

**CENTER FOR TEACHING EXCELLENCE
VIGNETTES OF 2006 FUNDED PROJECTS**

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John Bopp

The purpose of this project, *Humanistically Oriented General Chemistry*, ... [vignette coming soon]

Mary Carlson, James Douthit, Bryan Hunter, Mario Martinez, Thomas McGary, Marjorie Roth, Beverly Smoker, Rachel Whitcomb, Carl Wiens, Mark Zeigler

The purpose of this project, *Revision of Departmental Syllabi in the Music Core*, was to examine the undergraduate music core that is required of all students. This includes courses in: music theory, ear training/sight singing, music history, class piano, class voice, ensembles, private lessons and the senior music comprehensive experience. We met for an extended period of time to discuss the music core with the intention of developing departmental objectives that would be commonly agreed upon in the music core. As a number of these courses are taught by adjunct faculty, we felt that it was necessary to define some common objectives that would be utilized in this instruction so that, within the music core, each professor would have knowledge of the objectives and could build on those objectives in subsequent and upper level course instruction.

To accomplish this, we scheduled a lengthy meeting after the close of the academic year to discuss this issue. However, as the discussion ensued, we discovered that there were some problems in the music core that I had not anticipated when we began the meeting. Discussions followed concerning credit issues, class sizes, instructional methods, staffing needs, and a variety of “nuts and bolts” and policy issues that had not been considered and would need to be dealt with in order to establish departmental objectives for this.

Thus far, we have continued to work toward clarity in the music core curriculum in terms of credit and requirements. As a result of our discussions for this project, and our continued work on the issue, we made a request for a second faculty line that would assist in the development of the music core and the staffing of that core with full time faculty as opposed to adjunct faculty instruction. Again, though our adjunct faculty instruction is strong, it is difficult to plug the part-time faculty into the same communications network of the full time faculty, leaving some gaps in the knowledge of the students. As this is a foundational set of courses in all music degrees, it is important that all of our faculty are aware of the objectives of the courses in this cluster and that those objectives are being properly considered in the instruction of the students. The staffing aspect of this issue was a substantial piece, and though we have not yet completed the task of definition of departmental objectives in the music core, we have made a major step in increasing the solidity of the curriculum in this area by addressing the staffing issue and more clearly defining the staffing needs in this area. I look forward to the continued discussion that will enable us to define departmental objectives, but that will likely come over a longer-term period.

As stated above, a surprise element of this extensive meeting was the strategic planning of the faculty staffing needs regarding our position requests for the department. As a result of the initial planning sessions, we were able to think in a more unified manner regarding the music

core and begin the process of defining departmental suggestions that will support the information both in the core and in subsequent and upper level instruction.

Richard Hartmann

The purpose of my project, *General Chemistry Principles From the Artists Perspective*, was to incorporate the fine arts into my chemistry course to increase student interest and awareness of connections to other learning on campus. To accomplish this, I teach all lectures from the basis of what an artist might do/use and then introduce chemistry concepts. I present lab experiences that focus on creation of works of art and in the process expose the chemical concepts considered important by our department. Thus far, I have had one guest lecturer, two thirds of the labs involve chemistry art, I have taken pre-surveys on student attitudes/perceptions, and planned an entire semester of labs. The result of these changes is I've received lots of good feedback from students. Such as "It's like learning in disguise" and "This is much more interesting than high school chemistry", etc. So far, so good!

Bryan Hunter

The purpose of this project, *Using Neurologic Music Therapy Training as a Model for Interdisciplinary Teaching, Clinical Practice, and Research in the School of Health and Human Services*, ... [vignette coming soon]

Erin E. Kelly

The purpose of this project is to develop the curriculum for a *new Introduction to Literary Studies course*. This lower-level course is now required for all English majors with a concentration in Literature, and it is intended to prepare them for more advanced work. In particular, the department seeks to ensure that all of our students – including transfers, non-traditional students, and those who began their post-secondary studies at Nazareth College – will have common academic experiences and training that will serve them well in upper-level courses. To accomplish these goals, the course offers students a review of foundational skills and concepts (such as close reading, MLA citation, and terminology used to describe figurative language) and introduces them to more advanced materials (including the library databases used to locate and evaluate secondary criticism along with an overview of the contemporary theoretical approaches to interpreting literary texts employed by the critics they will be reading). Thus far, I have designed the syllabus for a pilot version of this course, which is being offered in the fall semester of 2006. Information gathered from this class will be used to revise the syllabus and course materials so that two sections of it can be offered in spring 2007. By the end of the 2006-2007 academic year, a Blackboard site containing a modular syllabus, suggested assignments, and other materials related to this course will be completed so that all English department faculty members can use them to teach this course. Much of the work completed thus far has involved locating and obtaining resources appropriate for this course. Excellent textbooks have been easy to find but not at reasonable prices. Gaps in the library's holdings have made it

