



SUU BEVERLEY TAYLOR SORENSON COLLEGE of EDUCATION & HUMAN DEVELOPMENT

ANNUAL REPORT 2013-2014

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 2013/14 academic year was a year of realizations for the College. From North Elementary STEAM School's continued development, 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.



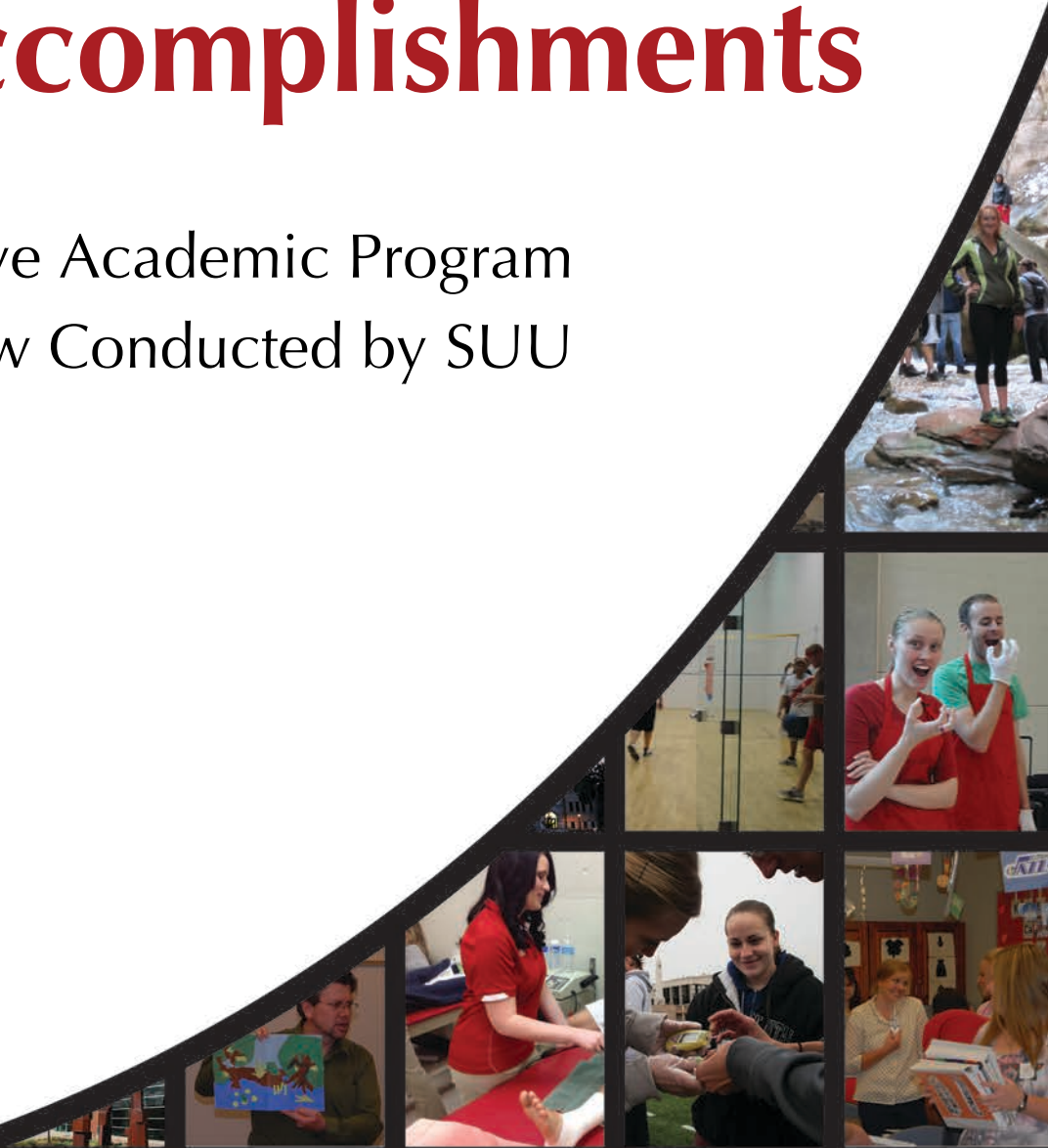
As a community of scholars and practitioners we are deeply committed to educational opportunity for all. Faculty, staff, and students take great pride in our College. Our shared and progressive efforts are frequently recognized with awards on and off-campus. The COEHD faculty and staff contribute to 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

2013-2014

Key Accomplishments

Positive Academic Program
Review Conducted by SUU



“The Beverly Taylor Sorenson College of Education and Human Development (COEHD) is a vibrant and inclusive learning community that embodies access, equity, diversity, cultural relevance, and collaboration in teaching, scholarly work, service and community engagement.”

Excerpt from the 2013 Program Review

In 2013, the COEHD underwent a cyclical external departmental review conducted by SUU. This review is required every seven years in compliance with Institutional and Board of Regents Policies, and its purpose is to assess the integrity of the College’s academic programs. Three external reviewers from outside institutions performed the evaluations, and their assessments were based on objective analysis of the COEHD. The college provided an initial report to reviewers prior to their campus visits, and reviewers then visited campus to interview faculty, staff, and students. Each of the three evaluators subsequently documented their findings individually to SUU, and these results were ultimately compiled into a comprehensive final report.

The final report praises the COEHD, specifically citing many distinctions that appeal not only to regulators, but also to students, faculty, and staff. Reviewers considered many factors when making their evaluations, primarily focusing on four key areas, including academic programs, and also human, physical, and financial resources.

The academic programs within the College were commended for aligning closely with the University Mission while simultaneously satisfying the academic needs of students. Reviewers placed particular emphasis on the way students benefit, both academically and professionally, from earning a degree from the COEHD. Among the many benefits mentioned in the report, reviewers highlighted current enrollment costs, class sizes, field placement opportunities, and partnerships with K-16 school districts. Furthermore, they mentioned the successful integration of state and national standards into all curriculums, which equips students for entrance into the work force upon graduation.

Reviewers recognized faculty for their qualifications and also the commitment they demonstrate in helping students succeed. Interviews with students suggested that faculty regularly provides adequate individual attention to students. Faculty is engaged, and strives to successfully mentor and teach. Professors also receive sufficient departmental support to ensure that they can pursue academic research and provide service to their community.

Finally, physical and financial resources received high marks from evaluators. They addressed the quality of classroom facilities and the accessibility of technological tools used to enhance instruction and learning, and they determined that these resources are excellent. They also highlighted the fact that there is effective administrative budgeting and good management of resources.

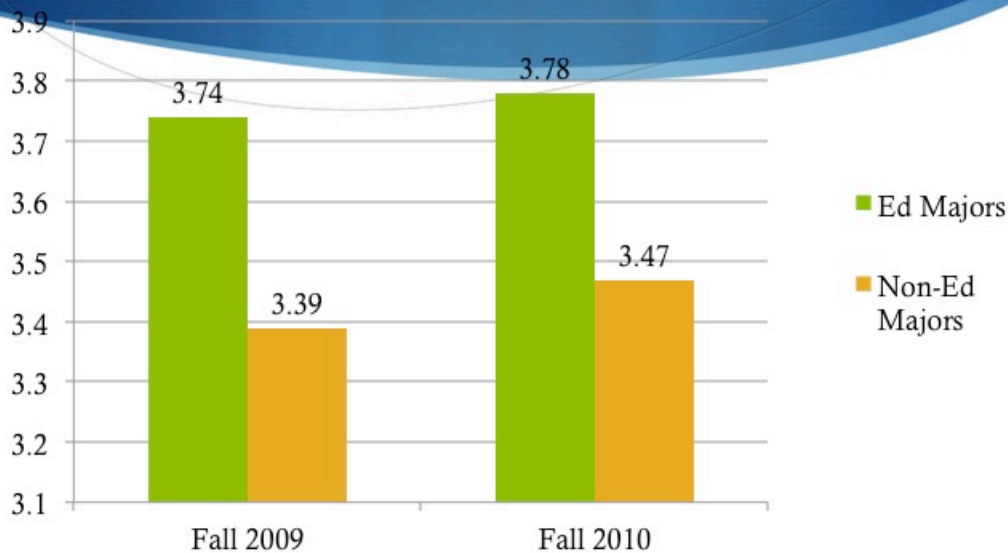
Ultimately, this review provided the opportunity for COEHD to gain an objective analysis of College operations, and it was encouraging that the final report was favorable. Students from COEHD grow as individuals on many levels. As the report states, “The COEHD prepares caring, competent and knowledgeable professionals empowered to be productive citizens, socially responsible leaders, high achievers and lifelong learners.” The review delivers evidence that the COEHD is providing a positive learning environment that fosters success and achievement for both students and faculty.

