Academic Capitalism · Academic Integrity · Accounting · Adolescence and Youth · Adolescent Psychology · Adult Development · Adult Education · Aging · Alcoholism & Drug Addiction Alternative Education · Applied Psychology · Applied Research · Arts Education · Assessment Behavioral _____ · _____ · _____ Business Administra_____ _____ge Agency Charter Sc_____ _____y · Clinical Counseling_____ · Collegiate Education_____ Psychology Counseling_____ Disorders Developmen_____ Education Early Chil_____ Education Administration · Educational Diversity · Educational Change · Educational Interventions Educa_____ _____ as a Foreig_____ _____ental Psych_____ _____ance Finan_____ _____mics Gradu_____ _____ation Higher Education Funding · Recruitment · Higher Education Retention · Holistic Education · Home Schooling · Human Development · Human Rights · Individual Therapy Information Systems · Information Management Systems · Instructional Delivery Methods Integrative Movements · Interdisciplinary Research · International Business · International Education Research · International Finance · International Politics · K-12 Education Knowledge Management · Leadership · Learning · Magnet Schools · Management Marketing · Marriage & Family Therapy · Memory & Learning · Middle School Education Music Education · New Program Development · Non-Traditional Learners · Relapse Prevention · Online Instruction · Organizational Management · Organizational Psychology Peace & Conflict · Political _____ _____ _____ Primary Education · Private School Education · Public A_____ School Initiatives · School Counseling · School Social W_____ _____ Education · Small Business Social Issues · Social Movements · Social Psychology · Special Education · Social Neuroscience · Social Structure · Social Work · Teaching · Vocational-Technical Education · Undergraduate Education · Urban Economics · Urban Politics · Urban Psychology · Workplace

CSI CENTER FOR SCHOLASTIC INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

International Academic Research Conference

October 5-7, 2016

Scottsdale, Arizona

Conference Program

CSI

CENTER FOR SCHOLASTIC INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

Who are we?

Simply put, we are a community of scholars who enjoy quality research, networking, and service!

RESEARCH CONFERENCES

ATTEND:
- Cutting Edge Research Presentations
- Networking Opportunities

PRESENT:
- International Presenter Status
- Conference Proceedings Publication
- Best Presentation Consideration
- Best Paper Consideration

ACADEMIC JOURNALS

JOURNALS:
- Journal of Scholastic Inquiry: Education (JOSI: E)
- Journal of Scholastic Inquiry: Business (JOSI: B)
- Journal of Scholastic Inquiry: Behavioral Science (JOSI: BS)

EDITING SERVICES:
- General Editing
- APA Editing

SERVICE OPPORTUNITIES

PEER REVIEW:
- Presentation Proposals (conference)
- Manuscript Submissions (journals)
- Tenure & Promotion Materials (faculty)

FACILITATOR:
- Conference Sessions (board & members only)

BOARD SERVICE:
- Advisory
- Editorial

PROFESSIONAL MEMBERSHIP

PROFESSIONAL VISABILITY

RESEARCH SCHOLARSHIPS

MEMBERS-ONLY SPECIAL EVENTS

MEMBERSHIP CERTIFICATE

SPECIAL CSI DISCOUNTS

MUCH, MUCH MORE

BECOME AN EXCLUSIVE CSI MEMBER

$150 Annual Membership

1. Receive Membership Kit

Our members will receive special appreciation gifts at each conference they attend. Gifts will be available at the conference registration desk.

2. Receive Membership Certificate

All CSI members will receive a formal certificate of membership to document their active involvement in an international research institute and contribution to the body of research in their field and others.

3. Gain Visibility

As a member, you may submit a work/service précis to be highlighted on our website and in our newsletter once per year. Understandably, only work that is in line with CSI's mission can be highlighted.

4. Receive Special Invitations to Member-Only Events

Members are invited to attend special conference events like wine-and-cheese receptions, cocktail-and-appetizer hours, panel discussions and topic-development round tables.

5. Receive Member Discounts

Save 5% on standard conference registrations, coaching clinics, editorial fees, publication fees and publications.

6. Access Research Endowment

All members are eligible to apply for research funding. Once per year, CSI awards one $250 grant to be used by members to subsidize research initiatives.

7. Participate in Executive Board Supper

At each conference, the CSI Board convenes for a supper meeting. As a member, you will receive an invitation to join us and a voucher toward your meal.

8. Receive Event Scholarships

All members are eligible for our event scholarship drawings. Prior to each conference, we will draw one member's name to receive an event scholarship which waives the registration fee for an upcoming conference (within one calendar year).

9. Contribute to Peer Review

All members will have the opportunity to participate in refereeing of accepted papers prior to publication. Based on field expertise, from time to time, members will be invited to participate in a community of experts to conduct double-blind scholarly peer review. Members who contribute to this important process will receive a formal certificate of acknowledgement.

10. Invite a Colleague

All members are eligible to share two visitor's invitations per year. Members receive a 25% rebate on their standard conference registration when a colleague they invite attends the same conference, too.

MEMBERSHIP QUICK REGISTRATION FORM			
First Name:		Last Name:	
Email:			
Street Address:		City, State:	
Zip Code:		Phone:	
Institution:		Title:	
Credit Card Information: ☐ Visa ☐ MasterCard	☐ Discover	☐ American Express	
Name on Card:			
Card Billing Address (street, city, state, zip):			
CC Number:		Expiration (month/year):	3-digit Code:
NOTE: Once we process your quick membership registration, this form will be shredded for your protection and privacy.			

