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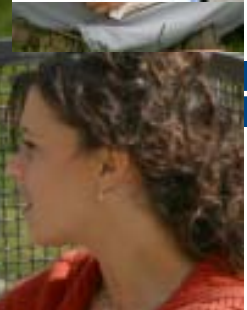
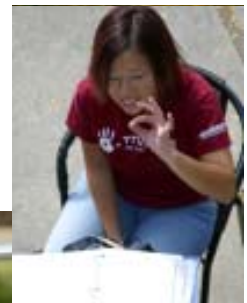
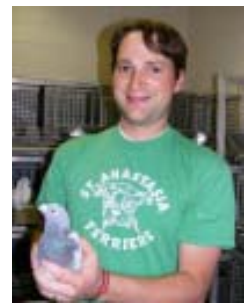
Office of Research Services Report
• Emma Eccles Jones •
College of Education and Human Services

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USU and the Emma Eccles Jones College of Education and Human Services are committed to promoting opportunities for students, both graduate and undergraduate, to work with scholars engaged in research. See stories on pages 2-5.



Photos from top and left to right: Amy Odum, Linda Skogrand, Ryan Ward, and other USU graduate students.

Message from the Associate Dean for Research

This is an exciting time for us in the Emma Eccles Jones College of Education and Human Services. Of particular note is our new name, which honors a former educator and long-time benefactor, Emma Eccles Jones. In addition, we are looking forward to the October 2nd groundbreaking for the seventh building in our education campus. This building, dedicated to research and service in early childhood education, was made possible by generous donations from the Emma Eccles Jones Foundation and the George S. and Dolores Doré Eccles Foundation.

We have combined the Departments of Elementary and Secondary Education into the School of Teacher Education and Leadership, made some exciting new faculty hires in the last year, initiated two international student programs, enrolled another great group of students, and are ranked in the top five education colleges in the country in externally funded research!

Impact is our new publication highlighting accomplishments of some of the over 500 faculty, research scientists, staff, and student research assistants who are actively contributing to the generation of new knowledge. During the past year, college researchers set another record for the number of published scholarly works and externally-funded research dollars (See Annual Faculty Productivity Report at: www.cehs.usu.edu/ors/ORSpublications.asp.) While this continued growth in productivity contributes to our national rank-

ing and reputation, it speaks volumes about the passion, excitement, and dedication of our people toward their profession.

College research encompasses the breadth of human experience from early detection of hearing loss in infants, to testing new strategies for teaching children to read, to examining the neuropathology of Alzheimer's disease. In the past year, scientists from our three research centers (Center for Persons with Disabilities, Emma Eccles Jones Center for Early Childhood Education, Center for the School of the Future) and seven academic departments (Communicative Disorders and Deaf Education; Family, Consumer, and Human Development; Health, Physical Education, and Recreation; Instructional Technology and Learning Sciences; Psychology; School of Teacher Education and Leadership; and Special Education and Rehabilitation) directed over 150 distinct externally funded research projects. Each of these research projects benefits from the collective wisdom and expertise of multiple individuals.

This issue particularly focuses on how our students contribute to, and learn from, the work of our faculty and research scientists. We take enormous pride when graduates from our programs, and their employers, report back on how much they appreciate the opportunity to be active in research that matters. That is what we mean by impact, and why we are so excited to share this report.



Jim Dorward, Associate Dean



Mimi Recker

New Department Head

Active in Instructional Technology/Learning Sciences Research

After eight years as a faculty member, Dr. Mimi Recker will be switching gears to serve as department head of Instructional Technology and Learning Sciences. “While I look forward to new challenges,” said Dr. Recker, “I will miss my time in the classroom.”

Recker received her bachelor’s degree in mathematics from the University of Pennsylvania. After a few years as a software engineer in Silicon Valley she returned to graduate school at the University of California, Berkeley, receiving her PhD in 1992. Recker worked for two years at the Georgia Institute of Technology and four years at Victoria University in New Zealand, then came to Utah State in 1998.

Cache Valley and Utah State University have proven to be the perfect place for Dr. Recker to pursue her research interests—the Educational Cyber-Infrastructure or Cyber-learning. In almost all sectors of American society, networked information technologies are transforming the way work is conducted. This is particularly true in the sciences and engineering.

