

Excellence in Undergraduate Education (EUE) Proposal

Project ID# (leave blank)

Project Title

Project Director	ID Number	Telephone	Email

Department	Campus Box	School College

Course or Program

Project Co-Director	ID	Department	Email

Student Impact:

Priority Rating (If Submitting Multiple Proposals):

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates

Applicable 2024-2025 Priorities (check all your proposal fits, if any):

- Course redesign project that uses inclusive, student-centered pedagogies to address equity gaps, improve student learning outcomes, & enhance retention
- Project involves courses that have high number of sections, a high ratio of D/F/W grades, or key required courses with high enrollments and opportunities to improve equitable student success

Section 2: Project Narrative

Project Summary

The proposed project supports curricular development in the undergraduate speech-language pathology and audiology (SPPA) program through the design of one and redesign of one undergraduate course. The project infuses two high impact practices (i.e., service and community-based learning; ePortfolios) and experiential, hands-on learning into the SPPA undergraduate curriculum. It also incorporates opportunities for students to develop important skills for clinical practice, including critical thinking, reflection, and observation. This work aligns with the Excellence in Undergraduate Education priorities as well as SIUE's strategic Plan and recommendations from the Academic Affairs Board of the American Speech-Language-Hearing Association. The project reflects SPPA faculty's commitment to 1) student-centeredness in undergraduate education; 2) improving student recruitment, retention, and success and 3) establishing and strengthening community partnerships.

Project activities include the development of one course (i.e., SPPA 414) and the redesign of one course (SPPA 446). SPPA 414, which will be offered for the first time in Fall 2024, is a service and community-based learning class. Course design will focus on structuring SPPA students' time supporting children at-risk for communication disorders in real-world, community settings and also designing time spent in the classroom reflecting on their service. Backwards design will be used to create and align assessments and activities with course learning objectives. Experiential learning and reflection frameworks will be utilized as the PI and Co-PI create learning activities and reflection assignments focused on a variety of contemporary issues in speech-language pathology.

SPPA 446, a key required course that all seniors in the major take, will be designed to provide frequent experiential, hands-on learning opportunities for students to actively engage in the clinical process and create an ePortfolio, another high impact practice. Funding from the EUE program will allow the PI and Co-PI to: 1) systematically review, evaluate, and select clinical videos for students to observe therapy; 2) create experiential, hands-on learning assignments for students to practice clinical skills; and 3) develop expectations and an assessment rubric for an ePortfolio, another high impact practice.

The outcomes of the proposed project will be evaluated upon student completion of SPPA 414 and SPPA 446 in Fall 2024. Learning outcome data will be used to determine how to modify activities and/or assignments going forward as well as to consider how to better scaffold and support student learning in these classes overall. *Teaching and Learning in Communication Sciences & Disorders* is a disciplinary publication that would widely disseminate this work to SPPA faculty nationwide. The outcomes from this work will be disseminated to the University through a presentation or webinar.

The narrative that follows includes detailed information on the curricular design for SPPA 414 and SPPA 446, a timeline for completion, and the budget and justification. This work will be completed in one month in Summer 2024. Thus, summer salary is requested for the PI and Co-PI so the curricular developments are completed prior to the start of the Fall 2024 semester, when both classes are offered. Finally, support statements are attached. Thank you for your consideration of our proposal.