CSI CENTER FOR SCHOLASTIC INQUIRY
RESEARCHING PROFESSIONAL PRACTICE

SPECIAL CONFERENCE EVENTS

Wednesday **October 5** **4:00-5:30 PM**	**CONFERENCE EVE RECEPTION — McDowell Terrace** Join the CSI conference team, CSI board members, and your fellow attendees at this casual gathering. We'll provide light refreshments, a great chance to get to know one another before the conference begins, and early registration check in.
Thursday **October 6** **5:00-6:30 PM**	**MEMBERS NIGHT OUT — East Bridge** Attending CSI team members will meet with current CSI professional members, advisory board members, and editorial board members for a memorable night of collegiality and dining at the Embassy Suites by Hilton (East Bridge Room). Advanced RSVP required.
Thursday **October 6** **7:00-8:00 PM**	**TASTE OF ARIZONA NETWORKING EVENT — McDowell Terrace** Enjoy an informal evening of networking. Make connections and exchange ideas with the CSI team, board members, and other conference participants. We will provide light refreshments highlighting a few of Arizona's favorites.

CENTER FOR SCHOLASTIC INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

THURSDAY, OCTOBER 6, 2016

7:30 A.M.	MEET & GREET REGISTRATION & CONTINENTAL BREAKFAST Paloma & Silverman Foyers				
8:30-8:45	WELCOME: Dr. Tanya Yerigan & Board Members Hacienda Room				
8:45-9:00	PASSING TIME				
SESSION #1 9:00-12:15	**MOHAVE I**	**MOHAVE II**	**PALOMA I**	**PALOMA II**	**PALOMA III**
	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME
9:00-9:30	49-PLANTS, KIDS, & LEARNING Teri Rouse	42-INDUSTRY EVOLUTION Chuanyin Xie	6-INCARCERATED YOUTH, ADULTS & TRAUMATIC BRAIN INJURY Kourtland Koch	68-BRIDGING STEM & UNDERSERVED STUDENTS Michelle Peters	36-FINDING THE TEACHER VOICE Michele Dickey-Kotz Tanya Coffelt
9:30-10:00	28-EMBEDDING ASSESSMENT INTO INSTRUCTION Joseph Spadano	15-REASONING & STORYBOOK CHARACTERS Zsuzsanna Szabo Nora Brakas	55-EDUCATOR BOUNDARIES: A NECESSITY & SAFEGUARD Tanya Yerigan	44-LEADERSHIP & FACULTY PEERS Brian Tilley	47-NETWORKED LEARNING ENVIRONMENTS Paul Bouchard
10:00-10:30	2-ADJUNCT FACULTY PERCEPTIONS OF ONLINE VS TRADITIONAL ED. Diane Hamilton	45-LITERACY COACHING Tina Selvaggi	5-SERVICE LEARNING ABROAD Kui-Hee Song	70-BRAND EQUITY, PERSONALITY METRICS, & 2016 ELECTION PREDICTION Richard J. Monahan	1-HIGHER EDUCATION & STUDY ABROAD Warren Matthews
10:30-10:45	BREAK Paloma Foyer				
10:45-11:15	10-AREA METHOD: MAKING DECISIONS Cheryl Strauss Einhorn	9-APPLIED ASSIGNMENTS & BUSINESS LAW Theresa A. Moore [V]	58-SPECIAL EDUCATION TEACHER EVALS Merissa Waddey	69- GRADUATE LEARNING COMMUNTIES Dennis Lamb Sharon Kabes John Engstrom	27-DEVELOPING CULTURALLY INCLUSIVE COMMUNICATION ZONES York Williams
11:15-11:45	32-EXPERIENTIAL LEARNING & SPECIAL EDUCATION Kris Ward	51-ECONOMIC DEVELOPMENT Raphael Shen Victoria Mantzopoulos	54-PRINCIPALS, COMMUNICATION, & HIGH ACHIEVING SCHOOLS Dawn E. Tyler	46-MINDFULNESS PRACTICES Sally A. Creasap	8-SIX HATS, CRAFTING ONLINE PROJECTS & DISCUSSION PROMPTS Joyce E. Kyle Miller
11:45-12:15	17-COMMUNITY WITHIN ONLINE VS GROUNDED LEARNING Courtney Wiest Stevenson Cindy Lee	34-FROM IDEA TO PATENT Tracey Huddleston Gracie Grimes	14-ONLINE PROF. DEV. & RURAL K-12 EDUCATORS Margo Collier Karla Kingsley	30-DOCTORAL SOCIAL WORK EDUCATION, RESEARCH, & TRANSITIONAL COUNTRIES James T. Decker	53-A MASTER'S PROGRAM FOSTERING CHANGE & IMPROVING TEACHERS Jay Meiners
12:15-1:30	LUNCH (on your own)				

