

2010 Faculty Scholarship and Innovation Grant Vignettes Table of Contents

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PROJECT VIGNETTE

Name(s):

Brian Bailey

Grant title:

Digital Video Literacies: The Power and Praxis of Authentic Audiences

The purpose of my project was to...

take the findings from my doctoral dissertation and use them to write a manuscript for publication in a peer-reviewed journal.

To accomplish this, I (we)...

revisited the data in my dissertation and wrote it up into a finished manuscript for publication.

Thus far, I (we) have...

written the article.

With the following interesting results...

I have seen new things in my data and used my findings to inform my course on Adolescent Development and Youth Culture.

In the future, I (we) hope to build on this project by...

submitting the article to the peer-reviewed journal entitled Digital Culture & Education

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Brian Bailey

Grant title:

Fifty Teens One Question

The purpose of my project was to...

produce a short documentary style film that shows the complex nature of urban teens by having them talk about what makes them happy. We want to focus on urban teens to offer a counter narrative to the negative stereotypes that often define students in the Rochester City School District. We want to show that urban teens are much more complex than the simplistic stereotypes that often define them in popular media.

To accomplish this, I (we)...

filmed 50 high school students in the Rochester City School District and asked them one question: What makes you happy?

Thus far, I (we) have...

shot the video footage of urban youth and begun editing the film.

With the following interesting results...

I have learned about the lives of the students I am filmming and used this to inform the ways in which I prepare teachers.

In the future, I (we) hope to build on this project by...

completing the editing process, finishing the film, showing it in my classes, and expanding the project to international adolescents.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Paula Brown and Laura Riddle

Grant title:

Reading Comprehension of Children with Language Impairment

The purpose of my project was to...

begin working on a research endeavor focused on reading comprehension skills of children who have language impairments. Our goal this summer was to review literature regarding 1) comprehension difficulties of children with language impairment and 2) methodology for investigating reading comprehension processes, particularly the drawing of inferences.

To accomplish this, I (we)...

conducted a series of searches of published research focused on theoretical, descriptive and intervention studies involving comprehension skills and strategies of poor readers and readers with language impairment.

Thus far, I (we) have...

read numerous descriptive and experimental studies in the areas of 1) reading comprehension skills of children with language and reading impairments, 2) inferencing skills of children with reading and language impairment, 3) expository text comprehension strategies, and 4) various methodologies for investigating reading comprehension and inference processes. We have decided to focus on third graders who have language impairment. Our rationale for doing so is based on our analysis of current research...

With the following interesting results...

We have found that most research on reading comprehension has focused on comprehension of narrative text rather than expository text. This is interesting considering the importance of learning from expository text in school. Given the role that knowledge of discourse structure plays in the reading comprehension process and the differing structure of narrative and expository text, it is clear that more research is needed to fully understand the difficulties that poor readers face in comprehending expository versus narrative text. In addition, little research has been conducted with children in the early elementary years and so very little is known about how children move from beginning reading processes to processes involved in deriving meaning from expository text. Furthermore, little is known about how children with language disorders navigate this transition and how specific language impairment affects text understanding. Given the nature of language impairments and what we know about how language impairment affects spoken language comprehension, we would expect young children to experience difficulties in monitoring comprehension and utilizing strategies to facilitate construction of meaning from written text.

In the future, I (we) hope to build on this project by...

conducting a series of studies beginning with an analysis of how typical 3rd graders read expository texts and then analyzing how 3rd graders with language impairment differ. Lastly, we plan to develop a set of intervention strategies and evaluate the efficacy of these strategies in improving expository text understanding.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Carol Brownstein-Evans and Mark A. Primus

Grant title:

International Social Work in India

The purpose of my project was to...

The purpose of our project is to develop the curriculum to support a study abroad experience in India for social work students and to address the logistics of the study abroad travel. Student will attend a 10-day study abroad experience in social work as part of an International Social Work course to be taught Spring 2011 at Nazareth College. This 3 credit course incorporates course modules developed by Rajagiri College's department of social work for the study abroad component and includes participating in a conference entitled "International Social Work and Environmental Justice".

To accomplish this, I (we)...

To develop the 3 credit course syllabus, we met 1-2 times weekly in the summer of 2010 to discuss and select specific journal articles, book chapters, novels, documentaries, etc. We corresponded with Rajagiri College of Social Sciences School of Social Work, Center for International Education (CIE), and the travel agency. We formulated an agenda of three planned monthly meeting with students for the fall to prepare for study abroad. Meetings with potential students were held in June and July dispensing information about the program. Each faculty member leading the study abroad to India researched possible scholarly topics to present to Rajagiri College faculty and students.

Thus far, I (we) have...

Thus far we have linked the content of international social work to MSW fall courses and identified assignments in five courses for linkages. We developed course content on blackboard with readings and other pertinent resources which students can currently access, drafted a 3 credit course syllabus, and drafted evaluative questions to be utilized for assessment purposes at various stages of the course experiences (See two attachments). We have begun research on faculty presentations on such topics as father involvement and child outcomes, UN declaration of human rights article eighteen on cultural life of community, global issues in women's health, education, employment, and empowerment.

With the following interesting results...

Until the course is taught in spring 2011, it would be difficult to say what are the " interesting results."

In the future, I (we) hope to build on this project by...

In the next five months we will finalize the syllabus, hold the a minimum of three preparatory fall meetings, complete other details of the study abroad short term trip with Rajagiri College and CIE, complete research and development of faculty presentations, conduct study abroad January

2011(travel to India), complete course by March 30, 2011, conduct symposium/student projects, and conduct assessment evaluation.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge **Connection** **Innovation** **Preparation**

The Nazareth Identity Pillars that fit this project are: Connection and engagement of students with the global community and Challenge and exploration of the larger academic communities at Nazareth College and at Rajagiri College to push students beyond their current understanding of social issues and human rights.

PROJECT VIGNETTE

Name(s):

MaryAnn Bush

Grant title:

Women's Voices, Women's Image

The purpose of my project was to...

This project involved the investigation of the role of identity in the development of women, both psychologically and culturally. In particular, I will be developing a theoretical model to relate the role of self-identity in women to conceptions of feminism. I am interested in the intersection of phylogenesis (historical-cultural) with ontogenesis (psycho-spiritual) as consciousness is expressed in human beings over time.

How did the self of woman emerge as consciousness evolved to include such an awareness, and how might the vestiges of such an identity continue to define the identity of women today and through history.

Most modern theories regarding the role and identity of women look to cultural, environmental and even biological factors for explanation. With the exception of Freud, few theorists offer purely psychological explorations into the development and subsequent consequences of women's self-identity. I will be incorporating the self theory of William James, in which he argues that human consciousness divides the self into two parts, I an Me; Self as Knower and Self as Known. These aspects; self as subject and self as object, manifest through the process of individuation in the course of psychological development. A similar phylogenetic process has been postulated by a number of theorists including Jean Gebser (1984), in which the evolution of human consciousness is viewed from a historico-cultural perspective. An analysis of the earliest writings of women, in light of these two theoretical perspectives, will be used to develop an alternative theoretical explanation for the complexities of role and gender in human experience today, that are related to the inequities so often experienced by women.