necessary to order texts through inter-library loan and to use my own books to supplement resources available on campus. Some of the projects that must be undertaken in the spring are to order some additional library materials and to investigate more economical ways of having students obtain certain readings and resources. Even at this early stage in this project, it is clear from anecdotal evidence that this course is addressing the needs of our students. A number of individuals have mentioned that concepts I believed they might need to review are actually new or largely unfamiliar to them. Early drafts of student writing I have examined already show more detailed and thoughtful analysis of literary texts than I have come to expect in the first assignment of the semester. Thus, I am now confident that this class will have a significant impact on the quality of student writing in upper-level literature classes. More information about this project will be available in May 2007, and I look forward to sharing my findings with CTE and the larger Nazareth community.

Catherine Kirby and Paul Porell

The purpose of our project was to update and recreate *Art 255: Digital Photography I* to reflect today's technologies, hardware and software. The course will be team taught in Spring 2007 by Paul and myself. Paul Porell and I purchased an Epson Stylus 4800 Printer with the funds from our 2006 teaching innovation award. This is a wide format 8-color printer that prints up to 17 inches wide onto fine art archival printmaking papers with archival, Grumbacher pigmented inks at a resolution of 2880 by 1440 dpi. This is a significant breakthrough professional quality inkjet printer for photographers and digital printmakers, and, of course, for the art students. The resultant prints are archival gallery quality (guaranteed lightfastness for 500 years), and may be as large as 17 inches wide by 40 inches high. We will have to develop a system for managing the student use of this expensive resource, given the current limited IT staff support available. We will write a proposal for half-time IT staff support.

Thus far, we have purchased the new wide format gallery quality printer. We have been self-training on software and developing course materials. We have met and will continue to meet throughout Christmas break, on the Art 255 curriculum and skill components and to swap training and knowledge on photography and digital imaging skills.

The main result will be the enhanced quality of the student experience, and the student artwork that will be produced.

We are finishing up the curriculum within the next several weeks. The printer is installed in an office next to the darkroom. This past summer, the Art Department graphics/ imaging computer lab was moved from the Theatre area of the Art Center to a location that is proximate to the photo room; this was not a planned part of this specific project but is a very happy development.

Timothy Kneeland

The purpose of this project, *Taking it to the Streets: Civic Engagement for Nazareth Students*, is to develop a new course in campaigns, voting and elections that will be offered in the fall of even

numbered election years. The course is offered during this time to immerse the students in the real world aspects of electoral politics. Furthermore, to tie this course to projects that will enhance the civic/political engagement of Nazareth College students. There has been a decided gap in knowledge among the student body during election cycles about how to register to vote, what candidates and offices are open for election, and in the actual practice of casting a ballot. Students often express the idea that they are too busy to prepare themselves for these kinds of community action. The purpose of this class, beyond meeting major requirements and further developing the political science offerings on campus, is to provide a core group of students who will receive course credit for planning and executing on campus events that enhance the overall knowledge base, voter registration, and perhaps even student engagement in the political process.

To accomplish this, I have studied models of voter enrollment and get out the vote and are planning a sequence of enrollment and get out the vote activities on the Nazareth Campus October 2 – November 7, 2006. Thus far I have studied models, discussed the issues involved, activated the civic engagement teams. Begun the planning stage.

With the following interesting results...

No data as yet... more to come

Jed Metzger

The purpose of this project, *Baber Center for Social Change/Nazareth College Partnership*, was to deepen the working relationship with the Baber Center so that students could have live experience to back up classroom experience. Specifically, to create opportunity for advanced social work graduate students to use their practice skills with high risk children and youth, in a community context. This was accomplished by working every day this summer with the Center's executive director to run a summer camp program and plan for programming out of the Center for fall, 2006. Thus far, we have successfully run a summer day camp, hired and paid 20 youth as counselors-in-training, partnered with numerous civic, employment, and cultural community institutions, and set the framework for Nazareth students to continue this community-based practice. We will open an after-school tutoring center in September 2006, a Saturday Center program in December 2006 and a social work support program by January 2007.

