stained tablecloth, Ellie's feet dangle inches from the floor as she carefully cuts green paper in the shape of mountains. Flipping her long, red hair out of her face she comments on her design, "I just love drawing and painting, but I think my favorite is making masks. Do you know we made them out of clay?" Ellie, along with 60 other local children, spent two weeks molding clay, cutting paper, singing songs and building drums at Southern Utah University's fifth annual artsFUSION Art, Music and Me Kids Summer Camp. Although it sounds like a whole lot of fun and games, camp administrators had an alternative motive much longer lasting than the activities these kids enjoyed for two weeks of their summer break.

"There is an intrinsic joy that fills the room when children are painting or singing," said artsFUSION Director Carrie Trenholm, endowed arts education chair. "As these kids work through how to go about creating the subject matter we've asked of them, whether it's painting a tree or building a drum, they learn to creatively find solutions and gain confidence in their own ideas. That is why we do this camp." All the projects within this year's Art, Music and Me camp focused on the central theme of Earth and sustainability, and students did everything from creating musical instruments with recyclable trash to staining cloth with wild berries and leaves, all while learning how to better take care of the world around them. Trenholm says that while the camp's ultimate goal is to engage schoolchildren in fun art projects that provide important creative outlets, she and her staff do try to work in broader experiences that are applicable far beyond the arts.

"I learned that you have to love the Earth by not cutting down trees and being nice to animals," said second grader Lelia. As she spread blue watercolor for a painting of the earth she had been working on, she added, "Trees and animals are so pretty that you don't want to take them away." The elementary-aged children in attendance weren't the only ones learning vital life lessons, however, as the camp was under the immediate direction of two of SUU's own students—Masters of Arts Administration students

Kari Heaps and Nathan McDonald. Of his own learning experience leading up to and running through the two-week summer camp, McDonald said, "I have known for a while that I want to lead a community arts program once I graduate, but before artsFUSION I didn't know how to do that; I had no experience. Directing this camp is absolutely advantageous to my future career."



Local elementary and junior high teachers, as well as SUU professors, worked alongside Heaps and McDonald to ensure the camp remained a quality educational and edifying recreational experience for this year's campers. The Art, Music and Me camp has established a standout reputation in its short five years, and spots fill quickly amidst an eager community of local parents looking to engage their young children in unique learning opportunities over their summer break.

The camp is the latest in SUU's ongoing artsFUSION professional development program for local educators, SUU students and area children, funded by the Beverley Taylor Sorenson Legacy Foundation, Art Works for Kids and The Utah Division of Arts and Museums. The 60 children that attended this year's camp join an ever-growing group of people touched by the ongoing efforts of Trenholm through the supporting groups.

In the last six years since beginning artsFUSION workshops and camps, Trenholm has worked with more than 30,000 school children and 2,100 current and future educators. These numbers continue to increase, as Trenholm adds programming based upon increasing community demand year after year throughout the region. "Our goal is to flood our schools with the arts," Trenholm explained of artsFUSION's ever-broadening impact. "I want these programs to last long beyond my time as southern Utah's artsFUSION director. They should be permanent fixtures within our communities and schools, bringing art into the lives of every child in southern Utah." She adds, "Now that is something that will better the Earth."

## Global Engagement Opportunities

**Family Life and Human Development** This past May, undergraduate students from East Carolina University and Southern Utah University experienced a study abroad to Italy and Greece. Students studied the impact of poverty on children in Italy and Greece, located within two counties with high rates of childhood poverty. While in Italy, students and SUU faculty member, Dr. Carmel White, visited Rome, the Vatican, Florence, Sorrento, and Pompeii. In Greece they explored Patras, Delphi, Athens, and several small Greek islands, including Mykonos, Crete, and Santorini.



Students were inspired to learn as they visited and observed the origins of Western culture. The second section of the course focused on Children and Play. According to Dr. White earliest understanding of

the origins of play comes from, not surprisingly, the Greeks and Romans. Students documented the various children's toys seen and then reflected on if the toys were gender-stereotyped or gender-neutral and the domains of development (e.g., physical, social, cognitive) the toy would stimulate.

Dr. White will be taking a group of students to Italy again in May of next year. She is excited by how many SUU students decide to travel and learn!



**Family Life and Human Development.** Shawn Christiansen, (Ph.D.) planned and a facilitated his fifth study abroad trip to Japan with 9 SUU students. They spent 20 days in May visiting Tokyo, Kyoto, Matsue, Hiroshima, Kumamoto, Kanazawa, and Takayama. Students had field trips to an elementary



school, middle school, and university. Other activities included running a river in Kyoto, visiting the largest fish market in the world, hiking to a Monkey Park and feeding monkeys, eating fantastic Japanese food, going to a soccer game, and visiting temples, gardens, and shrines. Highlights from the trip included a two hour karate session that included sparring, singing karaoke in Tokyo, visiting Japanese families in their homes and sharing a meal, and betting on the winner of each Sumo match (no money was wagered). Students also had a sobering visit to the Hiroshima Peace museum

where they learned about World War II and the impact of the nuclear bomb on Hiroshima. The most common response from students was that the trip was life changing.

## Adventure recalled from an Outdoor Recreation in Parks and Tourism Student

Designated as one of the 10 most dangerous hikes in the United States by Backpacker Magazine, Buckskin Gulch has been high on my outdoor bucket list. Buckskin isn't really that dangerous of a hike (nobody has died there in recorded history), but the potential for catastrophe is always present. It's in a very dry, hot desert; ranging in the triple digit temperatures during most of the summer. Buckskin Gulch is also boasted to be one of the longest and deepest slot canyons in the world. Flash floods are a real threat since you could be in the canyon and rain 30 miles up canyon could be barreling toward you with tragic consequences.

I conquered the 21-mile adventure this summer. I went in to Buckskin with a few friends before the monsoon rain season started. With the lack of rain and moisture in the area we carried extra water in case the springs near the campsites weren't producing enough water to use; luckily they were.

These potential dangers made me, the unofficial outdoor leader among my friends, plan and stretch my skills to keep us safe throughout the experience. Packing more water wasn't pleasant for a few friends, but was a necessary precaution the Vermillion Cliff National Monument Rangers suggested. Planning out and preparing a trip and safety briefings with friends was different from past outdoor trips, but proved to be more valuable in the end for the trip and those involved.



Buckskin Gulch didn't disappoint in beauty and being a LONG slot canyon. Every turn brought forth a new view of the twisted, water-carved cliffs of the Navajo Sandstone. At the campsite, near the confluence of Buckskin Gulch and the Paria River, the walls of the canyon ascend into the sky hundreds of feet.

Everything about Buckskin Gulch was amazing.

Keith Howells  
Senior, ORPT



**Offer current comprehensive curriculum and programming designed to provide students with opportunities to develop as scholars, professionals, practitioners, and leaders.**

**COEHD'S Technology Plan**

The rapid and constant progression in technology is creating both opportunities and challenges for schools. Recently, there has been some discourse expressed about whether integrating technology into the classroom (p12 and higher education) is having an impact on student learning. Some believe that students can learn content without technology; we know this to be factual as prior to the use of modern technology students still learned and passed tests. However, when students were succeeding in school without the use of modern technology, overall we were living in a world with less technology therefore, preparing students for life in a world where technology was not an integral part of their daily lives.

Modern technology is assisting teachers to expand beyond linear, text-based learning, and to engage students who learn best in other non-traditional ways. Its role in schools has evolved from a contained computer class into a versatile learning tool that changes how teachers demonstrate concepts, assign projects and assess progress. Students in the COEHD Professional Teacher Education Program (PTEP) use technology resources in their professional learning as well as how to



use technology as best practice tools in P12 learning environments. In order to assist students achieving these goals, the COEHD, in addition to a PC and MAC computer lab within the teacher education building, has purchased Promethean Boards, Smart Boards, Interactive Projectors, interactive student response devices (clickers), laptop classroom sets (Computers On Wheels) and iPads for student, faculty and staff use. All PTEP faculty, including secondary content faculty in other colleges, have been provided an iPad for instructional purposes. Ongoing professional development for SUU faculty in the use of mobile technology and other modern technology (interactive white boards, clickers, smartphones, software) is provided.

Use of technology is integrated throughout the PTEP. For example:

- EDUC 3180: Educational Decision Making examines prescriptive teaching, data-driven decision making, evaluation and assessment, instructional and classroom design and emerging technologies that enhance student learning. PTEP students organize and explain class projects in an electronic portfolio, demonstrating achievement of specific Utah Effective Teaching Standards. PTEP students develop proficiency in Photoshop, ActivInspire, interactive white board technology, wikis, blogs, flipped classrooms using multimedia and open sources on the Internet.
- ELEM/SCED 3400: Educating Diverse Populations requires PTEP students to collaborate with teacher preparation programs in international partner schools to develop appropriate curriculum concerning our global society and the impact on education.
- SPED 3030: Educating Exceptional Students adopted “An App a Day” as a means to involve PTEP students in examining appropriate apps for instruction with exceptional students.
- The PTEP classroom iPad set (35 iPads) are always available for check-out in the College and across campus. Several faculty members flip instruction, using the iPads for students to complete assignments, group projects, and other activities within the classroom time rather than using that time to lecture. This allows the faculty to observe and monitor learning.

An added requirement beginning spring semester 2014, for students in the PTEP program includes having a mobile device (smartphone, tablet, etc.). In preparation for this requirement, SUU’s IT department has increased the access points within the teacher education building and will install wireless printing for PTEP students. The decision to move to mobile technology precipitated from a study conducted by the PTEP Technology Committee which includes faculty and students. The PTEP faculty believe teacher education graduates should be prepared to teach using current technology and skilled to embrace the changes in the technological future.

### **Wilderness First Responder Certification gives ORPT Student an 'EDGE'**

Sixteen students from Southern Utah University recently completed a nine-day intensive course in wilderness medicine to become certified as wilderness first responders (WFR). The Wilderness Medicine Training Center describes the course as mentally, physically, and emotionally demanding, an apt description given that students participate in a minimum of ten hours of daily instruction, both in the classroom and in the wild, covering everything from basic pharmacology and patient assessment to environmental hazards and medical simulations. Following each day’s instruction, the students then completed assigned homework, which consisted of reading, quizzes and case studies.

As a graduate requirement for SUU's Outdoor Recreation in Parks and Tourism (ORPT) program, the WFR certification takes advantage of the University's educational partnership with Bryce Canyon National Park, and working in cooperation with the Wilderness Medicine Training Center, to offer the intensive certification annually. One of the students enrolled in the WFR course, Kevin Koontz, used this opportunity to fulfill multiple requirements towards his graduation from SUU. "The WFR certification is a basic program requisite, but SUU also requires all graduates to complete an additional curriculum of experiential learning, known as the Education Designed to Give Experience program (EDGE)," said Koontz.