Narrative

Current Situation

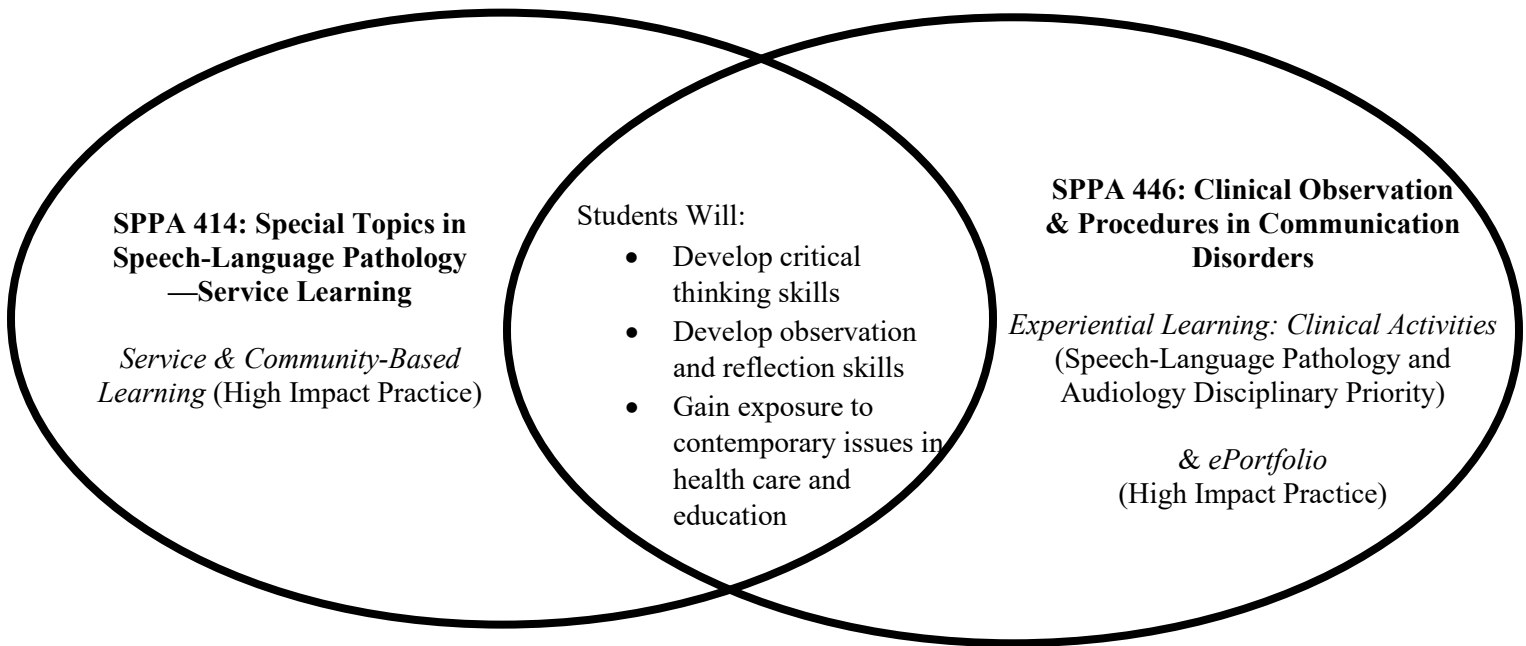
The proposed project supports curricular development and redesign in the undergraduate speech-language pathology and audiology (SPPA) program by infusing service and community-based learning (i.e., a high impact practice), experiential learning (i.e., active learning by doing), and ePortfolios (i.e., a high impact practice). This work aligns with [Pillar #2 of SIUE's strategic plan](#) (i.e., to “develop and enhance high impact experiential learning activities” so that every undergraduate student will “complete at least two high impact practices before graduation”) and [recommendations from the Academic Affairs Board of the American Speech-Language-Hearing Association](#), which call for experiential learning opportunities that promote engagement in the clinical process in undergraduate SPPA programs. This work further aligns with [SIUE's Excellence in Undergraduate Education program](#) by utilizing student-centered pedagogy, focusing on improving student success, and addressing equity gaps in the program by ensuring all students have access to key opportunities to develop vital clinical skills (i.e., critical thinking, observation, and reflection).

To provide additional context, graduate programs in our field provide opportunities for students to complete internships and externships to gain clinical clock hours (i.e., direct contact with patients with communication disorders). Our undergraduate students, and even high school students who are considering majoring in SPPA at SIUE, regularly ask for more opportunities to engage in the clinical process to better prepare them for graduate school and work as professionals. SPPA faculty are committed to providing these learning opportunities for our undergraduate students to support recruitment, retention, and success. Two courses will be targeted to provide these opportunities, SPPA 414 (through initial development) and SPPA 446

(through redesign). SPPA 414 is a new elective course for undergraduate SPPA students that will be offered for the first time in Fall 2024. Our program goal is to scale this course to offer it multiple times a year and for as many students who wish to enroll. SPPA 446 is a key required course in the undergraduate curriculum that all SPPA students complete. Thus, all students in the SPPA major will benefit from this project upon implementation. Additional support will not be needed to support this project after the termination of the EUE award.

