



COLLEGE OF EDUCATION E-NEWSLETTER

*now **U** know*

SUMMER 2011



Dean's Welcome

Welcome to the College of Education's Summer 2011 e-Newsletter, **now U know**, which is also available on-line at www.ed.utah.edu. Each issue of **now U know** highlights but a few of the extraordinary accomplishments of our college faculty, staff and students in partnership with university colleagues, public education, the national and international community, alumni and friends. Whether it be the historic groundbreaking for our new Beverley Taylor Sorenson Arts and Education Complex; extending congratulations to the class of 2011; the announcement of college faculty awards; our study abroad and teaching programs in Peru and South Korea; faculty accomplishments; or the many outreach programs sponsored by departments, the Urban institute, centers and clinics, it is our mission is to make a profound, positive and lasting difference in the lives of children, youth and families.

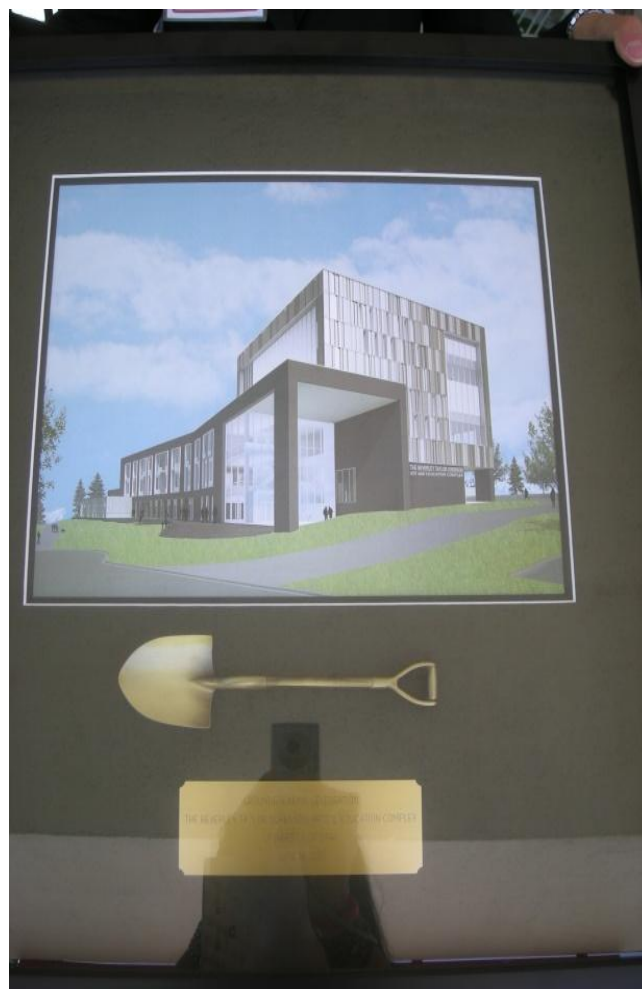
Thank you for taking the time to join us in celebrating the generosity of our donors, the nationally recognized research, teaching and service of our faculty, as well as the accomplishments of our outstanding students.

~Michael Hardman, Dean

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HISTORICAL GROUNDBREAKING CELEBRATES NEW *BEVERLEY TAYLOR SORENSON ARTS AND EDUCATION COMPLEX*



On a beautiful sunny morning in June, university and community leaders, donors, alumni, friends, members of the College of Education Advancement Board, and university faculty and staff gathered on the south lawn of Milton Bennion Hall to celebrate the groundbreaking for the new Beverley Taylor Sorenson Arts and Education Complex. *This is the first groundbreaking for a College of Education building in more than 60 years.* We extend a very big thank you to Rob Hunsaker, Rebecca Meadows, and the entire university team that put together this very important event on behalf of the College of Education as well as our partners in the College of Fine Arts and Tanner Dance. As stated in the University's press release:

The University of Utah (the U) broke ground today on the Beverley Taylor Sorenson Arts & Education Complex. The estimated \$24 million complex will serve as a premier academic hub of evidence-based, K-12 arts integration research, training, practice and advocacy. It will be



located at the southern entrance of the campus, adjacent to Milton Bennion Hall and east of the David Eccles School of Business.

The groundbreaking comes three years after the Sorenson Legacy Foundation provided the lead donation of \$12 million for the construction of an interdisciplinary arts and education complex at the U's campus.

