

FY 2013 Awards

Author(s)	Kathy Brady Leslie Tolliver Steffany Chleboun
Title	Accent Modification Program
Award	\$5411
Abstract	The integration of diversity training into undergraduate curricula is of the utmost importance, particularly in service-related fields such as speech-language pathology. Practicing speech-language pathologists increasingly find bilingual clients and clients with limited English proficiency on their caseloads. Through the EUE, we are proposing to establish and implement an Accent Modification Program (AMP) within our currently existing Speech-Language and Hearing Center. The AMP will offer senior speech-language pathology majors an opportunity to work with non-native speakers of English who are interested in modifying their accent to make their speech more intelligible to Americans. Through this learning experience, our undergraduates will become directly involved in provisions of clinical services and exposed to the multicultural society within which we live and in which they will practice as professional Speech-Language Pathologists.

Author(s)	Jamie Conklin Christopher Bullock
Title	Text Message Reference to Support Online Learners
Award	\$2470
Abstract	The Lovejoy Library will run a pilot project to expand its reference services to include text messaging. Students enrolled in online courses could then use cellphones, iPads, and other mobile devices to text research-related questions to librarians. With the purchase of Text-a-Librarian software, librarians would be able to answer text message questions to provide another method of support for distance students. In addition, we would create a marketing plan to include advertising in the Alestle and in the library to inform students of the availability of text message reference. The goal of our project is to allow students to ask questions in a mode in which they are comfortable, to feel supported, and to continue learning about the research process while enrolled in online courses. We will evaluate our pilot project by using a student survey and reviewing text question transcripts. We will then disseminate results on campus and in the library field through conferences and papers. If successful, the Lovejoy Library will provide the funds to continue the project in following years.

Author(s)	Ann Dirks-Linhorst
Title	Creating Online Criminal Justice Elective Summer course
Award	\$7272
Abstract	<p>Currently Criminal Justice Studies offers only a few (2) online summer courses which are both required courses. Lacking is an elective online summer offering, which would assist students with possible early degree completion. Consistent with three of the special focus areas for 2013 EUE proposals (sustainable program change, as it would be offered every summer pending budget approval; improved student retention by creating a learning opportunity climate that better meets student needs; and development of additional online learning options), this request is for one month's summer salary to take an existing course, CJ 365, Ethics in Criminal Justice, and redevelop it as an online course. This request provides dedicated time to assure development of numerous online opportunities for student interaction with fellow students and instructor, vitally important for online learning. It also allows for review of current course approach, internet searches for additional print resources, existing online Ethics syllabi, digital materials, such as web links, video clips, digital libraries, etc., for use in the new course. It allows time for development of a new syllabus, all new or reformatted assignments or activities, online testing opportunities, student learning assessment tools, including self and peer assessment, and the editing of the current course evaluation form. It allows for discussions with IT on best technologies practices for online offerings, and the time to assure completion of all Blackboard workshops, including possible WIMBA training. It provides time to complete all required steps for administrative approval for online courses, and time to upload the new course requirements to Blackboard, and the recording of lectures. Criminal Justice is a robust major where summer course offerings are attractive to students. This new online course will provide a welcome option for these students.</p>

Author(s)	Joaquin Florido Berrocal
Title	Seville Study Abroad Program
Award	\$16000
Abstract	<p>This proposal is requesting funds to support the costs of a summer travel study to Seville, Spain. This project aims to make the students develop two important points in the curriculum of the Department of Foreign Languages and Literature. These points are the understanding of the culture and literature of Spain and the ability to formulate critical analysis of them by getting immerse through a hands-on approach. The classes will be designed with a strong participation component in the syllabus. The students will take one class on Andalusian culture, and another one on Andalusian literature, the region where Seville is located. While the students learn about these subjects in class, they will be able to put their knowledge into practice by preparing and organizing visits to museums, dance and theatrical performances, architectural and archeological sites, exhibitions, readings, etc. All these activities will be assessed in different ways in order to ensure their effectiveness as part of the classes. The students will have the opportunity, among other things, to listen to a couple of speakers, with whom they will have the opportunity to contrast their own opinions on the culture and literature produced in the area. The goal is to integrate the knowledge learned in class and out of class into</p>