Recker’s research over the past several years has focused on helping the education sector (especially K-12) reap the benefits of these advances. Her research goals are to provide instant access to a growing network of abundant high-quality, interactive, free online resources for teaching and learning. These resources include online instructional resources such as lesson plans and activities, as well as tools such as scientific datasets, visualizations, etc.

This research also provides access to a collaborative network that allows teachers and learners to share knowledge in a distributed learning community. In this way, the cyber-infrastructure presents tremendous potential for enriching and transforming classrooms.

In the near future, Recker and her cohorts believe that the educational cyber-infrastructure will become pervasive throughout schools, requiring a change in the skill base of teachers. Information technology fluency is growing rapidly among America’s youth, but teachers need support in developing their capacity with regards to effective 21st century teaching.

Over the years, this line of research, largely funded by the National Science Foundation, has involved a dynamic mix of faculty, post-doctoral students, and graduate students from USU as well as colleagues at the University Corporation for Atmospheric Research (Boulder, CO), SUNY Cortland, and Cornell University.

Recker and colleagues’ research approach has been multi-pronged. On the one hand, they have developed software to support teachers in better incorporating and sharing rich online learning resources. This simple web-based tool, called the Instructional Architect, enables educators to find online resources, quickly assemble them into classroom activities and share them with their students and other teachers.

These researchers have also engaged in working with school districts to offer teachers professional development about the roles that cyber-learning can play in their teaching. They have found their work with teachers to be particularly rewarding—especially to see teachers’ skill-base and enthusiasm grow. More challenging, however, has been finding time in teachers’ packed days to schedule training opportunities. This hurdle has led to a recent focus on offering professional development online, so teachers can engage in cyber-learning activities at their convenience and on a just-in-time basis.

Looking forward to the challenges and opportunities of her new role, Recker took a moment to reflect on its significance: “I never thought I was of the generation to become the first woman-anything. So it is a special honor to become the first female professor and department head in Instructional Technology. I am particularly indebted to all the trailblazers in academia that have come before me.”

Check out the Instructional Architect at: <http://www.ia.usu.edu/>



The Importance of Graduate Student Assistantships



One of the more important statistics in assessing the quality and vitality of graduate programs is the number of teaching assistants, research assistants, and graduate fellows receiving support from departments, grant funds, or scholarships. Support for graduate students enables departments and projects to be more competitive in recruiting high-quality students and provides students with relevant learning experiences. Many graduate students discover their true aspirations through these apprenticeship opportunities.

Graduate **teaching** assistants typically work closely with a mentor professor to develop and deliver courses in their respective areas of expertise. Graduate **research** assistants work closely with professors or research scientists in conducting studies, analyzing data, and disseminating results. Often, teaching and research assistants work in collaborative teams that continue their associations well after graduate study.

During the past academic year, 103 graduate students were supported by contract and grant funding secured by departments in the college. Of those, 33 were in the Psychology Department and 39 in the Instructional Technology and Learning Sciences Department.

David Stein, professor of clinical psychology, shared several ways in which department support of graduate students helps faculty advance numerous programs of basic and applied research. For example, recent grants and contracts have involved students in faculty research aimed at better understanding the

learning and memory processes associated with cocaine and amphetamine addiction, and discovering the optimal methods for training Latino couples in parenting skills and techniques. Other grants have furthered our understanding of the development of teenage romantic relationships, and quality-of-life outcomes associated with spinal fusion surgeries. Additionally, particular training and service grants have provided mental health programs to low income parents affiliated with regional Head Start programs and Utah Division of Services to Persons with Disabilities. Psychology faculty and graduate students are also heavily involved in developing and advancing school psychology programs within our public schools.

According to Mimi Recker, department head of Instructional Technology and Learning Sciences, faculty members who direct grants in the department all cite the critical importance of graduate student involvement. One faculty member noted that grants help graduate students build their research skills through hands-on experience. She also said that students “gain experience in real-world skills such as planning, design, and project management.” Another faculty member described the increased productivity that can occur through collaborative publications. This also serves to increase students’ marketability once they graduate. An intangible benefit of involving graduate students in grant activities is that they can become alumni ambassadors, spreading the word about the research climate at USU.