Proposed Project

The project goal is to use inclusive pedagogy in the undergraduate SPPA program to infuse service and community-based learning as well as experiential and clinical learning. Project activities include the development of one course (i.e., SPPA 414) and the redesign of one course (SPPA 446).



Activity 1: Design SPPA 414—Special Topics in Speech-Language Pathology: Service Learning

Two SPPA faculty, Dr. Allison Sauerwein and Dr. Steffany Chleboun, would collaborate to design SPPA 414 as a service and community-based learning class, a high-impact practice

([American Association of Colleges and Universities, 2024](#)). Design will focus on how to structure SPPA students' time supporting children at-risk for communication disorders in real-world, community settings and also to design time spent in the classroom reflecting on their service. Although many SPPA undergraduate students seek out volunteer opportunities on their own, this course would intentionally integrate experiences in the community with the undergraduate curriculum.

This course was approved by administration in Spring 2024 and is in the course catalog for the Fall 2024 semester. Dr. Sauerwein has already begun working on the logistics for this course by meeting with Jennifer Wegner (SIUE Senior Associate General Counsel) to discuss the need for contracts and liability waivers for students to engage in the community. Further, she is currently building a community partnership with Cathy Blevens, Operations Director at Riverbend Head Start, to develop opportunities and locations for SPPA students to provide service. Riverbend Head Start supports children aged three to five from low-income families in multiple preschool centers in Madison County. Funding from the Excellence in Undergraduate Education program would support Drs. Sauerwein and Chleboun in designing the learning experience for SPPA students.

Backwards design (Wiggins & McTighe, 2005) will be used to align assessments and activities with course learning objectives. Key learning objectives include students' development of critical thinking, observation, and reflection skills—skills that are paramount to success as speech-language pathologists and audiologists. Drs. Sauerwein and Chleboun design the course to methodically engage students in the four-stage Experiential Learning Cycle described by Kolb (1984). These stages include having the service learning experience, reflecting on the experience, learning from the experience, and planning or trying out what is learned. They will also explore

Schön's Reflective Model (1983) and consider how it can be used to support students in developing reflection skills (i.e., reflection IN action and reflection ON action).

Students will also gain exposure to and think critically about contemporary issues in health care and education as identified by the American Speech-Language-Hearing Association (2024). These issues include: 1) anti-racism, diversity, equity, and inclusion; 2) inter-professional practice; 3) the World Health Organization International Classification of Functioning, Disability and Health framework (including activities, participation, environment); 4) social determinants of health; 5) evidence-based practice; 6) counseling for family and caregivers; 7) the scope of practice of the professions; and 8) ethics of the professions. Faculty would guide students in SPPA 414 through evaluating these issues in their individual service experiences.

Activity 2: Redesign SPPA 446—Clinical Observation & Procedures in Communication Disorders

SPPA 446 is an existing, key required course for undergraduate students in the major. Currently, the course provides a portion (approximately 8-10 hours) of the required (25 hours) guided observation hours students need for certification to become speech-language pathologists or audiologists. The course also provides an introduction to a wide variety of clinical topics (i.e., procedures for assessment and therapy, data collection, clinical documentation, materials selection) and contemporary issues (i.e., counseling; telepractice; and billing and coding for insurance and documentation purposes). After redesign, SPPA 446 will provide frequent experiential, hands-on learning opportunities for students to actively engage in the clinical process and create an ePortfolio, another high impact practice.