Through the EDGE program, each student must design, propose and complete a hands-on project in the hopes of giving SUU graduates an advantage as they apply their education beyond the walls of the classroom. Koontz recognized early on that the WFR field experience could be applied to both requirements and further the experience he gained for both.

With a cross-disciplinary focus, the EDGE requirement can indeed, help students find the cross section between their studies and personal interests and ambitions in ways they may never otherwise have invested the time and research to explore. Because of this, SUU's students graduate from the University and EDGE Program with a broader perspective of their knowledge and skills that will be applicable across disciplines no matter where their career carries them.

"It was a very challenging nine days, but I felt incredibly accomplished when I was handed my certification," said Koontz. "Not only did I form life-long bonds with the other fifteen students, I also learned a lot about myself as a leader and outdoor enthusiast. I hope future SUU students interested in the outdoors use the WFR course for their EDGE project because I know they'll grow as an individual and leave SUU with a great hands-on experience."

### **Coaching Factory Touts 500 Championships**

In 1987, journalist Dan Pattison dubbed Southern Utah University the "Coaching Factory" for its great success producing championship-winning coaches, a reputation that grows every season as more and more SUU-grown coaches, produce winning Utah and Nevada high school teams. With high hopes to deliver on Pattison's initial praise, the University began tracking its coaching alumni over their careers in 1988, and as of the end of the past school year, has now celebrated alongside 507 state championship-winning Thunderbird alumni.

That is by far the most from any one university in the state of Utah, according to Steve Lunt, former chair of SUU's physical education department who has been tracking all Utah and Nevada high school championships for the past 25 years. Lunt said one-third of Utah's high school head football coaches hail from SUU, double those from the University of Utah and Brigham Young University combined. And in

the 2012-2013 school year alone, 16 SUU alumni across Utah and southeast Nevada coached teams that won state championships in either football, basketball, baseball, track or cross-country.

What's more, in the last 25 years SUU has also produced 18 national winning championship coaches, 18 graduates awarded National Coach of the Year and two alumni honored in the National High School Sports Hall of Fame. In addition to surpassing the 500-mark in state championships this year, Lunt's honor roll of SUU alumni also includes 357 state championship runner-up teams.

The secret, according to current chair of SUU's physical education department, Rick Lambson, is simple: SUU attracts winners. "To make a delicious cake you have to have good ingredients," explained Lambson. "Our students start with a passion for the sport and desire to instill their love for it in others. And our faculty take it one step further by giving a personal touch that can't be found elsewhere."

It is this personal touch that Lambson sees as the defining aspect of SUU's physical education program. "Our professors are focused on our students. They're in the classroom teaching, not just researching. They truly care." It's always been this way, according to Lunt. "These kids get up and participate; we make sure they don't just sit in their seats for lectures. Because of this, they get a whole lot more of what they will be dealing with on the court or the field."

In addition to volunteering with many of the University's and region's sports teams, SUU students are responsible for everything from the University's intramural athletic program to developing and running campus sports tournaments and all the high school tournaments the University hosts annually. True to the competitive nature of a former coach — Lunt used to coach the school's basketball program when SUU was the College of Southern Utah — he added, "I challenge any school in the state to come up with these same numbers." Understandably proud of all that has come of his early efforts to grow the University's success in this area, Lunt smiled, "It is quite impressive, isn't it?"





## **Empower and support faculty and staff to be highly effective professionals, mentors, scholars, and administrators.**

### **2012/2013 Leave, Rank and Tenure**

**Dr. Mark DeBeliso**, Ph.D. Oregon State; BS. Utah State University. Taught at California State University Monterey Bay and Boise State University. Holds U.S. patent for Grip Force Transducer and Grip Force Assessment System and Method. Dr. DeBeliso has been recognized as an Outstanding Professor of the Year at Boise State, 2001-2002 and 2002-2003. Dr. Mark DeBeliso was awarded tenure and Full Professor rank this academic year.

**Dr. Bridget Eastep**, Ph.D. University of Utah; M.A. University of New Mexico; B.A. Cornell College. Dr. Eastep currently serves as the Director for the Harry Reid Outdoor Engagement Center. Dr. Eastep was integral in the development of SUU's Outdoor Recreation in Parks and Tourism program. She is a leader in the field of outdoor education and recreation in southern Utah. Her academic focus is in helping students become leaders in and stewards of our nation's wild lands while developing a healthy relationship with the natural world. Dr. Eastep was awarded tenure and Associate Professor rank in 2013.

**Dr. Michiko Kobayashi**, Ph.D. Virginia Tech; M.S. Linguistics & ESL, Radford University. Dr. Kobayashi's interests include distance education in cross-cultural context, technology integration and multicultural education. Currently she is working collaboratively with international partners to investigate the effects of ICT environments on teachers' attitudes and technology integration. In 2013, Dr. Kobayashi was awarded tenure and Associate Professor rank.

**Dr. Nicole Wangsgard**, Ph.D. University of Northern Colorado; M.Ed. University of Utah; B.S. Weber State University. Dr. Wangsgard brings a wealth of knowledge and skills to the College in Special Education. She has been instrumental in developing a strong viable special education licensing program at SUU. Her students learn 'an app a day' to ensure they are prepared to teach in the 21<sup>st</sup> century. Students recognize her commitment to their education through her professional demeanor, high standards and rigorous course work. Dr. Wangsgard was awarded tenure and Associate Professor rank this academic year.

**Professor Rea Gubler**. Professor Gubler's tenure at SUU began in 1987. Her responsibilities have included teaching, Pre-school Director, liaison with Head Start and the early childhood community. Professor Gubler was awarded a sabbatical for Spring 2014 as she expands her research with technology and early childhood development (*Preschoolers and iPads; A Natural Connection*)

## 2012/2013 Recognized Extraordinary Educators

**Dr. Camille Thomas**, Assistant Professor of Physical Education & Human Performance. Ph.D. Physical Education Brigham Young University; M.S. Physical Education Northern Illinois; B.S. Physical Education Brigham Young University. Dr. Thomas also brings her experience as a goalkeeper for the USL W-League Chicago Cobras to SUU. Dr. Thomas actively supports undergraduate research, guiding many of her students through the daunting process of formal academic projects. Her students have compared the impact of yoga and aerobic exercise on stress levels, calculated the effects of parental blame in childhood obesity rates, and tested how to prevent ACL injuries in athletes. Her students are asked to apply nearly everything they discuss, testing their ideas and furthering their understanding. She expands her role as educator as an assistant coach for SUU Women's Soccer.

**Dr. Michiko Kobayashi**, Associate Professor of Teacher Education. Ph.D. Virginia Tech, M.S. Linguistics & ESL, Radford University. Dr. Kobayashi's students have conducted research alongside peers in Japan, providing educational and cultural opportunities only available to whole classrooms of students through the use of technology. She understands and utilizes cutting edge technologies, allowing her courses to evolve from one semester to the next to make way for new advancements. Her aim is to give SUU's students the very best learning experiences regardless of where they come from or where they now are. Dr. Kobayashi's students learn in a highly interactive online environment that benefits pre-service educators whose students will have grown up with technologies that could never have been imagined just decades before.

**Professor Deb Snider**, Assistant Professor of Art Education. M.F.A. Interdisciplinary Arts Goddard College at Plainfield Vermont; M.A. Art Education, University of Colorado, Boulder; B.A. Art Education, Western Michigan University Honors College. Deb Snider's primary academic interest is creativity and creative problem solving. Deb Snider's students recognize her outstanding mentorship that encourages students to learn how to think, appreciate art and believe in themselves and understand that they have valuable, unique talents to share with the world. Deb Snider is a quilter and mixed-media artist with a professional portfolio published and displayed around the world.

**Professor Carrie Trenholm**, Assistant Professor of Elementary Arts Education/ Beverley Taylor Sorenson Endowed Chair. M.Ed. Southern Utah University; B.A. Spanish, Southern Utah State College, B.F.A. Utah State University. Carrie Trenholm's primary academic interest is arts education for all children. Carrie Trenholm educates pre-service and professional teachers how to integrate the arts into the state core curriculum. She assists teachers see the arts as a tool to help children learn. Coordinating workshops for elementary teachers, creating arts integration courses for education students and running summer arts day camps for youth are just some of the activities Carrie Trenholm is involved in. Her goal is to ensure all students engage in the arts.

## Heavy Lifting Research Eases Back Pain on the Job: Dr. Mark DeBeliso

Sixty percent of America's workforce performs regular manual labor, and one-fourth of that population suffers from occupation-related back strain, according to SUU Physical Education and Human Performance Professor Mark DeBeliso, who set out to find a remedy for the masses in pain.

DeBeliso's resulting study, now published in the *International Journal of Science and Engineering Investigations*, proves that back support belts significantly improve stresses encountered during occupational manual labor, a long debated topic of physiological versus psychological impact on one's pain management that had never actually been proven until now. "All previous research about back support belts has been inconclusive and has never shown the scientific advantages," said DeBeliso. "Thus it's not surprising that previously people thought that wearing a back belt was merely a mind game, it just made you think that it was working."

DeBeliso found that during a stoop style lift — bending at the knees and picking up an item from the ground to a standing position — supportive back belts, as their name entails, were not only supportive but also effective. With important ramifications across the nation's workforce, DeBeliso's findings, published as "The Effects of a Back-Belt on Lumbar Disk Deformation During Stoop Type Lifting" was recently recognized with a Best Paper Award by the *International Journal of Science and Engineering Investigations*, stating that the research held "exceptional merit" and bore "originality, depth, quality and presentation of content."

"I am an applied science kind of researcher, I want to solve a problem," stated DeBeliso. "When I saw that all previous research about the effectiveness of supportive belts were inconclusive I teamed up with my fellow researchers to officially prove that supportive back belts have a positive effect for occupational laborers."

In his study, DeBeliso collaborated with five other professors from across the world to study participants, ages 40-55, with longtime employment in a heavy industrial facility; all participants averaged 20 years of employment in the field. Each participant performed two sessions of stooped type lifting of a loaded crate (weighing 25 pounds), at four repetitions per minute for 15 minutes. One session was performed without a back support belt, the other with. DeBeliso then used fluoroscopic imaging before and after each session to see if the support belt caused any kind of compression to the lower back. There was substantially less spine decompression when a supportive back belt was employed.