SESSION #2 1:30-3:45	MOHAVE I	MOHAVE II	PALOMA I	PALOMA II	
	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	
1:30-2:00	56-SOCIAL JUSTICE THROUGH CIVIC ENGAGEMENT *Teresa Kruizenga*	72-SKILLED DIALOGUE & MENTORING STUDENT TEACHER SUPERVISORS *Lucinda Kramer*	39-GIFTED MIDDLE SCHOOL STUDENTS IDENTIFICATION & OPTIONS *Patricia Hoehner Scott Fredrickson Richard Meyer Jude Matyo-Cepero*	59-STEREOTYPICAL ATTITUDES & FEMALE MIGRANT WORKERS *Riva Ziv*	**VIRTUAL OFFICE** Paloma Foyer 7:30 AM- 3:00 PM
2:00-2:30	62-EFFECTIVE TEACHER SUPPORTS AND EXPERIENCES *Ron W. Germaine*	40-DUAL LANG ED & ELL ACT PERFORMANCE *Gina Garza-Reyna*	65-TEEN MOTHERS, ALTERNATIVE SCHOOLS, & PERCEPTIONS *Olivia P. Modesto*	61-LGBT CLIENTS & MENTAL ILLNESS *Eileen Klein*	
2:30-3:00	43-ONLINE LEARNING & DEVELOPING COUNTRIES *Nega Debela*	20-CURRICULUM & COMMUNITY *Lauren B. Birney*	25-EFFECTIVE DISPOSITIONS & LITERACY COACHES *Ryan R. Kelly*	35-TEACHING CHARACTER DEVELOPMENT (Part I) *Marjorie S. Schiering*	
3:00-3:15	BREAK Paloma Foyer				
3:15-3:45	31-EDUCATIONAL ACCOUNTABILITY REQUIREMENTS *Linda Mabry*	57-STUDENT ACHIEVEMENT & TEACHER TRAINING *Joseph J. Walsh* V	63-TEACHER ATTITUDES & STUDENTS WITH DISABILITIES *Marie Kraska Melissa Sylvester*	35-TEACHING CHARACTER DEVELOPMENT (Part II) *Marjorie S. Schiering*	
3:45	BEST PRESENTATION PEER REVIEW CARD SUBMISSION Silverman Foyer (Registration Desk)				
5:00-6:30	EXECUTIVE BOARD MEMBERS & PROFESSIONAL MEMBER DINNER *(members only--advanced registration required)* East Bridge				
7:00-8:00	TASTE OF ARIZONA NETWORKING RECEPTION McDowell Terrace				

WHAT CAN CSI DO FOR YOU?

- ☐ **RESEARCH CONFERENCES**
  - ➢ Attend
    - ▪ Professional Development
    - ▪ Networking Opportunities
  - ➢ Present (peer reviewed)
    - ▪ Conference Proceedings Publication
    - ▪ Best Paper Consideration
    - ▪ Best Presentation Consideration
- ☐ **ACADEMIC JOURNALS** (peer reviewed)
  - ➢ Journal of Scholastic Inquiry: Education
  - ➢ Journal of Scholastic Inquiry: Business
  - ➢ Journal of Scholastic Inquiry: Behavioral Science
- ☐ **EDITING SERVICES**
  - ➢ APA
  - ➢ General

- ☐ **PROFESSIONAL MEMBERSHIP**
  - ➢ Professional Visibility
  - ➢ Research Scholarships
  - ➢ Special Events
- ☐ **SERVICE OPPORTUNITIES**
  - ➢ Peer Reviewer
    - ▪ Journal Manuscripts
    - ▪ Conference Abstracts
    - ▪ Tenure & Promotion Materials
  - ➢ Board Service
    - ▪ Editorial Board
    - ▪ Advisory Board

FOR DETAILS, STOP AT THE REGISTRATION DESK.

Best Presentation Awards will be announced Monday, October 17th.

These awards are based on ratings obtained from peer review rubrics.

www.csiresearch.com

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Green=Multidisciplinary
Yellow=Behavioral Science
Tan=Business
Blue=Education
V=Virtual Presentation