Involving graduate students in teaching and research assistantships is a win-win situation. The efforts of faculty in the college and particularly in these two departments in providing these opportunities are extraordinary.

Ryan Ward

Graduate Research Assistant of the Year

Ryan Ward, this year's Emma Eccles Jones College of Education and Human Services Graduate Research Assistant of the Year, majored in psychology as an undergraduate at Utah State University, with plans to be a clinician. His plans underwent an abrupt change after exposure to a behavior analysis laboratory class. Although lab life is not for everyone, and many choose to work directly with clients in applied treatment capacities, Ryan fell in love with basic research in the lab. Planning experiments, analyzing data, creating figures, and other lab activities were all means to the same important end for him: understanding the influence that environment has on behavior.

After completing his bachelor's degree in psychology, Ryan went to the University of New Hampshire to pursue graduate studies. Through a series of fortuitous events, he found himself back at Utah State after his first year of graduate studies. He finished his PhD in experimental psychology this past spring and will begin a two- to three-year post-doctoral research fellowship at Columbia University in New York City this fall. His research there will focus on developing and testing genetically engineered mouse models of cognitive deficits associated with schizophrenia. Following this fellowship, Ryan plans to pursue a career in academia.

Ryan was nominated for the Graduate Research Assistant Award for the Emma Eccles Jones College of Education and Human Services because of his work on an NIMH-funded grant that investigates the role of reinforcement variables in the persistence of attending to important features of the environment. As the research assistant on this grant, he is responsible for experimental planning, writing and modification of experimental programs, daily preliminary data analysis, monitoring of experimental conditions, management of experimental databases (there are between four and five experiments running concurrently at any one time), supervision of undergraduate research assistants and laboratory technicians, preparing updates and data summaries, correspondence with the co-investigator (who resides in Massachusetts), and manuscript preparation. Ryan's advisor was Dr. Amy Odum, an associate professor in the Psychology Department.

In addition to his work as a research assistant, Ryan has maintained a research program of his own.

He has published 14 research articles and has presented over 20 times at professional meetings and conferences, including two invited addresses. Finally, he has been actively involved in teaching for the duration of his graduate career. He has been the instructor for beginning and advanced undergraduate courses in the classroom and laboratory, and has developed and taught an online course through the Psychology Department for the past three semesters. His evaluations have been positive and he has received an enthusiastic response from his students. He hopes to continue to be involved in research and teaching for many years to come.



Adam Kynaston

USU Robins Award Undergraduate Researcher of the Year

Adam Kynaston, a psychology major, was named the Undergraduate Researcher of the Year at the April 19 Utah State University Robins Awards. He was previously recognized as one of eight David and Terry Peak Prize Undergraduate Researchers of the Year. Adam was recognized for demonstrating superior research capability and academic excellence as an undergraduate. After doing research in various areas of psychology, Adam chose to focus on the field of behavioral pharmacology for his career. His honors thesis was an experiment examining the development of tolerance to d-amphetamine in a rat model of human drug abuse.



Adam Kynaston

Adam loves research and has thoroughly enjoyed the many hours of study and analysis he has participated in while working with Dr. Amy Odum. His work has resulted in a number of presentations and one publication. He graduated in May and will attend graduate school this Fall where he plans to study pharmacology at the University of Michigan. After obtaining a PhD, Adam hopes to secure a tenure-track position at a research university.

He has worked as a laboratory technician for Dr. Odum for over two years, where he has learned a number of techniques commonly used in his field. He was able to put these skills to use in summer 2007 during a 10-week internship at the University of Michigan, which was supervised by James H.