PTEP’s Academic Merit

Students in the Professional Teacher Education Program (PTEP) are some of the most academically successful students at SUU. This is consistently demonstrated by admissions statistics for incoming education majors. Students who are admitted into PTEP routinely rank into the top 10% of their class. The most recently published admissions statistics, which show high school GPAs for students admitted into SUU in 2010, placed education students among the top incoming academic performers at the institution. Their incoming average high school GPAs were 3.78, while their peers had average GPAs of 3.47.



Southern Utah University Education Majors Average High School GPAs Education and Non-Education Majors



Not only are the GPA scores significant when comparing SUU education students to their SUU peers, but their academic aptitude is also noteworthy when considering the institutional admissions standards for *all* students at SUU. In contrast to other Utah public universities, SUU is one of only three public state universities that is not an open-enrollment admissions institution. Higher admissions standards result in better students, and teachers educated at SUU have earned a reputation for being superb academic achievers.

In addition to meeting regular SUU admissions standards, education majors must satisfy other requirements to be admitted into PTEP. Elementary Education majors must pass the Praxis (multiple subjects exam), and secondary education students are required to pass the Praxis I (core academic skills for educators exam). Incoming students must score above the minimum requirements, since the purpose of these tests is to ensure that admitted education students have the academic skills necessary to become successful teachers.

Another important program distinction that sets SUU's PTEP program apart from many others is the curriculum for secondary teachers. Secondary teachers are required to complete a Composite Teaching Major or an Academic Teaching Major in one or more of SUU's academic colleges. This ensures that teachers are proficient in their teaching subject, since a significant portion of their education concentrates on their major outside of teaching. Teachers gain a firm understanding of their

teaching subject when the PTEP curriculum allows them to focus sufficiently on their subject, and they graduate with the ability to provide students better instruction due to the strength of their academic backgrounds.

Job placement for graduating students is continually high, and this can be attributed to the positive recognition PTEP has received in the community. Individual teachers from SUU regularly earn distinguishing career advancements and prominent awards. For instance, in 2013, Julie Hammari, a former PTEP graduate, received Utah's Presidential Award for Excellence in Science and Teaching. This is a very prestigious award that is nationally recognized.

High standards and academic rigor are fundamental aspects of PTEP's success. Incoming PTEP students can be confident that they are going to learn essential skills to set them apart as teachers in the professional environment, and administrators can hire PTEP teachers with confidence. Ultimately, society benefits when high caliber teachers are given the opportunity to teach today's students. SUU's PTEP program believes in the value of teachers and takes the responsibility of preparing these teachers for professional careers seriously.

Intergovernmental Internship Cooperative (IIC) Achievement Award

Last January, an SUU program led by the COEHD, in collaboration with other area agencies, received national recognition in Washington, D.C. SUU's Intergovernmental Internship Cooperative (IIC) earned the Secretary's Partners in Conservation Award, an award granted to 20 public-private partnerships from the Department of Interior. The Department of Interior's press release summarized the purpose of the award, stating that "these partnerships represent the gold standard for how Interior is doing business across the nation to power our future, strengthen tribal nations, conserve and enhance America's great outdoors, and engage the next generation." SUU's IIC program was identified for its outstanding conservation results that have been achieved through collaboration and partnering.

The IIC is an undergraduate internship program initially intended primarily for students enrolled in the Outdoor Recreation program with an academic emphasis in Parks and Tourism. Although the program is led by SUU, the internship program coordinates with other federal and municipal agencies, such as national parks and city or state divisions. Students participating in the program have the opportunity to serve areas in southern Utah, northern Arizona, or eastern Nevada, and they perform a broad range of duties. There is the potential for students to gain experience through project-based internships or service learning project participation.

SUU's IIC has placed over 500 interns and crew members in the field with its partnering organizations, which include: Bureau of Land Management's Color Country District, Arizona Strip District and Grand Staircase-Escalante National Monument; National Park Service's Bryce Canyon National Park, Zion National Park, Cedar Breaks National Monument, Pipe Spring National Monument, Grand Canyon-Parashant National Monument and Great Basin National Park; U.S. Forest Service's Dixie National Forest and Kaibab National Forest; Paiute Indian Tribe of Utah; and Kaibab Band of Paiute Indians; Bureau of Indian Affairs (BIA) Southern Paiute Agency; Natural Resources Conservation Services' Cedar City Office; Utah Department of Natural Resources' Division of Parks and Recreation – Southwest Region, and Division of Forestry, Fire and State Lands – Southwest Region.

This unique program has been in existence at SUU since it was founded in 2007, and it is valuable to the community because it benefits both students and agencies. Students are able to gain valuable practical experience in a professional environment, and this gives them a professional advantage over their peers coming from institutions without this distinctive program. Furthermore, the community is able to recruit personnel to perform important duties, and they can feel confident that SUU interns will have the superb background and training that they have come to expect.

Briget Eastep, director of the Outdoor Engagement Center on the SUU campus and a COEHD faculty member from the Physical Education and Human Performance Department, went to Washington, D.C. in January of 2014 to receive the award from Secretary of the Interior Sally Jewell. Other area representatives were also in attendance at the ceremony to formally accept the award.

The Secretary's Partners in Conservation Award demonstrates the remarkable achievements of the IIC, but there are other indicators of success. As the program continues to grow each year, it increases in popularity with both students and outside agencies. Today, the IIC has expanded to include students from other academic disciplines outside of Outdoor Recreation, such as students from accounting, graphic design, and engineering. The IIC is truly a unique program that gives SUU's COEHD merit among other programs. By utilizing SUU's proximity to so many beautiful surrounding areas, students throughout campus earn valuable and distinctive educational opportunities.

PART ONE



GOAL – CREATE ENGAGING, EXPERIENTIAL, AND POSITIVE LEARNING ENVIRONMENTS FOR ALL STUDENTS.

One-to-World

Technology continues to quickly advance, and it is imperative that educators remain up to date on the latest developments. The COEHD, particularly the PTEP, continually embraces technology, making an effort to always examine contemporary strategies that can harness technology to improve teaching. By researching the use of technology as an instructional tool in the classroom, the PTEP can ensure that faculty and students benefit from understanding and utilizing the most modern technology on the market.

Given the PTEP's effort to remain current on the latest technology, it has assumed a central role in an important study based in Utah called the Utah Smart School Technology Project. This project was funded by Utah legislation in 2012 (SB 248) with the implementation of the Smart School Technology Act, and its purpose is to research and develop the use of mobile devices in Utah's public schools. The "Smart Project" will begin its third year, and it continues to offer new insight into how technology can be embraced to aid students in learning.

"One-to-world" is a fitting expression to summarize the Smart Program, because participating schools provide an iPad to all students. These students are able to use the iPads at school and at home, and teachers are encouraged to utilize the iPads for instructional purposes in the classroom. Fundamental progress has been made in interpreting both the benefits and the hurdles that these students and teachers may encounter when one-to-world technology is introduced.

The primary purpose of the Smart Study has been to assess several factors. First, researchers want to determine whether the iPads are being used. Second, it is important to determine whether iPads have made learning and instruction easier. Finally, researchers want to assess how and if the iPads have made an impact on other, less tangible factors, such as motivation, efficacy, and attitudes.



Ultimately, the results of the Smart Study have been overwhelmingly positive, and the study has continued to expand. Students endorse the iPads for numerous reasons, claiming that they help them by cultivating their technology skills in an academic setting, developing their organization abilities, enhancing their learning and creativity, enriching their communication with teachers, boosting their sense of pride and responsibility, and improving their access to technology. Teachers are also predominantly satisfied with the iPads, stating that they are particularly useful for several reasons. The teachers like the iPads because they enhance their professional development, help them expand and reinforce lessons, allow them to respond to various student learning styles, and assist them in better meeting the needs of advanced learners.

The Smart Study is expanding. While the program was only offered in 3 schools during the first year, it grew to 7 additional schools for the subsequent year. As the program grows, researchers are determining how the program can be enhanced. One acknowledgement by both students and teachers participating in the study is that successful integration of the iPad relies on teachers to seamlessly incorporate the technology into instruction. For some teachers, this may present a challenge, which is why the focus of the study has shifted largely to professional development for teachers, since it is important to assist them with bringing iPads into their classrooms.

The COEHD's strong commitment to this study demonstrates the fact that technology is an academic priority. Furthermore, COEHD's close involvement in the study has presented the opportunity to communicate research results directly to upcoming teachers in the education program at SUU. This ultimately makes SUU PTEP graduates better teachers, since they receive the adequate training and background to ultimately successfully integrate technology into their own classrooms after they graduate.

Making a Difference

Southern Utah University alumnus Aaron Kallas was recently named the 2013 Ron Mardigan Biotechnology Teaching Award from the National Association of Biology Teachers (NABT). Graduating from SUU in 2006 with his bachelors and then his masters of education in 2008, Kallas has gone on to teach junior and senior high school biological science for the Anchorage and Chugiak school districts in Alaska where he has created numerous professional development programs, helping schools integrate biotechnology in their classrooms.