FRIDAY, OCTOBER 7, 2016

7:30 A.M.	MEET & GREET REGISTRATION & CONTINENTAL BREAKFAST Paloma & Silverman Foyers				
8:00-8:05	WELCOME Hacienda Room				
8:05-8:55	KEYNOTE ADDRESS: *"Leading By Maximizing Talents"* Marcia Malzahn				
8:55-9:00	PASSING TIME				
SESSION #1 9:00-12:15	MOHAVE I	MOHAVE II	PALOMA I	PALOMA II	PALOMA III
	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME
9:00-9:30	11-HEALTHCARE SERVICES WITH GAY & LESBIAN INDIVIDUALS *Michelle Morgan*	33-HUMAN RIGHTS BLOG *Rhondda Waddell Debra Mims Ebony Perez*	26-LITERACY SOFTWARE & PRE-K STUDENTS *Judy Trotti Christie Bledsoe*	19-CULTURAL DIFFERENCES & DISABILITY PERCEPTIONS *Patricia R. Huskin*	3-ADDRESSING PROGRAM DISPARITIES *Penny A. Ralston*
9:30-10:00	52-CONSULTING BASED ACTION LEARNING PROJECTS *Dana D'Angelo*	38-PBL, SERVICE LEARNING, HYGIENE, & THE HOMELESS *Gracie Grimes Layla Smallwood*	22-TRAUMA INDUCED BRAIN DAMAGE *Tanya Yerigan*	60-STUDENT ASSESSMENT & MULTICULTURAL CLASSROOM *Susan Epstein*	23-GRADE & ACT PERFORMANCE *Theodore Kaniuka*
10:00-10:30	41-HOME CARE WORKERS & HEALTH/SAFETY BEHAVIORS *Linda Mabry*	18-TEACHER CANDIDATES & MINDFULNESS *Carol Klages Jane Devick-Fry*	48-LATINO LEADERS & EDUCATIONAL PREPARATION *Dea Marx Uzziel Hernandez Pecina*	7-ANALYTICS FOR SUSTAINABILITY *Dennis F. X. Mathaisel*	16-CYBERSPACE COMMUNICATION *Shohreh Hashemi*
10:30-10:45	BREAK Paloma Foyer				
10:45-11:15	13-CHILDREN WITH AUTISM & CHURCH INCLUSION *Rebekah Dyer*	37-FACTORS IMPACTING NEWCOMER RETENTION *Joan Berry Kenneth Guy Berry*	71-INSTRUCTIONAL ROUNDS & TRANSDISCIPLINARY COLLABORATIONS *Linda Rae Markert*	24-READINESS & EFFECTIVE PRESCHOOL INTERVENTIONS *Julie Hentges Nancy Montgomery*	67-TECH BREAKS & INCREASED PRODUCTIVITY *Sherry Long*
11:15-11:45	29-STRATEGIES FOR TEACHING LITERACY *Megan J. Scranton*	12-ENGAGING GENERATION Z IN HIGHER EDUCATION *Kimberlee Mendoza*	4-DEGREE COMPLETION & DOCTOR OF ED STUDENTS *Celia M. Scott*	64-EFFICACY & FULL-YEAR STUDENT TEACHING PLACEMENTS *Gina G. Berridge Tori Shoulders Colson*	74-MALE TEACHERS & THE VIETNAM WAR *Joseph McKinney*
11:45-12:15	73-WORDS THAT HURT *Teri Rouse*	21-DESIGNING TEAM PROJECTS IN VIRTUAL CLASSROOM [V] *Theresa A. Moore*	50-PLATINUM RULE IN PERSONAL SELLING *Kim Tan*	66-THINKING & INTERACTIVE BOOK REPORTS *Marjorie S. Schiering*	VIRTUAL OFFICE **Paloma Foyer** 7:30 AM- 10:45 AM
12:15	BEST PRESENTATION PEER REVIEW CARD SUBMISSION Silverman Foyer (Registration Desk)				
12:15-12:30	CONFERENCE CHECK-OUT (Best Presentation Card Submission, Name Badge Collection, Contact Hour Cert.) Silverman Foyer (Registration Desk)				

KEYNOTE SPEAKER: MARCIA MALZAHN

Leading By Maximizing Talents

Successful leaders surround themselves with talented individuals that complement their own talents and strengths. From the employee perspective, Marci encouraged you to discover your gifts and use them in the workplace and outside by creating opportunities for yourself. From the employer perspective Marci shares tips on how to discover and develop your students and/or employees' talents to use them in the workplace and maximize their potential. Marci shares about her personal journey of discovering her gifts and how she helped her employees discover their talents to become the best they could be.

WHO IS MARCIA MALZAHN?

Marcia (Marci) Malzahn, a native of Nicaragua, came to Minnesota in 1986 and started a career in banking. She left banking in 1999 for a leadership technology role in a non-profit organization, returning in 2005, this time as the first employee of a new bank startup. In her role, Marci oversaw all the bank operations areas, including finance, IT, compliance, internal audit, deposit/loan operations, office management and HR; most recent positions included EVP, COO, CFO and CRO.

Starting the bank allowed Marci the opportunity to lead various teams, and to work with attorneys, auditors, regulators, vendors, board of directors, shareholders, senior management and employees. Marci has had a variety of management responsibilities over the past 18 years, 13 of which in senior executive leadership positions.

Having grown the bank from zero to $300 million in assets during a very challenging 10-year period, Marci wanted to be able to help other community banks gain from her 20+ years of banking experience.

That goal led to her founding of Malzahn Strategic, a community bank consultancy focused on strategic planning, enterprise risk management and talent management.

Marci is the recipient of a number of professional awards, including "40 Under Forty" by Minneapolis/St. Paul Business Journal, "Top Women in Finance" by Finance and Commerce, "25 on the Rise" by the Hispanic Chamber of Commerce, and "Outstanding Women in Banking" by *Northwestern Financial Review*.

Marci is also a published author and public speaker. She has published three books, *Devotions for Working Women – A Daily Inspiration to Live a Successful and Balanced Life* (2006), *The Fire Within – Connect Your Gifts with Your Calling* (2015), and *The Friendship Book – Because You Matter to Me* (2016). She speaks on the topics of banking and leadership/inspirational/motivational. She holds a B.A. in business management from Bethel University and is a graduate of the Graduate School of Banking in Madison, Wisconsin.

CENTER FOR SCHOLASTIC INQUIRY
RESEARCHING PROFESSIONAL PRACTICE

SESSION PLANNING QUICK GUIDE

After perusing the session summaries, use this guide to quickly find where/when specific presentations are taking place. This guide is also intended to be an individualized schedule as you fill in your selected presentations.