To accomplish this, I (we)...

I spent a good portion of my summer reading and writing about the historico-cultural development of women and investigating the earliest writing of women that reflect the emerging sense of identity and image in and around 2500 BCE. I traveled to the University of Pennsylvania to visit an exhibit of artifacts from the City of Ur and spent some time in the archives with the actual cunieforn tablets recovered from the Temple of Inanna and authored by Enheduanna. Amazing!!

Thus far, I (we) have...

I have submitted a proposal for a book chapter related to the topic of the earliest conception of feminine identity and it's relationship to the sacred feminine.

With the following interesting results...

I am currently involved in a related research project which aims to identify aspects in women's identity and their impact on women's tendency to self silence.

In the future, I (we) hope to build on this project by...

continuing to write and identify appropriate outlets for the material. Ultimately, as time allows I will work toward a book project on the development of identity in women past and present.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Meg Callahan

Grant title:

Adolescent Perspectives on Gender Representations in Literature, Media & Contemporary Culture

The purpose of my project was to...

...explore questions about how adolescent students frame issues of gender, power and identity in contemporary culture. Our essential unit questions evolved into the following:

- (1) how are the feminine and masculine portrayed in cultural (print and media) texts?
- (2) how do the texts we encounter--in media and print--shape the way we see ourselves?
- (3) what role can the artist play in shaping the identities we see as possible?

To accomplish this, I (we)...

I collaborated with Reenah Golden, local spoken word poet and teaching artist; Amy Andrews, creative writing teacher at Greece Odyssey Academy; and James Fitta, creative writing teacher at East High School. The four of us developed a collaborative curriculum unit to address the essential questions cited above. We implemented the unit in May and June 2010. The curriculum unit presented provocative gender-related texts (both print and multimedia) and invited students to respond creatively to the texts. Ultimately, each student in the classes was invited to write and perform a poem that addressed a gender issue of importance to her/him.

Thus far, I (we) have...

Reenah and I implemented the gender unit in two high school creative writing classrooms, collected student poems from each of the classes involved in the project, and are currently in the process of analyzing our work for a presentation at the National Council of Teachers of English Annual Convention (November 20, 2010 in Orlando, Florida).

With the following interesting results...

We found that adolescent students have a lot to say about gender issues in contemporary culture. Their poems range from critiques of idealized femininity and masculinity, to celebrations of identity, to reflections on how gender stereotypes shaped their development. Just as interesting, however, was our process of collaboration on this project. Upon reflection, we found that each of the teachers (including Reenah and I) brought our own "gender agendas" to this project. These agendas shaped our negotiations of the curriculum work, the implementation in the classroom, and our perceptions of the student's responses.

In the future, I (we) hope to build on this project by...

Presenting our work at the National Council of Teachers of English Annual Convention in Orlando, Florida on November 20, 2010. We may also write up our presentation for the WILLA (Women in Literature and Life Assembly) Journal. Both teachers have expressed interest in future collaborations, and Reenah may be pursuing work at both schools with her Slam High Spoken Word program. We all remain open to future collaborative work.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Cristina Carrasco

Grant title:

Teaching with Technology: Culture and Grammar through Film in 4th credit Spanish Language courses

The purpose of my project was to...

include film as a technology teaching tool in my fourth credit Spanish section course SPN 202W. Including film as part of their extra credit lab assignments would help the students to practice not only their listening skills and grammar but also to increase their cultural awareness about other Spanish speaking countries as well as their writing skills.

To accomplish this, I (we)...

I am getting trained in other technology tools such as wikispaces and wetpaint to create a semester-long project with my students of the 4th credit SPN 202 section.

Thus far, I (we) have...

I am currently developing a pilot project for my SPN 202W Advanced Grammar and Composition 4th credit course that I will be teaching in Spring 2011.

With the following interesting results...

Students taking the extra credit lab will be able to develop a coherent online project while they learn grammar and culture through Spanish and Latin American film. Students will learn the wide variety and diversity of Spanish-speaking countries. It is very important to guide students towards making connections about current issues both in the US and in other parts of the world. Thus, students will increase their cultural awareness as well as grammar, vocabulary and enhance their writing through film.

In the future, I (we) hope to build on this project by...

introducing the use of wiki projects in other courses such as SPN 203G Culture and Civilization of Spain and SPN 309 Hispanic Film. I believe students who hope to become teachers would benefit from teaching with technology. In fact, I know there are courses in the TESOL graduate program that encourage future teachers to learn pedagogical online tools for classroom use.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Rui Cheng

Grant title:

Legitimate Peripheral Participation Guided by Teacher Written Feedback (Completion and publication of an existing project)

The purpose of my project was to...

The purpose of my project, Legitimate Peripheral Participation Guided by Teacher Written Feedback (Completion and publication of an existing project), was to explore the role of teacher written feedback in students' development of academic literacy in the discourse community of applied linguistics.

To accomplish this, I (we)...

To accomplish this, I conducted a case study with two non-native English speaking graduate students from Korea and Germany respectively to examine their development of academic literacy through their participation in a variety of activities guided by the feedback they received from their course instructors on their academic writing assignments. Data were gathered from multiple sources such as questionnaires, students' written assignments, and interviews. The various sources of data were analyzed qualitatively using different methods and allowed data triangulation.

Thus far, I (we) have...

Thus far I have finished the manuscript, and it's at the final revision and proofreading stage. It's going to be sent out for the consideration of publication within this year. The paper was presented at American Association for Applied Linguistics this year.

With the following interesting results...

Students developed a sense of themselves as evolving professionals by the kinds of comments they received (Casanave, 2002). The feedback would not only help them revise papers but also helped them "situate themselves" in relation to the class community and by extension in relation to the field. Professor's feedback can serve the powerful function of assisting students' movement into a particular community's professional practices. What students regarded as key factors for writing the successful academic papers: practice and review are obviously important. Through the writing process, students practice their writing skills and combine their disciplinary and genre knowledge into a piece of written document. Teacher's written feedback, as the result of review, could possibly engage students into another round of practice to perfect the paper. Dialogic interaction between students and the instructor, although sometimes not in the oral format, is the inherent nature of this writing activity.

The study again provides very promising pedagogical implications in helping student develop their academic literacy in the chosen field. First of all, it is advisable to provide some written feedback to students' academic papers. Not all instructors provided written feedback. Students probably would not give a second thought on the paper other than anxiously knowing the grade is relatively acceptable. For the papers with teacher written feedback, they actively engaged in various types of legitimate peripheral participating activities to repair the problems in the paper.