And though these results weren't shocking to the researchers, who assumed that DeBeliso's original hypothesis would be confirmed, they do provide a solid justification for heightened standard precautions in heavy-lifting jobs. "This is research that has yet to be done and adds further clarification to the topic," said DeBeliso's research partner Kent Adams, professor of kinesiology at California State University Monterey Bay. "Many people don't see the necessity of a back belt, or they use one ineffectively, resulting in injury. This research will reduce the economic strain that lower back injuries put on the spine of America's workforce."

DeBeliso's latest study follows other recent significant research in biomechanics, including his revolutionary handgrip analyzer to aid orthopedic surgeons and the anchored ankle support product, a support brace that mirrors a tape job from an athletic trainer.

Along with Adams, DeBeliso co-authored the study with Trish Sevene from California State University Monterey Bay, Chad Harris from LaGrange College in Georgia, Michael Climstein from Bond University in Queensland, Australia, and Joseph Berning from New Mexico State University.





## Faculty Scholarly Activity

### Barker, Bruce

- Barker, B. (2013, January.) *The Japanese Internment at Topaz, Utah in World War II*. Online course developed for the Utah State Office of Education.
- *College of Education and Human Development Self-Study Seven Year Program Review* (2013). Utah Board of Regents.
- Barker, B. (2013, May). *The future of online instruction in traditional higher education*. Lilly International Conference on College and University Teaching. Washington, D.C.

### Christiansen, Shawn

- Christiansen, S. L. (2013). A Nation without children: A discussion of fertility decline in Japan. NCFR Report, Family Focus on Global Families, F18 -F20.
- Christiansen, S. L., & Schmidt, M. (2013). Using study abroad as a context for teaching Family and Consumer Sciences. NCFR Report, Family Focus on Global Families.
- Schmidt, M., & Christiansen, S. L. (2013, October). A comparison of elementary school lunch between the United States and Japan. Poster accepted for presentation at the 2013 Food and Nutrition Conference and Expo.
- Christiansen, S. L. (2013). Using feminist-informed systems theory in understanding and treating family violence presented at the 2nd Annual SUU Women and Gender Studies Conference: Men, Women, and Violence, March 28 at the Hunter Conference Center.
- Christiansen, S. L., & Schmidt, M (2013). Using study abroad and experiential education to learn about Japanese family life, culture, and nutrition. Presented at the 5th Annual SoTe Conference: Engage learning: Bridging the gap. March 29, Utah Valley University.
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.

### Cunningham, Tom

- Cunningham, T.H. (2012). Presented "Measuring the Ethnocultural Empathy of Candidates for ESL Endorsement" at the Intermountain TESOL Conference, Utah Valley University, Orem, UT, October 12-13, 2012.
- Cunningham, T.H. (2013). Presented "Disruptive Innovations Are Transforming K-20 Education: Selective Report on 2013 HigherEdTECH Summit," summarizing key ideas from the Summit (part of the Consumer Electronics Show, Las Vegas, NV, January 10, 2013) to share at the SUU Festival of Excellence, April 9, 2013.
- Cunningham, T.H. (2013). SUU Faculty Development Support Fund with Teacher Education departmental match for combined \$534 to attend the 2013 HigherEdTECH Summit at the Consumer Electronics Show, Las Vegas, NV, January 10, 2013.
- Cunningham, T.H. (2012-13). Organized and coordinated the 2013 Red Rock Great Teaching Retreat, Kanab, UT, February 28-March 2, 2013, attended by faculty from Southern Utah University, Weber State University, Utah State University, and Snow College.

## DeBeliso, Mark

- DeBeliso, M., McChesney, J.W., Fichtner, D.D., & Murdock, L.E. (2013). Grip Norms and Reliability of the Hand Grip ForceMap System. *Journal of Hand Surgery (Euro Vo)*, published online 27 May, DOI: 10.1177/1753193413491360
- DeBeliso, M., Sevene, T.G., Adams, K.J., et al. (2013). The Effects of a Back-Belt on Lumbar Disc Deformation during Stoop Type Lifting. *International Journal of Science and Engineering Investigations*, 2(16), 1-10. \*(Best Paper Award)\*
- Sevene, T.G., DeBeliso, M., Harris, C., et al. (2013). Metabolic Response to Repetitive Lifting Tasks: Predetermined vs. Self-Selected Pace. *International Journal of Science and Engineering Investigations*, 2(16), 68-71.
- Walsh, J., Climstein, M., Heazlewood, I.T., DeBeliso, M., et al. (2013). Masters Athletes: No Evidence of Increased Incidence of Injury in Football Code Athletes. *Advances in Physical Education*, 3(1), 36-42.
- Walsh, J., Climstein, M., Heazlewood, I.T., Kettunen, J., DeBeliso, M., & Adams, K.J. (2013). Body Mass Index for Athletes Participating in Swimming at the World Masters Games. *Journal of Sports Medicine and Physical Fitness*, 53, 162-168.
- DeBeliso, M., McChesney, J.W., Sevene, et al. (2012). Polyurethane Replacement Insoles and Tibial Impact Acceleration Characteristics. *International Journal of Science and Engineering Investigations*, 1(9), 73-77.
- Jones, K., DeBeliso, M., Sevene, T.G., et al. (2012). Body Mass Index and Army Physical Fitness Test Standards in ROTC Cadets. *International Journal of Science and Engineering Investigations*, 1(10), 54-58.
- McChesney, J.W., DeBeliso, M., & Murdock, L.E. (2012). The Hand Grip ForceMap™ System. *International Journal of Science and Engineering Investigations*, 1(8), 76-78.
- McChesney, J.W., DeBeliso, M., & Murdock, L.E. (2012). Clinical Orthopedic Device Innovation: The Anchored Ankle Brace™ & Full Leg Support System™. *International Journal of Science and Engineering Investigations*, 1(11), 30-32.
- Sevene, T.G., DeBeliso, M., Berning J.M., et al. (2012). Physiological and Psychophysical Comparison between a One and Two-Handed Identical Lifting Task. *International Journal of Science and Engineering Investigations*, 1(9), 86-89.
- DeBeliso, M., Walsh, J., Adams, K.J., et al. (2012). World Masters Games North American Body Mass Index profile. 4th International Congress on Physical Activity and Public Health Australian Conference of Science and Medicine in Sport National Sports Injury Prevention Conference. Sydney, New South Wales, Australia.
- Dove, B.C., Sevene, T.G., Harris, C., DeBeliso, M., et al. (2013). 5RM Bench Press Increases Medicine Ball Put Distance in Untrained Males but not Untrained Females. American College of Sports Medicine 60th Annual Meeting and 4th World Congress on Exercise is Medicine. Indianapolis, IN.

## Gubler, Rea

- Gubler, R. & Grady, A., (2013) *Call to Action! Childhood Obesity is Everyone's Problem*, Webinar presentation for the American Association of Family and Consumer Sciences, April.
- Gubler, R. & Grady, A., (2013) *Call to Action! Childhood Obesity is Everyone's Problem*, Southern Utah University Family and Consumer Sciences annual in-service training workshop, Cedar City, UT., April.
- Gubler, R. & Grady, A., (2013) *Bread: A Common Cultural Thread for All Ages*, Southern Utah University Festival of Excellence, Cedar City, UT, April.

- Gubler, R. (2013) *Bread: A Common Cultural Thread for All Ages*. 2013 Hawaii University International Conference of Arts, Humanities, & Social Sciences, January.
- Gubler, R., (2012) Reviewed textbook, Kostelnik, Soderman/Whiren, *Guiding Children's Social Development and Learning*, Cengage Learning, August.
- Gubler, R., (2012) Reviewed textbook, Fox/Schirrmacher, *Art and Creative Development for Young Children*, Cengage Learning, August.
- Gubler, R., (2012-13) Reviewed online teaching module, *Developing Lives*, Worth Publishing Company, August/March.
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.

#### **Herbold, Katy**

- Herbold, K. (2013). *To the Flipped Classroom and Beyond!* Presented at the Association for the Advancement of Computing in Education World Conference on Educational Media and Technology, Victoria, British Columbia, Canada.
- Branin, J., Clarke, P., Eastep, B., Harris, K., Herbold, K., Mulderink, E., Peterson, T., (2013). Southern Utah University EDGE Engagement Program. Presented at the Scholarship of Teaching and Engagement Conference, Provo, Utah.
- Co-author for the NCLB Professional Development Program Grant application through the Utah State Office of Higher Education for \$137,025.
- Herbold, K. (2012). Grant coordinator for \$10,000 C. Charles Jackson Foundation Grant.
- Coordinated the SUU EDGE Project Showcase recognition program and supervised the production of the EDGE Project Showcase videos and booklet.
- Herbold, K. (2013). As Director of the SUU The Leadership Engagement Center, planned, coordinated and hosted a two day Leadership Conference. *The Lead, Share, Build Leadership Conference* included keynote speaker Mike Schlappi, two days of breakout sessions presented by speakers from across Utah and served hundreds of participants from SUU, Utah and out of state.
- Charter member into the Southern Utah University chapter of the ODK National Leadership Honor Society.

#### **Hill, Deborah**

- Hill, D. (2012). Smart School Technology Project Evaluation Contract (2012-13). Utah State Office of Education. \$120,000.
- Hill, D. (2013, Ed.). *College of Education and Human Development Self-Study Seven Year Program Review*. Utah Board of Regents.
- Hill, D. (2013). *Smart School Technology Project Evaluation Year One Report (2012-13)*. Utah State Office of Education.
- Hill, D. (2013). Submitted CoISE: National Science Foundation Grant. \$575,000.
- Hill, D. (2013). SUU Festival of Excellence. *The last backpack generation*. Presentation.
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.

### **Houser, Karen**

- Houser, K. (January, 2013). Full “STEAM ahead: An early childhood experience with STEM (Plus Art). Hawaii International Conference on Education
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.

### **Klag, Prent**

- Klag, P., Whittier, R., & Burgoyne, P. (2012). Presentation given to Iron County School Board on the Current Status and Operations of the North Elementary Partnership School. Cedar City, UT. November 13, 2012
- Klag, P. (2013). Participated in Roundtable discussion on The Bio-Mathematical Foundations of the Mayan Calendar , Juan Carlos Alema’n – Leader, *Archeological Tours Cancun*, Cancun, Mexico, March 8, 2013
- Klag, P. (2013). Paper presented at the National Science Teachers Association’s Annual Conference, *Engaging the Elementary School Community in Innovative and Meaningful STEM Activities*. San Antonio, TX. April 12, 2013
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.
- Klag, P. (2013). Presentation given at North Elementary Partnership School ‘Polar Expedition’ Science Day, The Observational Skills of a Scientist. Cedar City, UT.
- Klag, P. & Wittwer, P. (February, 2013). In-service Presentation given to North Elementary Partnership School Staff on the “Leader in Me” Student Accountability Program.
- Klag, P. & Whittier, R. (Submitted: 2013). Unique Iron County School District/Southern Utah University Partnership Produces S.T.E.A.M. Published in the UAESP *Leader Magazine*.
- Klag, P. (2013). *The North Elementary Partnership School – The Initial Analysis of Student, Parent, Teacher, and Elementary Practicum Student Data on the Development and Implementation of Programs at the School*.
- Klag, P. (Submitted: 2013). *Professor Murphy’s Guide to Endless Possibilities – Meaningful S.T.E.A.M Activities for Elementary Students*. Scholastic Books.

