EDU 6648-030 or 040

Wilson™ Level II

UNIVERSITY OF UTAH READING CLINIC
COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

Group Practicum: Tier III

Intervention for Students with Severe Reading Difficulties

Professor: Dr. Kelly C. Patrick, Director
University of Utah Reading Clinic (UURC)
Phone: 801-265-3951(office)
Email: kelly.patrick@utah.edu

Instructors: Contact information will be disseminated at or prior to
first class.

Logistics:
- 3 credit/no-credit graduate hours (cost = $350) letter grade ($450)
- may apply toward degree with advisor's permission; ***strongly recommend acceptance in a graduate program before completing this course to ensure credits will apply to your program of study as "matriculated"***
- to determine if this applies to your school district salary schedule, please consult appropriate district personnel
- presentation of university transcript to USBE earns 108 re-licensure points prerequisite
- all coursework must be completed within 15 months from start date.

Note: to apply this course toward a **university degree**, you MUST receive a letter grade which entails earning a passing grade on a written case study with your practicum student as its focus. We strongly recommend that you save all baseline and progress-monitoring data over time, as you will need to reference these data in your case study. See pp. 7-8.

Prerequisite:

Wilson Reading System® (WRS) Level l Certification and WRS® Advanced Strategies for MSL Group Instruction Course (Group Workshop – completed within the last three years).

Course Description and Expectations

This credit/no-credit or letter-grade graduate course is made possible through the Eccles Foundation, Crawford Foundation and the University of Utah Reading Clinic. It is designed to help educators develop advanced theoretical and practical knowledge of effective intervention for students with severe reading difficulties. Specific instructional techniques used in this practicum are grounded in cognitive research on the development of the ability to read words and research on effective instructional practices for students with severe reading difficulties.

During this practicum, participants will deepen skills developed in the WRS Level l including understanding language processes and how they impact the development of proficient readers and writers. Participants will focus on developing effective small-group instruction – generally in the beginning steps of the program. The WRS® Group Mastery practicum requires successful delivery of a minimum of 50 lessons with an approved group of 3-4 students reaching Substep 3.1 (or higher) in the program in accordance with the WRS® Group Mastery

Practicum/Participant Study Guide, with an approved small group, and submission of at least three videotaped lessons for observation and feedback. This practicum course is one of four components required to obtain WRS® Level II Certification.

Participants are expected to:
- administer pre and post assessments to identify students with word-level deficits who are appropriate for an intensive intervention in a small, homogeneous group setting and measure growth
- plan and conduct group lessons that address the individual needs within the group with clearly established rules and routines and understand how to create more systematic and scaffold instruction, as needed, for students within a group setting
- appropriately pace a group of students through the curriculum, developing mastery of material taught, designing group lessons that focus on accuracy, automaticity, and fluency of word and text reading
- accurately teach the structure of the English language (as presented in WRS® Steps 1-6), and,
- enhance instructional skills developed in Level I Certification
- the approved small group must receive at least five 45-minute, four 60-minute, or three 90- minute lessons per week, (five 75-90 minute lessons per week is optimal)
- practicum students must reach WRS® Substep 3.1 (or higher) in the program

Through intervention, observation, coaching, reading, and attendance at clinical training sessions, participants will be expected to extend their knowledge of the following topics:

Planning & Delivering Differentiated Literacy Instruction
- structured, explicit, systematic intervention
- differentiated intervention in an MTSS system
- intervention in a whole classroom of varying
abilities Phonological Awareness & Basic/Advanced Phonics
- relationship between English orthography and phonology over literacy development
- phoneme basic and advanced awareness
- synthetic blending for one-syllable words, English syllable structure chunking for polysyllabic words
- basic and advanced spelling strategies
- instructional routines for decoding, encoding, and high frequency
words Text Fluency
- use of decodable text and enriched text
- purpose for reading
- building rate, accuracy & prosody
- echo reading, choral reading, partner reading, solo reading
- tracking in text for accuracy and
prosody Vocabulary
- academic vocabulary across content areas
- word level instruction for moving words into oral
language Comprehension
- appropriately challenging text
- making meaning in decodable and enriched text
- comprehension strategies as related to text structure
- building/activating background knowledge

NOTE: Successful completion of the WRS® Group Mastery Practicum will result in WRS® Group Certification. Wilson Reading System® Level II Certification will result after successful completion of WRS® Group Mastery Certification and WRS® Steps 7-12 Certification. Wilson® is a nationally recognized program that prepares teachers to succeed with students who require intensive instruction.