Secondly, it is worth considering what kind of feedback for instructor to provide that will engage student into legitimate peripheral participation into the fullest extent. Apparently, comments on spelling and grammatical imperfection won't achieve the goal. It is the thought-provoking feedback based on teacher's familiarity and experience in the disciplinary conventions that will benefit students.

In the future, I (we) hope to build on this project by...

In the future, I hope to build on this project by exploring students academic literacy through legitimate peripheral participation guided by teaching writing feedback from a broader sense: to include more students, and student from various culture backgrounds.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Clare Counihan

Grant title:

The Distractions of Desire: Genre Experimentation and Southern African Women's Literature

The purpose of my project was to...

continue work on a manuscript I am preparing for publication. This manuscript examines how southern African literature from the last thirty years engages with formal aesthetic experimentation as a means of critique. The novels I analyze challenge and expand the genre of the novel in order to challenge and expand notions of who the "proper" subject is for the nation after decolonization.

To accomplish this, I (we)...

read widely in the field of southern African literature, exploring both primary texts and secondary scholarship.

Thus far, I (we) have...

a substantial draft of the second chapter, and I am beginning work on the introduction and book proposal.

With the following interesting results...

I have clarified and focused quite substantially my understanding of the argument of the manuscript and where it fits in relationship to current scholarship. I have a much more precise idea of how my argument will contribute to the ongoing scholarly conversation, and I am well-situated to continue working on the manuscript over the academic year and next summer.

In the future, I (we) hope to build on this project by...

completing the draft of the second chapter and of the introduction and proposal. I plan to draft two more chapters as well. I also hope that I will be able to use the research I have done for this project to revise the special topics course in Southern African Women's Writing that I offered in Spring 2008.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Deana Darling & Kerry Dunn

Grant title:

Proactive Alignment of the DICE Professional Semesters with Changing Professional Standards, Expectations and Demands

The purpose of my project was to...

The purpose of this project was to better align the clinically-rich experiences of the three courses that constitute the graduate inclusive childhood professional semesters, especially as each pertains to professional dispositions and reflection.

To accomplish this, I (we)...

To accomplish this, we read and discussed the most recent publications of Charlotte Danielson and Linda Darling-Hammond, and considered how these research directed texts could better support our students' field experiences and professional interactions. Working with Ron Springer, a former elementary principal and current student teaching supervisor, we were able to consider this work from the perspective of the student, the faculty, the supervisor and the teaching professional.

Thus far, I (we) have...

Thus far, we have created a set of support materials to be used by our students, supervisors and cooperating teachers. These include pre and post observation reflection materials, lesson observation assessments and a new Student Teaching/Practicum Handbook. Unfortunately, because New York State has still not yet finalized their new Professional Teaching Standards or the new system for Teaching Assessment, we have decided to hold off on the implementation of these new assessments. We worry that it would be professionally irresponsible for us to change the structure of observations at this time, only to to change them again in the coming months. We are confident that we will use what we have developed as the base, but know that they will be fine-tuned once the State measures are released. We will be using our newly developed handbook in the coming Spring semester to facilitate communication and understanding between all of the participants in the professional semester.

Based upon the work of Charlotte Danielson, we have started a Professional Learning Community with our part-time student teaching supervisors. Through this on-going professional development activity, we are able to discuss the idea of professional dispositions and their manifestation in our students and graduates. Through our work, we have re-formatted the interactive student/supervisor journals and have changed the focus of some of the seminars for the spring semester.

With the following interesting results...

Our work has been met with great support and enthusiasm from our faculty and staff. There is a greater sense of cohesion with the language and expectations, especially around the notions of reflection and professional dispositions that links INCH 521, INCH 526, INCH 635 and INCH 690.

We hope to see additional results when we actually implement our newly created materials in the spring.

In the future, I (we) hope to build on this project by...

We are eagerly awaiting the revamped New York State Professional Standards and Assessments. We know that these will influence our work, yet we believe that we will let the researched work of Danielson and Darling-Hammond under-gird what is most important to us.

We know that the pending observation and reflection materials developed with this grant will need to be modified for actual use in the coming semester.

We will continue the Professional Learning Community, exploring these issues as we move into 2011.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Yousuf George

Grant title:

Graph Theoretic Sports Models

The purpose of my project was to...

extend the research initiated in MTH 490 - Undergraduate Research in Mathematics, and discover new, related problems appropriate for continued undergraduate research.

To accomplish this, I (we)...

investigated some of the natural extensions of the models of the NFL playoffs developed in the class. Though little research has been done along these lines with the NFL, there is a large body of similar research for NCAA football. I conducted a literature review of this research in hopes of finding additional methods to improve our models.

Thus far, I (we) have...

created two robust models of the NFL playoffs based on regular season data. We have used these models with data from the 2000-2008 NFL seasons to test their accuracy.

With the following interesting results...

Using data from the regular season, we can correctly predict the results of NFL playoff games more than 2/3 of the time, and even better, we can predict the Superbowl winner 3/4 of the time. I also found a number of ideas which have been used in predicting the outcomes of NCAA football games which should enhance our own models.

In the future, I (we) hope to build on this project by...

incorporating research from NCAA football into our models of the NFL. In addition, it would seem that the models we have created should apply equally well to other major sports. Unfortunately, the computational complexity is much greater with other sports (which have more regular season games, and hence more regular season data), but we hope to overcome this hurdle with further research.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Akhtar Ghassemi and Cheri Boyd

Grant title:

“Engaging Pharmacology and Mathematics Education students”

The purpose of my project was to...

The purpose of the project was to engage mathematics education students and faculty in supporting some nursing students and faculty as they teach and learn the mathematical and quantitative aspects of pharmacology.

To accomplish this, I (we)...

We primarily explored how to effectively incorporate and evaluate the quantitative aspects of clinical pharmacology (medical dosage calculations) in the course syllabus. We developed a Pharmacology Lab to serve the students’ needs and provide appropriate interventions, support, materials, and resources including time and location for nursing students to more successfully integrate quantitative experiences. We coordinated the availability and training of a mathematics education tutor to help the nursing students who would benefit from practice sessions regarding dosage calculations. The faculty members, Dr. Ghassemi and Professor Forth, who teach Clinical Pharmacology courses in Fall 2010 collaborated with Dr. Boyd, Mathematics Professor, and the mathematics education tutor to monitor student course assignments and assessments, classroom work sessions and invitations to the labs in order to enhance student achievement of learning outcomes, and fulfill the purpose of the grant project. Interacting with nursing students in the Pharmacology Lab environment provided valuable experience for the mathematics education students in return, as they see real world applications of mathematics and real student difficulties in learning mathematical concepts and developing computation, verbal and written skills.

Thus far, I (we) have...

