

Grant Scope

Sam Houston State University Office of Research and Special Programs

A Member of The Texas State University System



Dr. Marquart Receives \$2.676M TxDOT Grant



Dr. Cecelia P. Marquart - is the winner of a grant valued at more than \$2.676M from TxDOT

Dr. Cecelia P. Marquart, the project coordinator of the Drug Evaluation and Classification Program, is the recipient of a \$2.676 million grant from the Texas Department of Transportation (TxDOT). This program provides Drug Impairment Training for Education Professionals (DITEP), Advanced Roadside Impaired Driving Enforcement (ARIDE), and the Drug Evaluation and Classification (DEC) program.

The grant will be distributed over three years, and it is targeted at training programs for three professions directly

involved in either handling or mitigating cases of impaired driving. The grant provides funds that will be used for statewide training over a three-year period. The three targeted professions are law enforcement, education, and TXDOT.

Although many law enforcement officers receive training in the Standardized Field Sobriety Testing, some officers opt to complete more advanced training through the DEC program becoming Drug Recognition Experts (DRE). It is through DITEP that secondary educational professionals will learn recognition of the signs and symptoms of drug impairment. TxDOT will be involved in these programs as part of the overall 2009 Highway Safety Plan.

This grant is the result of a continually upward progression for Dr. Marquart since 1988 when she first submitted a proposal to TxDOT through the Governor's office to confront impaired driving. The DEC Program continued to grow resulting in the initiation of the DRE course in 2004. This expansion has led to the establishment of an office in the Criminal Justice Center (CJC) that has three (soon to be four) full-time staff members including several graduate assistants.

The CJC office employs the graduate students to help with the training programs, and the office maintains a national tracking database. This database helps in the impact evaluation of the training programs. Dr. Marquart's office also employs about 300 DREs and 50 instructors. The DREs are centered in the metro areas of Round Rock, Dallas/ Fort Worth, Houston, and Austin/ San Antonio areas, and each trainer is expected to maintain current certification. The trainers are required to renew their certification every two years.

Drug Evaluation and Classification (DEC) Program

Nov/Dec 2008

The Drug Evaluation and Classification (DEC) Program is a transportation safety program focusing on the detection and apprehension of drug-impaired drivers. The program is managed and coordinated by the International Association of Chiefs of Police (IACP) with support from the National Highway Traffic Safety Administration (NHTSA) of the U.S. Department of Transportation.

The DEC Program was developed in the early 1970s in Los Angeles, California by the Los Angeles Police Department. Due to the program's success in identifying drug-impaired drivers, it soon became an international program expanding to other states and eventually into Canada and other countries. Currently, there are 37 states plus the District of Columbia participating in the program in the United States.

The training relies heavily upon the Standardized Field Sobriety Tests (SFST's), which provide the foundation for the DEC Program. Once trained and certified, DREs become highly effective officers skilled in the detection and identification of persons impaired or affected by alcohol and/or drugs.

Advanced Roadside Impaired Driving Enforcement (ARIDE)

The traffic safety community is cognizant that it is essential to address both enforcement and adjudication in order to effectively impact DWI incidents as well as associated accidents. Thus ARIDE is intended to bridge the gap between the SFST and DRE courses and to provide a level of awareness to the participants in the area of drug impairment in the context of traffic safety.

It is imperative that the law enforcement community and other criminal justice professionals be aware of the signs and symptoms of impairment related to drugs, alcohol, or a combination of drugs and alcohol as well as their effects on driving. In addition, law enforcement agencies need to have the proper information to utilize available resources including DREs and appropriate screening methods (blood, urine, or saliva). Criminal Justice professionals such as prosecutors and toxicologists must also

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understand the impaired driving detection process in order to support enforcement efforts, which will increase the probability of successful prosecution and adjudication.

Drug Impairment Training for Education Professionals (DITEP)

DITEP was developed by the International Association of Chiefs of Police (IACP) and the National Highway Safety Administration to enable secondary educational professionals to recognize the signs and symptoms of drug and/or alcohol impairment. The main thrust of this course is to train secondary educational professionals, not only in ways of recognizing the signs of impairment but also to assuage instances of impaired student driving.