Through these efforts, he has been able to deliver an authentic science experience to numerous students in both urban communities and rural native villages in Alaska. It is these types of hands-on experiences that he first gained in the SUU classrooms that he is now delivering to his students. “While I was at SUU I was able to get involved with research and projects, something that when trying to get my first teaching job helped immensely due to my understanding of real science,” stated Kallas. “I first learned about the need for biotechnology in a genetics class with Professor Helen Boswell and seeing that science in action resonated with me and was an experience I wanted to replicate with high school students.”

It is this “real science” that Kallas is able to deliver to his students in Alaska through his creation of BioTaPP (Biotechnology Training and Preparatory Program). This program is given to high school students and has them partnering with area labs and the University of Alaska Fairbanks to have them learn fundamental biotechnology techniques and laboratory skills used in biological research.

Kallas stated that the purpose of BioTaPP is to “challenge students’ ability to think critically about contemporary ideas in the life sciences as well as peak their curiosity in designing their own experiments and conducting research.”

He went on to say that after getting his first experience with biotechnology and then realizing the state of public school education in the U.S. that he wanted to create a program that would not only train future scientists but also give them a leg up after they leave high school.

John Taylor, assistant professor of biology at SUU and a professor of Kallas’, stated of the alumnus, “Great teachers are those who have never lost their love of learning. In other words, the best teachers are those who still view themselves as students. The only difference is that once you become a teacher, you become excited to take others along for the ride, showing them how to find that same joy in discovery and that’s what Aaron does.”

The 2013 Ron Mardigan Biotechnology Teaching Award is not Kallas’ first accolade for his teaching efforts in biotechnology. His efforts to help students in research endeavors has led him to be awarded multiple local, state and national accolades, including the 2013 Outstanding Science Teacher at the Alaska Intel Science and Engineering Fair. The Ron Mardigan Biotechnology Teaching Award, sponsored by Bio-Rad Laboratories, recognizes a teacher who demonstrates outstanding and creative teaching of biotechnology in the classroom and integration of biotechnology into the curriculum. The award includes recognition at the NABT Professional Development Conference and \$1,500.

SUU Preschool's Tiny TBirds

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 looked forward to and aimed for an even better second year. In addition to its still pristine new facilities, the SUU Preschool has refined its revamped curriculum, further adopting a STEAM (science, technology, engineering, art and mathematics) focus in their lessons, a revolutionary teaching method for preschools. "Children come alive when they are playing and interacting with one another, so that is what we do in every lesson of every subject matter," explained preschool director Karen Houser of the preschool's heavy use of games, songs, dances, art projects and activities to help teach children everything from numbers, letters, shapes and colors to science. Houser said the curriculum follows all state and national guidelines, but that the more interactive approach is proving very successful among the school's young tutelage.



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 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, California, 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."

Though preschool in general conjures images of fun and games, Houser ensures that there is a reason behind each game, for both the children and their collegiate teachers. “Our preschoolers are learning to really enjoy learning and that all subjects are fun and exciting. And our education students are learning how to integrate performing and visual arts into a math or a literacy lesson, something that is typically lacking in most classrooms but is essential,” said Houser. “This approach makes each lesson that much more potent for both age groups.”

According to Houser, 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.”

In addition to staffing the classroom with six college students daily, the SUU Preschool touts two full-time licensed teachers, giving its young students an impressive 6:1 student to teacher ratio and providing all children the chance to reach their highest potential in an enriched age appropriate environment.

Alfie Kohn: Grace Adams Tanner Lecturer in Human Values

Southern Utah University welcomed Alfie Kohn as the 2013-14 year’s Grace Adams Tanner Lecturer in Human Values. With an outstanding background in education, parenting and human behavior.

Kohn’s presentations examined different aspects of current pedagogy, especially within elementary education. The first lecture, titled “Many Children Left Behind: How Testing-Based School Reform Undermines Learning,” look at elementary schools and how tests and reward-based methods are fruitless.

His progressive views on education continued through the keynote lecture titled “Overhauling the Transmission Model: Creating a Learning-Centered Classroom (and Campus),” which had a higher education viewpoint.

Kohn has been described by Times Magazine as “perhaps the country’s most outspoken critic of education’s fixation on grades [and] test scores.” His disapproval of competition and rewards in the classroom has helped shape the thinking of educators and parents. Kohn has been featured on hundreds of TV and radio programs, including the “Today Show and two appearances on Oprah. He has also been profiled in the Washington Post and the Los Angeles Times and has gone on to author 13 books on the subject of human behavior and parenting.

The Grace Adams Tanner Distinguished Lecture is through the Grace A. Tanner Center for Human Values, which annually brings scholars from around the world to campus to discuss human values and ethics. Presenters have varied from Nobel Prize winners to Pulitzer Prize winners, and university presidents to English lords—and even a former president of the United States. This is funded by the Tanner Trust for Utah universities through the generosity of the late Professor Obert C. and Mrs. Grace A. Tanner, the Center seeks to promote access to scholarly and scientific learning in moral, artistic, intellectual and spiritual concepts. The director of the center is Dr. Kirk Fitzpatrick, professor of foreign languages and philosophy.

Sylvia Earle: How our fate and the oceans are one.

How did you become a scientist Sylvia Earle, National Geographic explorer-in-residence, was once asked. “It’s really easy,” she replied, “you start out as a little kid and then you never grow up.” It is with this mantra that “Her Deepness” became a famed oceanographer and has logged more than 7,000 underwater hours and has set the record for solo diving in 1,000-meter depths.

With a research emphasis on marine ecosystems with special priority to exploration and conservation, Earle has been named a “Living Legend” by the Library of Congress, and first “Hero for the Planet” by Time magazine. When she is not in the water, this extraordinary woman has authored more than 190 publications, lectured 80 plus countries, and appeared in hundreds of radio and television productions. Along with her underwater adventures, Earle has made a monumental impact on the changing conditions of our earth’s oceans. Her focus is on developing a global network of areas on the land and in the ocean to guard the living systems that provide the reinforcements of global processes, from maintaining biodiversity and yielding basic life support services to providing stability and resiliency in response to increasing climate change.

While visiting landlocked Cedar City, Earle was a guest speaker for SUU Convocation Lecture Series. It was not just University students that benefited from Earle’s depth of expertise. While in Cedar City she conducted classes with local educators.

GOAL – OFFER CURRENT COMPREHENSIVE CURRICULUM AND PROGRAMMING DESIGNED TO PROVIDE STUDENTS WITH OPPORTUNITIES TO DEVELOP AS SCHOLARS, PROFESSIONALS, PRACTITIONERS, AND LEADERS.

New STEAM Professional Development Courses

As STEM- specific teaching strategies gain approval among top education experts, the demand continues to grow for teachers with STEM backgrounds. Supporting STEAM (science, technology, engineering, arts and math) teaching principals is a priority among SUU's COEHD professors, and this year an effort was made to extend STEAM teaching instruction to Utah's current K-12



teachers with a new five-part professional development program offered through SUU at the graduate-level.

This innovative program is the first and only of its kind in the state, and it conveniences Utah teachers by allowing them to leave their classrooms in the hands of substitute teachers while they attend class themselves. SUU students from the education program perform the substitute teaching duties, so it is a mutually beneficial arrangement for everyone involved.

The emphasis of these professional courses is to teach Utah teachers STEAM-related knowledge so that they are able to bring their expertise in these subjects back into their classrooms, and this is made possible by featuring content experts to teach about these STEAM subjects. Content-related teaching deviates from traditional teaching because experts who specialize in the subject teach rather than teaching professionals. One of the professional development instructors last year was Jacqueline Grant, assistant professor of biology at SUU. Dr. Grant's area of expertise is in animal behavior and chemical ecology, so she was able to offer superior science instruction to teachers who were enrolled in her course. Dr. Grant summarized her involvement in the project by stating, "Elementary teachers aren't just teaching reading or math; they are teaching biology, chemistry, and engineering. They need to know it all, and when they aren't confident in the content, the students know it. That is why I am here."

Yet another benefit to this program is the fact that it assists K-12 teachers in career advancement, since they are able to earn up to 12 graduate-level credits for these professional development courses. Enrollment costs are minimal. For the 2013-2014 academic year, the cost to participate in the program was only \$23 a credit. All 12 credits earned in this program are accepted for the master's of education degree from SUU.

Given the success and popularity of this program, it will expand to school districts across the state over the course of the next few years. These professional development courses have the potential to positively impact many members within a community. Some of the beneficiaries are teachers, who are able to improve their teaching; undergraduate students, who are able to work as substitutes and get practical teaching experience; and K-12 students, who are better educated by teachers who are more knowledgeable because of their participation in the professional development program. As COEHD's Dean Hill stated, "This program isn't just positively affecting the teachers in the development course... It has a positive affect on everyone involved."