Working with Minors: Your Background Check & Youth Protection Training

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons working with students from the UURC are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!

   a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: https://www.uen.org/cactus/logon.do. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.

   b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at https://uite.utah.edu/students/background-check/.

   c. If you are **neither** a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: https://bci.utah.gov/criminal-records/criminal-records-forms/

All persons working with students from the UURC are also required to complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Persons who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.

Course Outcomes

Assessment of Direct, Structured Literacy Teaching / Lesson Procedures will be scored as procedures are observed. **Participant must score 3 or higher for all items** on the final observation. For reference, see WRS® Group Mastery Practicum/Participant Study Guide.

Observation and Feedback

●   **Three videotaped lessons** must be submitted to trainer for review and feedback. Each block of the

lesson should be no longer than 45 minutes. (**Note:** After the first three video-recorded submissions (Observations 1-3), participants may be requested to submit an additional video if lesson procedures and instructional components do not yet meet the standards. If skills are not properly demonstrated after four total video-recorded lessons, participant must restart the practicum.)

Tutoring Execution

Tutoring during the practicum will earn 100%, 70%, or 0%. UURC staff conduct formal and informal observations as needed.
The criteria are as follows:
100%, Exceeds Expectations,
      a. Strong tutoring execution for most of the practicum.
      b. Strong ability to analyze and respond to student performance.
      c. Strong preparation and management of tutoring materials.
      d. Strong ability to integrate trainer feedback into tutoring performance.
      e. Strong contribution to training and debriefing sessions.
It is important to note that failure to meet a majority of the criteria listed above constitutes grounds for a score of 70%.

70% Meets Expectations
      a. Satisfactory-Moderate tutoring execution for most of practicum.
      b. Satisfactory-Moderate ability to analyze and respond to student performance.
      c. Satisfactory-Moderate preparation and management of tutoring materials.
      d. Satisfactory-Moderate ability to integrate trainer feedback into tutoring performance.
      e. Satisfactory-Moderate contribution to training and debriefing sessions.
0%, Below Expectations
      a. Below expectations in tutoring execution for most of practicum.
      b. Below expectations in ability to analyze and respond to student performance.
      c. Below expectations in preparation and management of tutoring materials.
      d. Below expectations in ability to integrate trainer feedback into tutoring performance.
      e. Below expectations in contribution to training and debriefing sessions.

See pages 10 for grading scale.

Required Text & Materials

- WRS® Introductory Set, 4th Edition, available at: www.wilsonlanguage.com/store
  (WRS® Instructor Manual Steps 1-6, WADE, WRS® Rules Notebook Steps 1-6, WRS® Dictation Book 1- 6, End-of-Step Assessment Items Steps 1-6, Letter-Sound Cards Steps 1-12, Word Cards Steps 1-6, Word Element & Syllable Cards, Steps 1-6, WRS® Student Readers 1-6, WRS® Magnetic Journal with Phoneme Tiles)

- Wilson Reading System® Group Mastery Practicum Required Reading
    ◊   The International Dyslexia Association. (2015). *Effective reading instruction for students with dyslexia.*
[Fact Sheet]. Baltimore, MD: Author.

◇   Rosenberg. D., & Pankowski, A. (2017). *Universal screening: K-2 reading.* [Fact Sheet]. Baltimore, MD: The International Dyslexia Association.