Dr. Marquart has been a College of Criminal Justice staff member for close to three decades and has worked in various capacities including serving as the project coordinator of the Texas Probation Training Academy; she is an alumna of SHSU receiving her Bachelor's in Business Administration in 1977 and her Master's in Business Administration in 1979. Dr. Marquart has also worked as an Orange Key and faculty member at investitures during various campus celebrations. She has served on many committees, including convocations, 125th anniversary, investiture, the bicentennial birthday celebration, and the alcohol awareness and underage drinking initiatives. Dr. Marquart and her husband, James have two children: John, a student at Jacksonville University in Jacksonville, Fla., and Jessica, a senior at Huntsville High School.

Eighth NSF Grant Aims For Better Science Education

Beverly Irby, Chair of the Educational Leadership and Counseling department is the College of Education's first National Science Foundation (NSF) grant recipient. The \$1.5 million collaborative grant given through the NSF's subsidiary group Discovery Research K-12 will be disseminated between Dr. Irby at SHSU, the Texas A&M University Principal Investigator Dr. Rafael Lara-Alecio, and Houston's Aldine school district for support personnel. The research project is called "Project MSSELL" (pronounced "missile"), which will be a series of educational curriculum enhancements targeting fifth and sixth grade science students in the school district. Through Project MSSELL, Drs. Irby and Alecio will conduct a two-year longitudinal study of Aldine students in four groups of 100.

Irby added that a "really exciting" component of the project includes a mentoring program with SHSU experts and students. These mentors will be able to correspond with middle school students via e-mail, and they will bring them to the SHSU campus for four "Science Saturdays at Sam."

"Science Saturdays" will apply science by bringing the "experimental group" students into the laboratories at SHSU to learn about chemistry, earth science, biology, and astronomy. Faculty mentors for the program include Dr. Joan Hudson,

biology; Dr. Thomas Chasteen, chemistry; Dr. Brian Cooper, geology; and Dr. Renee James, physics.

The secondary aim of Project MSSELL is to help solve some of the nation's most pressing educational issues, such as teaching science to students who are at risk because of their limited English proficiency or limited family income.

Thus, two randomly assigned groups — one of English-language learners and the other of English-speaking learners — will receive an enhanced curriculum infused with English as a Second Language (ESL) strategies. These strategies include oral and written vocabulary development, hands-on activities, technology integration, and take-home activities for family involvement. Also, the clarifications of scientific terminology for English-language learners or non-native English-speaking students is incorporated.

According to Irby, this component of MSSELL will include "very structured lessons" and training for teachers and paraprofessionals who will tutor the "lowest functioning children within our groups" 15 minutes before and after school.

In 2006, the Texas Education Agency reported that there were more than 731,000 students who participated in English-language learning programs for the 2006-07 year.

"That's 16 percent of the population, and 90 percent of those are Spanish speakers," Irby said. "The reason it's important for English-language learners, and that's part of having basic science literacy, is because we have a huge number of English-language learners."

Likewise, the TEA reported that almost 90 percent of those English-language learners are economically disadvantaged — a problem that affects the learning abilities of students from all backgrounds.

The project is currently in its "gearing up" phase in preparation for the pilot, which will begin in the fall of 2009.

As SHSU's first NSF grant recipient from the College of Education, Dr. Irby said that she wishes to utilize her background and interest in science as a teacher, professor, and student (her undergraduate minor was in science), and she anticipates making a difference.

"I've always been particularly interested in that, so it is something I feel comfortable with," she said. "There is a segment of our population that needs assistance in our schools, and I hope that I can continue to help teachers and administrators to serve them better. I feel good that I can hopefully be a role model and help others who come behind me."

Plagiarism and the Grant Writing Process

Recently the Houston Chronicle reported that Texas Southern University officials were investigating Rambis M. Chu, a tenured associate professor of physics, who was accused of plagiarizing a grant proposal. TSU declined the \$800,000 research grant from the U.S. Army Research Laboratory after discovering the similarity of Chu's application to an earlier proposal submitted by John Miller, a physics professor at the University of Houston. John Miller said he had given a copy of his proposal to Chu after



the younger physicist asked for an example of a successful grant. “My intent, obviously, was this would be an example of how to structure it,” Miller said. “It obviously wasn’t my intent that it would be copied word for word.”

Chu, who was granted tenure last spring, described the issue as “a misunderstanding” as he was acting in good faith.”