### **Kobayashi, Michiko**

- Kusano, K., Frederiksen, S., Jones, L., Kobayashi, M., Mukoyama, Y., Yamagishi, T., Ishizuka, H. (2013). The effects of ICT environment on teachers' attitudes and technology integration in Japan and the U.S. *Journal of Information Technology Education: Innovations in Practice*, 12, 29-43.
- Kobayashi, M. (2013). Supporting academic success of international students in online learning: Difficulties in transition to U.S. universities. *Online Classroom* (In press).
- Kobayashi, M. (2013, June). Using Web 2.0 in Online Learning: What Students Said About VoiceThread. Paper presented at the ED-Media World Conference, Victoria, BC.
- Kobayashi, M. (2013, March). Think Globally, Go Beyond Campus: Developing Cultural Consciousness Through Online Collaboration. Paper presented at the Society of Information Technology and Teacher Education Conference, New Orleans, LA.



**Lambson, Rick**

- Feb. 23, 2013. SUU Football Team. Sleep and Performance. Presentation
- 2013 UAPHERD State Convention. Sleep Enhancement and Athletic Performance, Presentation:

**Larson, Abigail**

- Larson, A, Witman, M, Guo, Y., Ives, S., Richardson, R., Bruno, r., Jalili, T., & Symons, J. (2012). Cute, quercetin-induced reductions in blood pressure in hypertensive individuals are not secondary to lower plasma angiotensin-converting enzyme activity or endothelin-1: nitric oxide. *ScieVerse ScienceDirect*. 32. 557- 564.

**Ludlow, Brian**

- Ludlow, B., & Wittwer P. (2013, January) Making STEM “STEAMY”: A successful higher education and K-6 education partnership. Paper presentation and Workshop at *Eleventh Annual Hawaii International Conference on Education*.
- Ludlow, B (2013, February). *Worst to first: Overcoming the achievement gap by addressing core instruction and providing strong leadership. One school’s “Cinderella Story”!* Presentation Given at the annual Lead, Share, Build Leadership Conference
- Ludlow, B., Wittwer P. (2013, April) Making STEM “STEAMY”: A Successful Higher Education and K-6 Education Partnership, Creating a Win-Win Experience for Pre-service and In-service Teachers. Presentation at the *Festival of Excellence*
- Wittwer, P., & Ludlow B. (2013, July) “Integrating music and art with science” – Presentation at *Shake, Rattle, & Roll Science & Art Integration Camp*

**Lund, David**

- Bartels, J., Lund, D. M., McVerry, J. G., O’Byrne, W. I., Rhodes, J., Wolsey, D., & Zammit, K. (2012). *Digital texts and tools: Potential uses, assessments, and methodologies for the literacy educator and researcher*. Presentation. 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA
- Lund, D. M. (2013). *Google Power*. Presentation. Southern Utah University Festival of Excellence, Cedar City, UT

**McCoy, James**

- McCoy, J. & Brooks, R. (April, 2013). *Essential questions for deeper learning*. Utah Academy of Sciences, Arts, and Letters. Utah Valley University. Presentation

**Manning, Jacob**

- Regional Conference for Association for Experiential Education 2012. Rigor in Experiential Education, Presentation.

**McGarvey, Michael**

- McGarvey, M. (2012). *Brain Based Classroom. A Presentation at the 104rd National Rural Education Association. Cincinnati, OH*
- McGarvey, M. (2013). Presented *Brain based Classroom* to a session of Lunchbytes.2013
- McGarvey, M. (2013). Presented *Brain Based Classroom* in a session of Festival of Excellence 2013

### **Mendenhall, Kimberly**

- Mendenhall, K. (Spring 2013). Grant for Young Adults with ASD Book Club. Awarded
- Mendenhall, K., O’Keefe, B., O’Neill, R. E., & Hawken, L. (2013). *Adapting Core Curriculum to Enable Practical Tier 2 Interventions*. UMTSS (Utah Multi-Tiered System of Supports) Conference, Salt Lake City, UT. Poster presentation.
- Mendenhall, K., O’Keefe, B., O’Neill, R. E., & Hawken, L. (2013). *Adapting Core Curriculum to Enable Practical Tier 2 Interventions*. Association for Behavior Analysis International (ABAI), Minneapolis, MN. Poster presentation.
- Mendenhall, K. A., Suchey, N., O’Keefe, B. V., & O’Neill R.E. (2013). Adapting a school’s reading curriculum materials as a tier II intervention. *The Utah Special Educator*, 35(2), 118-121.
- Mendenhall, K. A. (2013). "Autism". *Southern Utah University*, Cedar City, UT, Course HSS 1120, *Introduction to Diversity*. Lecture presentation.
- Mendenhall, K. A. (2013). "Reaching Struggling Reader’s With the ACCEPT Intervention", 14<sup>th</sup> International Conference on Autism, Intellectual Disability & Developmental Disabilities – CEC, Division on Autism & Developmental Disabilities (DADD), Kona, HI. Lecture presentation.
- Mendenhall, K., O’Keefe, B. & O’Neill, R.E. (in journal peer review). Manuscript of dissertation study.
- Bischke, C. & Mendenhall, K. (grant in process). Cross-University Sensory Impairment licensure program.
- Hyte, H. A. & Mendenhall, K. A. (2012). "Addressing Phonological and Phonemic Awareness in Spanish Speaking Children, Utah Early Childhood Education Conference, Provo, UT. Lecture presentation.
- Mendenhall, K. A. (2012). "Autism". Disability Week 2012, Southern Utah University, Cedar City, UT. Lecture presentation.
- Mendenhall, K. A. (2012). "Using the School’s Core Reading Curriculum as a Tier 2 Intervention", Effective Practices Conference, Utah State University, Logan, UT. Poster presentation.

### **Montgomery, Lee**

- Montgomery, L. (2012). Forbidden Fruit: Using "Banned Technologies in the Classroom." A presentation at the 2<sup>nd</sup> Annual Southern Utah Education State Conference (St. George, UT: November 6 and 7, 2012).
- Montgomery, L. (2012). "Teaching Online and in the Blended Classroom: A Beginner's Survival Kit." A paper presented at the 24<sup>rd</sup> International Conference of the Society for Informational Technology in Education (New Orleans, LA: March, 25 2013).
- Montgomery, L. & Rhoades, A.W. (2013). "Character Education in a Utah Elementary STEAM School." Paper presented at the Oxford Roundtable on Education. (Oxford, England, UK: March 10, 2013).

### **Pellegrini, Tony**

- Pellegrini, T. (2013, July). *Student Teacher Perceptions of University Supervisor Support*. *Conference on Global Leadership, Learning, and Research*. Submission of article for consideration to the Conference Proceedings Journal. Orlando, Florida. (pending review)
- Pellegrini, T. & Reynolds, B. (2013, March). *Student Teacher Perceptions of University Supervisor Support*. Fifth Annual Scholarship of Teaching and Engagement (SoTE) Conference, Utah Valley University. Orem, UT
- Pellegrini, T. & Reynolds, Bart (2013, July). *Student Teacher Perceptions of University Supervisor Support*. Utah Rural Schools Conference, Southern Utah University. Cedar City, UT.

- Pellegrini, T. (2013, July). *Social Networking in Undergraduate Programs*. Utah Rural Schools Conference, Southern Utah University. Cedar City, UT.
- Pellegrini, T. (2013, April). *Social Networking in Undergraduate Programs*. Teaching and Learning Symposium, Weber State University. Ogden, UT.
- Pellegrini, T. (2012, October). *Establishing Communities of Caring*. Southern Utah Educational Conference (SUECON), Washington County School District. St. George, UT.
- Pellegrini, T. (2013, May). *Social Media Tools being Used in Education*. 4th Annual Excellence in Technology Conference, Southern Utah University, Cedar City, UT.
- Pellegrini, T. (2013, April). *Defining Quality in K-20 Instruction and Programs*. Festival of Excellence. Southern Utah University, Cedar City, UT.

#### **Reynolds, Bart**

- Reynolds, B. (2013). Student teaching perceptions of university supervisors support, Utah Rural School Conference, Cedar City, Utah.
- Reynolds, B. (2013). Experiential learning model applied to administrative interns, Utah Valley University, 28th Annual Expanding Your Horizons.
- Reynolds, B. (2013). Making experiential learning work at the graduate level, Festival of Excellence. Cedar City, Utah.
- Reynolds, B. A. (2012). Fiscal and educational rationale for implementing an experiential learning model. Oxford Round Table, Oxford England.

#### **Taylor, Julie**

- Taylor, J. (2013) Presenter: SUU T-Fit Lunchbytes Workshop, *Red Cross CPR Skills*. Cedar City, Utah, February 21.
- Taylor, J. (2013) Presenter: SUU Soccer Camp Workshop, *Nutrition for Optimal Sports Performance*. Cedar City, Utah, June 18-19.
- Taylor, J. (2012). In-Service Workshop, *BodPod GS Technical Guidelines and Procedures*. Cedar City, Utah, August 22.

#### **Thomas, Camille**

- Thomas, C. & Heiner, M. (Under Review). Performance of technical skills and the probability of scoring during a soccer game. *Journal of Sports Science*.
- Thomas, C. & Lyons, B. (Under Review). Using emotional intelligence to improve communication in sport coaching. *International Sport Coaching Journal*.
- Thomas, C. (2013). Emotional Intelligence: A Means to Improve Your Coaching. A 45-minute presentation at the AAHPERD National Conference in Charlotte, NC.
- Thomas, C. (2013). Using Emotional Intelligence to Improve Communication in Sport Coaching. A 30-minute presentation at the SUU Festival of Excellence, Cedar City, UT
- Thomas, C. (2013). Using Emotional Intelligence to Improve Communication in Sport Coaching. Invited guest lecturer in PE 4740 Organization & Administration of Activity Based Programs at SUU, Cedar City, UT.
- Thomas, C. (2013). Exercise and Weight Loss. Invited guest lecturer for the SUU T-FIT Weight Loss Program, Cedar City, UT.