Funding from the Excellence in Undergraduate Education program would support Drs. Sauerwein and Chleboun in redesigning the learning experience for SPPA students. The first step will be to review, evaluate, and select programs that provide clinical videos (e.g., Master

Clinician, Simucase, the SIUE SLHC clinical archives; that the program has existing and ongoing access to) and select specific videos for observations and simulated cases to supplement observations. The purpose of this review is to intentionally select videos that 1) address the clinical topics and contemporary issues listed above, 2) represent diverse areas within our scope of practice and 3) include clinicians and clients with diverse identities and experiences.

Next, Drs. Sauerwein and Chleboun will create eight, bi-weekly assignments, paired to intentionally chosen observation videos (see above) that provide opportunities for students to actively engage in clinical work in the areas previously mentioned (procedures for assessment and therapy data collection, clinical documentation, and materials selection; counseling; telepractice; and billing and coding for insurance and documentation purposes). Using telepractice as an example, students in SPPA 446 currently read about telepractice and watch a telepractice therapy session using Master Clinician. Redesign would create an assignment that prompts students to develop a therapy activity for telepractice and trial it with a classmate using Zoom. Students would reflect on their learning and discuss the assignment in small and large groups during class meetings. Other assignments might include 1) actively collecting data while watching an observation video, 2) writing a therapy summary note based on an observation video, and 3) selecting additional therapy materials for a future session with a client whose video they observed. Emerick and Hatten's (1974) model of observation will be used to guide students in improving their clinical observations and completing hands-on activities.

Finally, Drs. Sauerwein and Chleboun will develop expectations and an assessment rubric for an ePortfolio, another high impact practice ([AAC&U, 2024](#)), that students and faculty can use to assess learning and growth. The ePortfolio is a method for students to gain scaffolded experience and reflect on their learning in SPPA 446.

Timeline for Work Completion

	SPPA 414 Activities	SPPA 446 Activities
Week 1	Create learning activities and reflection assignments focused on ADEI and inter-professional practice.	Review, evaluate and select clinical videos for observations.
Week 2	Create learning activities and reflection assignments focused on the WHO Classification System and social determinants of health.	Create 4 experiential learning assignments (expectations, instructions, and rubrics) paired to videos.
Week 3	Create learning activities and reflection assignments focused on evidence-based practice and counseling.	Create 4 experiential learning assignments (expectations, instructions, and rubrics) paired to videos.
Week 4	Create learning activities and reflection assignments focused on scope of practice and ethics.	Develop course ePortfolio (expectations, instructions, rubric).

Evaluation and Dissemination

The following are tangible products for the design of SPPA 414: 8 learning activity descriptions and 8 reflection assignments (including expectations, instructions, and rubrics). The following are tangible products for the design of SPPA 446: selection of 8 clinical videos, 8 experiential learning assignments (including expectations, instructions, and rubrics), and a course ePortfolio (expectations, instructions, and rubric).

Student learning outcomes from these activities, assignments, and ePortfolio will be evaluated by Drs. Sauerwein and Chleboun after these courses have concluded in Fall 2024. Learning outcome data will be used to determine how to modify activities and/or assignments going forward as well as to consider how to better scaffold and support student learning in these classes overall. *Teaching and Learning in Communication Sciences & Disorders* is a disciplinary publication outlet that would widely disseminate this work to other SPPA faculty nationwide. This outcomes from this project work will be disseminated to the University through a presentation and/or webinar.

Budget and Justification

The proposed project requires extensive time to design a new course and redesign an existing course. These curricular developments need to be completed prior to the start of the Fall 2024 semester, when both SPPA 414 and SPPA 446 are offered. A total of 150 hours will be used to complete the tasks below. Thus, the PI (Dr. Sauerwein) requests 0.75 months of summer salary at 100% effort (\$5,591.24). The Co-PI (Dr. Chleboun) requests 0.25 months of summary salary at 100% effort (\$1,853.68). Drs. Sauerwein and Chleboun have extensive experience in course design, teaching a wide variety of SPPA coursework, and directing SPPA programs. They regularly collaborate and will work cooperatively to carry out the activities described in the proposal.