Georgia Millor

The purpose of this project, *Redesign of Clinical Nursing Education through Informatics*, ...
[vignette coming soon]

J. J. Mowder-Tinney

The purpose of my project, *Promotion of a Lifespan Approach to Neurology Curriculum*, was to improve student performance in the on-site clinic with patients with neurological deficits emphasizing the importance of integration of a lifespan approach and to increase access to

information regarding a lifespan approach and the integration of an adult and pediatric course through educating our pediatric clinical faculty.

To accomplish this, I educated pediatric clinical faculty, videotaped children, need to edit video to develop a video library of normal movement activities, and need to develop case scenarios to accompany videos

Thus far I have performed 5 days of videotaping of children, using two videographers, to develop the video library to use in conjunction with the problem-based cases. In addition, I had an informative dinner meeting with pediatric clinical faculty. This meeting consisted of a needs assessment of clinical faculty as well as an opportunity to provide information about the clinics and future opportunities to the attendees. Also, I had an additional educational session with the same, as well as additional clinical pediatric therapists. This session focused on providing optimal learning opportunities for the students during clinical experiences, the importance of a more lifespan perspective, and the appropriate academic/professional terminology to consistently use with students for carryover and emphasis.

Some interesting results were: 1) the therapists were very motivated to participate in activities and provide feedback regarding opportunities to improve student learning, 2) an increased awareness of Nazareth PT's efforts at community outreach, and 3) the community of therapists and friends were very willing to bring in their kids for videotaping, since it would benefit the Nazareth PT students.

Sekile Nzinga-Johnson

The purpose of this project, developing curriculum for a *Global Issues in Social Work* elective, was to strengthen the current graduate and undergraduate course offerings in Social Work by infusing a global focus in and outside of the classroom. To accomplish this, I have purchased and collected readings on the challenges and opportunities in implementing international social work education. I have also collected relevant readings on global social work issues and Hungarian social policy. I plan to use these materials to develop syllabi for undergraduates and graduates. Thus far, I have visited "shadowed" the Nursing Department's Study Abroad to Hungary in June of 2006. While in Hungary, I lectured on American perspectives on strength based, culturally competent social work practices, and have met with a wide variety of social workers and social work educators that are willing to collaborate with implementation of the course's applied components. I also visited many social, health, and human service agencies as well as local citizens to gain perspective of the rich opportunities for cross-cultural learning in Hungary. Developing this course is quite exciting and continues to be a dynamic process of learning about the host country and the unique curricular aspects of international education.

David Page

The purpose of my project, *Foundations for a Proposed New Interdisciplinary Minor: Studies in Sexuality*, was to "lay the foundation" for a possible new interdisciplinary minor tentatively titled

Studies in Sexuality and to do necessary groundwork to support the development of the minor should the College decide to pursue this endeavor.

To accomplish this, I collected information (from the WWW) on conceptually similar programs in place at other institutions and met with the director of a Queer Studies Program.

Thus far, I have developed an annotated bibliography of “Gender Studies”, “Women and Gender Studies” and “Sexuality Studies” programs and dissected the conceptual similarity and differences among these programs curricula, offerings, and their mission/goal statements. A content analysis of mission/goals statements confirmed expected differences among the foci of these programs. The analysis and a critical examination of these programs informed a mission/goal statement for a program that I believe will be viable at Nazareth, suggested possibilities for a curriculum and for new disciplinary and interdisciplinary courses.

With the following interesting results... Conversations with Nazareth colleagues led me to conclude that a “Sexuality Studies” would compete with the College’s Women’s Studies Program and that the College might not have the critical mass to support both programs. An alternative that emerged in these conversations would be for the College to develop a “Gender Studies” major with tracks in women’s, men’s, sexuality, and queer/gay studies. This strikes me as a long-term goal; in the short run a concentration in “Gender and Sexuality Studies” is possible. I believe such a program could incorporate the content and learning goals of a women’s studies program and at the same time address issues of gender (both men and women) as well as sexuality.

David Steitz

The purpose of this project, *ElderVoice: Giving Voice to Older Adults in the Rochester, NY Community*, ... {vignette coming soon}

Matthew Temple

The purpose of this project, *Summer Technology Focus Group*, ... [vignette coming soon]

Edward Wiltse

The purpose of this project, *Attend the Inside-Out Prison Exchange Program Instructor Training Program*, ... [vignette coming soon]