The interdisciplinary arts and education complex is named for Beverley Taylor Sorenson, a life-long advocate for arts education. Sorenson is the widow of the late biotechnology pioneer James LeVoy Sorenson. Together, they founded the Sorenson Legacy Foundation. Beverley is a former elementary school teacher who also founded Art Works for Kids, an innovative program that integrates music, dance, theater and visual art into core subjects to improve overall learning and comprehension for elementary school students.

"The Sorenson Legacy Foundation's donation marks the largest donation in support of arts and education in university history and the U is extremely honored to receive it," said David W. Pershing, acting president of the University of Utah, at the ceremony. "This complex embodies the unique vision and legacy that Beverley Sorenson has in bringing high-quality arts instruction into the lives of all Utah children and will have a profound impact on their learning in all subjects."

The complex will house a newly created national Center for Integrated Arts into Academic Learning, guided jointly by the U's Colleges of Education and Fine Arts. A principal goal of the center is to research and facilitate teaching methods for integrating arts education into traditional core subjects such as math, science, history and language arts.

Educators from the two colleges will work with the U's youth programs, other higher education institutions, public schools, arts groups and community members to implement a new teacher education program and train arts specialists for placement in Utah's elementary schools.

The new facility also will house several programs dedicated to fostering relationships between the U's Virginia Tanner Creative Dance Program and five academic centers from the College of Education: the Center for Reading and Literacy, the Utah Education Policy Center, the Center for the Advancement of Technology in Education, the Eunice Kennedy Shriver National Center for Community of Caring, and a new national Center for Science and Math Education. The complex and its various centers and programs will be directed by a world-class interdisciplinary team of faculty members and school and community partners.

"The arts are an essential part of a well-rounded, high-quality education and we are thrilled that the University of Utah has acknowledged this and dedicated its resources to establishing this new complex," says Sorenson. "This will be a place where various organizations, professors, teachers and children can come to celebrate the crucial role the arts play in providing children with the best education."

For over 16 years, Sorenson has worked to make the arts a fundamental part of elementary education in Utah. She says she is driven by the theory that infusing the arts across all subjects not only fosters crucial social and emotional growth and develops a well-rounded child, but also measurably decreases behavioral problems and raises test scores in subjects like science, history, math and language arts.



Sorenson's Art Works for Kids program is now considered a national model for effective, integrated elementary arts instruction. In 2008, the model was adopted by the Utah State Legislature as the Beverley Taylor Sorenson Arts Learning Program, which has effectively reached more than 100,000 students in more than 50 schools across the state.

Beverley Taylor Sorenson Arts & Education Complex at the U was designed by EDA Architects and HGA Architects, and construction will be completed by Okland Construction. For more information on the complex and the arts and education initiative, visit www.artsed.utah.edu.



CONGRATULATIONS TO THE CLASS OF 2011

The College of Education Class of 2011 Convocation, held on May 6th, recognized 349 graduates, 105 of whom received their baccalaureate degrees, 179 received master's degrees, and 65 were awarded a doctoral degree. Students who completed their secondary education teaching licenses and received their graduation diploma from another college within the University were also acknowledged. Special guests at this year's convocation included University Trustees Lisa Eccles, President of the George S. and Dore Eccles Foundation, and Tim Anderson, Managing Attorney of the St. George Office of Jones Waldo, as well as Octavio Villalpando, U Associate Vice President for Equity and Diversity and a faculty member in the Department of Educational Leadership and Policy, former college dean, David Sperry, and Jackson Newell, professor-emeritus in the Department of Educational Leadership and Policy and former UofU Dean of Liberal Arts and Sciences.

As determined by the University, an undergraduate student who finishes his or her degree in the top eight percent of the entire graduating class of 2011 does so with honors. Based on their exceptional grade point average and in order of their rank in this year's university class of baccalaureate graduates, Bryndy Maxfield and Valerie Lynette Johnson were extended the honor of graduating summa cum laude. Christina Brinton Hafer graduated magna cum laude, and Cyril Diaz Hamilton, Hannah Elizabeth McFall, Victoria Morales, Callah, Christine Morrey, Whitney Murphy, and Cameron Saopa graduated cum laude. Each year the UofU and the College of Education honors an outstanding public or private school teacher, who by reason of his or her excellence in the classroom serves as a positive role model for our graduates as they enter their chosen field. This year, we are pleased to recognize Ms. Cheryl Baker of the Utah School for the Deaf and Blind in the Salt Lake City School District. Crystal Starling Thomas is the recipient of this year's College of Education Outstanding Senior Award from the University Young Alumni Association and a baccalaureate graduate in Special Education.