Chu’s proposal is an almost verbatim copy of Miller’s, according to copies of the proposals provided to the Houston Chronicle. Miller’s grant request begins, “We propose a two-year program to develop a prototype system designed to detect biological warfare agents (BWAs) by probing their linear and nonlinear dielectric properties.”

Chu’s begins: “We propose a three-year program to develop a prototype system designed to detect biological warfare agents (BWAs) by probing their linear and nonlinear dielectric properties.” Chu’s proposal did not mention Miller or Miller’s work. Chu had worked with Miller’s group while completing post-doctoral studies at UH, according to both men.

Miller, who is also the director of the High-Temperature Superconducting Device Applications and Nano-Biophysics Laboratory in the Texas Center for Superconductivity at UH, said his proposal was funded by the Defense Advance Research Projects Agency in 2002 and 2003. Miller said he was notified of the apparent plagiarism last summer by Carlos Handy, chairman of TSU’s physics department. Although TSU applications for external grants are supposed to be reviewed by the faculty member’s department head, dean and the school’s Office of Sponsored Research, Chu’s application to the Army Research Laboratory did not go through that process.

However, Miller rationalized that the main deterrent to academic plagiarism remains the knowledge that getting caught could have devastating consequences to a career.

Plagiarism remains one of the greatest pitfalls in academia and the grant writing process is no exception. Conventional wisdom dictates that by the time someone finishes their doctoral studies, one should be well versed with the inner workings of avoiding plagiarism. Plagiarism is simply replicating and presenting another’s work as one’s own without the requisite attribution. The Sam Houston Writing Center suggests that there is a basic rule of thumb for avoiding plagiarism as ‘It’s very easy to fall into the trap of reading something and reporting it without giving credit where credit is due.’ Below are some hints and tips in how to avoid plagiarism in the grant proposal writing process:

• **What are the consequences of plagiarism?**

Plagiarism is defined as academic dishonesty in the “Code of Student Conduct.” The disciplinary procedures for academic dishonesty are described in Section 5.36 of the Code. You can find the SHSU “Code of Student Conduct” at <http://www.shsu.edu/students/guide/dean/codeofconduct.html>.

• **What does plagiarism look like?**

That’s a tough question. One of the reasons plagiarism is so problematic is because so many people aren’t exactly sure what it is or what it looks like. Usually, most people think if they just cite something, then it isn’t plagiarism. It is plagiarism any

time you take someone’s literal words and do not put them in quotation marks.

On the other hand, some people think if they paraphrase something by taking the original idea and putting it in entirely different words it isn’t plagiarism. In fact, paraphrasing is just a start, and it’s still technically plagiarism if you don’t cite where you obtained the information.

• **How can I avoid plagiarism?**

A great motto to adopt to avoid the potential negative ramifications of plagiarism is, “Better safe than sorry.” Or better yet, “When in doubt, cite.” You don’t have to cite after every sentence, but at least once or twice a paragraph. Although there is a little room for debate on when and where to cite, there is no exception to citing after a direct quotation. If you do choose to use someone else’s exact words, you must absolutely, positively, no ifs, ands, or buts, cite. When paraphrasing, if you refer to the author(s) within your sentence (i.e. According to Smith (1992), drugs are bad, m’kay), then you need to cite within that sentence. If the idea continues for several sentences, use your best judgment, refer to a style manual (like APA or MLA), or ask your friendly neighborhood writing tutor to look over your work to make sure you’re citing properly.

• **How can I tell if something is “common knowledge”?**

Material is probably common knowledge and does not require citing if:

1. You have found the same information undocumented in at least five other sources.
2. You think your readers will already know the information.
3. You think the information could easily be found by anyone with general reference sources.

• **Where can I find more information on plagiarism?**

The “Avoiding Plagiarism” handout at the Purdue University Online Writing Lab at <http://owl.english.purdue.edu> has a discussion of ways to avoid plagiarism and an exercise to help you make sure you understand plagiarism. The MLA Handbook for Writers of Research Papers, 6th edition, has a chapter devoted to discussing issues around plagiarism.