	everyday life by making the students be active part of the culture and literature of Andalusia. The expected results will affect the students directly on their Spanish language proficiency, their culture understanding, their critical analysis, and their becoming global citizens.
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Author(s)	Tom Foster
Title	Creating a blended physics laboratory
Award	\$8645
Abstract	Phys112 is a 1-cr lab course that does not meet the requirement of 1-cr. The enrolled 48 students complete only six 2-hour exercises for the semester. Furthermore, the exercises are very sterile and do not reflect the process of science. This project will improve Phys112, not by adding more exercises and reducing the class size, but by hybridizing the course. By using state of the art simulations, the students can collect and analyze data as well as having an improved in-lab experience. The blended course will allow enrollment in the course to stay at 48 students per section, which can be utilized by SIUE to overcome the projected LAB experience shortfall in the Lincoln Plan implementation.

Author(s)	Matthew Johnson
Title	Basic Writing Program Development
Award	\$5624
Abstract	The Academic Development (AD) Basic Writing courses (AD 090 a/b and 092) currently offered by Instructional Services will be absorbed by the English Department's Expository Writing Program. I propose, given this integration, the development of a Basic Writing (BW) program/course that serves as ENG 101 Composition equivalency (rather than duplicating the AD courses currently taught). Combining the AD courses into a single writing course that fulfills the requirements of ENG 101 (and thus primes under-prepared students directly for ENG 102) requires serious program/course planning and development: thus, the EUE funding request. The new BW Program will consist of 1) the equivalency course, 2) a seminar/workshop designed for teachers of the course to improve their BW pedagogical strategies (and foster teaching collaboration), and 3) assessment tools (including student portfolios) that will reveal whether the new course fulfills ENG 101 requirements (this is in addition to integrating the BW portfolios into our already-established ENG 101 assessment program). This proposal is particularly well-suited for EUE objectives: the new curriculum will improve BW instruction by fostering an academic community of BW teachers, enhance general education goals by providing under-prepared students the assistance they need in developing academic discursive strategies, and increase student retention by eliminating the "empty credits" of AD courses, and avoiding the negative "stigma" -as this is 101 equivalency, not AD- that BW students often feel that can hamper their development as writers.

Author(s)	Janice Joplin Norris Manning
Title	GBA 301 Business Transitions I: Planning for Success
Award	\$11295
Abstract	GBA 301, Business Transitions I: Planning for Success, is a new 1 credit hour course in the core business curriculum. The course is mandatory for all entering business students beginning in Fall2012. The objective of GBA 301 is to assist students with transition into and success. in their business curriculum. GBA 301 will consist of three parts: mandatory attendance at an 8-hour orientation at the beginning of the term in which students are declared business majors; attendance at six career-oriented and co-curricular events (three are defined; three are student choice from a list of approved alternatives); and submission of a co-curricular portfolio of short reflection papers about the GBA 301 experience. EUE funding is requested to support the implementation of the course with a Graduate Assistant for administrative support (e.g., tracking attendance at co-curricular events, scheduling cocurricular events in the Cougar Business Resource Center), contractual services for the 8-hour orientation (e.g., instructional and administrative salaries for orientation, meal and facilities costs for orientation; and equipment to electronically track attendance at co-curricular activities).