The 2011 College Convocation Video, highlighting graduating students, can be seen online at www.ed.utah.edu. Just click on 2011 Convocation Video.

COLLEGE HONORS DOUGLAS HACKER AND MICHELLE BACHMAN



Douglas Hacker, Educational Psychology



Michelle Bachman, Urban Institute for Teacher Education

The College of Education is nationally and internationally recognized for its outstanding faculty. Each year the college honors faculty in the areas of teaching, research or service. The faculty who are so honored are chosen by their peers for this recognition, and were formally presented their awards and a \$1,000 check during a spring college ceremony. For outstanding teaching, mentoring and advising far beyond expectations and for the significant and lasting impact each has on the lives of their students, the faculty honor **Dr. Douglas Hacker**, Professor in the Department of Educational Psychology and **Michelle Bachman**, Clinical Instructor, in the Urban Institute for Teacher Education as this year's recipients of the College Teaching Award.

COLLEGE WELCOMES NEW ADVANCEMENT BOARD



Cecilia H. Foxley, Chair, College of Education Advancement Board

With growing student enrollments, a new facility (the Beverley Taylor Sorenson Arts & Education Complex) on the horizon, and expanding partnerships on and off campus, the College's development and fundraising efforts are increasing as well. Increasing financial support to our students is particularly important. The College hopes to offer more funds at both the undergraduate and graduate levels. Helping students defray costs of tuition and other fees allows them to focus more exclusively on their programs, research, and community engagement—and to graduate in a timely manner. Timely graduation is an important issue. For example, in the fields of math, science and special education, there is a critical shortage of qualified teachers in Utah. Getting students into the field as quickly as possible is therefore a priority and is helped enormously by providing scholarship support that allows students to focus on academics instead of part or full time work.

To help reach all of our goals, the College of Education is proud to announce the creation of an Advancement Board. The new Advancement Board, composed of College alumni and community friends, will focus specifically on networking and fundraising opportunities. Cecilia Foxley, former Utah Commissioner of Higher Education and UofU Regents Professor, has graciously agreed to Chair this new Board. In addition to Dr. Foxley, board members include

John Bennion

Kim Carson

Keith and Trisa Martin
 Aubri Moench Senator Karen Morgan
 Marilyn Phillips Debbie Reid.

All of these individuals are uniquely qualified to work with us in advancing the College's development efforts, exemplify a passion for education, and are devoted to championing the College of Education and inviting others to learn more about our exciting faculty, programs and students and invest in us for the future.. We express gratitude to each of our Advancement Board members and for their willingness to serve as we move the College toward more and more success. If you have an interest in serving on the College's Advancement Board, please let us know by contacting Rob Hunsaker, Director of Development at 581.3621 or Rob. Hunsaker@utah.edu.



Dr. Susan Swearer

**COMMUNITY OF CARING NATIONAL CONFERENCE TO BE
 HELD AT THE Uof U July 13-15, 2011**

Sponsored by the Eunice Kennedy Shriver National Center for Community of Caring

The 27th Annual Conference of Community of Caring sponsored by the UofU's Eunice Kennedy Shriver National Center for Community of Caring will be held on the university campus July 13-15 at the Fort Douglas Officer's Club.

The theme of this year's conference is identifying, creating, promoting and sustaining a culture and climate where bullying behavior is minimized or eliminated. A comprehensive (Pre) Kindergarten through 12th grade approach to improving the climate of the school can have a significant effect on reducing the incidence of bullying. When schools focus on building a proactive approach to creating and sustaining a positive and healthy climate, they move beyond bullying (Perkins, 2006). This year's keynote speaker is **Dr. Susan Swearer**, a nationally known expert on reducing bullying in schools. Dr. Swearer is an associate professor of School Psychology at the University of Nebraska – Lincoln (UNL) in the Department of Educational Psychology. She is also the co-director of the Nebraska Internship Consortium in Professional Psychology; co-director of the *Bullying Research Network* and was recently a visiting associate professor of psychology in the Department of Psychiatry, Harvard Medical School. She is co-editor of the widely acclaimed book, "Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention" in addition to many other publications.

Faculty, staff, students, alumni, and friends of the College of Education are invited to attend Dr. Swearer's keynote address free of charge on July 13, 2011 from 9:30am to 10:30am in the Officer's Club at Fort Douglas. Individuals interested in attending the Keynote Address should contact Katie Lewis (kewis@communityofcaring.org or 801 587-8990) as soon as possible. For more information on the entire conference program and registration, please visit Community of Caring website (www.communityofcaring.org) and click on the conference tab at the top of the page.