◇   Lowell, S. (2017). Dyslexia assessment: *What is it and how can it help?"* [Fact Sheet]. Baltimore, MD: The International dyslexia Association

◇   American psychological Association, Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning.* Washington, DC: Author.

◇   Murray, C.S., Coleman, M.A., Vaughn, S., Wanzek, J., & Roberts, G. (2012). *Designing and delivering intensive interventions: A teachers' toolkit.* Portsmouth, NH: RMC Research Corporation, CenteronInstruction.

Recommended -

◇   Blachman, B. (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention.* Mahwah, NJ: Erlbaum.

◇   Birsh, J.R. (2005). *Multi-Sensory Teaching of Basic Language Skills.* Baltimore, MD: Brookes Publishing.

WRS® Group Mastery Practicum Completion Requirements

- Submit a pretesting report, including educational history and current test results of each practicum student.
- Conduct small-group student instruction with a minimum of 50 lessons in accordance with the WRS® Group Mastery Practicum Study Guide.
- Provide documentation of written lesson plans.
- Submit a minimum of three videotaped lessons submitted for review and feedback. The final observation must be successfully passed.
- Demonstrate proficiency in implementing all WRS® procedures in a small group setting.
- Develop teacher (including lesson plans, assessments, student notebooks, and students' written work in accordance with WLT® program standards.
- Develop and maintain a Class Progress Monitoring Graph.
- Demonstrate mastery of lesson plan procedures with an emphasis on both accuracy and fluency (documented and approved by Wilson Trainer) delivered in a group setting.
- Demonstrate an understanding of language concepts through accurate teaching with multisensory procedures to a small group of students.
- Demonstrate student success and mastery of decoding, encoding, morphology, vocabulary and comprehension skills for small group
- of students.
- Conduct posttesting and submit the Group Practicum Students Final Report and related documents after a minimum of 50 lessons and achievement of WRS Step 3.1 (or higher).
- Earn a passing score on the WRS® Group Mastery Required Reading Exam.

WRS® Group Mastery Observations and Feedback

- Upload three videotaped observation lessons (at Wilson Academy®) for Trainer to review and provide feedback (trainer may request an additional video). Each observation lesson must be a full WRS® lesson (all three blocks) and delivered in accordance with the WRS® Group Mastery Practicum/Participant Study Guide. Submit all required documentation to trainer within two weeks of recording (lesson occurrence). Video recordings and/or required documentation older than two weeks **may not be reviewed**, and participant will be required to submit a new video and documentation of a more recent lesson.

- With each videotape submission, follow the appropriate Video Submission Checklist. Ensure that all items on the checklist are included (and in order) when submitting observation materials to trainer for

review.

- Incorporate trainer feedback from the WRS® Group Mastery Practicum Observation Form into your remaining practicum lessons and stay in touch with your trainer between observations.

LEVEL II Coaching Sessions Schedule

(Coaching sessions - optional - will address both Group Mastery practicum and WRS® 7-12 practicum concepts)

UURC Coaching Session 1 – Intervention Framework
- model and practice a 1.4 accuracy focus lesson execution/procedures
- discuss intro/accuracy/fluency focus
- review Wilson® Group Mastery practicum study guide

UURC Coaching Session 2
- review Wilson® 7-12 practicum study guide
- spelling option procedure for one-syllable and multisyllabic words
- model, practice & discuss substeps 7.1-7.5
- pacing guided by charting in part 4 of the lesson.

UURC Coaching Session 3
- enriched vs. decodable text
- accuracy vs. fluency focus in parts 9 and 10 of the lesson
- comprehension S.O.S. procedures

UURC Coaching Session 4
- model, practice, & discuss substeps 8.1-9.7
-

UURC Coaching Session 5
- model and practice 3.1 lesson focus on 2 syllable words

UURC Coaching Session 6
- model, practice, & discuss substeps 10.1-10.4

University Credit Requirements & Criteria

Impact on the Future
Use your tutoring experience to understand how reading develops and how instruction leads to that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember--even 20 or so tutoring sessions can make a significant difference in a student's reading ability. YOU can be the person who makes that difference for the child YOU tutor!