Athletic Training Program Enhancements

In 2013-2014, the Athletic Training program implemented several changes in an effort to further enrich the academic experience of students. Program modifications were designed with the intention of providing students more opportunities to gain practical professional experience in authentic clinical settings.

The first significant change to the program pertains to the academic calendar. Athletic Training has transitioned from the traditional four-semester program to a five-semester schedule. The calendar shift was designed to guarantee improved scheduling synchronization with student athletes. This change will benefit both students and community members by improving collaborative efforts between SUU and outside entities.

This recent scheduling change has generated the other most significant program improvement, which is the emergence of new community partnerships. Students enrolled in the program are now serving as full-time certified athletic trainers at Iron County Secondary Schools. Serving the local high schools provides athletic training students valuable hands-on experience. It has also resulted in an agreement with Intermountain Healthcare to coordinate additional experiential opportunities for the COEHD students who are providing athletic training at the high schools.

Athletic Training Program coordinators anticipate a substantial enrollment increase due to these structural improvements to the program. The changes are being introduced gradually, with completion of the program conversions occurring in the spring of 2016. By that time, it is likely that enrollment in the program will double. In 2013-2014 there were 22 athletic training students, and the program will soon allow up to 45 students to participate. The program benefits will be tremendous, although costs will be nominal.

Finally, the Athletic Training Program constantly ensures that program curriculum complies with state and national accreditation standards. The goal is to guarantee that graduating students are professionally prepared to serve their communities upon graduation. This year, the Athletic Training Program completed a thorough self-study. There was also an accompanying site visit in preparation for subsequent accreditation by the Commission on Accreditation of Athletic Training Education. Outside evaluations like these serve as an opportunity to further enhance the program, and they also provide students with confidence that SUU's Athletic Training Program meets and exceeds all professional standards.

Graduate Student Research

Cross country, a sport where the lean excel has led to multiple studies being conducted on the rampancy of eating disorders amongst its female athletes, but what about their male counterparts? With the neglected audience in mind, Southern Utah University graduate student Guy Wadas went to work on discovering the prevalence rate of eating disorders in male high school cross country runners. The findings, no surprise, were what Wadas assumed. "Most people recognize that female athletes are at risk for eating disorder behaviors," says Wadas, a student

within the master of sports conditioning and performance program. “This is one of the first studies to see if the behaviors associated with eating disorders are also rampant within male cross country runners.”

To study the effect of the high-intensity sport on its male participants, Wadas questioned 68 male cross country runners at 12 high schools within Clark County Nevada. Questionnaires asked athletes about their motivations to exercise, their current knowledge of eating disorders, feelings about running performance, and if weight affected performance. “About 17.6 percent of athletes indicated at risk for disordered eating behaviors and another 17.6 percent stated that physical appearance was their main motivation for exercising,” explained Wadas, producing the same results as a recent study conducted with collegiate female athletes.

The study appeared in the online peer-reviewed *The Sports Journal* where Wadas along with Dr. Mark DeBeliso, SUU professor of physical education and human performance and research co-author, were able to conclude that the risk factors associated with eating disorders are flourishing within high school male cross country runners. Wadas reported that if male runners continue to ignore and fail to recognize they have behaviors associated with eating disorders prevalence rates would continue to rise. “Eating disorders have typically only been marketed as a female only club, and many high school boys may feel they are immune to it,” stated Wadas. “Male runners, whether they are drastically attempting to lose or gain weight, need to realize that what they are doing is not helpful and can have tragic endings.”



Wadas wasn't shocked by the research, reporting that with the increase of societal pressure on males to look a certain way athletes are going to go to extreme efforts to either gain or lose weight to meet those pressures. Both researchers are hopeful that the results will lead coaches, trainers and parents to be on the lookout for behaviors associated with eating disorders not just in females but also in male athletes. Wadas added: "This isn't just for cross country runners. Any sport where weight loss leads to better performance is going to increase risky behaviors in athletes, male or female."

COEHD Funding Awards

The COEHD has been ambitious in its pursuit of grant funding throughout the years. These funding opportunities are always approached by the COEHD with the objective of pursuing projects that align closely with COEHD's mission. Last year was noteworthy given multiple achievements that were made possible through grant funding. Funding was provided by both private and public donors, and enabled COEHD to commit valuable resources to important initiatives that are both new and ongoing:

Utah Smart School Technology Project

Over the course of the last year, COEHD continued to be heavily involved in this ongoing project funded by Utah Legislation. The objective of the study is to assess the use of technology in the classroom by identifying the ways in which teachers and students are impacted by the use of iPads for instruction and learning. As "one-to-world" (see above) technology becomes increasingly available in more and more classrooms, an assessment of the strengths and weaknesses of this teaching approach is critical. COEHD is pleased to have the opportunity to participate in this ongoing and important research.

Sorenson Legacy Foundation Funding

The Sorenson Legacy Foundation has been a generous donor to COEHD over the years, and the Beverley Taylor Sorenson Center for Innovative Education (BTSCIE) was created on SUU's campus with the objective of promoting and enhancing educational initiatives that were valued by Beverley. This Center has a record of providing valuable community engagement with a focus on the exploration of new and innovative trends in education. Last year's funding enabled the BTSCIE to enrich the community with many successful projects:

- **Arts Education and Outreach**
 This ongoing program provides an opportunity for community members such as elementary students, teachers, school administrators, university students, and individuals to receive specialized training in dance, visual arts, theatre, music, and integrated arts education. Carrie Trenholm, Sorenson Endowed Chair in Elementary Arts Education, is the director of the program, and last year she developed multiple workshops intended for various audiences. Highlights included four workshop events conducted by noteworthy professionals from throughout the arts community, including a music-teaching workshop for SUU education majors presented by music educator Jim Solomon, a couple of two-part community events featuring workshops and subsequent performances by professional artists from diverse genres, and a training session for local teachers to learn about ancient Peruvian art and culture.
- **Support for the Elementary Arts Integration Endorsement**
 Two new education courses were offered which allow teachers to meet the Art Form Basic Knowledge and Skills requirement of the USOE Elementary Arts Integration Endorsement. One course was offered in the spring semester, while the other three-credit college level course was taught as a one-week session in the summer. Both of the dance courses were instructed by SUU dance professor Denise Purvis, and her salary was funded by the SUU artsFUSION program.
- **ArtsBridge – Teaching Artists Training Program**
 This program enables university education students to participate in a Teaching Artist Practicum class whereby SUU students are immersed in the community to provide instruction for local schools in disciplines including general and digital arts, dance, drama, and music. The program supports collaboration among multiple community entities, including SUU, the Utah Shakespeare Festival, and the Iron County School District. SUU students enrolled in the course must commit twenty-five contact teaching hours with their assigned Iron County class, and they are required to meet bi-weekly with their faculty advisor. The ultimate objective is for the SUU students to complete a final exhibit or performance in conjunction with their class, and last year’s focus was on youth-integrated theatre with sessions committed to “P.L.A.Y. Theater Teaching Artist Workshops.”
- **Shakespeare in the Schools**
 Last year three theatre productions were presented to elementary students through the Utah Shakespearean Festival’s Education department. The first production, *Taming of the Shrew*, was a professional performance that toured 120 schools throughout Utah, Nevada, and Arizona. The other two performances, *School House Rock*, and *The Pirates of Penzance*, were productions featuring local children, ages 6-17. The student-performances

were made possible because of the Utah Shakespearean Festival's Education Department. This cohort of trained teaching artists provides young student performers the training and experience necessary to perform with confidence, and the program is particularly valuable because many of the teaching artists who are managing the performances are SUU students. These SUU students are hired to choreograph, stage manage, and play in the orchestra. Hundreds of local elementary students were able to participate in these events, and thousands were able to watch the final performances. Shakespeare in the Schools is a valuable learning experience for the SUU students who help prepare the young student performers, but it is also an opportunity for the young students who are able to participate and watch.

- SUU/North Elementary Partnership School
SUU took a proactive approach in originally initiating a partnership with North Elementary, a local school that has been designated as a Beverley Taylor Sorenson Arts Learning School. The partnership continues to be positive, and SUU maintains academic support for the elementary school as it gradually refines its curriculum committed to S.T.E.A.M. (Science, Technology, Engineering, Art, and Mathematics). Recent survey responses from school staff and parents are predominantly favorable, and this indicates that there is a high level of satisfaction among the community.