ELEMENTARY EDUCATION GRADUATE, ANGELA BRADBURY, PARTICIPATES IN CONGRESSIONAL/WHITE HOUSE BRIEFINGS



Angela Bradbury, an elementary undergraduate student in the College of Education's Urban Institute for Teacher Education and 2011 graduate from the University of Utah, was selected by the American Association of Colleges of Teachers of Education to participate in House and Senate Congressional Briefings as well as a White House briefing in Washington, D.C. on May 9th and 10th. The briefings focused on preparing teacher candidates to work with all students in their classrooms, including students with disabilities. Angela was the only teacher education candidate in the nation selected to participate

in the briefings and was accompanied by her grandfather, Ronald Nelson (former school administrator in Utah's Tintic School District).

As quoted in the national publication *Education Daily*, Angela commented on her teacher preparation program at the University of Utah during the briefings, stating that "all teachers should be afforded the kind of training she received on RTI, Universal Design for Learning, and differentiated instruction as well as how to create a positive classroom environment." Such training requires strategic partnerships between school districts and schools of education in addition to "robust clinical preparation," added coauthor of the AACTE/NCLD paper, *Preparing General Education Teachers to Improve Outcomes for Students with Disabilities*, Marleen Pugach, a professor at the University of Wisconsin-Milwaukee. "If we don't, we shouldn't be surprised that teachers do not feel well-enough prepared to work with our most challenging students."

Angela Bradbury completed her clinical internship at Escalante Elementary, a Title I school in the Salt Lake City School District, where she created student portfolios with evidence of how she applied the strategies she learned in her methods courses in teaching learners of varying abilities. "It wasn't that you were asked to go specifically work with English language learners or special education students, but in Title I, you're more than likely to come across those situations," she said. "I shouldn't have to classify my students. When my students walk through the door, they are all learners and it doesn't matter if one doesn't know English or one is a special education student. It's about getting to know the students and creating a positive classroom that will help all students."

COLLEGE TO WELCOME 200 KOREAN HIGH SCHOOL STUDENTS TO PARTICIPATE IN CAMPUS SUMMER/FALL EDUCATION AND INTERNSHIP PROGRAMS



Students and Faculty Participating in 2010 College of Education Global Program



The College of Education under the leadership of Dr. In Han, Director, and Monica Ferguson, Associate Director of the College Asian International Program will welcome nearly 200 Korean high school students to the UofU this summer and fall. These students will participate in three intensive education programs, including the International Leadership Institute, Student Internship Program with College Faculty, and the Global Impact Program. The Leadership Program, which begins July 14 will focus on developing future leaders in a global area and cross-cultural competence with American society. The Student Internship Program engages students in a three-week intensive research project under the direction of university faculty members. The Global Impact Program, which is held in October, creates the opportunity for students to spend time on the UofU campus and visit and observe in Utah high schools.

STEGNER YOUNG WRITING SCHOLARS INSTITUTE PREPARES SALT LAKE STUDENTS IN ADVANCED WRITING SKILLS



The University of Utah, College of Education, in partnership with the Salt Lake City School District and the Salt Lake Education Foundation with support from the East High School Foundation, begins its third summer of the Stegner Young Writing Scholars Institute. This year's Institute brought 52 high school students and eight teachers from the Salt Lake City Schools together on campus in a two-week intensive classroom and lab writing experience. The institute is co-directed by Monica Ferguson, College of Education faculty member and Laura Scarpulla, Salt Lake District Language Arts Specialist in conjunction with other institute professional staff which include Sharon Adamson, Language Arts Coordinator in the Salt Lake City Schools, Jan Dole, College of Education faculty, and Dessie Olson, Salt Lake District Social Studies Specialist. The participating high school students work closely with the Institute faculty and teacher participants in writing "argumentative" essays which are published by the Salt Lake City School District in the annual *"Our Voices Magazine"*.