Tasks and Proposed Work Hours

Week	Tasks	Dr. Sauerwein Hours	Dr. Chleboun Hours
1	<ul style="list-style-type: none">414: Create learning activities and reflection assignments446: Review, evaluate, and select clinical videos for observations	28	9.25
2	<ul style="list-style-type: none">414: Create learning activities and reflection assignments446: Create experiential learning assignments	28	9.25
3	<ul style="list-style-type: none">414: Create learning activities and reflection assignments446: Create experiential learning assignments	28	9.25
4	<ul style="list-style-type: none">414: Create learning activities and reflection assignments446: Develop course ePortfolio (expectations, instructions, rubric).	28.5	9.75
Total		112.5 hours	37.5 hours

Total Requested: \$7,444.92 (all summer salary)

Cost-Sharing Summary

Not applicable.

Section 3: Support Statement from Chair and Dean

Please see the attached statements of support from Huaibo Xin, Applied Health Chair and Robin Hughes, Dean of the School of Education, Health, and Human Behavior.

Section 4: Results from Prior EUE Support

Not applicable.

February 28th, 2024

To Excellence in Undergraduate Education Review Committee,

I am writing this letter in support of Drs. Allison Sauerwein and Steffany Chleboun's grant application entitled "Infusing High Impact Practices and Experiential Learning in the Undergraduate SPPA Curriculum".

As stated in the proposal, the proposed course design and re-design will integrate high impact practices and experiential learning into SPPA 414 and SPPA 446 and "reflects faculty's commitment to 1) student-centeredness in undergraduate education; 2) improving student recruitment, retention, and success and 3) establishing and strengthening community partnerships". The proposed aims to advance students' critical thinking skills and observation and reflection skills in Speech-Language Pathology and Audiology and expose students to contemporary issues in health care and education. More importantly, the design/redesign will enhance the service provided to the high-risk populations and communities.

Dr. Sauerwein is our Undergraduate Program Director, and Dr. Chleboun is our Graduate Program Director. Both are teacher-scholars and experts in Speech-Language Pathology and Audiology and have extensive experiences working with students and local communities. They know their curriculum, their students' needs, and their community needs inside out. They always strive for excellence and look for opportunities for improvement.

I enthusiastically support Drs. Sauerwein and Chleboun's grant application. They are committed to make a difference for their students and their local communities in need. Please feel free to contact me if you have any questions.

Sincerely,

Huaibo Xin, DrPH, MD, MPH
Professor of Public Health
Department Chair
Department of Applied Health
School of Education, Health & Human Behavior

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

February 28, 2024

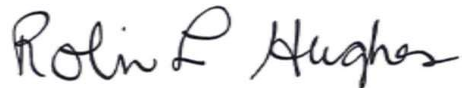
Dear Excellence in Undergraduate Education Review Committee,

I support the proposal submitted by Drs. Allison Sauerwein and Steffany Chleboun titled, “Infusing High Impact Practices and Experiential Learning in the Undergraduate SPPA Curriculum.” This proposal will infuse two high impact practices and hands-on, experiential learning into two courses in the Speech-Language Pathology and Audiology curriculum.

My office has supported the addition of a new section of SPPA 414 for the Fall 2024 semester that is focused on service and community-based learning. This proposal will provide financial support to ensure this a high-quality learning experience for students. This project also supports SPPA 446, a key, required course in the SPPA curriculum that prepares undergraduate students for graduate programs and future practice as speech-language pathologists. All undergraduate students in SPPA complete 446.

Drs. Allison Sauerwein and Steffany Chleboun have extensive experience in course design, teaching a wide variety of SPPA coursework, and directing SPPA programs. They regularly collaborate and will work cooperatively to carry out the activities described in the proposal. Their efforts will positively impact student recruitment, retention and success.

With my full support,

A handwritten signature in black ink that reads "Robin L. Hughes". The signature is written in a cursive style with a large, stylized initial "R".