### **Trenholm, Carrie**

- Trenholm, C. (2012) Faculty Development Grant \$2,000 to learn Byzantine Mosaic techniques in Ravenna, Italy. May 28-June 1.
- Trenholm, C. (2012 - 2013) Funded, Beverley Taylor Sorenson Arts Learning Program for \$65,000 funds for professional development and mentoring for the 11 BTS arts specialists in southern Utah.
- Trenholm, C. (2012 - 2013) Funded, Art Works For Kids Tier II Grant for \$16,000 to fund ArtsFusion Outreach program sending artists to rural schools in southern Utah.
- Trenholm, C. (November 16, 2012 – January 18, 2013) Land of Contrast: Artist' Diary of the Dixie National Forrest, Sears Museum Gallery, Dixie State College, St George, Utah.
- Trenholm, C. (June 27 – September 31, 2013) Southern Utah Art Invitational, Braithwaite Gallery, Southern Utah University, Cedar City, Utah.
- Trenholm, C. (May 25 – August 10, 2013) Sparkle and Glow: A Clear View – Utah Glass Art, St. George Art Museum, St George, Utah.
- Trenholm, C. (May 21, 2013) Sorenson Legacy Awards, 19 fused glass awards designed for the recipients of Sorenson Legacy Excellence in Arts Education Awards.
- Trenholm, C. (Feb. 7 – March 12, 2013) SUU Art and Design Faculty Exhibit, Braithwaite Gallery, Southern Utah University. Cedar City, Utah.
- Trenholm, C. (February 23, 2013) Utah Art Education Association, *Beverley Taylor Sorenson Arts Specialists Sharing Best Visual Arts Lesson Plans*, St. George, Utah.
- Trenholm, C. (May 2, 2013) Mountain West Arts Conference, *You've Got Mail-Collage Art Postcards* West Valley City, Utah.
- Trenholm, C. (April 9, 2013). Festival of Excellence, *Making Glass Mosaics in Ravenna, Italy*, SUU Cedar City, Utah.
- Trenholm, C. (2013) Funded, request for \$1,000,000 Endowment for the ArtsFUSION program from the Sorenson Legacy Foundation.
- Trenholm, C. (2013 - 2014) Funded, Utah Division of Arts and Museums funded for \$6,000 to fund artist in residence projects for Satellite Salon Series Artists, Carlos Rivera, Jim Foschia and Arts Education Artist Jim Solomon.

### **Wangsgard, Nichole**

- Wangsgard, N. (In Press). Insights. *Kappa Delta Pi Record*.
- Wangsgard, N. (In Press). The Secret to Teaching the Troublemaker. *The Utah Special Educator*.
- Wangsgard, N. (Under Review. Submitted July 28<sup>th</sup>, 2013.). How can I help my struggling readers build confidence?: A friendly way to evaluate student's perceptions of themselves as readers.
- Wangsgard, N. (2013). Primal Pro Women's. *Cycling Illustrated*. May 23, 2013.
- Wangsgard, N. (2013). Chapter in The ABC's of Classroom Management. *Kappa Delta Pi Record*, To be published September 10<sup>th</sup>, 2013.
- Wangsgard, N. (November 12-16, 2012). Disability Week Obstacle Course coordinator, guest host, and speaker at Southern Utah University, Cedar City, UT.
- Wangsgard, N. (December 5, 2012). Third Fourth Undergraduate Special Education Conference. Southern Utah University.
- Wangsgard, N. (April 9, 2013.). "Valuable Tips for Helping Students with Emotional and Behavioral Disorders Succeed in the Classroom." 2013 Festival of Excellence. SUU
- Wangsgard, N. (2012). Faculty Development grant, funded for \$1079.00 to attend the Teachers Educators for Children with Behavioral Disorders conference in Tempe, Arizona, October 25-27, 2012.



- Wangsgard, N. (2013) UGRASP grant for Bobbie Cannon’s research. Title “Hydration and Cycling.” Grant was not funded.

### White, Carmel

- White, C. P., Bradley, S. L., Nerverve, L., Stirewalt, L., & Summers, X. (under review). Does maternal fatigue influence maternal verbal control in a stressful parenting task with toddlers? Submitted to *Journal of Child and Family Studies*, June, 2013.
- Hegde, A. V., Averett, P., White, C. P., & Deese, S. (under review). Examining preschool teachers’ attitudes, comfort, action orientation and preparation to work with children reared by gay and lesbian parents. Submitted to *Journal of Early Childhood Research*, February, 2013.
- Soulvie, A., Desai, P. P., White, C. P., & Sullivan, B. N. (2012). Psychological distress experienced by parents of young children with congenital heart defects: A comprehensive review of literature. *Journal of Social Service Research*, 38, 484-502.
- White, C. P., White, M. B., Cauthen, M. A., & Haas, J. R. (2012). Do chronically ill women who are good sleepers have better health outcomes than poor sleepers? In L. V. Berhardt (Ed.), *Advances in Medicine and Biology* (Vol. 55) (pp. 107-122). Hauppauge, NY: Nova Science.
- Williams Reade, J., White, M. B., White, C. P., & Russell, C. R. (2012). What would you say? Expressing the difficulties of living with MS. *Journal of Neuroscience Nursing*, 44, 54-63. doi:10.1097/JNN.0b013e31823ae471
- Klag, P., Christiansen, S., Gubler, R., White, C., Houser, K., & Hill, D. (2013). Awarded \$60,000.00 from the Emma Eccles Jones Foundation for the SUU Early Childhood Enhancement Education Project.

### Wittwer, Peggy

- Wittwer, P. (2013, July). Shake, Rattle and Roll, Collaborator /Presenter, Professional Development Conference for Educators
- Wittwer, P. (2012-2013). Creation and Presentation of Utah Effective Teaching Standards for pre-service student teachers.
- Wittwer, P. (2013, October, March, August). SUU-North Elementary Partnership School Professional Development, Red Mountain Elementary, Professional Development Presentation – Integrating STEAM Education
- Wittwer, P. (2013, January) Hawaii, International Conference on Education, Making STEM “STEAMY”: A Successful Higher Education and K-6 Education Partnership, Creating a Win-Win Experience for Pre-service and In-service Teachers
- Wittwer, P. (2013, February). Cedar Mountain Science Camps and Youth Programs: Presented at Southern Utah University College of Science, faculty retreat.
- Wittwer, P. (2013, February) SUU Festival of Excellence – *STEAM Education*
- Wittwer, P. (2013, February) Utah Science Teachers Association, Presentation -*Cedar Mountain Science Investigations*, Utah Valley Convention Center, Provo, Utah.
- Wittwer, P. (2013, April). Youth Outdoor Science Programs: Presented to the Intergovernmental Internship Cooperative, steering board.
- Wittwer, P. (2013, August). Cedar Mountain Science Camps and Youth Programs: Presented at Southern Utah University College of Science, faculty retreat.
- Wittwer, P. (2012-2013). Utah State Legislature – Cedar Mountain Science Center Grant \$37,500 (Funded)

- Wittwer, P. (2011-2013). National Park Service, Provide Stewardship Camp for Middle School Students, Grant \$24,866 (Funded)
- Wittwer, P. (2013). Education Blueprints Association – LEGO Education Grant, Grant \$3,204.20 (Funded)
- Wittwer, P. (2012-2013). Utah State Office of Education Math and Science Grant \$65,326 (Not Funded)

## Service

### Brooks, Ray

- Aligned National Standards - Scope and Sequence with Graduate classes
- Director of LEAD program

### Christiansen, Shawn

- Provided in-service training to Southern Utah University Counseling and Psychological Services on *Models and Techniques of Marriage Therapy*.
- Served on the hiring committee for the new Dean of the College of Education and Human Development.
- Served on the hiring committee for the SUU region mentor for the BTS Arts Learning program and ArtsFusion coordinator.
- Served on the hiring committee for the SUU Assistant Preschool teacher.
- SUU Leadership Academy. March 20<sup>th</sup>, 2013. *The Ins and Outs of being a Department Chair*, Presentation.
- Hosted representatives from Hokkaido University of Education in formalizing an exchange partnership with SUU.
- Hosted representatives from Okinawa International University in formalizing an exchange partnership with SUU.
- Hosted representatives from Chung Hsin Academy, Hsin Chu, Taiwan in formalizing an exchange partnership with SUU.

### Cunningham, Tom

- Cunningham, T.H. (2012-13). Member, Association for Educational Communications & Technology (AECT), Teachers of English to Speakers of Other Languages (TESOL), and Intermountain TESOL (regional affiliate).
- Cunningham, T.H. (2012-13). Member, ESL Endorsement Committee, Utah State Office of Education.
- Cunningham, T.H. (2012-13). Member, Dual Language Immersion Research Advisory Board, Utah State Office of Education.
- Cunningham, T.H. (2012-13). Member, SUU Graduate Council and Graduate Curriculum Committee.
- Cunningham, T.H. (2012-13). Member, Search Committee for Dean of the Beverley Taylor Sorenson College of Education & Human Development.
- Cunningham, T.H. (2012-13). Member and Chair, SUU COEHD LRT Committee.
- Cunningham, T.H. (2012-13). Member, SUU Library Department-level LRT Committee.

**Herbold, Katy**

- Volunteer, Cedar Breaks National Monument Winter Ranger Program at the Cedar Breaks Yurt
- Volunteer, Christmas Lane festivities in Cedar Ridge, Cedar City, Utah.
- Volunteer, Iron County Civilian Medical Reserve Corps, emergency response unit for SUU.

**Hill, Deborah**

- Utah Council of Education Deans, Chair-Elect
- Southwest Educational Development Center, Executive Board Member
- NCAA Faculty Athletic Representative, SUU
- Fulbright Specialist Scholar

**Houser, Karen**

- Hiring Committee SUU Preschool Teacher. Chair
- State Gifted & Talented Higher Education Committee
- USOE Language Arts Committee
- USOE School Support Team Training/Member
- Student Hearing Committee
- COEHD Scholarships Committee

**Kobayashi, Michiko**

- Hosted representatives from Hokkaido University of Education in formalizing an exchange partnership with SUU.
- Hosted representatives from Okinawa International University in formalizing an exchange partnership with SUU.
- Hosted representatives from Chung Hsin Academy, Hsin Chu, Taiwan in formalizing an exchange partnership with SUU.

**Lambson, Rick,**

- Coordinator of Pickleball competition Utah Summer Games.
- Utah Summer Games Board of Commissioners
- Volunteer Assistant SUU Women's Tennis
- Faculty adviser SUUSA Pickleball Club

**Loupor, Jean**

- Electro Acuscope and Electromyopulse Treatments/Rehabilitation on equines and humans.