Woods, a pioneer in the field of behavioral pharmacology. During this internship, Adam was able to design, conduct, and analyze data from three different experiments; he also had the opportunity to present his data several times throughout the summer. -Kinsey

Love, USU Research Office



Amy Odum

Amy Odum

Outstanding Psychology Professor Mentors Award-winning Students

Amy Odum, associate professor in the Psychology Department, actively collaborates with both undergraduate and graduate students. Not only did she mentor Adam Kynaston (left), she also mentored Ana Bauman, the 2007 Graduate Research Assistant of the Year, and Ryan Ward, who is this year's Graduate Research Assistant of the Year (story on page 3). Dr. Odum was named as the college Scholar/Researcher of the Year for 2005-06. Her research interests include basic behavioral phenomena and environmental influences on drug effects. Her work has been funded by the National Institutes on Drug Abuse and the National Institutes of Mental Health.

Dr. Odum completed a post-doctoral fellowship at the University of Vermont's Human Behavioral Pharmacology Laboratory after earning her PhD and MA in Psychology, specializing in behavior analysis, from West Virginia University. Her teaching interests include basic behavior analysis and behavioral pharmacology. Dr. Odum has served on the board of editors of a number of journals and is currently associate editor for the *Journal of the Experimental Analysis of Behavior*.

Linda Skogrand

2008
Undergraduate
Research Mentor
of the Year



Linda Skogrand

Linda Skogrand has worked extensively with undergraduate students in conducting qualitative research, analyzing data, publishing results, and presenting at conferences. This work has resulted in nine published Extension fact sheets, which are peer reviewed presentations. Most of her work with undergraduate students has involved research with diverse populations. These student-oriented research activities have resulted in Dr. Linda Skogrand, Assistant Professor and Extension Specialist, being honored by the Emma Eccles Jones College of Education and Human Services as the Undergraduate Research Mentor of the Year.

Linda has had a longtime interest in mentoring undergraduate students. At one point in time, she was directing four students in analyzing data and writing journal articles focusing on low-income and Latino stepfamilies who participated in stepfamily education.

One of those students, Loni Dansie, was just completing her first year of a bachelor's degree as she began working on research data. In the fall of her sophomore year, she coauthored a refereed national presentation. Another student, Amanda Horrocks, was a junior when she began work on analyzing Linda's existing data about finances and marital happiness. This work has crystallized her career goal to be an Extension agent in family and consumer science.

Linda has made efforts to include undergraduate students in all aspects of research. Two years ago, Linda enlisted an undergraduate student in analyzing qualitative data about strong Navajo marriages. The student then had the major responsibility for writing six facts sheets. Linda also took this student with her on a three-day trip to the Navajo Reservation where they attended a Navajo Institutional Review Board meeting. The fact sheets and a draft of the Navajo marriage curriculum were presented to the Board.

-Kinsey Love, USU VP Research Office



Undergraduate Research Scholars at USU

Thanks to a new transcript designation, undergraduate students at Utah State University involved in research are now eligible to receive the title of Undergraduate Research Scholar on their transcripts. Among the recipients of the designation this year was the college's own Adam Kynaston. The designation was approved in spring 2007 to more fully recognize the accomplishments of USU's undergraduate researchers. To earn the title, students must complete a minimum of two semesters of research under faculty supervision. In addition, eligible students must participate in one of the many undergraduate research symposia offered each year, such as the Student Showcase, Research on Capitol Hill, or the Utah Conference on Undergraduate Research.

"Most students have to wait until graduate school to delve into the world of research," said Joyce Kinkead, associate vice president for research. "Utah State University, however, recognizes the importance of giving students research opportunities at the undergraduate level and is nationally recognized for its undergraduate research program."

"The new Undergraduate Research Scholar designation is unique because it gives undergraduates credit for their research endeavors," said Brent Miller, USU vice president for research. "Utah State is one of very few universities in the country that gives formal recognition for undergraduate research work."

Becoming an Undergraduate Research Scholar can open many doors for undergraduate researchers as it reflects not only their hard work, but their diligence and academic stamina. Studies have shown that students who conduct research show improved writing, teamwork, time management, and leadership skills.