Professionalism
All participants are asked to conduct themselves in a professional manner. Professionalism for this practicum includes, but is not limited to:

- punctuality
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities
- refraining from abusive conduct toward a student or any conduct of a sexual nature
- demonstrating an openness to feedback and using such to improve performance
- seeking advice when needed
- exchanging contact information with Wilson trainer (i.e., cell and/or home phone, email address)
- communicating with Wilson trainer regarding any potential conflicts with the schedule
- maintaining [Fitness to Teach criteria](#)

Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.

EDU 6648-030 (credit/non-credit)

Wilson®─Level II Group Practicum: Tier III Intervention for Students with Severe Reading Difficulties

Credit and Certification

To earn University of Utah credit and to be recommended for Wilson® Level II, Group Mastery certification, participant must demonstrate proficiency in lesson procedures, each criterion outlined below and must earn a score of 3 or higher by no later than the final observation. The participant also must receive a grade of 80% or higher for each online assessment. These assessments are self-paced. Once an assessment has been submitted electronically, responses cannot be changed. In addition, the participant must submit all practicum paperwork and earn a passing score on the required reading exam.

Certification: Credit/Non-Credit
- cleared background check (USBE), if working with UURC students
- complete all Wilson® Level II Group practicum requirements
- complete final observation with passing scores
- complete all Wilson® Level II, Group online course requirements
- submit completed pre-testing, post-testing, practicum student report and all related paperwork
- earn a passing score on the required reading exam

EDU 6648-040 (letter grade)

Wilson® Level II Group Practicum: Tier III Intervention for Students with Severe Reading Difficulties

Credit and Certification

To earn University of Utah credit and to be recommended for Wilson® Level II, Group Mastery certification, participant must demonstrate proficiency in lesson procedures, meet each criterion outlined below and must earn a score of 3 or higher by no later than the final observation. The participant also must receive a grade of 80% or higher for each online assessment. These assessments are self-paced. Once an assessment has been submitted electronically, responses cannot be changed. In addition, the participant must submit all practicum paperwork and earn a passing score on the required reading exam.

Certification: Letter Grade

- cleared background check (USBE), if working with UURC students
- complete all Wilson® Level II, Group practicum requirements
- complete final observation with passing scores
- complete all Wilson® Level II, Step Group online course requirements
- submit completed pre-testing, post-testing, practicum student report and all related paperwork
- earn a passing score on the required reading exam
- earn a passing final grade from the combination of the case study grade (25% of final grade) and the practicum grade (75% of final grade)

Letter Grade Guidelines:

TUTORING EXECUTION (75% of course grade) – see page 4 for details

CASE STUDY (25% of course grade) – see page 11 for details
General Specifications:
a. typed, double-spaced
b. On page 1 (a separate cover page is not necessary) include:
   - your full name
   - semester and year you registered for the course
   - course name, course number, section number (e.g., Wilson II Group, EDU 6648-040)
   - your employing school and district (e.g., Sandy Elementary, Canyons School District)
c. No longer than 10 pages in length
d. Meet APA standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

   Due by 5pm, two weeks after the last day of practicum and should be sent electronically to kelly.patrick@utah.edu. If needed, you will receive feedback from Dr. Patrick electronically.

Case Study Description
1. Summary and analysis of the student's reading abilities at baseline.
   a. Briefly describe the student's educational history.
   b. Describe the student's baseline reading abilities in narrative form. Draw on data collected from
      - standardized and performance-based measures:
      - reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, Wechsler Individual Achievement Test)
      - accuracy with letter-sound correspondences
      - word reading for all syllable types
      - word reading and spelling for high frequency words (i.e., WIST)
      - decoding and encoding (i.e., WADE)
      - oral reading fluency and MAZE (i.e., DIBELS/Acadience)
   c. Include baseline data in a table
   d. Discuss the student's abilities in relation to chronological grade level. Specifically, at baseline, where is