Session	Day	Time	Room
1	Thurs	10:00	Paloma III
2	Thurs	10:00	Mohave I
3	Fri	9:00	Paloma III
4	Fri	11:15	Paloma I
5	Thurs	10:00	Paloma I
6	Thurs	9:00	Paloma I
7	Fri	10:00	Paloma II
8	Thurs	11:15	Paloma III
9	Thurs	10:45	Mohave II
10	Thurs	10:45	Mohave I
11	Fri	9:00	Mohave I
12	Fri	11:15	Mohave II
13	Fri	10:45	Mohave I
14	Thurs	11:45	Paloma I
15	Thurs	9:30	Mohave II
16	Fri	10:00	Paloma III
17	Thurs	11:45	Mohave I
18	Fri	10:00	Mohave II
19	Fri	9:00	Paloma II
20	Thurs	2:30	Mohave II
21	Fri	11:45	Mohave II
22	Fri	9:30	Paloma I
23	Fri	9:30	Paloma III
24	Fri	10:45	Paloma II
25	Thurs	2:30	Paloma I
26	Fri	9:00	Paloma I
27	Thurs	10:45	Paloma III
28	Thurs	9:30	Mohave I
29	Fri	11:15	Mohave I
30	Thurs	11:45	Paloma II
31	Thurs	3:15	Mohave I
32	Thurs	11:15	Mohave I
33	Fri	9:00	Mohave II
34	Thurs	11:45	Mohave II
35	Thurs	2:30	Paloma II
36	Thurs	9:00	Paloma III
37	Fri	10:45	Mohave II

WHERE DO I WANT TO GO?

Thursday, Session #1

Time	
9:00-9:30	
9:30-10:00	
10:00-10:30	
10:45-11:15	
11:15-11:45	
11:45-12:15	

Thursday, Session #2

Time	
1:30-2:00	
2:00-2:30	
2:30-3:00	
3:15-3:45	

Friday, Session #1

Time	
9:00-9:30	
9:30-10:00	
10:00-10:30	
10:45-11:15	
11:15-11:45	
11:45-12:15	

ENJOY THE CONFERENCE!

Session	Day	Time	Room
38	Fri	9:30	Mohave II
39	Thurs	1:30	Paloma I
40	Thurs	2:00	Mohave II
41	Fri	10:00	Mohave I
42	Thurs	9:00	Mohave II
43	Thurs	2:30	Mohave I
44	Thurs	9:30	Paloma II
45	Thurs	10:00	Mohave II
46	Thurs	11:15	Paloma II
47	Thurs	9:30	Paloma III
48	Fri	10:00	Paloma I
49	Thurs	9:00	Mohave I
50	Fri	11:45	Paloma I
51	Thurs	11:15	Mohave II
52	Fri	9:30	Mohave I
53	Thurs	11:45	Paloma III
54	Thurs	11:15	Paloma I
55	Thurs	9:30	Paloma I
56	Thurs	1:30	Mohave I
57	Thurs	3:15	Mohave II
58	Thurs	10:45	Paloma I
59	Thurs	1:30	Paloma II
60	Fri	9:30	Paloma II
61	Thurs	2:00	Paloma II
62	Thurs	2:00	Mohave I
63	Thurs	3:15	Paloma I
64	Fri	11:15	Paloma II
65	Thurs	2:00	Paloma I
66	Fri	11:45	Paloma II
67	Fri	10:45	Paloma III
68	Thurs	9:00	Paloma II
69	Thurs	10:45	Paloma II
70	Thurs	10:00	Paloma II
71	Fri	10:45	Paloma I
72	Thurs	1:30	Mohave II
73	Fri	11:45	Mohave I
74	Fri	11:15	Paloma III

1 *Adding Value to Higher Education through Study Abroad Travel*
Day/Track: Thursday, Multidisciplinary
Summary: People have different kinds of minds, and their minds perform and learn differently. Teaching methods that work well for some, may not work well for others. Educators have struggled to better understand the learning process so learning can be achieved by everyone. Educational benefits of travel have been widely recognized for hundreds of years.
The spread of industrialization around the world has reduced cost, political, and technology barriers that limited travel in the past. World trade is exploding, and the need to understand and deal with people from other nations has never been so important. This paper presents the academic literature on learning through travel, and the necessary requirements for developing a rigorous academic study abroad experience. Most importantly, the paper demonstrates the impact that study abroad programs provide in strengthening educational value for students with different learning styles.
Presenter: Warren Matthews, Ph.D., Belhaven University, TX
Contact: wmatthews@belhaven.edu

2 *Adjunct Faculty Members' Perceptions of Online Education Compared to Traditional Education*
Day/Track: Thursday, Multidisciplinary
Summary: Due to the growth of online courses and universities, the quality and benefits of distance education warrant scholarly attention. Previous researchers have focused on students', employers', and traditional professors' perspectives of online courses. Although adjunct professors teach the majority of online courses, few researchers have explored their opinions of online education compared to traditional, face-to-face education. Also lacking is information about online instructors' perceptions of the online teaching position. The purpose of this report was to present online adjunct faculty members' perceptions of online education in relation to traditional education. Sixty-eight adjunct faculty members who were recruited through LinkedIn voluntarily completed an instrument that was developed for this purpose. Given that this report represents an initial attempt to understand this phenomenon; preliminary results are reported as descriptive statistics. Overall, the online adjunct faculty members held favorable opinions of online education and believed that others did as well. Although they reported grading similarly in online courses as in traditional courses, the online adjunct faculty members reported that students thought that online professors graded more easily.
Presenter: Diane Hamilton, Ph.D., University of Phoenix, AZ
Contact: DrDianeHamilton@aol.com

3 *Addressing Disparities in the Health Workforce: Development and Outcomes of Two University-Based Programs*
Day/Track: Friday, Education
Summary: Currently, lack of diversity in the healthcare workforce continues to be a major problem in the U.S.