Emma Eccles Jones Foundation Funding

During the course of the last year, SUU placed an emphasis on childhood education by implementing the Early Childhood Education Enhancement Project. This project was established with funding provided by the Foundation, and the first year of the grant was a success. The project includes early childhood education initiatives intended for people who are both on and off campus; while COEHD's Early Childhood Education program received some focus for the project, the majority of the project's efforts were concentrated on providing valuable early childhood education curriculum and training to the local community. First, a Parent Training Guide and Program was established for guardians to small children. This guide is to be distributed to both families and COEHD students. Second, the SUU Preschool Program will undergo significant changes as a new curriculum is introduced for the North Elementary Partnership School. Current research is being performed before the new curriculum is formally introduced and tested. Finally, as these early childhood education initiatives are completed, insight gained from the project is to be shared at an Early Childhood Education Conference hosted by SUU. This conference is tentatively scheduled to occur in the Spring of 2016.

GOAL – EMPOWER AND SUPPORT FACULTY AND STAFF TO BE HIGHLY EFFECTIVE PROFESSIONALS, MENTORS, SCHOLARS, AND ADMINISTRATORS.

Full Professor, Dr. Shawn Christiansen

Dr. Shawn Christiansen was awarded Full Professor. Dr. Christiansen serves as Chair of the Teacher Education and Family Development Department. Dr. Christiansen's degrees are in Family Life and Human Development and Counseling. His course on parenting and the role of fathers in child development is a student favorite.

Barker, Bruce

Presentations

- Barker, B. (2014, April 18). The ongoing growth of online teaching in traditional higher education. Presentation at the SUU Festival of Excellence, Cedar City, Utah.
- Barker, B. (2014, May 29 - June 1). Instructional Design Practices for Successful Online Teaching/Learning. Presentation at the Lilly International Conference on College and University Teaching, Washington, D.C.

Brooks, Ray

Presentations

- Co-Presented at the 6th annual Scholarship of Teaching and Engagement (SoTe) Conference at Utah Valley State University in Orem, Utah. Personality Types and Teacher Candidates: What Can We Learn?
- Co-Presented at the Southern Utah University Festival of Excellence. Using Essential Questions to Engage Learners.
- Co-Presented at the Utah Academy of Sciences, Arts, and Letters annual conference. Conference held at St George, Utah on April 11, 2014. Personality Types and Teacher Candidates: What Can We Learn?

Christiansen, Shawn

Presentations

- Christiansen, S. (April 4, 2014). Failure to Launch: Marriage and Parenting Transitions in Japan. Presented at the 2014 Annual Conference of the Utah Council on Family Relations. Harmon Conference Center-Brigham Young University
- Schmidt M, Christiansen S, Fausett S, Acker D, & Gose N. (October 22, 2013). A Comparison of Elementary School Lunch between the United States and Japan. Food & Nutrition Conference & Expo, Houston, TX.

DeBeliso, Mark

Publications

- DeBeliso, M., Walsh, J., Climstein, M. et al. (2014). World Masters Games: North American Participant Medical and Health History Survey. *The Sport Journal*, <http://thesportjournal.org/article/world-masters-games-north-american-participant-medical-and-health-history-survey/>
- Fawcett, M., & DeBeliso, M. (2014). The Validity and Reliability of Push-Ups as a Measure of Upper Body Strength of 11-12 Year Old Females. *The Fitness Research Journal*, 3(1), 4-11.
- Nelson, J.O., & DeBeliso, M. (2014). The Impact of Strengthening Hip Rotator Muscles on Agility in Male High School Soccer Players. *The Sport Journal*, <http://thesportjournal.org/article/the-impact-of-hip-rotator-strength-training-on-agility-in-male-high-school-soccer-players/>
- Wadas, G., & DeBeliso, M. (2014). Disordered Eating, Eating Attitudes, and Reasons for Exercise among Male High School Cross Country Runners. *The Sport Journal*, <http://thesportjournal.org/article/disordered-eating-eating-attitudes-and-reasons-for-exercise-among-male-high-school-cross-country-runners/>
- Boham, M., DeBeliso, M. et al. (2013). The Effects of Functional Fatigue on Ground Reaction Forces of a Jump, Land, and Cut Task. *International Journal of Science and Engineering Investigations*, 2(21), 22-28.
- Boham, M., DeBeliso, M., Harris, C., Pfeiffer, R., & McChesney, J. (2013). The Effects of Gender on the Ground Reaction Forces during an Unanticipated Jump, Land, and Cut Maneuver. *International Journal of Science and Engineering Investigations*, 2(22), 1-7.

Presentations

- Carson, C., Boham, M., Berning, J., DeBeliso, M. et al. (2014). Ground Reaction Forces during Land and Cut Tasks in Female Athletes. American College of Sports Medicine 61st Annual Meeting, 5th World Congress on Exercise is Medicine and World Congress on the Role of Inflammation in Exercise, Health and Disease. Orlando, FL.
- Abstract published in: *Medicine & Science in Sports & Exercise*, 46(5), S745.
- Montes, J., Manning, J.W.,... DeBeliso, M., & Navalta, J. (2014). Test-retest Reliability of Cardiovascular and Perceived Exertion Responses to Trail Hiking. University of Nevada Las Vegas 7th Annual Interdisciplinary Research and Scholarship Day. Las Vegas, NV. Conference proceedings: 29.
- Stone, T.M., Manning, J.W.,...DeBeliso, M., & Navalta, J. (2014). Comparison of Cardiovascular and Perceived Exertion Responses to Trail Hiking under Easy and Strenuous Conditions. University of Nevada Las Vegas 7th Annual Interdisciplinary Research and Scholarship Day. Las Vegas, NV. Conference proceedings: 33.
- Manning, J.W., DeBeliso, M. et al. (2014). Cardiovascular and Perceived Exertion Comparison of Uphill versus Downhill Portions of a Trail Hike.

- Southern Utah University Festival of Excellence, Cedar City, UT. Conference proceedings: 187.
- Boham, M., DeBeliso, M. et al. (2013). Ground Reaction Forces during Land and Cut Tasks in Female Athletes. SW American College of Sports Medicine Conference, Newport Beach, CA. Conference proceedings: 15.
 - Manning, J.W., Trilleras, G., Navalta, J. & DeBeliso, M. (2013). Cardiovascular and Perceived Exertion Comparison of Uphill versus Downhill Portions of a Trail Hike. SW American College of Sports Medicine Conference, Newport Beach, CA. Conference proceedings: 72.
 - Montes, J., Manning, J.W., Stone, T., DeBeliso, M., & Navalta, J. (2013). Test-retest Reliability of Cardiovascular and Perceived Exertion Responses to Trail Hiking. SW American College of Sports Medicine Conference, Newport Beach, CA. Conference proceedings: 84.
 - Stone, T., Manning, J.W., Reijtens, R.W., DeBeliso, M. & Navalta, J. (2013). Comparison of Cardiovascular and Perceived Exertion Responses to Trail Hiking under Easy and Strenuous Conditions. SW American College of Sports Medicine Conference, Newport Beach, CA. Conference proceedings: 114
 - Heazlewood, I.T.,... DeBeliso, M. & Kettunen, J. (2013). Injuries of athletes in training for 2010 Pan Pacific Masters Games: Types and location. ASICS Conference of Science and Medicine in Sport. Phuket, Thailand.
 - Abstract published in: Journal of Science and Medicine in Sport, 16(6), S54.
 - Heazlewood, I.T., Walsh, J., Climstein, M., Adams, K.J., DeBeliso, M. et al. (2013). Gender differences in motivating participation and adherence in masters sport. ASICS Conference of Science and Medicine in Sport. Phuket, Thailand.
 - Abstract published in: Journal of Science and Medicine in Sport, 16(6), S115.
 - Heazlewood, I.T., Walsh, J., Climstein, M., DeBeliso, M. et al. (2013). A profile of master's athletes: Various health and psychological indices. European College of Sport Science Annual Meeting. Barcelona, Spain. European Database of Sport Science.
 - Walsh, J., Walsh, J., Heazlewood, I.T., DeBeliso, M. et al. (2013). Blood Lipid Profiles of World Masters Games Athletes. Gold Coast Health and Medical Research Conference. Gold Coast, Australia. Conference proceedings: 87.

Special Recognition and Awards

- Awarded Fellowship status in the American College of Sports Medicine
- Appointed to Certification Committee for the Collegiate Strength and Conditioning Coaches Association
- SUU Professor of the Year Finalist
- SUU Outstanding Scholar Award candidate

Gubler, Rea

Publication

- Gubler, R., Kids Are Like Kites; Built to Soar But Can't Do It Alone!, Utah Association for the Education of Young Children Quarterly Newsletter, (2014, Spring), online reference: <http://www.uaeyc.org/resources/newsletter/>.