Author(s)	Anita Joy Dan Welch Kevin Rowland
Title	Acquisition of <i>The Table</i>
Award	\$28000
Abstract	A comprehensive education in the Anatomical Sciences has long been the hallmark of any excellent medical, dental or allied health education program. This is indeed true at the SIU-School of Dental Medicine (SIU-SDM), where the freshmen undergo an intensive study of Human Anatomy. Worldwide, this has been limited to a combination of dissections and lectures. Currently, there has been a thrust to explore novel methods of teaching anatomy that can complement the traditional approach. Today's students are well accustomed to accessing vast amounts of information from tablet devices such as the "iPad". The impending need to adapt teaching methods to accommodate the manner in which students access information, has resulted in the creation of several virtual platforms (e.g. dissection videos and software programs). However, most of these products are limited in scope in their capacity to display human anatomy in a "life-sized" scale. To fulfill this need, a new technology has been developed as a life-sized, "iPad-like" virtual dissection table called 'The Table'. The proposed project requests funds to acquire this novel technological device. This device takes advantage of 21st century technological advancements in imaging, such as X-rays, ultrasound and MRIs, and combines them for use in a 7' x 2.5' screen. Its creators refer to it as a "reusable cadaver", with the added benefit of avoiding the toxic chemicals used in embalming solutions. Factoring in an increase of around 12% in cadaver costs each year, the Anatomy lab would save approximately \$32,340.00 over the next 5 years in cadaver costs alone. The effectiveness of the device in teaching will be assessed and compared with the traditional methods. The results will be disseminated via peer-

	reviewed journals. A report will also be furnished to the EUE program on completion.
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Author(s)	Min Liu Lakesha Butler Rhonda Comrie Terri Poirier
Title	Designing an Interprofessional Education Program on Culturally Competent Communication for Students in Nursing and Pharmacy
Award	\$7306
Abstract	The Schools of Nursing and Pharmacy have a common need to address cultural competency training and to implement interprofessional education training. Bringing together faculty members from Speech Communication, Nursing, and Pharmacy, this project proposes to design, implement, and assess an Interprofessional Education program focusing on Culturally Competent Communication for nursing students (in Nursing 244) and pharmacy students (in PHPR744). By engaging these students in learning with and from each other in a team-based format, the program targets competencies in Interprofessional Communication, Team Work, and Culturally Competent Communication. Quantitative and qualitative data will be used to assess the efficacy in achieving the targeted learning objectives. The faculty members will use the data to improve the program for future implementation, and to create manuscripts for publication. The project seeks to create sustainable program changes to two undergraduate courses and address a key program challenge for nursing and pharmacy programs of teaching cultural competency and developing models for inter-professional education.

Author(s)	Jennifer Rehg
Title	Enhancement of Forensic Anthropology and Bioarcheology Curricula
Award	\$13000
Abstract	I am requesting funds from the EUE program to purchase equipment and commodities that are needed for essential improvements to forensic anthropology and bioarchaeology courses and student research activities. Student interest in forensic sciences generally, and forensic anthropology is increasing. The interdisciplinary Forensic Sciences Minor (approved in 2010) has already attracted 40 minors. The development of the minor was based in part on expansion of forensic anthropology courses into a two semester sequence (ANTH 369- Introduction to Forensic Anthropology, and ANTH 469- Forensic Anthropology Applications), the latter of which is an intensive lab course focusing on skeletal analysis. In addition, 15% of Anthropology SRA students in 2010/2011 are working on bioarchaeology or forensic-related projects. Specific measurement devices are required for standard skeletal analysis, and currently the department has insufficient measurement equipment for students. It is also imperative to have a comparative collection of materials to allow students to learn about human skeletal variation, appropriate analysis techniques, and recognition of various types of trauma and disease manifesting on skeletons. These skills are fundamental to the practice of forensic anthropology.

Author(s)	Carolina Rocha
Title	Spanish in the Community: an Experiential, Service-Learning Class

Award	\$2937
Abstract	This EUE grant requests support to transform an existing class into an experiential new course for undergraduate students at SIUE, "Spanish in the Community: an Experiential, Service-Learning Class" I am requesting EUE program assistance to obtain three weeks of summer salary to prepare course material and develop relationships with local institutions (schools, non-governmental organizations) to set up a system of internships in which students will use Spanish while familiarizing with the needs of local native Spanish-speakers. This course will provide essential hands-on training in both Spanish and Latino culture in the US enrich students as they take part in real-life situations and improve their language skills. This class hopes to provide much needed immersion for students of Spanish who cannot study abroad for financial reasons and/or other commitments.