Universities can play an important role by developing programs to address this problem. This paper highlights the curriculum-related development of two university programs at Florida State University to train undergraduate and graduate students for the health workforce, and reports on the outcomes of these programs. The mission of MEntoring Multicultural Students for the Health Professions (MEMS), established in 1993, is to increase the number of trained professionals for the health. This paper will highlight the need, course development, and outcomes for MEMS that has reached over 150 students. Secondly, the training program in the Center on Better Health and Life for Underserved Populations (BHL Center), established in 2006, includes three components: understanding the medically underserved, experience in community-based research, and development of a project of focus. This paper will highlight the courses associated with this training program and the outcomes thus far for over 40 students impacted. Lessons learned will be discussed.
Presenter: Penny A. Ralston, Ph.D., Florida State University, FL
Contact: pralston@fsu.edu

4 *An Investigation of Factors Contributing to Degree Completion: Doctor of Education Students*
Day/Track: Friday, Education
Summary: Literature regarding advanced degree completion illustrates multiple factors attributing to completion or abandonment of dissertation research. Contributing factors are typically linked to the environment associated with the institution in which a doctoral candidate is enrolled, or personality characteristics held by individual candidates. The purpose of this qualitative case study was to gather data from recent Ed.D. graduates and current doctoral candidates regarding factors that contributed to or inhibited completion of the doctor of education degree. Responses from participants appeared to confirm findings from similar research studies exploring dissertation completer and non-completers. Most participants noted personal factors for length of time to completion and/or non-completion, while a few mentioned institutional factors. In order to improve the success rate of doctoral degree completion, it is important to explore further the factors influencing completion and non-completion among candidates, including specifically examining the transition from coursework to independent research and by seeking input from all parties involved in the process.
Presenter: Celia M. Scott, Ph.D., Texas Wesleyan University, TX
Contact: cewilson@txwes.edu

5 *An Outcome Evaluation Study of International Service Learning Abroad Program: Summer 2015 in Seoul, South Korea*
Day/Track: Thursday, Behavioral Science

Summary: This presentation focuses on an outcome evaluation of Intercultural Social Work Education Abroad Program that was provided for 11 student participants from the United States during June 1 to 27, 2015 in Seoul, South Korea. The result shows the improvements of all 15 questions relating to course objectives and practice behaviors from all respondents and the improvement is statistically significant with less than .5 significance. The findings suggest that there is a real effect of the program on all 15 questions for student participants from two different means. These qualitative findings also include analysis of student participants' reflective journals. Broadly, analysis of interns' journals identified types of gains derived from participation primarily in the local service learning and a variety of local community field.

Presenter: Kui-Hee Song, Ph.D., California State University, CA
Contact: ksong@csuchico.edu

6 *An Over Representation of Incarcerated Youth and Adults with Traumatic Brain Injury: How Should They Be Identified and Served*
Day/Track: Thursday, Behavioral Science

Summary: For nearly a quarter of a century, both psychological and neurological researchers have used various clinical instruments to identify specific characteristics of traumatic brain injury (TBI) that may be related to learning processes that distinguish individuals. The purpose and intent of this presentation is to discuss the types of services and supports not often associated with incarcerated individuals with developmental and/or psychological disabilities. The discussion related to TBI will focus on outlining the difficulties in accurately estimating the percentage of individuals with TBI and the challenges of identifying TBI among incarcerated youth and adults. The final discussion will center on the need for screening, assessment, and treatment of individuals with TBI receiving services within the correctional system. Further research in the field of cognitive neuroscience is necessary to determine fully how TBI manifests itself to specific regions of the brain. Ultimately, this will provide a better understanding of how interventions can be made to better assess and treat individuals with TBI within the correctional system.

Presenter: Kourtland Robert Koch, Ph.D., Ball State University, IN
Contact: krkoch@bsu.edu

7 *Analytics for Sustainability*
Day/Track: Friday, Multidisciplinary

Summary: Sustainability and sustainable development have become popular but elusive goals. They can be elusive because the concepts are difficult to sell to those who are resistant to sustainability concepts. However, business analytics can play a role. The sustainability of an enterprise should include the ability of the entity to meet its development goals while remaining productive long term, minimizing waste, conserving resources, and creating value. To be sustainable, the ecological, environmental, human, or business enterprise must possess five "abilities": availability; dependability; capability; affordability; and marketability. Analytics is the use of technology, historical data and models to research potential trends, to analyze the effects of certain decisions or events, and/or to evaluate the performance of a given scenario. This paper will investigate how the current popularity of business analytics can be used as an innovative tool to promote sustainability and the sustainable development of an enterprise.