Presentations

- Gubler, R., Grady, A., & Johnson, D., (2014). Weighing in on Childhood Obesity: Establishing Healthy Families, presentation for the American Association of Family and Consumer Sciences 105th Annual Conference & Expo, St. Louis, MO., June.
- Gubler, R., & Grady, A., (2014). An Apple A Day Keeps the Therapist Away, presentation for the American Association of Family and Consumer Sciences 105th Annual Conference & Expo, St. Louis, MO., June.
- Gubler, R., (2014). Digital devices in the early childhood classroom: Toy or Tool; Vice or Device?, presentation for the American Association of Family and Consumer Sciences 105th Annual Conference & Expo, St. Louis, MO., June.
- Gubler, R., (2014). An App A Day; Children Learn through their Play!, presentation for the American Association of Family and Consumer Sciences 105th Annual Conference & Expo, St. Louis, MO., June.
- Gubler, R., & Grady, A., (2013). One Common Thread, Bread: Exploring cultural habits and celebrations via a universal form of sustenance. Southern Utah Early Childhood Collaboration Conference, Cedar City, UT., September.

Grant

- Gubler, R., (2013). USOE Career and Technical Education grant funded \$1400 to conduct the SUU Annual FCS In-service Training conference for FCS teachers in Southern Utah.

Herbold, Katy

Presentations

- Corser, G. & Herbold, K., (2014). How Do They Conduct Class?, Southern Utah University Center of Excellence for Teaching and Learning: What the Best College Teachers Do Series, February 27, 2014, Cedar City, Utah.
- Corser, G., Herbold, K., Heyborne, B., MacLean, J., Snider, D., (2014). Empowering Students: What Could a Learning University Look Like at SUU?, Lead and Empower Across Generations Conference, April 10, 2014, Cedar City, UT.
- Herbold, K., (2014). Could an Ombudsperson be Our New Friend with Benefits?, Southern Utah University Festival of Excellence, April 8, 2014, Cedar City, Utah.

Hill, Deborah

Publications

- Hill, D., (2014). Utah Smart School Technology Evaluation Report, Year Two. iBook Publication and Hard-copy Report to Utah State Office of Education.
- Hill, D., (2014). Demographics of Utah K-12 Student Population and Teacher Education Programs. White paper prepared for Utah Council of Education Deans, Utah State Office of Education and Utah State Board of Legislators.
- Hill, D. (2014). Beverley Taylor Sorenson College of Education and Human Development Annual Report.

Presentation

- Hill, D. (April 2014). Role of Teacher Education Prep Programs and Special Education. Utah Technical Assistance for Excellence in Special Education Symposium.

Utah System of Higher Education Documents

- Board of Regents R401. Application for B.S. in Exercise Science (approved).
- Board of Regents R401. Application for name change for B.S. in Physical Education Teaching and Coaching (approved).

Award

- Hill, D. (2013). Fulbright Specialist to Oulu University of Applied Sciences, Oulu Finland.

Grant

- Utah Smart School Technology Project Evaluation. Additional \$120,000 (total funding \$240,000)

Klag, Prent

Publications

- Klag, P. & Murphy, J. (2013). Professor Murphy's Guide to Endless Possibilities – Dedicated to Promoting Creativity, Inventiveness, and Active Learning Using BOINKS, Thumbs-Up Enterprises, LC, Cedar City, UT – ISBN #978-0-9898874-0-3, 96 pages.
- Klag, P. (2014). Creativity in Education: Igniting Personal and Professional Potential to Meet the Needs of 21st Century Schools, 5th Edition. Thumbs-Up Enterprises, LC. Cedar City, Utah – ISBN #978-0-9898874-1-0, 378 pages.
- Klag, P. (2014). Initial Report and Findings of the Implementation of the Iron County School District/Southern Utah University North Elementary Partnership School, Presented to the Iron County School District and North Elementary Partnership School, March

Presentations

- Klag, P. (2013). STEM Plus: Seven Ways to Use Toys and Objects to Engage Students in Critical and Creative Thinking, Utah Education Association Annual Conference, Salt Lake City, UT. October 17
- Klag, P. (2014). How a University – School District Partnership School Served as a Catalyst for Educational Innovation and Renewal, National Professional Development School Annual Conference, Las Vegas, NV. March 27
- Klag, P. (2014). How a University – School District Partnership School Served as a Catalyst for Educational Innovation and Renewal, Festival of Excellence, Southern Utah University, Cedar City, UT. April 8
- Klag, P. (2014). Professor Murphy’s Guide to Endless Possibilities: S.T.E.A.M. Activities to Enrich Elementary Instruction, Festival of Excellence, Southern Utah University, Cedar City, UT. April 8
- Klag, P. (2014). Engaging the School Community in Innovative and Meaningful STEM Activities, Utah Academy of Science, Arts, and Letters Annual Conference, Dixie State University, St. George, UT. April 11.
- Provided “Leader in Me Update” In-service to North Elementary Partnership School Faculty and Staff. September 25, 2103.
- Provided In-service workshop to faculty and staff at the North Elementary Partnership School on “Professor Murphy’s Guide to Endless Possibilities” promoting S.T.E.A.M., creativity, and invention activities for elementary students. February 19, 2014
- Provided Open House Workshop for parents and students at Iron Spring Elementary School on North Elementary Partnership School’s S.T.E.A.M. activities that actively engage students in exploratory science. February 27, 2014.

Grants

- Continued leadership and facilitation of the Sorenson Legacy Foundation – Beverley Taylor Sorenson Center for Innovative Education Grant (\$250,000) and Emma Eccles Jones Foundation – Early Childhood Education Enhancement Project (\$60,000).
- Submitted Proposal for consideration to SUU Institutional Development Office February, 2014, a \$40,000 proposal to develop an Elementary K-6 STEM Curriculum Guide for use in the State of Utah.

Kobayashi, Michiko

Publication

- Kobayashi, M. (2013). Developing pre-service teachers' cultural consciousness through an online chat activity. EdTechnology Ideas. Available in <http://edtechnologyideas.com/education-technology-journal-issue-2>.

Presentations

- Kobayashi, M. (2014, June). Students' Attitudes Towards Mobile Learning and Mobile Device Usage in the U.S. and Israel Universities. Paper presented at the ED-Media World Conference, Tampere, Finland.
- Kobayashi, M. (2014, June). A Cross-Cultural Group Activity Using Google Hangouts: Perceived Ease of Use and Usefulness. Paper presented at the ED-Media World Conference, Tampere, Finland.

Grant

- Hernandez, R. W., Sheely, A., & Kobayashi, M. (2014, March). VoiceThread in the Elementary Classroom: A practical look at student-perceived enjoyment and learning through the use of digital storytelling. Paper presented at the Society for Information Technology and Teacher Education International Conference, Jacksonville, FL.

Ludlow, Brian

Presentations

- Ludlow, B (2014, May). Reading Horizons National Webinar. Preparing Pre-Service Teachers to Teach Beginning and Struggling Readers
- Ludlow, B., Lund, D. & Hurst, S, (2014, October). 2014 Association of Literacy Educators (ALER) Conference: Bridging Cultures Through Literacy. How will do pre-service teachers, early elementary teachers know phonics?
- Ludlow, B. & Wittwer P. (2013, November). Southern Utah Education Conference (SUECON) Making STEM "STEAMY": A Successful Higher Education and K-6 Public School Partnership, Creating a Win-Win Experience for Pre-service and In-service Teachers.
- Ludlow, B (2014, July). Decoding Strategies to Improve Literacy for Beginning and Struggling Readers: a practical approach to teaching reading and phonemic awareness building skills to equip beginning and struggling readers with strategies to improve spelling, reading fluency, and literacy.

Lund, David

Presentation

- Wolsey, T. D., Zammit, K., Lund, D. M., McVerry, G., Rhodes, J. R., Smith, K. E., & Bartels, J. T. (2014). Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher – 2. Presentation made at the 63rd Annual Conference of the Literacy Research Association (LRA), Dec. 4-7, 2013, Dallas, TX.

Auditor for Accreditation Reports:

- TEAC/CAEP Audit Report for University at Albany, State University of New York School Leadership Preparation Program, Albany, NY. Sep. 17-19, 2013
- TEAC/CAEP Audit Report for Long Island University-Hudson Teacher Education/Educational Leadership Program, Purchase, NY. Oct. 7-10 2013

McGarvey, Michael

Presentation

- McGarvey, Michael July 2014. Presented Utah Rural Education Association How to add Brain Based Techniques to the Classroom.

McCoy, James

Presentations

- Co-Presented at the 6th annual Scholarship of Teaching and Engagement (SoTe) Conference at Utah Valley State University in Orem, Utah. Personality Types and Teacher Candidates: What Can We Learn?
- Co-Presented at the Southern Utah University Festival of Excellence. Using Essential Questions to Engage Learners.
- Co-Presented at the Utah Academy of Sciences, Arts, and Letters annual conference. Conference held at St George, Utah on April 11, 2014. Personality Types and Teacher Candidates: What Can We Learn?