SPOTLIGHT ON FACULTY PUBLICATIONS, GRANTS, AND HONORS

Utah in Search of an Education Future by David Sperry and Richard Kendell



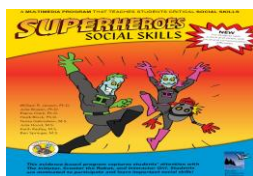
Richard Kendell and David Sperry,
Department of Educational Leadership and Policy

David Sperry, Professor in the Department of Educational Leadership and Policy and former Dean of the College of Education and Richard Kendell, Regents Professor in Educational



Leadership and Policy and the Utah Education Policy as well as Special Assistant to the UofU President, have authored a new paper entitled, "Utah in Search of an Education Future", sponsored by the Wheatley Institution at Brigham Young University. The paper represents what the authors learned from undertaking a year-long study to determine what citizens, educators, policy makers, legislatures, university presidents, media representatives and others believe are the key issues and concerns facing public education in Utah. It is also a reflection of the authors' combined 80 years of working with public education in Utah. The entire manuscript is available on-line by going to wheatley.byu.edu and clicking on Fellow Highlights.

School Psychology Faculty and Students Author Evidence-Based Curriculum for Autism Intervention



William Jenson, Department of Educational Psychology

Dr. William Jenson and a research team comprised of Dr. Julie Bowen, Dr. Elaine Clark, Dr. Heidi Block and School Psychology graduate students Terisa Gabrielsen, Julia Hood, Keith Radley and Ben Springer are authors of a newly released social skills program for students with autism and social/communication difficulties. *Superheroes: Social Skills* materials and curriculum are based on 2 ½ years of writing and research in the area of autism interventions by the team. The program was rolled out at a national meeting of school psychologists in San Francisco in February, 2011. *Superheroes Social Skills* combines evidence-based instruction with fun activities and includes several innovative features, including "fast-hands animation", peer modeling, and use of "comic" style readings to illustrate essential social skills. The program also provides a structure to support generalization of skills at home, in the general education classroom, and in the commons areas within the school.

Grant to Study College on Credit: Student & Institutional Factors Associated with Default



Nicholas Hillman, Department of Educational Leadership and Policy

Nicholas Hillman, Assistant Professor in the Department of Educational Leadership and Policy, has received one of five national grant awards from the National Science Foundation (NSF), National Postsecondary Education Cooperative (NPEC), and the Association for Institutional Research (AIR) to study the impact of tuition increases as students become more reliant on loans to fund their college education. Public policymakers have become increasingly concerned about students' ability to repay their debt upon leaving college. However, the student loan default rate has steadily risen since the 1990's and nearly one in ten students now defaults on their loans within two years of leaving college. This rate is higher for students attending for-profit colleges and for those who opt-out before earning a degree. Utilizing a nationally representative survey of college students, this study identifies the student (e.g. race, gender, academics, family income, etc.) and institutional (e.g. tuition, sector, financial aid, accreditation status, etc.) characteristics associated with defaulting on student loans. The research design employs a multi-level multinomial regression technique and the final analysis will include



recommendations for designing financial aid policy levers that may help students and colleges manage default risks.”

New Article on Persuasive Writing Published in Major Special Education Journal



Rob O'Neill and Leanne Hawken, Special Education Department
(not pictured Sharlene Kiuvara and Steve Graham)

A new article, focused on persuasive writing, is scheduled for publication in *Exceptional Children*, one of the leading national journals in the field of special education. The authors include UofU faculty Rob O'Neill and Leanne Hawken, along with Sharlene Kiuvara, former UofU Special Education PhD Program graduate and faculty member at Westminster College, and Steve Graham from Vanderbilt University. The full citation is: Kiuvara, S., O'Neill, R. E., Hawken, L. S., & Graham, S. (in press). Effects of Self-Regulated Strategy Development on persuasive essay writing of high school students with disabilities. *Exceptional Children*.

Study Finds Sensory Experiences Can Impact the Activities Children Engage In & Enjoy



Susan Johnston, Special Education Department
(not pictured Joanna Cosbey and M. Louise Dunn)

A new study authored by Joanna Cosbey (Special Education PhD graduate and faculty member at the University of New Mexico), Susan Johnston, Professor in the UofU Department of Special Education and M. Louise Dunn, Pediatric Coordinator and Assistant Professor of Occupational Therapy at the UofU has found that program participation in social aspects of daily life is crucial to children's development. Although disability status is recognized to affect children's ability to participate in social activities, little is understood about the impact of sensory processing disorders (SPD), related to diagnoses such as autism, on children's social participation. A new study by researchers at the University of New Mexico and the University of Utah - Salt Lake City examined the social participation patterns of two groups of children ages six to nine: (1) children with SPD and (2) their typically developing peers. Results revealed that the two groups of children demonstrated similar patterns of activity preferences and use of free time. Significant differences were in areas related to intensity and enjoyment of involvement in their social networks.