Robin L. Hughes, PhD
Dean
School of Education, Health and Human Behavior

Allison Sauerwein, PhD, CCC-SLP

Department of Applied Health
Speech-Language Pathology & Audiology Program
Southern Illinois University Edwardsville
Box 1147 - Edwardsville, IL 62026
(618) 650-5751 – allsaue@siue.edu

Education & Professional Experience

Ph.D. Speech-Language Pathology 2018
University of Kansas, Lawrence, KS

Assistant Professor 2018-present
Department of Applied Health, Southern Illinois University Edwardsville

Board Certification – Speech-Language Pathologist 2014-present
Illinois Department of Financial and Professional Regulation, Missouri Board of Healing Arts

Teaching Award Nominations

SIUE Teaching Excellence Award Nominee (School of Education, Health & Human Behavior) 2023
SIUE Teaching Excellence Award Nominee (Applied Health Department) 2023

Recent Teaching Presentations

Scholarship of Teaching and Learning – How to Apply SoTL to your Teaching November 1, 2023
SIUE Faculty Development (Midweek Mentor)

Recent Funded Grant (Scholarship of Teaching and Learning project)

(2022-Summer – 2023-Summer). Seed Grants for Transitional and Exploratory Projects (STEP). *Effects of an Online Training and Written Feedback on Therapy Provided by Graduate Student Speech-Language Clinicians to Clients who use Augmentative and Alternative Communication (AAC)*.
Role: Principal Investigator
Amount Requested: \$12,898.08
Status: Funded

Recent Research (All Scholarship of Teaching and Learning [SoTL] Work)

Sauerwein, A., Leatherman, E., & Griffith, K.* (accepted). If a Clinical Decision is the Destination, Clinical Reasoning is the Journey. *Scholarship of Teaching and Learning in Communication Sciences & Disorders: Past, Present, and Future*. *SIUE student

Ginsberg, S. M., Visconti, C. F., & **Sauerwein, A.** (2023, November). *Looking in the Mirror: Scholarly Reflections in SoTL Literature*. Poster session presented at the American Speech-Language-Hearing Association Convention, Boston, MA.

Pitt, K., Brennan, S.*, **Sauerwein, A.**, & Weissling, K. (2023). Preservice training in augmentative & alternative communication for speech-Language pathologists & special education teachers: Prevalence & preferences. *Perspectives of the ASHA Special Interest Groups*.

Friberg, J., Hoepner, J. K., **Sauerwein, A. M.**, & Mandulak, K. (2023). The integration of the scholarship of teaching and learning into the discipline of communication sciences and disorders. *Teaching and Learning in Communication Sciences & Disorders*, 7(1), 1-28 (Article 10). <https://ir.library.illinoisstate.edu/tlcsd/vol7/iss1/10>

Sauerwein, A., & Thistle, J. (2023). Cognitive processes used by graduate students during case-based AAC assessment and intervention think-aloud tasks. *Teaching and Learning in Communication Sciences & Disorders*, 7(2), 1-21 (Article 4). <https://ir.library.illinoisstate.edu/tlcsd/vol7/iss2/4>

Sauerwein, A. & Viernow, C.* (2022, November). *Using Mind Maps to Explore Student Learning in a Graduate AAC Course*. Poster session presented at the American Speech-Language-Hearing Convention, virtual conference. *SIUE student

Brady, K., & **Sauerwein, A.** (2022, April). *Hearing the Voices of Black Students in an Undergraduate Speech-Language Pathology/Audiology Program*. Poster session presented at the Council of Academic Programs in Communication Sciences and Disorders Conference, Portland, OR.

Undergraduate Mentoring

Undergraduate Research and Creative Activities (URCA) Program Mentor (supervised 9 URCA assistants between Spring 2019 and Spring 2024)

Undergraduate Faculty Mentor (mentored between 20 and 32 undergraduate students annually between 2018 and 2024)

Undergraduate Courses Taught at SIUE

SPPA 101: Introduction to Human Communication & its Disorders (undergraduate – 3 credit hours)

SPPA 312: Normal Language and Speech Acquisition (undergraduate – 3 credit hours)

SPPA 322: Speech Science (undergraduate – 3 credit hours)

SPPA 441: Speech Sound Disorders in Children (undergraduate – 3 credit hours)

SPPA 444: Language Disorders Across the Lifespan (undergraduate – 3 credit hours)