Montgomery, Lee

Presentations

- Montgomery, Lee (2013, October). Teaching Online: A Beginner's Toolkit. Paper presented at the 17th National E-Learn Conference, Las Vegas.
- Montgomery, Lee (2014, March). The Disappearance of Play. A presentation at the Oxford Round Table on Childhood Education, Oxford, England.
- Montgomery, Lee (2014, April). Many Children Left Behind. Leadership and Engagement Across Generations Conference, Cedar City, Utah.

Pellegrini, Tony

Publication

- Pellegrini, T. (2014, 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)
- Brooks, Ray, Herbold, K., Pellegrini, T., & Reynolds, B. (2013). Southern Utah University – Leadership in Education Teacher Education Accreditation Council (TEAC) Inquiry Annual Update, draft of accreditation document, submitted May.

Presentations

- Olsen, K., Olson, J. & Pellegrini, T. (2013, November). Whole Brain Teaching Practical Applications for K-20 Learners. Southern Utah Educational Conference (SUECON), Washington County School District. St. George, UT.
- Pellegrini, T. (2014, February). Collaborative and Engaging Online Approaches in Education. University of Maryland University College Professional Development Conference. Kaiserslautern, Germany.
- Pellegrini, T. (2014, March). Community Engagement via Distance Technologies. Sixth Annual Scholarship of Teaching and Engagement (SoTE) Conference, Utah Valley University. Orem, UT.
- Pellegrini, T. (2014, April). Serving One's Community via Distance Education Tools. Festival of Excellence. Southern Utah University, Cedar City, UT.
- Pellegrini, T. (2014, April). Leonardo and Michelangelo's Artistic Duel in 1504. Festival of Excellence. Southern Utah University, Cedar City, UT.
- Pellegrini, T. (2014, June). Social Media Tools in Engaging Learners. Utah Association of Career and Technology Education Design Conference, Cedar City, UT.
- Pellegrini, T. (2014, July). Student Teacher Perceptions of University Supervisor Support. Conference on Global Leadership, Learning, and Research. Orlando, Florida.
- Pellegrini, T. (2014, July). Practical applications of Adobe Connect and Social Media to Teach Concurrent Enrollment Courses. Utah Rural Schools Conference, Southern Utah University. Cedar City, UT.

Reynolds, Bart

Presentations

- Reynolds, B & Pellegrini, T. (2013). 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.
- Reynolds, B. (2013). Student teaching perceptions of university supervisors support, Utah Rural School Conference, Cedar City, UT, July 11th – 13th.

Auditor for Accreditation Reports:

- Elmira College, Teacher Education Program Elmira, NY, October 20th – 23rd
- Cambridge College, Teacher Education Program Cambridge, NY, October 6th – 9th
- Hofstra University, Educational Leadership Program, 1000 Fulton Ave, Hempstead, NY

Slaughter, Nathan

- Self-Study for the Athletic Training Program for upcoming accreditation was completed and submitted.

Thomas, Camille

Publication

- Heiner, M., Fellingham, G. W., & Thomas, C. (2014). Skill important in women's soccer. Journal of Quantitative Analysis in Sports. Advanced online publication. Retrieved from <http://www.degruyter.com/view/j/jqas.ahead-of-print/jqas-2013-0119/jqas-2013-0119.xml>

Presentations

- Larson, A., & Thomas, C., (2014). Studying blood lactate threshold concepts using handheld analyzers and sample field tests. SUU Festival of Excellence, Cedar City, UT.
- Thomas, C. (2014). Predicting Success in Soccer: Who will win the World Cup? SUU Festival of Excellence, Cedar City, UT.
- Invited Speeches and Lectures
- Emotional Intelligence and Leadership, Invited Speaker, SUU Dean's Council, Feb 2014.

Trenholm, Carrie

Creative Projects

- Trenholm, C. (2014) Southern Utah Art Invitational, Braithwaite Gallery, Southern Utah University, Cedar City, Utah. June 23 – September 13.
- Trenholm, C. (2014) Sorenson Legacy Awards, 10 fused glass awards designed for the recipients of Sorenson Legacy Excellence in Arts Education Awards. April 25. 2014

- Trenholm, C. (2014) SUU Art and Design Faculty Exhibit, Braithwaite Gallery, Southern Utah University. Cedar City, Utah. Feb. 6 – March 10
- Trenholm, C. (2014). Community service project for ELED Education 4000 students volunteered to teach hands-on visual art lessons for 200+ children at Children’s Music Jubilee, February 15.
- Trenholm, C. (2014) Mountain West Arts Conference, Displayed glass artwork during the Governor’s Arts Awards. West Valley City, Utah. May 1.

Presentations

- Trenholm, C. (2014). Utah Art Education Association, Colorful Fused Glass Jewelry workshop for art educators. St. George, Utah. February 21.
- Trenholm, C. (2014). Festival of Excellence, The Fused Glass Process, SUU Cedar City, Utah. April 8.

Grants

- Trenholm, C. (2013 - 2014) Funded, Beverley Taylor Sorenson Arts Learning Program \$102,000. Funds used for professional development and mentoring for the 16 BTS arts specialists in southern Utah.
- Trenholm, C. (2013 - 2014) Funded, Art Works For Kids Tier II Grant for \$14,000 to fund ArtsFusion Outreach program sending artists to rural schools in southern Utah. August
- 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, and Arts Education Artist Jim Solomon.
- Special Recognition and Awards:
- Trenholm, C. (2014) Invited to participate in the Southern Utah Artists Invitational Exhibit, Braithwaite Fine Arts Gallery, SUU Campus, Cedar City, Utah, June 23 – Sept. 13.
- Trenholm, C. (2014) Mountain West Arts Conference, Displayed glass artwork during the Governor’s Arts Awards. West Valley City, Utah. May 1.

Wangsgard, Nichole

Publications

- Wangsgard, N. (2013). Letter Contributor in *The ABC's of Classroom Management*. Kappa Delta Pi Record, Published September 10th, 2013. New York, NY: Routledge.
- Wangsgard, N. (2013). *The Secret to Teaching the Troublemaker*. *The Utah Special Educator*, 35 (3).
- Wangsgard, N. (2013). Insights "Fave Five." *Kappa Delta Pi Record*, 21 (2).
- Wangsgard, N. (In Press). *Am I A Good Reader? A Friendly Way to Evaluate Students Perceptions' of Themselves as a Reader*. *Reading Improvement*.
- Wangsgard, N. (Under Review). *To Reward, or Not To Reward, That is the Question to Motivation*, *Education Leadership*. Submitted April 1st, 2014.
- Wangsgard, N. (2013). Chapter in *The ABC's of Classroom Management*. Kappa Delta Pi Record, Published September 10th, 2013.

Presentations

- Wangsgard, N. (2013). Disability Week Obstacle Course coordinator, guest host, and speaker at Southern Utah University, November 11-15, 2013 (Cedar City, UT).
- Wangsgard, N. (2013). The 37th Annual Conference on Severe Behavior Disorders of Children and Youth, Two presentations "Secondary School Teachers Perceptions of Collaborative Teams." October 24-26, 2013 (Phoenix, AZ).
- Wangsgard, N. (2013). Special Education Major's Utah State IVC Meeting. October 28th, 2013. I represented SUU at an IVC state meeting discussing how to Higher Education SpEd pedagogy.
- Wangsgard, N. (2013). 19th Utah Para-Educator Conference, "How To Design An Effective Reinforcement System," November 8th, 2013, Provo, Utah.
- Wangsgard, N. (2013). Distinguished Scholars Day. November 3, 2013. I presented to all the students interested in majoring in education and after went to a dinner and video presentation in the Great Hall.
- Wangsgard, N. (2013). Guest Speaker in Linda Marriot's ESL Class held for Iron County School District Personnel earning an ESL endorsement. I presented on how to help students with disabilities who are ESL November 11, 2013.
- Wangsgard, N. (2013). 5th Annual Undergraduate Special Education Conference. December 4, 2013. Teacher Education Building Rotunda. Over twenty-five poster sessions on special education topics valuable to all educators.
- Wangsgard, N. (2014). Key Note Speaker. Southern Utah Universities Ladies Luncheon. March 8th, 2014.
- Wangsgard, N. (2014). Presented "How Do They Treat Their Students?" from the book *What the Best College Teachers Do to University Faculty*, February 13th, 2014.

- Wangsgard, N. (2014). Guest Speaker in Dr. Julie Taylor's classes. PE 3070.VO 2 Max and Lactate Threshold in Professional Cycling.
- Wangsgard, N. (2013-14). Participation in President Benson's Employee Giving Campaign.
- Wangsgard, N. (2014). Spring Orientation 2014 for Students with Disabilities hosted by SUU's Student Support Center. Orient students with disabilities ages 16-21 on the services available in the community and in postsecondary education, April 2, 2014.
- Wangsgard, N. (2014). 2014 Festival of Excellence. April 8, 2013. Valuable Tips for Helping Students with Emotional and Behavioral Disorders Succeed.