-Amy Sullivan, USU VP Research Office

Barry Franklin

A Research Profile

Barry Franklin, who came to Utah State University in 2002 from the University of Michigan-Flint, is a professor of education in the School of Teacher Education and Leadership and an adjunct professor in the USU History Department. Franklin completed his undergraduate education in history at California State University-Northridge, an MAT in history from the University of Chicago, an MS in special education from the University of Wisconsin-LaCrosse, and a PhD in curriculum and instruction from the University of Wisconsin-Madison. A social historian of education by training, Franklin uses historical methodology as a lens for interpreting and understanding curriculum change over time in urban schools. He has written or edited nine books and authored over 50 articles in refereed journals and books.

At USU, Franklin's research has focused on three interrelated issues concerning urban school reform. One such issue is the role of public-private partnerships as reform vehicles for addressing the challenges facing urban schools in an emerging globalized economy. In a climate of increasing demands on state revenues, declining Federal expenditures for education and other social services, and taxpayer reluctance to assume new tax burdens, Franklin's research points to the importance of public-private partnerships as key vehicles for supporting school improvements.

According to Franklin, educators need to become far more savvy than they have in the past in developing collaborative relationships with private sector sources of funding and in managing those relationships to the benefit of schools and children. In 2003, he completed a volume coedited with Marianne Bloch and Thomas Popkewitz entitled *Educational Partnerships and the State: The Paradoxes of Governing Schools, Children, and Families* (Palgrave Macmillan).

A second research issue that Franklin is exploring is the role of various reform initiatives in building a sense of community or collective belonging in urban schools. Looking at a number of reforms that have been introduced since 1960 in New York City, Detroit, Minneapolis, Ogden, and London, England, Franklin's research points to the contradictory roles that urban schools play in addressing class and racial conflict. Urban high schools can be powerful vehicles for uniting diverse groups of urban residents around



Barry Franklin

a more democratic and egalitarian social vision. But they can also, he believes, divide urban populations around class and racial lines. His research is scheduled for publication next year in a volume entitled *Curriculum, Community, and Urban School Reform* (Palgrave Macmillan). In 2007, Franklin also coedited a volume with Gary McCulloch entitled *The Death of the Comprehensive High School? Historical, Contemporary, and Comparative Perspectives* (Palgrave Macmillan).

Working with doctoral student Rich Nye, he has undertaken a study of the reorganization of a comprehensive high school into a number of smaller learning communities. Although this research is still ongoing, Franklin and Nye question the almost taken-for-granted assumption that reducing school size through smaller learning communities and similar innovations will bring about improvement in student academic achievement. Smaller learning communities, they believe, can do a lot to create more caring school environments that nurture stronger student-teacher relationships. The link between these changes and academic achievement, at least as it is measured by competency tests may, they argue, be quite indirect and often difficult to bring about. There is, they feel, a strong case to be made for reorganizing high schools into smaller learning communities. It is not, however, the commonly voiced view that such restructuring will lead to higher test scores or meeting the demands of No Child Left Behind.

Ray Reutzel Receives D. Wynne Thorne Award

Utah State University professor Ray Reutzel, endowed chair and director of the Emma Eccles Jones Center for Early Childhood Education, was awarded recently awarded the D. Wynne Thorne Research Award. The D. Wynne Thorne Research Award, named after USU's first vice president for research, is the most prestigious research accolade given by USU.

"Dr. Reutzel is recognized internationally for his research on the complexities of literacy development and instruction," said Brent Miller, vice president for research. "His international recognition and leadership have brought excellence to the Emma Eccles Jones Center for Early Childhood Education."

Reutzel's research focuses on evidence-based reading and writing instruction and teacher knowledge assessment. He has generated \$2 million in external grant support for literacy assessment and instruction research.

Reutzel's many books are well known in the literacy community and widely referenced. His work has been published in prestigious publications such as *Early Childhood Research Quarterly*, *Journal of Literacy Research*, *Reading Research and Instruction*, *Journal of Educational Research*, and *Reading Research Quarterly*.

Since 2002, Reutzel has served as coeditor of *The Reading Teacher*, the premier journal of the International Reading Association with nearly 65,000 subscriptions. Also among his honors, Reutzel has authored or coauthored 19 book



Ray Reutzel

chapters, 37 research theoretical refereed articles, and 51 research articles. He was ranked as the 12th most frequently published first author over a 40-year period for *The Reading Teacher* journal.