Akhtar Ghassemi developed the class syllabus and incorporated the decisions that were made by Cheri Boyd and Akhtar Ghassemi regarding assignments and assessing the mathematics component of the Pharmacology Course. Students purchased a set of ATI online dosage calculation modules in order to practice major categories related to dosage calculations and take the online tests. Nursing students were required to know dosage calculations in four major categories: calculations related to conversions (e.g., milligram to gram); calculations that pertain to weight, height, and/or body surface area; calculations that involve medication concentrations; calculations related to parenteral intravenous administration. During class, dosage calculation pre- and post tests, and a number of dosage calculation quizzes were administered to assess students’ professional competency in relation to dosage calculation of medications and drug therapy. Medical dosage calculations were also incorporated in the class exams.

Some students were encouraged to schedule practice sessions with the tutor at the Pharmacology Lab based on their poor performance on the online dosage calculation quizzes. Some nursing students did attend Pharmacology Lab and work with the mathematics education tutor. Some did not. We will consider requiring attendance at the Pharmacology Lab and signing in to create a record for certain students.

With the following interesting results...

Training the mathematics education tutor ahead of time with the nursing dosage calculations problems provided a greater level of comfort during lab sessions. Mathematics educators visiting and working with nurses during class was exciting and inviting in both directions. Students who need mathematical assistance are often the least likely to obtain it. Mathematics education majors gained experience and confidence in helping students with significant need. Additional nursing students came to the Math Center for help this semester during hours when the Pharmacology Lab was not open. We reinforced the experience from previous semesters that mathematical calculations are not the only difficult aspect of the pharmacology course. Professors Forth and Ghassemi concur that nursing students require background in microbiology and pathophysiology for success in the Pharmacology course, and have introduced this need to the Nursing Department Curriculum Committee for further discussion. Nursing students have increased awareness of their responsibility to gain skill and confidence in calculations for a later course (Pediatrics) in the curriculum and in their NKLEX-RN licensure exam, and of an additional resource available to them.

In the future, I (we) hope to build on this project by...

We hope to build on the project by hiring additional mathematics education students and nursing students as tutors to fulfill nursing student's needs by offering a broader schedule of practice sessions at different times during the week. In addition, the nursing faculty will consider offering a 1 credit elective prerequisite course focusing solely on dosage calculations. We hope that by publicizing and continuing this interdisciplinary project in the upcoming semester, more students will benefit from the Pharmacology Lab and acquire greater competency. This in turn will prevent medication administration errors in the health care agencies. We would like to assess the learning outcomes related to the quantitative aspect of the course. We also need to explore permanent budget sources for paying the tutors.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Sara P. Gombatto

Grant title:

“Electromyography in Movement Analysis”

The purpose of my project was to...

The purpose of the proposed project was to examine muscle activity using electromyography (EMG) in people with and without musculoskeletal pain problems.

To accomplish this, I (we)...

I examined the literature to decide on what muscles were important to monitor for different body regions, the placement of electromyography (EMG) sensors to appropriately monitor the muscles, and methods for data acquisition using the movement analysis system in the Physical Therapy Department. Next, we collected EMG data on 2 volunteers without musculoskeletal pain problems and 1 volunteer with low back pain.

Last, I investigated the EMG processing and analysis components of custom software. In conjunction with an expert consultant, I wrote the software code to process and analyze the EMG signals acquired in the laboratory. Processing and analyzing the EMG with the custom software is necessary so that the acquired EMG information is a meaningful reflection of muscle activity in people with and without musculoskeletal pain problems and so that the information can be clearly communicated to students and researchers.

Thus far, I (we) have...

We have developed standardized placements for EMG sensors, tested 3 volunteers, and wrote the data processing software. During the fall semester, we had planned on testing more volunteers, processing the data from all volunteers, and integrating the information into the Kinesiology course. However, due to a loss of data from our laboratory computers, the EMG processing software will need to be re-written in order for us to process the EMG data and meet the goals for this project.

With the following interesting results...

We were unable to realize many of the goals for this project due to a loss of data from laboratory computers. We will continue to work on this project during the school year in order to meet our goals and expected outcomes.

In the future, I (we) hope to build on this project by...

We plan to continue data collection on volunteers and re-write the EMG processing software to allow analysis of the EMG data and integration into the courses and research projects.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Zbigniew Granat

Grant title:

Publication of a musicological monograph entitled "The Open Work: Horizons and Boundaries of a Twentieth-Century Genre"

The purpose of my project was to...

prepare for publication a monograph devoted to the concept of the open work in twentieth-century music. I am now in the beginning stage in the preparation of my manuscript. My study will offer an extensive reinterpretation of this concept and show that openness ought to be viewed as a musical, compositional, and aesthetic goal to be realized in a work of art. This thesis will be demonstrated through analyses of works by John Cage, Pierre Boulez, Karlheinz Stockhausen, Witold Lutoslawski, and others.

To accomplish this, I (we)...

I intend to submit to the publisher a significant portion of my manuscript by the end of 2011. The whole project will involve a significant revision of my dissertation as well as writing three additional chapters. The completion of this project will also require an examination of a number of sources housed in archives in Switzerland and Poland.

Thus far, I (we) have...

I have conducted a market analysis as requested by the publisher and begun research required for the completion of this project. I have also begun drafting a *raison d'être* that had been requested by the publisher. I have also discussed my project with a representative of the University of Rochester Press.

With the following interesting results...

I hope to begin the revision of my dissertation in the spring 2011 submit a proposal by the end of the year. The next step of this project will involve research in libraries abroad and writing three additional chapters.

In the future, I (we) hope to build on this project by...

offering an upper-division special topics in music history course that would be based on the subject of my monograph. I also plan to present this research at scholarly conferences in the U.S. and abroad.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Grant Gutheil & Rebecca Fahy

Grant title:

Development of Child Life Specialist Certification Program for Nazareth College

The purpose of my project was to...

Investigate the feasibility of implementing a Child Life Specialist Certification Program at Nazareth College

To accomplish this, I (we)...

Determined the components of successful Child Life programs using:

1. On-line research of existing programs nation-wide
2. Extensive discussion with a local Child Life Specialist directing the CCLS (Certified Child Life Specialist) program at Golisano Children's Hospital
3. Discussions with relevant faculty members outside the Psychology department who would likely be involved in any Child Life program here at Nazareth.
4. Investigation of requirements and guidelines of the national Child Life Council (<http://www.childlife.org/>)

Thus far, I (we) have...

Produced a report detailing our findings and recommendations and submitted it to the Psychology Department for discussion in the current term

With the following interesting results...

We believe that a program in Child Life is potentially a good fit for Nazareth and the interests and career goals of many undergraduate students in Psychology and related majors

In the future, I (we) hope to build on this project by...

Presenting the report to other relevant stakeholders on campus to determine if implementing this program is feasible and, if so, developing a timeline for implementation within the next few years.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name:

William Hallahan

Grant Title:

An innovative study of biodiversity through the hybridization of classroom engagement and online interaction.