**Ludow, Brian**

- Committee Member, Utah State Board of Education Graduate Reading Council, Fall 2012 to Current. Created new Frameworks for all courses related to the Level I Reading Endorsement

**Manning, Jacob**

- Leave No Trace Center for Outdoor Ethics—Master Educator Instructor(2008-present)
- Wilderness Education Association—Outdoor Instructor (2008-present)
- American Mountain Guide Association—Single Pitch Instructor(2010-present)
- Association for Experiential Education—Member (2011-present)
- American Institute for Avalanche Research and Education—Member (2012-present)
- University Outdoor Engagement Committee (2011-present)
- University Risk Management (2012-present)
- Wilderness Education Association Curriculum Committee (2012)

**Lund, David**

- TEAC Audit for Le Moyne College Education Program, Syracuse, NY. Oct. 29-Nov. 2, 2012
- TEAC Audit for Siena Heights University Teacher Education Program, Adrian, MI. Nov. 5-9, 2012
- TEAC Audit for Long Island University – C W Post Art Teacher Education Program, Long Island, NY, Feb. 11-15, 2013
- TEAC Audit for Long Island University – C W Post Music Teacher Education Program, Long Island, NY, Feb. 11-15, 2013
- TEAC Audit for St. Martin’s University Teacher Education Program, Olympia, WA, March 25-28, 2013
- TEAC Audit for St. Joseph’s College Teacher Education Program, Brooklyn, NY, May 6-8, 2013

**McCoy, James**

- Member Academic Review Committee Fall 2011 – Present
- Member Faculty Senate
- Co-chair of the College of Education Curriculum Mapping and Alignment Team

**Mendenall, Kim**

- Personnel Improvement Committee (PIC), 2013. USOE & Utah IHEs and LEAs, USOE, Salt Lake City, UT.
- Utah Association of Teacher Educators (UATE) Board Member. USOE, Salt Lake City, UT.
- Utah Multi-tiered System of Support (UMTSS) Advisory Council, UPDC, Salt Lake City, UT.
- Organizer of a monthly book group for students with Asperger’s Syndrome & High-functioning Autism, Southern Utah University (under the FDSF Grant). 2013, Feb-June
- Committee member and faculty support for student EDGE project (Chris Booth) for “Light It Up Blue!” Autism Awareness, Southern Utah University, Cedar City, UT.
- Committee member for Disability Week 2012, Southern Utah University, Cedar City, UT.

**Montgomery, Lee**

- Teacher Education Department Leave, Rank, and Tenure Committee Chair
- COEHD Faculty Senate Representative
- Faculty Development Support Fund Committee, Member
- Faculty Senate Executive Committee



**Pellegrini, Tony**

- Coordinated Education Strand in Lead, Share Build Leadership Conference at SUU, March 2013
- Board Member, The eLearning Institute. <http://theelearninginstitute.org/>
- Editor and Reviewer, The Journal of Online Higher Education. The eLearning Institute. <http://theelearninginstitute.org/>
- Board Member, Set4College, <http://set4college.ning.com/>

**Reynolds, Bart**

- TEAC Lead Auditor. Long Island University Post Campus, Educational Leadership Program. Brookville, New York, March 2013.
- TEAC Lead Auditor. St. Ambrose University, Teacher Education Program, Davenport Iowa, Feb. 2013
- TEAC Consulting Auditor. St. Joseph College, Teacher Education Program, Long Island, New York, May 2013.
- TEAC Consulting Auditor. Bingham University, Educational Leadership Program, Bingham New, York, April 2013.
- TEAC Consulting Auditor. Le Moyne College, Teacher Education Program Syracuse, New York October 2012
- URSA State of Utah Rural Schools Association Board, appointed July, 2012
- Canvas Training for Southwest Educational Development Center (SEDC) Panguitch, Utah. November 7th, 2012
- Utah Consortium of Educational Leaders, Board Member

**Taylor, Julie**

- Supervisor, World Huntsman Senior Games Health Screenings. Supervised students providing health and fitness assessments for Senior Games athletes (age 50+) during the annual event. St. George, Utah.
- President, SUU Faculty Senate.
- Vice-President (President-Elect) SUU Faculty Senate.
- Member, SUU Presidential Search Committee.
- Advisor, SUU Strength and Conditioning Club.

**Trenholm, Carrie**

- June 17 – 28, 2013. Kids Camp for children, SUU Campus Cedar City.
- July 8-9, 2013. *Shake, Rattle, and Roll: Force and Motion, Rock outside with Force, Motion, Geology and the Arts*, SUU Campus Cedar City, Utah.
- Feb. 7-8, 2013. Spring Workshop, *Rhythm and Fitness*, Robert Wallace , SUU, Cedar City, Utah
- 2012-2013. *The Big Event*, Randall Jones Theatre, Cedar City, Utah.
- September 14-15, 2012. Satellite Salon Series, project with Dr. Lynn Vartan. Guest artist Matthew Coley hammer-dulcimer performer. SUU Cedar City, Utah.
- September 19 – 21, 2012. Fall Workshops; *Make a Musical*, Marty Johnson. Cedar City, Utah.
- Nov. 9, 2012. STEAM Project: Zion Artists and North Elementary Fifth Graders.
- 2008- 2013. Chair, SUU Outstanding Educator Committee

**Wangsgard, Nichole**

- Staffing. Organized and revised forms that document student disposition in the College of Education.
- Faculty Senate Senator.
- Hoc Committee Designated by Faculty Senate to explore the requirements of Bachelor's Degrees offered at SUU.
- Faculty Scholarly Support Funds, Chair.
- Student Faculty Advisor. Southern Utah University Club called Student Council for Exceptional Children.
- Student Faculty Advisor. Southern Utah University Club called Cycling at Southern Utah.
- Kim Mendenhall's first year faculty mentor.
- Distinguished Scholars Day. Committee Member
- Learning Circle Round Table. A meeting to help Student Services strengthen relations between faculty, staff, and students. Southern Utah University
- GSE Admission Orientation.
- Disability Week Obstacle Course coordinator, guest host, and speaker, Southern Utah University, Cedar City, UT.
- Committee Advisor Janet Jordan, Masters of Education Thesis.
- Spring Orientation for High School Students with Disabilities, Southern Utah University, (Cedar City, UT).
- Committee Advisor Jennifer Maples, Master of Education Thesis.
- College Commencement Committee.
- Graduate of Southern Utah University's Leadership Academy.
- SUU Spring Orientation for Students with Disabilities hosted by SUU's Student Support Center.

**Wittwer, Peggy**

- Utah State Office of Education Science and Math Curriculum Committee.
- Utah State Office of Education STEM Committee

## Faculty and Staff Retirees

**Dr. Gerald Bowler.** Jerry Bowler began working for the University in September 1995. In 1976 Jerry graduated from Southern Utah State College (SUU) with a B.S. in Elementary Education. Jerry spent his first year teaching in South Sanpete School District in a combined 3rd and 4th grade classroom. From South Sanpete, Jerry moved to Cedar City and taught for the Iron County School District in both elementary and middle school classrooms. While at SUU, Dr. Bowler served as faculty and department chair of teacher education. Within his tenure at SUU, Dr. Bowler participated in the addition of graduate studies in education, additional programs for licensure in special education and administration. Jerry plans to devote time to his family and to take a long road trip to Alaska with his wife Sheila.

**Professor Ben Davidson.** Ben Davidson started with the University beginning in 1979. Initially hired as the Head Athletic Trainer for Southern Utah State College (SUSC) he also taught courses for the Physical Education department. From 1979 to 1982 Ben served as SUSC's Head Women's Track Coach. In 1982 the men's team was added to his coaching duties. He served as Head Coach of Women's and Men's Track Team until 1986. During his tenure as Head Track Coach he had several student athletes compete in the NAIA National Championships. Ben has been the Head Athletic Trainer for the Utah Summer Games since 1986. Under Ben's direction the SUU Athletic Training major was developed, approved and created. Ben vows to continue participating in the Utah Summer Games, both as a competitor and serving as an athletic trainer. With his commitment to fitness, Ben's grandchildren will share the fields of competition. Professor Davidson was honored this year, with the prestigious duty of carrying the Mace for SUU's Graduation.

**Ruth Billhimer, Academic Advisor** In September 2005, Ruth Billhimer began work for the University. Ruth's initial responsibility at SUU was as a Program Specialist for Graduate Studies in Education which eventually led to her role as the academic advisor for the College of Education and Human Development. Coming from UNLV where she served for three years as an undergraduate academic advisor and counselor she brought a process to the expanding graduate programs within the College. In December 2010 she earned a Master of Education degree here at SUU. Her ability to advise graduate students lead to her position as Academic Adviser for the teacher education program. In retirement, Ruth continues to practice her education skills combining her love and ability for quilting in the teaching of these skills. Ruth has produced award winning quilts and often designs quilts that reflect her love of the southwest.









# PART TWO

## Programs





## Programs



The Beverley Taylor Sorensen College of Education and Human Development offer undergraduate degrees in the departments of Teacher Education, Physical Education, Exercise Science, Athletic Training, and Outdoor Recreation in Parks and Tourism. In addition, the college offers two graduate degrees: Masters of Education and Masters of Sports Conditioning and Performance. Teacher Education programs meeting the Utah State Office of Education licensing and endorsement requirements include: Elementary, Secondary, and Special Education, Administrative, ESL, Reading, Math, Gifted and Talented, and others. Teacher Education, including the graduate Administrative License Program, is nationally accredited through TEAC. The Athletic Training program is nationally accredited through CAATE.



## *Early Childhood Education*

Who doesn't like to play in the sandbox? Early childhood education students at SUU learn that teaching young children requires much more than a love of kids. It requires knowledge of child development and strategies that will build the essential foundation for academic and social learning in elementary school.

SUU students are fortunate to have choices when it comes to pursuing a career in the early childhood field. For those students who wish to provide preschool or other child development services, Family Life and Human Development classes provide the training and experiences needed for this pursuit.

For those students who wish to work in the early childhood education field within the public school system in grades Pre-K through third grade, the option of taking an early childhood education emphasis within an Elementary Education major is available. Students learn to teach young children in a warm and nurturing environment that weaves content learning in a fun and playful format. Reading, writing, mathematics, science, social studies, and the arts are integrated into thematic units of instruction that help young minds see "the big picture". And while all of this content learning is taking place, children learn to work well with others socially, just as all society should.

SUU works closely with the Utah State Office of Education to assure that coursework is in alignment with the requirements for early childhood licensure. Not only are students required to take and pass designated classes, as well as the early childhood section of the Praxis exam, they must also gain valuable experience in a practicum setting prior to student teaching. The combination of these requirements and experiences increases the likelihood that SUU early childhood graduates will pursue their careers as knowledgeable, competent early childhood educators.