Presenter: Dennis F.X. Mathaisel, Ph.D., Babson College, MA
Contact: Mathaisel@Babson.edu

8 *The Application of Edward Debono's Six Thinking Hats in Crafting Discussion Prompts and Designing Class Projects and Activities in an Online Graduate Course*
Day/Track: Thursday, Multidisciplinary

Summary: The use of discussion to develop interpersonal relations, reflection and a sense of belonging has been addressed by numerous researchers (Cox & Cox, Hulkari & Mahlamaki-Kultanen, LaPointe & Reisetter). A qualitative analysis of the discussion prompts and posts from selected online graduate gifted education courses taught since 2007 was conducted. Edward DeBono's Six Thinking Hats was used as a strategy to classify the discussion posts. DeBono uses White Hat Thinking to represent thinking that reveals the facts only; Yellow Hat Thinking looks at the benefits, the possibilities while Black Hat Thinking looks at the negative side, why something may not work; the Red Hat Thinking signifies feelings, hunches, intuition, emotions; Green Hat Thinking creates new thoughts or ideas, and Blue Hat Thinking is reflective and considers all previous types of thoughts shared, summaries and gives directions and raises questions as to what additional issues may need to be addressed. Application of DeBono's strategy revealed that discussion prompts designed to yield critical thinking accomplished its purpose. The application of Edward DeBono's Six Thinking Hats, a strategy from the field of gifted education, resulted in the demonstration of how teachers can use the strategy in crafting discussions, class projects and activities appropriate for the gifted and talented student.

Presenter: Joyce E. Kyle Miller, Ph.D., Texas A&M University-Commerce, TX
Contact: joyce.miller@tamuc.edu

9 *Applied Assignments for Business Law Courses*
Day/Track: Thursday, Multidisciplinary

Summary: This presentation will provide examples of applied assignments designed for undergraduate business law courses. Examples will include creating a civil mock trial assignment, a legal essay exam, and an employee legal training manual. The examples will discuss how the assignment assesses and reinforces student learning outcomes in the course, and, because it is an applied assignment it is

more powerful than memorization and testing. Learn how to lead a mock trial assignment that starts with a set of facts, have students role play discovery and depositions, and carryout a full mock trial with attorneys, judges, witnesses, and jury members. Does your final exam need some updating? This presentation will discuss ways to make a final legal essay exam relevant, engaging, and comprehensive for your law course. Finally, have your students take away a deliverable that they can use in the future for their own business or implement in their current positions with the legal training manual. The legal training manual is another comprehensive review assignment demanding application of concepts to the real world and to their own businesses; this gives them a concrete view of how the concepts they study in class play out in an actual business setting.
Presenter: Theresa Moore, JD., Daytona State College, FL
Contact: Theresa.moore@daytonastate.edu

10 *The AREA Method: A System for Making Big Decisions Better*
Day/Track: Thursday, Multidisciplinary
Summary: Researchers tell us that we make about 35,000 decisions on any given day, from deciding what part of the toothpaste tube to squeeze to what we're going to have for lunch. Most of these decisions are fairly mundane and the outcome isn't that important. In fact, many of these decisions are made largely unconsciously. But periodically we're faced with big decisions that we can't –and don't want- to make without consideration. Yet our process for making these decisions is often haphazard, and may vary from one big decision to the next. Somehow there isn't a well-established method through which we learn to effectively make careful, methodical, high conviction decisions that solve for what really matters to us. But wouldn't it be nice if we had one? The AREA Method offers you a systematic method to make complex professional and life decisions despite uncertainty and incomplete information. For while life is filled with uncertainty, we don't want to let it hobble us, and frankly we don't want to gamble with our future either. We also don't want to rely on hope or 'intuition' alone. Instead, we want a proactive way to work with, and work through, ambiguity to make thoughtful high conviction decisions *despite* our uncertain and volatile world. A Good Process + Good Information = Great Decisions
Presenter: Cheryl Strauss Einhorn, MS., Columbia University and CSE Consulting, NY
Contact: cheryleinhorn@gmail.com

11 *Beliefs and Behavior of Nurses Providing Healthcare Services to Gay and Lesbian Individuals*
Day/Track: Friday, Behavioral Science
Summary: The majority of persons who are lesbian, gay, bisexual, and transgender (LGBT) have experienced discrimination from healthcare providers. To assess the beliefs and behavior of nurses when providing healthcare services to gay and lesbian individuals using the Gay Affirmative Practice (GAP) scale. A convenience sampling of registered nurses in a southwest urban hospital system was conducted utilizing an anonymous Qualtrics survey, that included demographic questions and the Gay Affirmative Practice (GAP) Scale; analyzed using descriptive statistics. Respondents were 89% female, 91% Caucasian, 90% heterosexual, and 84% Christian. Average age was 49; 76% had baccalaureate or master's degrees; 71% had a nursing certification; 60% had friends or family members who are gay or lesbian; and 61% believed a cultural competence course would benefit them professionally. The mean GAP score was 110. Belief scores were higher than behavior scores (63 and 49, respectively, of 75 total in each category), likely representing nurses' positive beliefs and their requirement for education to increase behavior scores. Recommendations include development of an assessment tool that has language more reflective of nursing and is inclusive of bisexual and transgender questions; and promote cultural competence courses with definitions of LGBT terminology and how to ask sexual orientation- and gender identity-questions in an inclusive and optimal manner.
Presenter: Michelle Morgan, DNP, Case Western Reserve University, AZ
Contact: mimorgan67@me.com