this student in relation to where they should be? Why?
2. Summary and analysis of the intervention.
   a. Describe the intervention you provided for this student.
   b. Briefly describe each component and its purpose:
      -decoding (accuracy & fluency)
      -encoding (decoding & fluency)
      -vocabulary
      -high frequency word work
      -comprehension work.
   c. Did any component seem to offer more difficulty or ease than others? Why?
   d. What, if any, adjustments did you make in the intervention?
3. Summary and analysis of the student's reading abilities at posttest.
   a. After administering the posttest and analyzing the data, describe your student's reading abilities at the
      a. close of the intervention in narrative form
   b. Organize baseline and posttest data is a in a table so it can easily be compared
   c. Discuss your student's posttest performance on the same standardized and performance-based
      a. measures administered at baseline.
   d. If indicated, make specific recommendations for future intervention.
4. Summary and analysis of your own teaching practices.
   a. As a reading educator, what have you learned from this practicum experience about reading
   b. development, assessment, and intervention as they relate to students with severe reading difficulties?
   c. How has this knowledge informed your practice? Provide specific examples.

5. Mechanics
   a. APA standards (style, grammar, spelling, etc.)
   b. 10 pages or less in length
IT IS RECOMMENDED THAT YOU CLOSELY PROOFREAD AND EDIT YOUR CASE STUDY AND/OR RUN IT THROUGH A WRITING ASSISTANCE APPLICATION (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Please keep a copy of your case study on file or hard drive until you receive your final grade.

Evaluation Procedures:

75% Tutoring   93 points
25% Case Study   31 points
_____
                 124 points

Grading Scale:
A = 94-100%
A- = 90-93%
B = 84-86%
B+ = 87-89%
B- = 80-83%
C = 74-76%
C+ = 77-79%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1 year, the "I" will convert to an "E," which is a final grade of "no credit."

Case Study Rubric

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources
1. Summary and analysis of the student's foundation for reading success at baseline.					
Description of student's baseline abilities in describe the student's educational history.					
Description of student's baseline reading abilities in both table and narrative form by drawing on data collected from standardized and performance-based measures: reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, or Wechsler Individual Achievement Test), accuracy with lettersound correspondences, word reading for all syllable types, and word reading and spelling for high frequency words (i.e., WIST), and word recognition and phonemic segmentation fluency (i.e., TOWRE).					
Discuss his/her abilities in relation to chronological grade level expectations.					
2. Summary and analysis of the intervention.					
Brief description & purpose of each component: decoding (accuracy & fluency), encoding (decoding & fluency), vocabulary, high frequency word work, comprehension work.					
Did any component seem to offer more difficulty or ease than others? Why?					
What, if any, adjustments did you make in the intervention?					
3. Summary and analysis of students' reading abilities at posttest.					
Desciption of reading performance at the close of the intervention in both table and narrative form.					
Description of posttest performance on the same standardized and performance-based measures administered at baseline. If indicated, make specific recommendations for future intervention.					
4. Summary and analysis of your own teaching practices.					
New learnings: What have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties? How has this knowledge informed your practice? Specific examples provided.					
5. Mechanics					
APA standards (style, grammar, spelling, etc.)				■	APA Guidelines
10 pgs or less		■		■	APA Guidelines
Case Study					
Case Study total points (/31)					
Case Study percentage					
Case Study grade					

Course		
Tutoring total points (/93)		
Tutoring percentage		
Case Study percentage		
Course percentage		
Course grade		

University Policies

1. ***The Americans with Disabilities Act***. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
    a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit https://safeu.utah.edu

3. ***Addressing Sexual Misconduct***. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. ***Academic Misconduct Statemen*t.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: https://regulations.utah.edu/academics/6-410.php

5. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

6. ***Student Code:*** http://regulations.utah.edu/academics/6-400.php

7. ***Accommodation Policy***: http://regulations.utah.edu/academics/6-100.php

8. **Supports for Students:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.

Basic Needs Student Support Statement. Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: https://basicneeds.utah.edu/.