Scholar/Researcher of the Year Award

Timothy A. Shahan, associate professor of psychology was named the Scholar/Researcher of the Year for the Emma Eccles Jones College of Education and Human Services. Dr. Shahan has generated over \$2.5 million in external support for his research focusing on basic principles of learning and behavior using laboratory animals as subjects. Much of this research focuses on behavioral momentum, choice, and conditioned reinforcement.



Tim Shahan, Scholar/Researcher of the Year
(photo courtesy of Alan Murray/Herald Journal)

One line of research funded by the National Institute of Mental Health is directed at extending quantitative theories of simple operant behavior to the allocation and persistence of attention in animal models.

A second line of research funded by the National Institute on Alcohol Abuse and Alcoholism examines the contribution of basic behavioral processes to drug taking using an alcohol self-administration procedure with rats. Current research focuses on using behavioral momentum theory to predict the impact of drug cues on the persistence of drug seeking.

Dr. Shahan's group has also developed a novel animal model of drug relapse in which loss of a non-drug reinforcer produces resurgence of alcohol seeking. Recently these studies have been extended to intravenous cocaine self-administration.

Shahan works closely with his students and considers them collaborators and junior colleagues. His goal is to provide students with the skills and credentials needed to pursue research intensive academic careers.



Kerry Jordan

Psychology Faculty Member Receives Dissertation Award

The International Society on Infant Studies recently recognized Kerry Jordan's stellar research efforts by presenting her with the 2008 Dissertation Award. Dr. Jordan is an assistant professor in the Experimental and Applied Psychological Science Program. In her dissertation research, Jordan applied the comparative cognition approach to the domain of numbers to help identify the origins of mathematical thinking. Specifically, she investigated the capacity of nonverbal organisms to represent number across different senses.

Comparative cognition research asks whether the cognitive feats that seem to exemplify the complexity of human thinking—such as tool use, object concepts, and cultural traditions—are actually unique to humans or alternatively, have a more ancient evolutionary origin. The comparative approach has also been used to directly compare non-verbal animals and pre-verbal human infants to provide convergent insight into the relationship between thought and language. This approach has

made great strides at integrating the once disparate disciplines of animal behavior and developmental psychology, providing a more comprehensive view of the factors that influence nonlinguistic thought.

Jordan's dissertation research centered on three broad questions: 1) To what degree can non-human primates and young children represent abstract concepts like number? 2) Do cognitive representations in these populations extend across sensory modalities? 3) Can we enhance nonverbal attention, learning, and memory in domains such as numerical cognition by providing redundant information in multiple sensory modalities?

Collectively, Jordan's dissertation data support an evolutionary and developmental basis to our numerical representations as adults. According to Jordan, such research using the comparative approach has shown that, indeed, the thoughts of animals and infants may be much more calculated than once believed.

Camicia Garners AERA Outstanding Paper Award

Steven Camicia, assistant professor of social studies education in the School of Teacher Education and Leadership, along with coauthor Walter Parker, University of Washington, was awarded the 2008 American Educational Research Association's Research in Social Studies Education Outstanding Paper Award. Camicia and Parker's paper, *The New 'International Education' Movement in U.S. Schools: Civic and Capital Intents, Local and Global Affinities,*