Wittwer, Peggy

Presentations

- Wittwer, P. (2013, December). Understanding and Using the Vision from the Framework for K-12 Science Education to Improve Science Teaching and Learning, Dixie State University, St. George, Utah
- Wittwer, P. (2014, May). SUU-North Elementary Partnership School, Elementary Professional Development, Presentation – Integrating STEAM Curriculum.

Grants

- Wittwer, P. (2014) National Park Service (NPS) – Outdoor Engagement, Intergovernmental Internship Cooperative IIC, Cedar Mountain Science Center, Outdoor Science Grant – CMSC - \$3,000.00, of \$18,000 Grant (funded)
- Wittwer, P. (2013-2014) Utah State Legislature – Cedar Mountain Science Center Grant \$37,500 (Funded)
- Wittwer, P. (2013-2014) National Park Service, Provide Stewardship Camp for Middle School Students, Grant \$24,866 (2 Year Grant – 2012-2014) (Funded)
- Wittwer, P. (2013) Provosts Outdoor Engagement Grant, \$500, Elementary Block Student Retreat and Project Learning Tree Training (Funded)

University and Community Involvement



Grand Prix. Women from all over the nation congregated in Cedar City, Utah for the inaugural Cedar City Grand Prix — Utah’s first premier cycling event for women on Monday, August 4. The creation of this event has come after years of persistence from many dedicated cyclists, including Nichole Wangsgard, Southern Utah University’s special education associate professor.

An advocate for equality in cycling for many years, Wangsgard sees this event as a chance for women to show that biking “like a girl” is compliment. “In cycling, women’s power to weight ratios and power outputs are similar to men’s,” Wangsgard explained. “When women race a hundred miles, they do a great job and their times only slightly vary from men’s. Women can do the same distances as the men.”

Over the past few years Wangsgard has met with national race organizers pitching the creation of a woman’s race, but was met each time with no. “We’ve been saying to promoters ‘give us a chance!’ We really think we could accomplish the same feats as men, we just need to be given the opportunity to try,” she said. Earlier this year, in an exciting turn of events, the opportunity finally came when administrators with the Larry H. Miller Tour of Utah — a professional six-day stage race that begins in Cedar City — agreed to a welcome the debut of a women’s race.

Wangsgard and others, including Bobby Cannon, the race director, sprang into action. Word quickly spread across the country and participants began to cycle in. With 50 plus women participating in the initial Cedar City Grand Prix, organizers are thrilled with the level of competition going to take place. Wangsgard stated that there even is a woman who took sixth at the inaugural women’s race La Course by Le Tour de France participating.

Leadership Conference Reaches Across Generations. Imagine, at five years old your parent is sentenced to 13 years of prison. But instead of you enjoying your childhood, you’re also given jail time. You now have no access to family, friends, an education or even the outside world.

This is a harsh reality for many children in countries where if one of parent is sentenced to prison and they lack a guardian for their child, the child is then imprisoned along with the parents. But now for 44 children in Nepal, they now have a childhood and a future because of Pushpa Basnet, founder of the Butterfly Home and 2012 CNN Hero.

Traveling from Nepal, Basnet was the visiting speaker for Southern Utah University's Leadership and Empowerment Across Generations conference April 10 through April 11, 2014. Basnet came along with Thomas Morgan, film director of "Waiting on Mamu"—a documentary featuring Basnet and the Butterfly Home.

"Waiting on Mamu" was screened at the Historic Cedar Theatre with all proceeds given to the Butterfly Home. Sponsored by the College of Humanities and Social Sciences' women and gender studies program and University College's Leadership Engagement Center, the conference highlighted breakout sessions that allowed attendees to engage in educational interaction and humanitarian citizenship.

The conference also featured keynote addresses by Basnet and Morgan, each detailing their humanitarian work. During Basnet's address, she stated, "I had an idea, and because of that idea I have been able to change my life and the lives of all those children. I was an average student, but I acted on an idea."

Katy Herbold, conference organizer and director of the Leadership Engagement Center, said of Basnet, "Pushpa was 21 when she decided to 'do something' about a serious social problem. Many undergraduates are close to that age, and I think that might generate some thought."

2013-2014 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.

Nathan Slaughter, 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

2013-2014 Students Faculty & Staff



***College of Education Graduation Statistics for Academic
Year 2013-14***

Bachelor of Arts or Science Degree

Elementary Education	45
Family Life & Human Development	13
Physical Education & Human Performance	67
Athletic Training	7

Master Degree

Master of Education	98
MS Sports Conditioning & Performance	5

License Eligible

Elementary Education	45
Secondary Education	60
Special Education	19
Physical Education (Teaching & Coaching)	13
Administrative License	103

College of Education and Human Development Awardees

Outstanding Education and Human Development Students

Allison Hatch, Athletic Training

Kayla Memmott, Family Life & Human Development

Brittney Worthen, Outdoor Recreation in Parks & Tourism

Angela M. Petersen, Physical Education, Teaching & Coaching

Rebecca M. Holsten, Exercise Science

Pestalozzi Award

Dayna VanArsdol - Elementary Education

Whitnie Whitbeck - Secondary Education

Tonya Stratton – Special Education

Outstanding Master's Graduates

Jeffree Shirley, Education

Caitlin Kennedy, Sports Conditioning & Performance

Outstanding Educational Leadership Recipient

Shaun Graves

Valedictorians

Billie Porter, Elementary Education and Early Childhood Development

Marina Woodward, Elementary Education and Early Childhood Development

Retiring Faculty Recognition: Jean Lopour

SUU's adaptive physical education service learning class hosted a rodeo. Unlike most rodeos, the cowboys and girls in this competition have not been riding horses for a lifetime – actually, many had never before been on a horse. Regardless, the fans were no less excited, and when all was finished, all thirty participants walked away as winners.

The rodeo, designed for elementary-aged children with special needs from the Iron County School District, allowed the kids a unique opportunity to try something new – something many of them may have never considered an option before.

At the day's end, the kids had ridden a horse, roped a dummy, competed in stick horse barrel racing, rode a "bucking bale," and chased down a goat to pull a ribbon from its tail. And yet, perhaps the most valuable lessons came in much less tangible forms. According to program coordinator and SUU Professor of Physical Education Jean Lopour, "I don't think we can give children – impaired or not – enough opportunities to try new things. The smiles on the kids' faces told the whole story."

For Lopour, rodeo is a longtime "passion." She is currently a barrel racer and in the past, has been on the Utah Pro Rodeo Circuit. She states, "Obviously this kind of physical activity would not be included in the typical school activities – for either SUU's students or the elementary children. I saw this as a unique opportunity to share a bit of my world with them all."

For the children, many of whom had never been so close to such a large animal, the big hit of the day was riding the horses. Lopour said the kids also loved petting the goats, though she adds, they did not like pulling the ribbon from its tail.

For the SUU students who helped run the events and assisted the children, the rodeo gave them an opportunity to give back to the Iron County community. In addition, Lopour saw this as a unique opportunity to help her students "experience a bit more of the western culture and heritage of the area."

According to Lopour, a large majority of her physical education students have little-to-no exposure to rodeo. Their preparations for the event and their help during the different "competitions" helped them learn about the physical and mental skills required for the sport and developed in them an appreciation for the athletes who compete in rodeo as a sport.

In addition to 29 University students and physical education faculty members, several Iron Rangers assisted the elementary children throughout the day's events. And to ensure all the children were adequately decked out in western attires, Steve Jolley from Jolley's Ranchwear supplied bandanas for each of the kids.

The children also had the opportunity to get photos with the Iron County Rodeo Royalty, and Rodeo Queen First attendant Jessica Price and Second Attendant Micki Burton also helped during some of the events.

The event would not have been possible without sponsorship from Cedar City Leisure Services, the Cross Hollows Event Center and, of course, Iron County School District.

With so much community support and a rousing response from the children involved, SUU's adaptive physical education service learning class has already begun organizing a similar event for secondary school aged children with special needs – slated for the spring semester.

Retiring Staff Recognition: Debi Smith

Debi Smith began as an Administrative Assistant II in the College of Education five years ago. Her first position included the duties of student admissions, budget preparation, class scheduling, and general department operations. In January 2009, Debi moved to Graduate Studies as a Program Specialist, coordinating the Masters of Education and Administrative Licensure Program. In 2011 Debi transferred to the dean's office as the budget manager and travel coordinator for the college. Debi's experience prior to SUU includes 30 years within the management and hospitality administration of several of the largest hotels in Las Vegas.