The researchers found that children with SPD – who are either more or less sensitive to the stimuli around them – tend to have less enjoyment of activities that have rules and pre-determined outcomes (e.g., organized sports, puzzles, board games) than their typically developing peers.

“This is something people should be aware of for all children,” said Joanna Cosbey, PhD, OTR, lead study author and assistant professor of special education at the University of New Mexico, “but it is particularly important for children who tend to over- or under-respond to the sensory

input present in everyday activities.” Additionally, children with SPD tended to have more limited social networks than their typically developing peers, potentially putting them at risk for social isolation. They reported spending most of their time with immediate family or alone, whereas their peers reported spending most of their time with extended family and friends. “While most children show a shift from engaging socially with immediate family to peers as they get older, the same shift wasn’t seen in the children with SPD in this study,” said Cosbey. “Parents, occupational therapy practitioners, and educators should be aware of their limited social networks and provide structured opportunities for social interaction with age-appropriate peers. Ideally, these interactions should blend the activities that the children with SPD enjoy and can feel successful at with the social component.” Because play and social interactions promote the development of life skills such as cooperation, empathy, and independence, play should be recognized and valued as an important developmental activity for all children, particularly those with SPD. The data indicates it may be useful to examine the nature of activities children enjoy and those they don’t enjoy in order to identify the prominent sensory features that support and also limit their social participation.

Reference: *American Journal of Occupational Therapy*, 2011, Vol. 64, No. 3.

Recent Faculty and Student Honors



Donna Deyhle, Professor in the Department of Education, Culture and Society has been selected as an Associate Editor for the prestigious *American Educational Research Journal's* (AERJ) Section on Social and Institutional Analysis.



Monica Ferguson, Research Associate in the Urban Institute for Teacher Education and Associate Director of the College Asian International Program has been elected a *Fellow* of the American Speech, Hearing and Language Association (ASHA). The ASHA Fellowship is one of the highest forms of recognition given for an individual’s accomplishments and is public declaration of outstanding professional achievement.



Wazir Jefferson, doctoral candidate in the Department of Educational Leadership and Policy has received the Pete Suazo Social Justice Award from the College of Social Work.



William Smith, Associate Professor in the Department of Education, Culture and Society and the Ethnic Studies Program as well as Associate Dean in the College of Education, is the recipient of Eastern Illinois University’s College of Education and Professional Studies 2011 Leadership and Service Award.

SPOTLIGHT ON NEW FACULTY

Breda O'Keeffe and Chris Clark Bischke
(not pictured Kat Nelson)

The Department of Special Education has announced the appointment of three new faculty members. *Breda O'Keeffe* will be joining the faculty in Mild to Moderate Disabilities with an emphasis in reading/literacy. She received her doctorate from Utah State University and did postdoctoral work at the U of Connecticut with George Sugai and Michael Coyne. With the retirement of Jan Wiggins, *Chris Clark Bischke* has been appointed the new coordinator for the Multi-University Consortium in Sensory Impairments Program. She received her PhD from the U of U, and has been an Assistant Professor at Illinois State University. Kat Nelson has been appointed a Clinical faculty member in Mild to Moderate disabilities.. She is a former graduate of the U, and a teacher in Murray District for several years, where she engaged in many leadership activities in schools.



Jennifer Burrow Sanchez has been appointed Program Coordinator for the Department of Educational Leadership and Policy's new "Educator Leadership Academy" currently under development with seven school districts along the Wasatch front.



Planned Giving

Did you know that there are ways to support the College of Education without sacrificing the income you need now? You may find that you can make a larger gift than you ever thought possible by making a contribution to the College through a planned gift. You can include a charitable gift to the College in our Will or Trust without affecting the current income you need now.

Create a Charitable Gift Annuity with the College

Money that is kept in a savings account, stocks or certificates of deposit may be invested in a Charitable Gift Annuity that provides a lifetime payment to you at an excellent rate of return, while the proceeds provide for generations of College of Education students and faculty. For more information about the planned giving options that may be right for you, contact:

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Rob Hunsaker
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For more news, events, and information, please visit our College of Education website at www.ed.utah.edu and check out:

The Department of Education, Culture and Society Newsletter at:
<http://www.ed.utah.edu/ECS/Newsletters/2011/Spring2011.html>

Happenings: The Newsletter of the Urban Institute for Teacher Education at:
www.ed.utah.edu/UITE/Newsletters/Spring2011.pdf.

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AND

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