Karen Houser, Pre-School Director

## *Family Life and Human Development*

Students obtain a broad background in individual and family development across the life span. Courses emphasize biological, psychological, social/cultural, and economic aspects of development. Through coursework and undergraduate practicums or research projects, students develop skills relevant to career objectives, such as counseling, human assessment, program planning and evaluation, and research. Typical employment settings include preschools, day care centers, hospital programs for children, youth, and families, institutional and community mental health programs for individuals and families, programs for abused or neglected children and adolescents, women's resource centers, human resources programs, employee assistance programs, nursing homes, area agencies on aging and other community settings for older adults, and public welfare and family service agencies. Typical postgraduate pursuits of students completing this option include graduate study in human development, family studies, psychology, or sociology, or advanced professional training in psychology, law, behavioral health, counseling or social work.

Dr. Shawn Christiansen, Department Chair

## *Teacher Education, Undergraduate and Graduate*

As members of a life-long community, the department's mission is to prepare compassionate and reflective professionals focused on the whole child, inclusive of family and community, who celebrate learning, value diversity and excellence, and promote creative and critical thinking, Goals of Professional Teacher Education

- offer sound and accessible pre-professional and professional preparation at undergraduate and graduate levels,
- provide scholarly contributions, leadership, and service at state, national, and international levels, and
- contribute to the instructional, intellectual, economic, social, and cultural diversity missions of the University
- The Department strives to:
  - develop maximal potential of individuals and groups for learning, living, and working,
  - enhance the emotional, intellectual, and adaptive capabilities of children and adults across the life span and in a variety of settings,
  - promote life-long learning of capable, knowledgeable, caring professionals through initial, advanced, and continuing education, and
  - respect the dignity of each person and all cultures.

Students interested in teaching in the elementary schools of Utah (grades 1-8) can complete course work leading to an Elementary Teaching License in the State of Utah. Interested students are required to complete the Elementary Education Program and specialize in one area. In addition, a minimum of 30 semester hours of professional education course work must be completed in the Department of Teacher Education and Human Development. A Utah teaching license is recognized by almost all other states and territories in the United States.

At the COEHD, we believe educators holding a Master's Degree in Education have a proven ability to critically analyze materials and possess an in depth knowledge beyond the fundamentals of education theory. Graduates who have earned a M.Ed. degree will find doors opened for a variety of education careers that traverse well beyond traditional classroom teaching. This degree continues to be popular in the COEHD due to the range of specialized learning available within our program and the resulting career opportunities.

For the first time in American history we are engaged in a national dialog about the quality of teaching. It has become exceeding apparent that every teacher is unique, every subject has its subtleties, every grade its nuances, and every classroom its exceptions that break the rules we deem traditional. Considering this, the COEHD's M.Ed. program is practitioner based; focused on curriculum and instruction as interfaced within the non-traditional aspects of the classroom. With a focus on rigorous and relevant curriculum, balanced assessment, and engaging instruction both within our program and our graduate's classroom we build a framework for quality learning and instruction. In addition, M.Ed. capstone projects are structured to be either a modified portfolio based on the rigors of the National Board of Professional Teaching Standards or a traditional scientific-based thesis.



As education professionals, we believe that teacher education is an evolving and living process. Beginning with our undergraduate elementary and secondary education programs and spanning through coursework designed to complete endorsements, additional licenses, or to complete a graduate degree, the COEHD promotes critical thinking within all of our programs and also prepares students who choose to continue on with their education to become terminally degreed.

Dr. Deb Hill, Dean

### *Outdoor Recreation in Parks and Tourism*

The Bachelor of Science Degree in Outdoor Recreation in Parks and Tourism (ORPT) is an interdisciplinary degree program offered by the Department of Physical Education within the College of Education. The interdisciplinary nature of the program includes course work from Agriculture Science, Biology, Communications, Geology, and Hotel and Hospitality Management.

The degree program in ORPT is intended to provide students with training that qualifies them to work in a variety of work settings including outdoor recreation management agencies, outdoor and experiential education organizations, outdoor tourism companies, and outdoor recreation service and instruction programs. Employment opportunities typically exist with local, state and national agencies, protected natural areas, outdoor leadership and service programs, commercial recreation enterprises, and wilderness adventure/therapy organizations. Combined with the broad educational background provided by SUU's Baccalaureate Core, this program will give students a wide range of opportunities upon graduation including solid preparation for graduate studies at Utah System of Higher Education's Research I institutions in fields such as recreation resource management, parks and recreation, tourism; or related areas of graduate study.

Jake Manning, Director

### *Athletic Training Major*

The Athletic Training major is designed for those seeking a career as a Certified Athletic Trainer, and qualifies students to take the certification exam administered by the National Athletic Trainers Association Board of Certification. A student in athletic training learns to apply knowledge of human anatomy, human physiology, exercise physiology, Sport & Exercise Biomechanics, conditioning, strength training, nutrition and therapy in the prevention, evaluation, recognition, immediate care and rehabilitation of athletic injuries. This hands-on program with experiences through discipline-specific service learning is taught by professionally qualified instructors with real world experiences. The athletic training program partners with Thunderbird Athletics to give students hands-on experience working with Division I collegiate athletes. Ninety percent of the graduates are working in the profession of Athletic Training or pursuing additional education. Of those applying to graduate programs 99% are accepted.

Ben Davidson, Director

## *Physical Education, Teaching/Coaching*

The Physical Education and Human Performance degree with an emphasis in Teaching/Coaching is a certifiable major and minor approved for secondary teaching licensure at SUU. This emphasis is intended to provide students who wish to pursue teaching careers with the necessary knowledge, experience and training to become effective and competent teachers and coaches working in the current school setting. A goal of this program is to develop lifelong learners who possess the skills, knowledge and personal-social attributes to competently assume professional roles in a culturally diverse, highly technical society. Being around young learners to teach them the benefits of being physically active is one of the rewards of this degree.

Dr. Rick Lambson, Department Chair

## *Exercise Science*

The major in exercise science has a science-based curriculum that provides a broad background for students planning to further their educational background at the graduate level. The program emphasizes these primary disciplines: anatomy, biomechanics, exercise physiology, sport psychology, and motor learning/control. Students complete a rigorous curriculum in major course work as well as in areas such as anatomy, chemistry, mathematics, physics, physiology, and psychology. The major provides an excellent preparation for graduate work in adapted physical education, ergonomics, biomechanics, exercise physiology, medical fields, physical therapy, cardiac rehabilitation, motor control, sport psychology, and sports medicine.

Dr. Camille Thomas

## *Master of Sport Conditioning and Performance*

The Master of Science Sports Conditioning and Performance degree is an innovative approach to meet the needs of coaches, physical educators, personal trainers, strength and conditioning coaches, physical therapists, athletic trainers and other fitness professionals. This degree is consistent with SUU's long tradition as the "Coaching Factory." This degree offers extensive online course work in sports conditioning enabling professionals to design safe and effective exercise and conditioning programs. The MSSCP successfully prepared students for PhD Programs. Three intensive summer courses require students to attend clinical workshops on campus at SUU for 1-2 weeks.

### Program Objectives:

- Expand critical thinking and independent decision making in professional practice
- Develop leadership skills for the strength & conditioning practitioner
- Promote the synthesis of sports medicine related literature
- Integrate theory and research into practice
- Foster scholarly and research activities
- Develop exemplary sports medicine professionals
- Provide culturally sensitive care to diverse populations.

Dr. Mark DeBeliso, Director

# *College of Education Graduation Statistics for Academic Year 2012-13*

## **Bachelor of Arts or Science Degree**

Elementary Education	76
Family Life & Human Development	16
Physical Education & Human Performance	62
Athletic Training	9
Outdoor Recreation in Parks & Tourism	6

## **Master Degree**

Master of Education	75
MS Sports Conditioning & Performance	5

## **License Eligible**

Elementary	73
Secondary	53
Special Education	23
Physical Education (Teaching/Coaching)	7
Administrative License	47





# PART THREE

## Students, Faculty, Staff



### Students

#### The Beverley Taylor Sorenson College of Education and Human Development

##### Awards 2012-13

###### Education Valedictorian

*Caitlin Kennedy, Physical Education & Exercise Science*

###### Pestalozzi Award

The Pestalozzi Award is named in honor of Johann Heinrich “Henry” Pestalozzi, a Swiss pedagogue whose theory of “Learning by head, hand and heart” has been the basis of many significant standards of modern education. The award is presented to graduating elementary and secondary students who in the opinion of faculty and staff will achieve the most success in their teaching careers.

###### Pestalozzi Awardees Academic Year 2012-13

*Ella Sitake, Elementary Education*

*Shanalee Sadler, Secondary Education*

*Cassandra Walker, Special Education*

### **Outstanding Education and Human Development Students**

*Heather Black, Athletic Training*

*Nikki Barney, Family Life & Human Development*

*Breanna Bassett, Outdoor Recreation in Parks & Tourism*

*Justin Redfearn, Physical Education*

*Brandi Hillock, Exercise Science*

### **Outstanding Master's Program Graduates**

*Ariel Rhoades, Education*

*Chelsea Rowan, Sports Conditioning & Performance*

### **Outstanding Educational Leadership Program Recipients**

*Amy Mitchell*

### **New Administrative Positions for SUU LEAD Graduates - 2012-13**

- Aaron Wilson, Assistant Principal, Granite Jr. H. S., Granite School District
- Sherri Branch, Assistant Principal, Eisenhower Jr. H.S., Granite School District
- Rhonda Bromley, Principal, Lone Peak H.S., Alpine School District
- Denise William, Assistant Principal, Vernal Middle School
- Stacy Basinger, Principal, Bruin Point Elementary, Carbon School District
- Trevor Heaton, Principal, Escalante Valley Elementary School, Iron County S.D.
- Tiffany Tuck, Asst. Principal, Mountain View Elementary, Davis School District
- Alicia Mitchell, Asst. Principal, Roy High School, Weber School District
- Braxton Bateman, Principal, Kanab Elementary School
- Jason Brooks, Asst. Principal, Dixie High School
- Tamara Bird, Principal, Rose Creek Elementary, Jordan School District
- Gary Rock, Principal Navajo Mountain High School



## Awards

### *Assistant Principal of the Year for the State of Utah*

- Royd Barrington, Asst. Principal, Enterprise High School, selected for Utah Association of Secondary School Principals Award

## Featured

Jordan Williams, COEHD Graduate May 2013 was featured in a Salt Lake Tribune article on May 3, 2013. The article documents her survival and recovery from a medically induced coma to treat complications from lupus, that left her unable to read and with other memory loss including a disruption of her speech. After contacting former teachers in Parowan to help her learn to read at her normal level and regain memory, Jordan felt so empowered by the teaching profession, she returned to SUU and changed her major from nursing to the Teacher Education Program. Jordan graduated in the Class of 2013 with her Elementary Education and Early Childhood Development degree. She was licensed to teach in Utah in June 2013.