(Based on a Houston Chronicle article written by Jeannie Kever, and the Writing Center’s Plagiarism Document. T:\WCTR\handouts\Plagiarism.doc)



URL: <http://www.ed.gov/rschstat/landing.html?src=rt>

Overview: The **Department of Education** houses and supports organizations that provide research, evaluation, and statistics, including the:

- Institute of Education Sciences — research, evaluation, and statistics on evidence-based policy and practice.
- National Center for Education Statistics — the main federal organization for collecting and analyzing education data.
- National Assessment of Educational Progress — what America’s students know and can do in academic subjects.
- Policy and Program Studies Service — analyzes education policy and evaluates education programs.

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Visit us online for more funding opportunities

http://www.shsu.edu/~rgs_www/



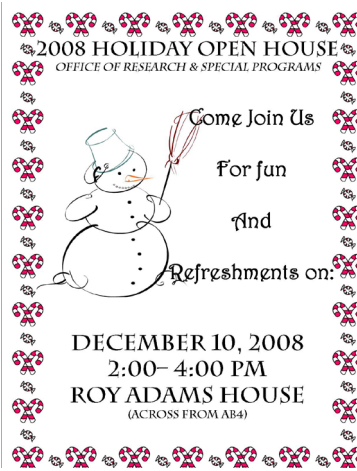
Sam Houston State University
Office of Research and Special Programs
Roy Adams House
Box 2448
Huntsville, TX 77341-2448
(936) 294-3621

ORSP Staff

Dr. Jerry Cook - AVP Research
Delia Gallinaro - Director
Trisha Allen - IRB/Grant Submission
Megan Cress - Admin. Assistant
Angela Fazarro - Budget Development
Sharla Miles - Editor, Admin. Assistant
Eva Strickler - IACUC/FRC

Student Assistants

Sarah Barragan
Max Fruchtnicht
T. Ben Nyabadza



ORSP's Open House Invitation, which was distributed through campus mail. Merry Christmas SHSU.

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- Fund for the Improvement of Post-secondary Education — innovative projects for improving postsecondary education.
- National Institute on Disability and Rehabilitation Research — research on inclusion, social integration, employment, and independent living of disabled individuals.
- National Research and Dissemination Centers for Career and Technical Education — career and technical education information.



NATIONAL
ENDOWMENT
FOR THE ARTS

NEA grants can be located at: <http://www.nea.gov/grants/apply/index.html>
The **National Endowment for the Arts** is a public agency dedicated to

supporting excellence in the arts, both new and established; bringing the arts to all Americans; and providing leadership in arts education. Established by Congress in 1965 as an independent agency of the federal government, the Endowment is the nation's largest annual funder of the arts, bringing great art to all 50 states, including rural areas, inner cities, and military bases.



URL: <http://www.nsf.gov/funding/>

The **National Science Foundation (NSF)** is an independent federal agency created by Congress in 1950 "to promote

the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." With an annual budget of about \$6.06 billion, we are the funding source for approximately 20 percent of all federally supported basic research conducted by America's colleges and universities.

NSF funds research and education in most fields of science and engineering. It does this through grants and cooperative agreements to more than 2,000 colleges, universities, K-12 school systems, businesses, informal science organizations and other research organizations throughout the US. The Foundation accounts for about one-fourth of Federal support to academic institutions for basic research.



National Institutes of Health
The Nation's Medical Research Agency

NIH grants can be located at: <http://grants.nih.gov/grants/oer.htm>

The National Institutes of Health (NIH), a part of the U.S. Department of Health and Human Services, is the primary Federal agency for conducting and supporting medical research. Helping to lead the way toward important medical discoveries that improve people's health and save lives, NIH scientists investigate ways to prevent disease as well as the causes, treatments, and even cures for common and rare diseases. Composed of 27 Institutes and Centers, the NIH provides leadership and financial support to researchers in every state and throughout the world.



ORSP would like to welcome Ms. Sharla Miles to our staff. She will be working with

faculty on proposal development as well as assuming various administrative duties for the office. Sharla's responsibilities will include funding searches, editing and development of faculty outreach materials, such as newsletters, brochures and web site. She will also submit grants and assist with general office functions that require review of federal and state compliance information.

Sharla is a native of Waco, Texas, where she earned a Bachelor of Arts degree in Art History from Baylor University in 1996. After graduation, she worked as an Accounting Assistant at McLennan Community College in Waco. Sharla recently moved to Huntsville because she is currently earning her second degree at Sam Houston in biology and chemistry. Her well-rounded educational background will provide a unique set of skills with which to help faculty and contribute to ORSP's success.