This project had several, specific goals. The first goal was to address a gap in the instruction of biology that exists in most college curricula. That is, the topic of biodiversity through direct hand-on field experience. Many biologist have drawn attention to the loss of species throughout the world and researchers are in the field in many exotic places attempting to locate, identify and catalog the worlds species (several international projects include The Tree of Life, etc.). Few curricula, however, include opportunities for students to learn how to research biodiversity. A second issue that this project addressed was to incorporate a research experience into a course as a way to encourage a greater depth of understanding of species-habitat relationships. A third component was to incorporate technology into both the study of biodiversity as well as create an interactive learning experience between the instructor and the students through inline communication, database management and the development of a website that will serve as a virtual museum or a tour of various habitats to illustrate the species that comprise each community. Finally, because many students leave campus for the summer and because the summer is the best time to collect field data, this project developed a hybrid course that includes classroom instruction, field research and online interaction and concludes with classroom instruction and presentation.

This project yielded results. A complete and tested syllabus was made possible with the help of a volunteer intern from Pittsford Sutherland High School who basically performed all of the activities in the course. With her feedback, I developed a course syllabus and series of lesson plans and she learned how to conduct field research, collect data and manage a database and finally design and prepare a website to show the basic features of the goals of the project. Consequently, this hybrid course is ready to implement in 2011.

Additional interesting results. This project, conceived as an individual effort, developed into a very collaborative experience which added significantly to the benefits of the project. By engaging a student intern to help try out many aspects of the lessons and assignments, I was able to avoid unanticipated problems and I was able to modify my strategies to involve as much student participation as possible with lecture/demonstration kept to a minimum. In other words, I was able to get immediate feedback on the complexity and difficulty of various tasks and discover what aspects needed special attention and where student understanding was maximized. I also met with Paul Monachino during the course of the project when we were ready to develop a website and he helped me get started immediately with Google Sites which is a free application available through Nazareth College and Google; this saved me the expense of purchasing any special website design software and it is portable so that a student can even build parts of the website during the summer when off campus. In addition, we will be able to use the Google application to share photographs

which will be essential when building the virtual collection and identifying the organisms. Early this fall, I met with Kate Collier who gave me ideas and suggestions for how to avoid problems that are specific to online courses; she also researched some ways to share files during the summer using Moodle and Google.

Future: I am ready to launch this course immediately and I have example data, field trials, images to show as models for students, a database and a website, all completed so students can see what is expected from them. The website is <http://sites.google.com/biodiversity-project>

Pillars: Innovation, Preparation, Connection

PROJECT VIGNETTE

Name(s):

Rich Hartmann and Mitch Messina

Grant title:

Construction and Operation of a Large Scale Biodiesel/Vegetable oil fired Glass furnace

The purpose of my project was to...

Purchase the materials needed to build a larger scale furnace for melting glass that could be powered either with biodiesel or waste vegetable oil.

To accomplish this, I (we)...

Investigated what others are doing, bought materials, discussed/planned the best way for us to use our resources to build the furnace, the crucible, and modify the burner.

Thus far, I (we) have...

Purchased the material, made the crucible, constructed and test fired a modified oil burner

With the following interesting results...

we were able to achieve a very intense (i.e. hot) flame with limited smoke which operated well on biodiesel and blends of biodiesel and waste oil. Did not work very well on pure vegetable oil.

In the future, I (we) hope to build on this project by...

Designing a system to preheat the vegetable oil - most likely we will have to build a system to capture waste heat from the kiln to preheat the vegetable oil without getting it too hot (decomposition can be a problem at high temperatures). We are also hoping to make the furnace portable so that we can use it at Nazareth as well as other locations to highlight the work that we are doing. We also hope to use it for other types of high temperature work including metal casting.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Maria Baldassarre Hopkins & Laura C. S. Jones

Grant title:

Reconceptualizing Literacy's Foundations: Integrating New Technologies into the Literacy Program

The purpose of my project was to...

address and explore the ways that digital technologies function in the lives of our students, in schools, and in workplaces as the locus of literacy shifts from page to screen. Because the changing nature of literacy in the world requires a re-conceptualization of literacy in schools and institutions of higher education, our purpose was to prepare our students for the literacies of the 21st century and to impact what they, as teachers, do in their classrooms. To this end, we planned to implement a digital video project in LTED 629 and analyze student films and reflective writing in order to gain insight into possible program revisions that would incorporate digital literacies in meaningful ways.

To accomplish this, I (we)...

made course revisions to LTED 629 to incorporate movie production, worked with Luke Barnum to learn to use the digital tools that would be employed in LTED 629 by creating a short film, guided students through the process of composing digital narratives and reflective writing about that process, began analyzing data (course films and student writing) to inform potential course revisions and to disseminate our results to other professionals in our field.

Thus far, I (we) have...

completed course revisions to LTED 629 and collected all data from students including the movies they produced and reflective writing. We are still in the process of analyzing student data and are working to create a manuscript for submission to Journal of Adolescent & Adult Literacy based on our results.

With the following interesting results...

Although we are currently working on our 2nd round of data analysis, the following themes have emerged, including but not limited to: emotional attachment and response to iMovie as a literacy learning tool, various positive qualities and potentials of iMovie, an appreciation for the deictic nature of literacy, and the power of movie production as a tool that facilitates collaboration and community involvement.

In terms of where this project makes the most sense in our program, we are finding that it may be most effective as a component of our methods course (instead of LTED 609 as originally conceived) because the primary objective of that course is to teach teachers the methods of literacy instruction.

In the future, I (we) hope to build on this project by...

completing a manuscript based on findings in our data analysis to submit to the Journal of Adolescent & Adult Literacy.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Shanna Jamanis & Grant Gutheil

Grant title:

Course proposal for new course in Exceptionality and Special Education

The purpose of my project was to...

Develop a new course focusing on exceptionality and Special Education that would be team-taught by the Psychology department and the Department of Inclusive Childhood Education. This class would replace the current Psychology course (PSY 255) Psychology of the Exceptional Individual. The grant recipients (Jamanis & Gutheil) would be the primary course instructors.

To accomplish this, I (we)...

The grant recipients met several times over the summer to map out the goals and components of the new course.

Thus far, I (we) have...

We have produced a detailed course proposal and submitted it for discussion to Psychology and DICE.

With the following interesting results...

We are quite confident that the new course in a team-taught format is both quite feasible and offers an exceptional educational opportunity for our students.

In the future, I (we) hope to build on this project by...

Implementing the new course in the Fall of 2011

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Laura Jones and Jennie Schaff

Grant title:

Literacy Interventions Using Assistive and Adaptive Technologies

The purpose of my project was to...

create a new course on the topic of literacy intervention and assistive and adaptive technologies to be offered in the Language Literacy and Technology department.