## Student Publications

MSSCP Student Kent Jones

- Jones, K., DeBeliso, M., Sevene, T.G., Berning J.M., Harris, C., & Adams, K.J. (2012). Body Mass Index and Army Physical Fitness Test Standards in ROTC Cadets. *International Journal of Science and Engineering Investigations*, 1(10), 54-58.

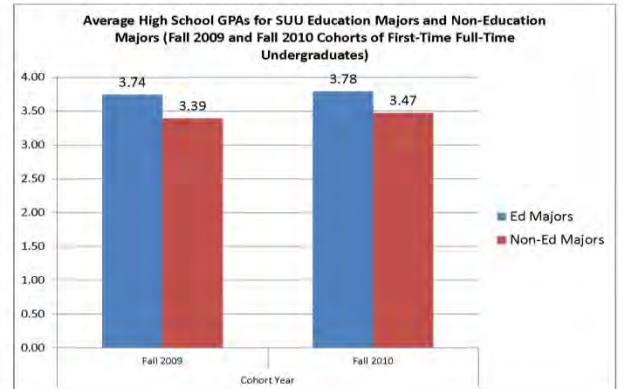
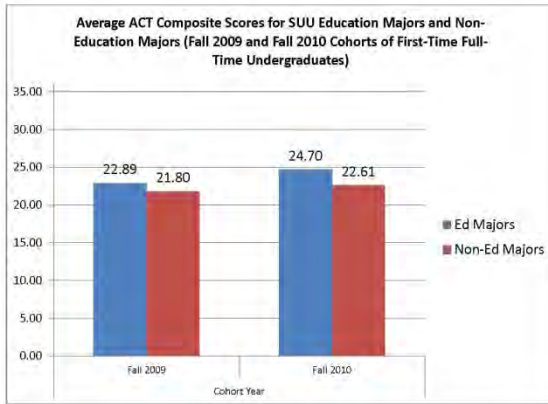
MSSCP Student Trevor Smith:

- Smith, T.Q. and Mitroff, S.R. (2012). Stroboscopic Training Enhances Anticipatory Timing. *International Journal of Exercise Science*, 5(4): 344-353, 2012.



### Academic Preparedness of SUU Education Majors

**Source of Report:** Office of IR & Assessment at SUU, August 7, 2013  
**Data Explanation:** The report compares average ACT Composite Scores and average High School GPAs for Education majors and Non-Education majors from the Fall 2009 and Fall 2010 cohorts of SUU first-time full-time undergraduate students.



In an effort to address the national focus on teacher preparation quality the COEHD compared teacher education majors (elementary and secondary) accepted into the PTEP with their freshman cohort.

The SUU average 2009 and 2010 Freshman Cohort ACT Composite Scores were 21.80 and 22.61 respectively. Students admitted to the PTEP from those cohorts had ACT scores above their cohort peers. In fact, test scores indicate our teacher education majors from the 2010 cohort are 2 full points above their cohort peers.

The average high school GPA for SUU education majors in the 2009 and 2010 freshman cohorts also are above their peers.

At Southern Utah University, students admitted to the College of Education and Human Development Professional Teach Education Program are from the top of their freshman cohort.

This data attests to the quality of teacher education graduates from SUU.



## **Terrel H. Bell Teaching Incentive Loan Program**

Funded by the Utah State Legislature and administered by the State Board of Education and the State Board of Regents the T.H. Bell Teaching Incentive Loan (TIL) assists education majors who intend to obtain a Utah state teaching license with a waiver for tuition and fees at Utah public institutions. The TIL is available for 8 semesters and requires students to apply through the College of Education Dean's Office where the program is administered. Applicants must be residents of Utah and are required to complete an application, furnish three letters of recommendation, transcripts, various test scores and most importantly a statement of "need". Applications are then reviewed and awarded by the Dean and the Licensing Coordinator. An actual loan and not a scholarship, the TIL is paid back by obtaining a teaching license after completing the Teacher Education Program and graduating, then teaching in the state of Utah. Each semester taught equals a semester of loan payback. Teaching in Title 1 schools will expedite the payback process. Students awarded the loan and ultimately fail to meet the criteria of the program are required to payback loan funds to the state. The program makes allowances for leaves of absence due to personal and/or health crisis, mission calls, etc., that are reviewed on a case by case basis. The T.H. Bell Teaching Incentive Program is an outstanding program assisting students in obtaining their teaching license. Teacher Education students are encouraged to stop in the Dean's Office and visit with the Licensing Coordinator to obtain details on the Terrel H. Bell Teaching Incentive Loan Program.

***Academic year 2012-13 COEHD recognized 42 awards averaging \$2900 per semester. Loan amounts vary academic year to year according to fund amounts provided by the State Legislature to the program.***



# Faculty



## 2012– 2013 COEHD Faculty

### Department of Teacher Education and Human Development

Dr. Bruce Barker  
Dr. Jerry Bowler  
Professor Ray Brooks  
Dr. Shawn Christiansen  
Dr. Tom Cunningham  
Professor Rea Gubler  
Dr. Katy Herbold  
Dr. Deb Hill  
Professor Karen Houser  
Dr. Prent Klag  
Dr. Michiko Kobayashi  
Dr. Brian Ludlow  
Dr. David Lund  
Dr. Michael McGarvey  
Dr. James McCoy

Dr. Kimberly Mendenhall  
Dr. Lee Montgomery  
Dr. Tony Pellegrini  
Dr. Bart Reynolds  
Professor Carrie Trenholm  
Dr. Nichole Wangsgard  
Dr. Carmel Parker-White  
Professor Peggy Wittwer  
Heather Ogden, Academic Adviser  
Betty Ann Rember, Director Field Service

### Department of Physical Education and Human Performance

Professor Ben Davidson  
Dr. Mark DeBeliso  
Dr. Rick Lambson  
Dr. Jean Lopour  
Dr. Briget Eastep

Dr. Abigail Larson  
Professor Jake Manning  
Dr. Julie Taylor  
Dr. Camille Thomas  
Kevin Wilson, Academic Adviser



## Staff

### New COEHD Faculty Members

#### **Heather Ogden**, Academic Advisor

Heather Ogden comes to the College Education from the Jordan School District, filling the position of Academic Advisor. She received her Bachelor's degree in Social Work with a minor in Sociology from Utah State University and went on to earn a Master's degree in Counseling from the University of Phoenix. Stepping into this position, Heather immediately identified coursework structures within the college that were impeding student progress and submitted proposals to the appropriate administrators for improvement to the structure. Heather's professional experience includes her involvement with drop-out prevention, education on understanding self and others, peer relationships, coping strategies and effective social skills. She is also well versed in communication, problem-solving and conflict resolution, substance abuse education, multicultural/diversity awareness, individual and small-group counseling, individual/family/school crisis intervention and referrals to outside agencies. She has experience as a K-12 Guidance Counselor and collectively is utilizing her professional background in an outstanding fashion in her position as Academic Advisor. A very notable accomplishment, Heather was voted the Eileen Robinson Award for Exemplary Service in Advising her first year on the SUU campus.



#### **Betty Ann Rember**, Director of Field Service

An alumna of SUU, Betty Ann Rember took the reins of the Field Service Office during academic year 2012-13. She brings a multitude and variety of education experience and personal contacts to aid in the placement of the College of Education's student teachers. Betty Ann earned her Bachelor's degree in Business Education at SUU, graduating with honors. She continued her education at SUU, pursuing and completing a Master's degree in Secondary Education with an Administrative Emphasis. Betty Ann's professional experience ranges from teaching in a number of venues to administrative duties including principal at the Panguitch High/Middle School. Betty Ann Rember's upbeat personality, education and experience bring a fresh attitude to the Field Services Office.



**Nathan Slaughter**, Athletic Training – Department of Physical Education and Human Performance.

Nathan Slaughter will join the Physical Education team next year as faculty in Athletic Training. As a licensed Athletic Trainer in Utah, Nate brings a Master's Degree in Health Physical Education and Recreation from Utah State University and is an alumnus of SUU with his Bachelor's degree in Athletic Training and minor in German being earned here. Nate also holds certifications from the National Athletic Trainer's Association and the Red Cross as a professional rescuer. His background includes teaching, and hands-on sports team and camp experience.

**Melissa Mendini**, Athletic Training – Department of Physical Education and Human Performance.

Melissa Mendini begins fall semester 2013 as an Assistant Professor of Athletic Training in the PE Department. Professor Mendini is an alumnus of SUU, earning a Bachelor's of Science in Athletic Training. Ms. Mendini went on to pursue a Masters of Art in Education at New Mexico State University. She is a licensed Athletic Trainer, approved Clinical Instructor, Professional Rescuer and healthcare provider via the American Red Cross and holds a NATABOC Certification. Professor Mendini brings the experience as the Graduate Assistant Athletic Trainer at New Mexico State University, Athletic Trainer for Youth Sports Camps at both New Mexico State University and SUU, and administrative work during her previous time at SUU. Ms. Mendini was a student representative with the Rocky Mountain Athletic Trainers Association, a volunteer at Cedar Middle School Special Education, a medical Volunteer for numerous high school athletics and a team volunteer for the Huntsman Senior Games.

## **COEHD Staff**

Jan Neth, Administrative Assistant IV/Licensing Coordinator – Dean's Office

Debi Smith, Budget Manager – Dean's Office

Joan Anderson, Administrative Assistant II – Physical Education

Sandy Ward, Program Specialist – Graduate Studies

Shirley Wilson, Administrative Assistant II – Teacher Education

Shelley Dahlin, Program Specialist – Graduate Studies







# PART FOUR

## Overall Strategic Plan





## Overall Strategic Plan



COEHD staff will engage in the development of a growth strategy based design to strengthen our position and stature within the state of Utah's higher education arena. Our success will be measured by increasing enrollments in all programs, and by recruiting, retaining, developing, and graduating outstanding students who will go forward in pursuing and achieving successful careers. We will continue to maintain, an active, on-going development program for our current faculty and staff and will strive to recruit, hire, and retain outstanding teachers who engage in substantive and essential scholarly activities and service.

- Increase programs, enrollment of undergraduate and graduate students and graduation rates (balanced with FTE)
- Annually update, revise, and assess progress in reaching our stated goals and objectives
- Ensure the overall curriculum and other projects of the departments are successfully fulfilling our educational mission.
- Ensure COEHD has input on the SUU strategic planning process
- Develop, implement, and continuously revise fundraising plans for COEHD
- Communicate with and actively engage our alumni as a resource in achieving COEHD initiatives.