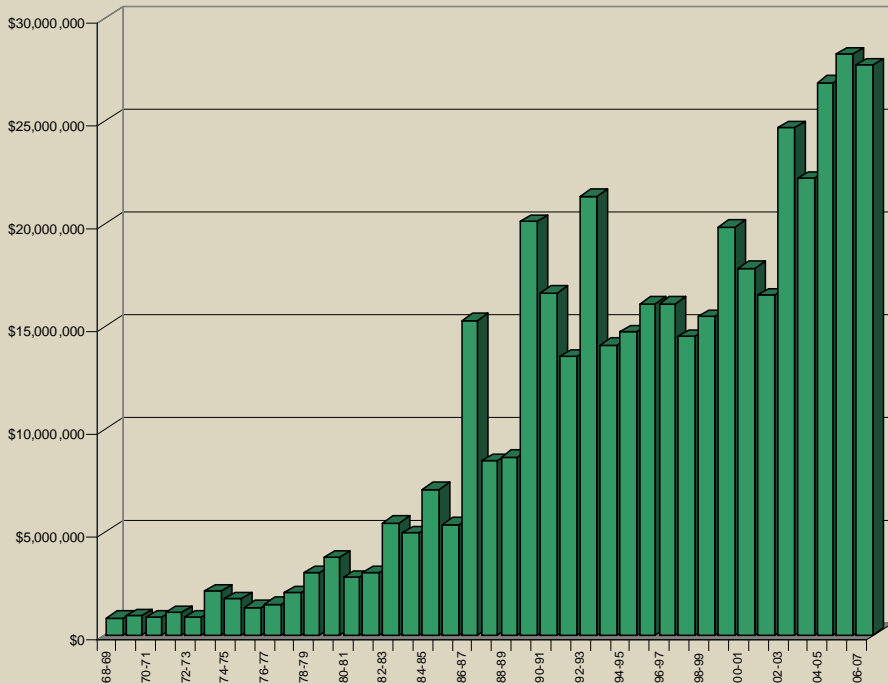
Steven Camicia

reports on their qualitative study of how stakeholders such as politicians, educators, and parents interpret the purposes of international education. They found interpretations of the movement to be multiple and sometimes contentious because the purposes are often very different.

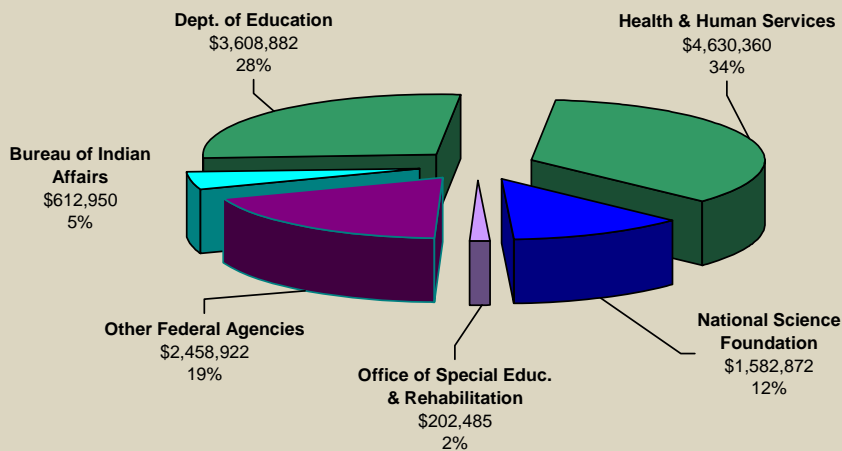
Affinity also differed greatly. While some preferred to view the world through the lens of local and national communities, others emphasized viewing the world through the lens of the global community.

The authors concluded that the current international education movement, as revealed in the sample of movement intellectuals, is plural and contentious, national security plays a central role, and activists seize political opportunities to advance movement goals. As researchers and teachers try to understand, develop, and implement an international education curriculum, it's important that they understand the competing definitions and intents that diverse stakeholders embrace. The findings of Dr. Camicia and Dr. Parker's work can help educators navigate the controversial terrain of the social studies curriculum.

Awarded Contracts and Grants by Fiscal Year



Awarded Contracts and Grants by Funding Source



Contracts and Grants Summary

For Fiscal Year 2006-2007 for all Departments and Units

Proposals submitted—257:
\$94,633,693

Proposals awarded—164:
\$27,734,521

Proposals pending—61:
\$40,773,098

Not funded—32: \$26,129,074

Externally generated funds:
\$2,540,024

Staff supported FTE: 184

Non-students payroll: 156

Graduate students supported:
103

Undergraduate students supported:
190



- This magazine can be made available in Braille, large print, or audio formats.



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The Emma Eccles Jones College of Education and Human Services is about people. This year we celebrate our 81st year of preparing people for careers in education and human services. For the past decade, according to U.S. News and World Report, we've ranked in the top tier of programs nationally. Our current ranking—24th in a field of over 1200 and 3rd nationally in research funding—suggests that we know how to do life-changing work in education and human services.

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