To accomplish this, I (we)...

met repeatedly and discussed the format of the course as well as different ways in which the course may take shape. We brainstormed assignments, readings, and different manners in which the course could be delivered.

Thus far, I (we) have...

completed a rough draft of a course syllabus.

With the following interesting results...

that we have been able to update our own professional knowledge in current research in reading instruction and technology. We have been successful in designing a graduate level course that will provide students with what we believe is critical information teachers in a variety of K-12 settings.

In the future, I (we) hope to build on this project by...

offering this course in 2011.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Thomas J. Lappas

Grant title:

Development of Course: "HIS 317: Strange Brew": Alcohol, Temperance, and Gender in U.S. History"

The purpose of my project was to...

do a great deal of additional reading in preparation for the course, since much of the twentieth century history will be outside my area of expertise.

The key topics, related to the course, where I need to do substantial work are as follows:

- 1) Feminist Theory as it Relates to Temperance and or/Alcohol Abuse
- 2) Legal Aspects of Prohibition and Enforcement
- 3) Criminal Trafficking of Alcohol
- 4) Gender Roles and Alcohol 1920s and Later
- 5) Advertising and Alcohol
- 6) Biological Properties of Alcohol Abuse and theories of dependency

To accomplish this, I (we)...

Read in the fields as indicated above.

Thus far, I (we) have...

been teaching the proposed course

With the following interesting results...

students are learning about the history of alcohol, temperance, and gender

In the future, I (we) hope to build on this project by...

teaching the class again.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Dr. Mireille Le Breton

Grant title:

Research and interviews for pedagogical purposes to develop a new course for the Fall 2010

The purpose of my project was to...

bring original research into the classroom as I was developing my new course Ethnic Youth and Hip-Hop Culture in France (LIT318). It was also to write an article on the topic of Immigration, Citizenship and National identity in France.

To accomplish this, I (we)...

carried extensive research in Parisian libraries (how wonderful to be back to Paris!) and in libraries Aix-en-Provence. I also got the opportunity to spend a day with writer and activist Mohammed Razane, in Paris, when I interviewed him on his works, life, political views, media involvement, and future projects. I finally spent a great amount of time writing in a haven of peace, in Aix-en-Provence.

Thus far, I (we) have...

Been able to incorporate the fruits of my interview and research into my classroom and to complete the writing of my article.

With the following interesting results...

Firstly, as mentioned above, this semester, I was able to use the content of my interview and research within my classroom. My students were therefore confronted with new and challenging ideas, and were encouraged to think about class materials in new ways. Secondly, I was also able to write my article: « RE-PENSER » L'IDENTITÉ ET LA CITOYENNETÉ FRANÇAISES DANS LES ROMANS DE MOHAMED RAZANE DIT VIOLENT ET DE FAIZA GUÈNE KIFFE KIFFE DEMAIN. It is now in press and will be published at Academia Bruylant press in the collection "Sefar", in the Spring 2011.

In the future, I (we) hope to build on this project by...

Publishing a book on the topic.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Jennifer Leigh

Grant title:

PRME Teaching Methodologies

The purpose of my project was to...

Gather information about teaching methods used by instructors in all business disciplines from around the world when covering issues of ethics, social responsibility, sustainability/natural environment, or social entrepreneurship in their courses.

To accomplish this, I (we)...

Conducted a web-based survey of over 200 academics from around the globe.

Thus far, I (we) have...

Began an initial descriptive analysis of the sample and presented this information at the 2nd Global Forum on the Principles for Responsible Management Education on June 22, 2010 at Fordham University. See program (<http://www.unprme.org/global-forum/deliverables.php>) and photos (http://s905.photobucket.com/albums/ac259/Principles_for_Responsible_Management_Education/2nd%20Global%20Forum%20Fair_%20Chris%20Taggart%20photos/).

With the following interesting results...

Global interest in the research findings, invitations to present the data in the U.K. and Europe, and considerable one-on-one contact with academic around the world.

In the future, I (we) hope to build on this project by...

my co-author presenting the findings at the M/O/T International Conference on Management Learning on December 1-4, 2010 in Vienna, Austria.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Kimberly McGann

Grant title:

Writing for Mr. Right: The Presentation of Self in Online Dating Profiles

The purpose of my project was to...

With my CTE summer grant I was able to continue work on my online dating research project. The paper grew out of a class project in my Marriage and Families class where students did a mini-content analysis of Match.com dating profiles. I collected data over three years from the same geographically diverse zip codes. Last fall, CTE funded research assistance from three students from class, one of whom continued into the spring semester and presented findings in conjunction with mine at the Eastern Sociological Society meeting in Boston. While working with undergraduates on the project was a productive and valuable experience for all involved, it took time away from preparing my own portion of research for publication. The grant gave me an opportunity to move my own research further along.

To accomplish this, I (we)...

I used the CTE summer grant to complete writing a formal literature review for the paper, add 100 more profiles to the data set, and also to meet and discuss my initial findings with several experts in other fields.

Thus far, I (we) have...

The paper is in its final stages of preparation and will be sent for publication by the end of the year.

With the following interesting results...

I was asked to write a synopsis of this research for the "Life of the Mind" column in Connections.

In the future, I (we) hope to build on this project by...

Presenting at one of the on campus scholarship events.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Cindy McPhail

Grant title:

Prosody and Reading Comprehension for English Language Learners

The purpose of my project was to...

build on the evidence provided by an earlier version of my study examining the impact of explicit instruction in prosody on reading comprehension, fluency, and use of writing conventions for students who are English language learners. This project will be completed during my sabbatical (spring 2011), but I needed to use 09-10 Grant funds to be able to purchase books this fall in order to plan for instruction.

To accomplish this, I (we)...

I needed funds to purchase books to provide a basis for the instructional component of the study. The Scholarship and Innovation Grant has provided the resource to allow me to do this.

Thus far, I (we) have...

I have been literally hounding the teacher with whom I'll be working starting in January. I've provided public library copies of the books that I think might work for the study. It's clear that teachers are very busy people and it was extremely difficult to have him confirm which books would be appropriate for his students. As of this date (10/20/10), I FINALLY have confirmation from him regarding which of the books that I provided him would work best with his students. I plan to purchase the books immediately.

With the following interesting results...

I know now that despite beginning this process last spring, it can be difficult to convince others of the urgency of a timeline that is not as imperative to them as it is to me. In addition, there are always extrinsic factors that must be considered. For example, when I approached the teacher during the summer about the study, it was impossible for him to say which books would be appropriate for his class since he didn't know his students yet and would not even begin to know them until the start of school in September. Even during September and October, it was difficult to convince him to carve out the time to select the books. Once we are working together in a more daily, face-to-face manner, I expect that communication will be easier.

In the future, I (we) hope to build on this project by...