Author(s)	Cynthia Traub
Title	Envisioning a new College algebra
Award	\$6805
Abstract	We seek funding to redesign SIUE's College Algebra course (Math 120) and implement a pilot study of the new course. University administration has directed that we transition away from developmental math courses and as a result, the math department is developing a plan to combine content from College Algebra with that of AD 095, a prerequisite currently required for students with low ACT math scores. As part of this redesign study, we will field test several existing online learning platforms with packages for remediation and College Algebra. We plan to use a "just in time" remediation model, developed in parallel with the standard material of the course. We will design content delivery of the course to be integrated with the iPad, and we will provide students in the initial pilot sections with a school-owned iPad. The multi-touch capability of the iPad screen will allow students to interact with and master the material of the course in ways that are fundamentally different than either traditional paper and pencil or even online-based courses. Leveraging iPad technology gives students access to Math applications aimed at these specific goals. Students also have expanded interaction with the digital content, which allows more practice time outside of the classroom setting. We will run a small pilot section in Fal12012 and again in Spring 2013, with a larger pilot the following year and full implementation by Fa112014.

Author(s)	Chin-Chuan Wei
Title	Biophysical and Biochemical Chemistry Laboratory
Award	\$15292
Abstract	The Department of Chemistry is proposing a different biochemistry curriculum which will allow SIUE students gain greater access to a Biochemistry Degree, particularly pre-health/biology majors, and would like to implement this degree in the Fall of 2013. In order to meet the plan, a new laboratory course – Biophysical Chemistry Laboratory (CHEM465A)-will be needed to be developed in 2012-2013. Since this new degree also affects the current setting in Biochemistry Laboratory (CHEM455), a modification on this laboratory is also sought so that both laboratories are coherent and synchronized. Several experiments are proposed by integrating our education and research resources within the Department. By offering a new biochemistry degree, the prehealth/biology majors will

	have a smooth transition to chemistry majors and most likely finish their degree in 4 years. Furthermore, it will attract more students to major in Science, Technology, Engineering, and Mathematics (STEM) disciplines because the degree is heavily biochemistry and biophysics oriented. The proposed research-like experiments will promote undergraduate student's research and creative activities. The EUE proposal here is to request the financial support for the curriculum development of a biophysical chemistry laboratory and the existing biochemistry laboratory to achieve excellence for undergraduate education.
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Author(s)	Jason Yu Tom Lavallee
Title	Marketing Communications, Culture and Language Program, Hangzhou, China
Award	\$20000
Abstract	This proposal seeks EUE funds to reduce the cost of students and faculty participating in an international, interdisciplinary marketing communications, culture, and language program in Hangzhou, People's Republic of China. The program will run for five weeks during the summer of 2013 from mid May to late June. Students participating in the program are required to register in Mass Communications Advertising Campaigns 421 and IS400 History, Culture and Language of China for a total of 6 credit hours in the College of Arts and Sciences. The program gives SIUE students an opportunity to gain professional marketing experiences in China through developing a marketing communication campaign plan for an American brand in a Chinese market. The marketing campaign project will not only involve students in interacting with businesses, advertising agencies, media organizations, and marketing/advertising experts, but also require students to do research on a major provincial market (Zhejiang, the richest province in China in terms of per capita GDP) and consumers. Students will be assessed through a final marketing project, presentation, regular language assignments compiled within a digital portfolio and a survey instrument designed to measure student experience in relation to the CAS 'Desired Characteristics and Capabilities of Graduates'. The program will lay the foundation for a regular Mass Communications, Chinese culture, and language program affiliated with Zhejiang University in Hangzhou, People's Republic of China.