SPPA 446: Clinical Observation and Procedures in Communication Disorders

SPPA 499: Senior Assignment Seminar (undergraduate – 2 credit hours)

Recent & Relevant Service

- SIUE Faculty Development: Equity-Minded Teaching Faculty Book Club Co-Facilitator (Spring 2024)
- SIUE Faculty Development: SoTL Faculty Learning Community Facilitator (Spring 2024)
- SIUE Faculty Development: Lead Teaching Peer Consultant (Fall 2023-present)
 - Provided an additional 11 Peer Evaluations of Teaching for colleagues between Fall 2018 and Fall 2023
- SIUE National Student Speech-Language-Hearing Association Chapter Advisor (Fall 2019-present)
- SEHNB Teaching Excellence Awards Committee Chair (Fall 2021-Spring 2023)
- SPPA Curriculum Committee Member (Fall 2018-present)
- *Teaching and Learning in Communication Sciences & Disorders* journal Editorial Board Member (Fall 2022-present)

Steffany M. Chleboun Ph.D., CCC-SLP

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Edwardsville, IL 62026-1147

(618)650-3677

schlebo@siue.edu

CV: (selected, recent)

EDUCATIONAL HISTORY

Washington University—k30 Mentoring Training Program in Clinical Investigation
Fall 2007-Spring 2010

University of Nebraska-Lincoln, Ph.D., December 2006

Degree: Ph.D. Interdepartmental Area of Human Sciences

Dissertation: Impact of Familiar, Unfamiliar and Synthetic Voices on the
Arousal and Awareness of Minimally-Conscious Survivors of Acquired
Brain Injury

PROFESSIONAL EXPERIENCE

Professor, Department of Applied Health, SIUE, Edwardsville, IL
2021-current

RESEARCH:

Publication and presentation history in the areas of acquired communication
disorders and teaching and learning.

Chleboun, S., Brady, K., & Zelenak, J. (2021) Quality of life following stroke: A
qualitative study across 30 years. *Perspectives SIG 15*. doi:
doi.org/10.1044/2020_PERSP-20-00206

Chleboun, S., King, A., Lukert, S., & Weber, W. (2020). Knowledge of mild
traumatic brain injury among special educators. *Journal of Special Education*,
doi: <https://doi.org/10.1177/0022466920962782>

King, A. & **Chleboun, S.** (2019). Speech-Language Pathology Students'
Motivation for Learning. *Teaching and Learning in Communication Sciences and
Disorders*, 3(1). doi: 10.30707/TLCSD3

GRANTS

Innovation Grant 2020

Title: Establishing a Fully-Functioning Audiology Clinic at SIUE

Objective: To meet community needs for audiology services in our region

Role: Co-Project Director (w/ James Panico)

Funding: \$167,914.50

Status: recommended for funding; but not funded due to pandemic

SERVICE ACTIVITIES

PROGRAM

Program Director (Graduate) 2012-current

Academic Advisor and Undergraduate Mentor 2012-current

DEPARTMENT

Academic and Student Affairs Committee (Member, Chair)

Personnel Committee (Chair, Member)

Promotion & Tenure Committee (Member, Chair)

SCHOOL OF EDUCATION

Personnel/ Professional Affairs (Chair, Member)

UNIVERSITY

Graduate Scholar Award Committee (Member)

Graduate School Search Committee (Member)

Faculty Advisor for Student Speech-Language and Hearing Association (Faculty Advisor)

TEACHING EXPERIENCE:

SPPA 101—Introduction to Speech-Language Pathology and Audiology

SPPA 250—Cultural Diversity in Speech-Language Pathology and Audiology

SPPA 320/220—Anatomy and Physiology

SPPA 520/397—Neuroanatomy and Neurophysiology of Communication Disorders

SPPA 545—Adult Acquired Language Disorders

SPPA 547—Motor Speech Disorders

LICENSURE/ CERTIFICATION

ASHA Certificate of Clinical Competence

August 2001- current

State of Illinois- Speech/Language Pathology

August 2006-2017