I will conduct the instructional component of my study in the spring 2011 semester and I look forward to determining if there is an impact from the direct instruction in prosody for this population of students.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Susan Nowak

Grant title:

Religious Questions and Ethical Dilemmas

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Julia Postler and Naomi Erdmann

Grant title:

Extending Student Learning: From the Theoretical to the Practical

The purpose of my project was to...

The first purpose of our project was to have students gain the appreciations, understandings, and knowledge related to children in the stage of early childhood development and learning. In addition, we wanted the students to have an opportunity to use their learning by assuming the role of a participant observer to apply their theoretical knowledge to a practical situation.

To accomplish this, I (we)...

To accomplish this we engaged the students enrolled in LTED624/INEC 514 in reading and responding to the work of Vivian Paley. Dr. Paley is a world renown authority whose work focuses on the youngsters in early childhood and their learning especially through play and projects. The graduate students were given the challenge of responding to Paley's *A Child's Work: The Importance of Fantasy Play*. A combination of questions based on the writings of Kant and Newstadt and May were presented to them as questions to guide their thinking. The students were also required to attend the Annual Pre-K@Nazareth College event. This is the third year the Graduate Literacy Programs faculty has collaborated with the Rochester City School District, as well as other departments in the college to present a one of a kind event at Nazareth College. The mission of Pre-K@Nazareth College is to provide young children and their parents/caregivers with an opportunity to learn, engage, and have fun on a college campus. The overall goal is they begin to see education and higher education as a priority for themselves and their children. The children take part in various learning activities to support their development and learning, while the parents engage in a series of lectures on health, nutrition, literacy and community resources. Members of the community such as Wegmans, the Monroe County Health Department, the librarysystem, the Museum of Kids Art, and local author, Will Hubbell join to support the mission of Pre-K@Nazareth College. After fulfilling their responsibility as a participant observer, the graduate students revisited their responses to Dr. Paley's writing and reflected upon their observations. They compared them to their thoughts based on Dr. Paley's book and reflected again using the guiding questions.

Thus far, I (we) have...

Thus far, we have gathered both sets of responses and are preparing to code them to determine possible evidence of growth in becoming a reflective practitioner.

With the following interesting results...

In the future, I (we) hope to build on this project by...

This opportunity has afforded our students a foundation for further learning. Interestingly, in class discussions the graduate students preface their contributions with remarks such as "As Vivian Paley's said...", "when I watched the kids at Pre-K..." or "I observed a child the other day and he made me think of Paley and the children at Pre-K..."

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Carol Roote

Grant title:

Development of an inquiry-based laboratory manual for a non-major microbiology laboratory course

The purpose of my project was to...

develop a creative, inquiry-based laboratory manual for use in the PI Microbes and Society laboratory course (Bio318L). There are virtually no published lab manuals for non-major microbiology courses. Lab manuals that exist are either geared for biology majors or allied health majors and are far too complex for non-majors, or they are cookbook style manuals that require students to simply follow directions with little thinking involved. I used a published, complex, inquiry-based manual for two semesters and assessed the results using rubrics to grade written lab reports. I found that the inquiry style was engaging to students but that they were not able to articulate the results and meaning of the experiments that they completed very well. Anecdotally, I also found that I had to spend a great deal of time during the laboratory session explaining the manual. Therefore, I have begun to develop a simpler, yet engaging inquiry-based style manual that is written for non-science majors.

To accomplish this, I (we)...

have chosen a new textbook that has case studies embedded in the manual and used many of these case studies, as well as others, as the bases for the labs that I have written.

Thus far, I (we) have...

have written a series of inquiry-based labs based on case studies that I wrote or that are in the textbook I have chosen. I have written enough instructions for the students to be able to follow the procedures, but have left the labs open-ended, so that they have to determine and analyze the results.

With the following interesting results...

So far, students seem to find the labs engaging, have an easier time following instructions and understanding how the material is relevant to their everyday lives, and have some understanding of how the scientific method works. I still have to spend some time in lab explaining procedures, but not as much as I had been. Instead, I am able to spend more time in lab now helping the students analyze their results and tie them to see the larger picture.

In the future, I (we) hope to build on this project by...

submitting it to the Microlibrary of the American Society for Microbiology for publication on their education website.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Jennie Schaff

Grant title:

Student Perceptions of Digital Literacies Research Project: Stage I

The purpose of my project was to...

collect data from teachers on how they define the terms digital and multimodal literacies.

To accomplish this, I (we)...

have done a lot of reading on accepted definitions of these terms.

Thus far, I (we) have...

met with a number of local teachers and informally spoken to them on the following topics: how they understand and define multimodal literacies and digital literacies, where they feel they need more content knowledge pertaining to digital and multimodal literacies

With the following interesting results...

realizing that these terms are thought of as "buzz" words but that none of the interviewees have any formal understanding of what the terms mean and how they are relevant in their classrooms and schools.

In the future, I (we) hope to build on this project by...

developing a formal online survey that can be administered to local teachers as well as to students within the school of education to help create a foundation of understanding (or lack thereof) pertaining to multimodal and digital literacies.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Marcia Miller Spoto

Grant title:

Development of an Electronic Patient/Client Documentation System for the Nazareth College Physical Therapy Clinics

The purpose of my project was to...

To develop and implement an electronic patient/client record-keeping system using APTA Connect, a network based software program recently purchased by the physical therapy department. In today's health care environment, health care providers need to be capable of developing and maintaining electronic medical records. The physical therapy program administers an on-campus clinic and this project will result in direct applications in the way of establishing an electronic documentation system. The students can then translate this learning experience to their off-campus clinical education experiences.

To accomplish this, I (we)...

Worked collaboratively with another member of our faculty, Sara Gombatto, to develop templates for patient intake information, medical history forms and patient examination forms. We then together participated in numerous web-based meetings with Cedaron Medical, the software company that developed PT Connect. In these meetings, we learning how to create our own templates and integrate them into the existing system. We also worked with the Nazareth College Information Technology department to develop our internal systems to allow us to send surveys to clinic patients that can then allow us to collect patient data online, which then can be incorporated into the patient medical record.

Thus far, I (we) have...

Accomplished all of the above, and in addition, are working on piloting this system with a select group of 2nd year DPT students who are currently working in the clinic as part of their learning experience associated with their Musculoskeletal Management course.

With the following interesting results...

We have started to develop electronic records for our patients and have found that students easily adapt to electronic documentation. This is in contrast to many medical clinics that have found this process very challenging due to the relative inexperience of clinicians implementing this type of technology.

In the future, I (we) hope to build on this project by...

Having our students utilize the current patient management aspects of PT Connect and providing feedback to the faculty on the utility of the system in general. We can then use the knowledge we have gained on customizing this system to adapt it to our needs. A priority will be to integrate our own patient examination forms into PT Connect.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

David Steitz

Grant title:

Older Adults and the Effects of Their Sexual Identity: Educational and Practical Implications

The purpose of my project was to...

I, along with two undergraduate psychology and gerontology students, created and distributed questionnaires assessing sexual behaviors and end-of-life planning among LGBT and non-LGBT younger and older adults. There is currently a great lack of information and resources in these areas from which to draw upon for teaching and research purposes. We were interested in knowing more about what younger and older adults know about sexual practices and to determine the source(s) of this information. Furthermore, we wanted to learn if there were any differences in LGBT versus non-LGBT end-of-life planning and if these possible differences were in any way due to perceived, or real, discrimination based upon sexual identity and practice.

To accomplish this, I (we)...

We created questionnaires and met with local LGBT groups and retirement communities to aid in distributing our materials.

Thus far, I (we) have...

We met with local LGBT groups and retirement communities to assist us in participant recruitment. We have obtained quantitative and qualitative data from LGBT and non-LGBT younger and older adults.

With the following interesting results...

Not surprisingly, the variables of race, education, and income were all associated with end-of-life planning, specifically, educated whites with incomes above \$40,000 per year were the most likely to have carried-out some degree of end-of-life planning. Unfortunately, we were not able to obtain equal group size (LGBT versus non-LGBT) and therefore cannot determine at this point if there are in fact differences in end-of-life planning practices between these two groups.

In the future, I (we) hope to build on this project by...

It has become very evident that a much more intensive participant recruitment process with an incentive system in place would need to be performed to hopefully obtain a more representative and substantial sample size. I had really not anticipated the difficulty in participant recruitment for this topic. This perhaps serves to explain some of the lack of information in these areas.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Cathy Sweet

Grant title:

Learning to Develop Differentiated Interdisciplinary Lessons for Art Education

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

I was unable to move forward with any part of the project due to a change in my department objectives.

With the following interesting results...

In the future, I (we) hope to build on this project by...

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

Connection

Innovation

Preparation

PROJECT VIGNETTE

Name(s):

Maria Rosaria Vitti-Alexander

Grant title:

A Holy Roman Emperor: At Odds With the Papal Innocents

This memorandum will serve as the Project Vignette for the first segment of research conducted in August, 2010 on the above-referenced Project, and a further summary of the final segment to complete this Project.

The purpose of my project was to...

This research is focused on understanding the struggle between the Holy See and the temporal power of the last Holy Roman Emperor, Frederick II of Svevia. The research targets an ongoing struggle during the early and middle twelfth century between Frederick II and the Vatican Popes with documentary evidence drawn from Frederick's reign over southern portions of the region now called Lazio, Italy, located in close proximity to Rome. Although Frederick strongly influenced the economic development of southern Lazio, bringing about the tremendous growth of towns, and the proliferation of the abbeys, churches and monasteries, his reign wrought destruction and mayhem as well and further pitted him against the Roman Church. Ultimately, the Church prevailed but not until Frederick's life had ended.

First Segment of the Research:

I have so far visited some of the towns that played a crucial role in the conflict between the power of the Roman Church and the temporal power of Emperor Frederick II. Those towns are: Sora, Atina, Cassino; Isola Liri, Vicalvi, Arpino.

I have had access to their libraries and archives, such as the important archive of the Dioceses of Sora, the archive of the abbey of Casamari, and the Monastery of Monte Cassino.

With the following interesting results...

I have gathered important material from these towns. Many manuscripts reveal the continuous presence of Federico II in these bordering territories, where the Emperor ordered the construction of castles, bridges and walls for the protection of the area.

Much more needs to be done to shed light on what brought about the destruction and a later reconstruction of certain towns, as well as the presence of numerous monasteries and abbeys, which still enrich these areas today. By the dawn of the thirteenth century, these areas had become well-known centers of study and culture throughout Europe. In many instances, these holy places involved construction which was not willed by the Church but rather initiatives of Federico II, to expand his dominion as Holy Roman Emperor. As the result, Frederick II found himself excommunicated from the Church three times during his lifetime.

Final Segment:

I would like to complete this research by examining the remaining areas of the southern portion of Lazio that saw several Roman Popes locked into terrifying and continuous clashes with the Holy Roman Emperor, and the ruler of the Kingdom of Sicily.

This in-depth research will culminate in a series of articles that will deal with the fascinating political figure of Federick II of Svevia, a man responsible for the growth of universities and schools, literary circles and academies, a literary language in southern Italy, and many important religious monuments and buildings. A Renaissance man of Frederick's stature has never been repeated in the south of Italy.

These articles will be presented in conferences nationally as well as internationally.

I have already incorporated part of this research in my Italian 203 course, the study of Italy before its unifications (1861). I have created a specific section that covers the rise and fall of Federck II of Svevia and his family.

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

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PROJECT VIGNETTE

Name(s):

Monica Weis SSJ

Grant title:

New book-- working Title : Dancing With the Raven: Thomas Merton's Evolving Ecological Consciousness

The purpose of my project was to...

finish the final draft of the book by the end of June; select photos for the book from a collection of more than 1000 photographs by Merton; contact the various publishers for quoting permissions; submit all materials to University of Kentucky Press.

To accomplish this, I (we)...

did the above tasks and kept to deadline;

Thus far, I (we) have...

sorted out the title with UPK. This book will be featured in the Spring catalogue as part of an ongoing series "The Environmental Vision of....." Previous books feature C. S. Lewis and Wendell Berry. This Merton book will be the third in the series, now called "The Environmental Vision of Thomas Merton." I filled out a 4-page marketing questionnaire for UPK focusing on which Merton scholars might write blurbs for the jacket, review the book for majors journals, and suggestions of book signing locations.

With the following interesting results...

Bills have been received and paid for (\$700 for photos; \$880 for quoting permissions....\$80 over my grant of \$1500); title has been resolved; production is moving forward. I am waiting for the copy editor's proof before this manuscript goes to press.

In the future, I (we) hope to build on this project by...

developing more public lectures based on this research (I am the keynote speaker for a conference on Merton and Ecology at Bellarmine University on October 16, 2011) as well as incorporate some of this material into my course: Eng 348W Earthscape--American Nature Writers

Which of the Nazareth Identity Pillars below do you feel fit your project?

Challenge

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PROJECT VIGNETTE

Name(s):

Carl Wiens

Grant title:

Two-Part Transition or Two-Part Subordinate Theme? How to Choose

The purpose of my project was to...

Write and present a paper for the annual Canadian University Music Society meeting, held in Regina Saskatchewan (Canada).

To accomplish this, I (we)...

research wrote, edited and prepared the paper for presentation.

Thus far, I (we) have...

given the paper at the conference which was held at the University of Regina on June 5, 2010.

With the following interesting results...

that my paper was part of panel on William Caplin's Theory of Formal Function. Caplin attended the session and responded to all three (3) papers.

In the future, I (we) hope to build on this project by...

expanding the number of compositions under consideration and have the results published in an appropriate music theory journal.

Which of the Nazareth Identity Pillars below do you feel fit your project?

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