12 *Beyond Lecture: Best Practices for Engaging Generation Z in Higher Education*
Day/Track: Friday, Multidisciplinary
Summary: Research shows that student learning is linked to student engagement. Though this is not a new concern for professors, the newest generation's reliance on technology offers further challenges to address. Research of Generation Z is still in the infancy stage, as psychologists and sociologists seek to understand and connect with this demographic raised on the Internet. From the studies conducted, it is already apparent that the dissemination of information in the form of traditional lecture is not the most effective way of stimulating Generation Z's engagement. Because of Generation Z's desire for instant gratification and constant distraction by the convergence of technology, new teaching practices that implement active and applied learning are needed.
Presenter: Kimberlee Mendoza, ABD, San Diego Christian College, CA
Contact: kmendoza@sdcc.edu

13 *Breaking the Barrier: Inclusion for Children with Autism in Churches*
Day/Track: Friday, Multidisciplinary
Summary: This study seeks to review the types of experiences parents of children with Autism are currently having in churches. The parents will share what it is like to take their child to church. Do they feel like their child has an opportunity to participate fully like other children? Do the parents feel that the staff members are aware of what their child needs? In addition, the research will determine what the parents of children with Autism seek from churches with regards to support and inclusion of their child with Autism.
Presenter: Rebekah Dyer, M.E.d., Grand Canyon University, AZ
Contact: rebekah.dyer@gcu.edu

14 *Building Collaborative Relationships with Parents: Online Professional Development for Rural K-12 Teachers*
Day/Track: Thursday, Education

Summary: The importance of supporting students through engagement with families is well document. However, there is little literature focused on technology-supported professional development aimed at building collaborative relationships with parents of students with disabilities. The topic deserves more attention, particularly in rural areas where professional development needs are high but resources limited. Technology has reshaped professional development by increasing access to information, enabling sustained follow-up efforts, and fostering teacher reflection and collaboration. This study examined the perceptions and attitudes of educators and principals toward collaborating with parents of children with disabilities. Utilizing a digital documentary and online curriculum for professional development, educators were provided an innovative approach that enabled them to develop collaborative partnerships with parents. Contained in the digital documentary were the stories told by families about the joys and the dynamics of raising a child with a disability. Parents and their families were provided the opportunity to recognize the power of their stories about their experiences of raising a child with a disability. Educators learned from parents to broaden their perspective by listening to families' stories and in doing so, appreciate the need to form empathy and value the importance of communication and collaboration with parents. Results from this study indicated that teachers and principals who participated in the online professional development project showed an increased recognition of the importance of collaborating with families. Access to the online documentary and accompanying curriculum is available for educational purposes to school districts interested in delivering professional development.
Presenter: Margo Collier, Ph.D., University of New Mexico, NM
Co-Presenter: Karla Kingsley, Ph.D., University of New Mexico, NM
Contact: collierm@unm.edu

15 *Children's Ability to Recognize Implicit and Explicit Reasoning of Story Book Characters*
Day/Track: Thursday, Education

Summary: This research study looked at children's ability to recognize implicit and explicit reasoning as presented in Sufi story books. Sufi tales are specific teaching stories that focus on the wisdom that is presented in their message. Participants were children in Kindergarten to fifth grade at an elementary school in North-East of United States. Children were individually tested by asking them to listen to a randomly assigned Sufi tale read from a picture book. Then they were asked questions inquiring about their ability to recognize information from the story book. There were four different Sufi story books used in the assessment of children. Information presented in the story books and corresponding questions were categorized as implicit or explicit. Data analysis was conducted by grade level, gender, and story book. Book type was considered as a covariate in the comparison between grade levels. Results show that there is a difference in grade level among children's ability to understand explicit vs implicit information. There was no gender difference among children at different grade level. Results inform classroom teaching, especially with the purpose to teach reasoning in children with the use of diverse teaching materials.
Presenter: Zsuzsanna Szabo, Ph.D., Marist College, NY
Co-Presenter: Nora Brakas, Ph.D., Marist College, NY
Contact: zsuzsanna.szabo@marist.edu

16 *Communication in Cyberspace: Promotion of Best Practice*
Day/Track: Friday, Multidisciplinary

Summary: According to the Pew Report "Digital Divides 2016," digital divides now involve digital skills and readiness. As a part of a state mandated core curriculum update a previously required computer literacy course was eliminated from the core. This course elimination placed at a disadvantage freshman and sophomore students who were not computer savvy and did not have the computer skills and readiness necessary to succeed in college. To address this disparity, the authors devised two new courses that would embed computer literacy and readiness within the context of communication. Each course was offered as an option to fulfill a Component Area Option of the core curriculum at a 4-year public urban university in Texas. One of the courses, Communication in the Age of the Internet, was developed for freshman students; and the other course, Going Virtual: Communication in Cyberspace, was devised for sophomore transfer students who had not yet completed their core curriculum requirements. Both courses were taught by the Information Systems faculty. The content of these courses were a combination of four major topic areas -- computer literacy, skills for success, general communication conventions, and effective communication using Internet and various technologies. Students enrolled in these courses gained the necessary computer skills to perform various tasks including using Internet to conduct research and use computer tools for data analysis and reporting while effectively communicating with their teammates and other audiences in cyberspace. This paper reviews course contents, teaching pedagogies, and best practices that have made these courses successful.
Presenter: Shohreh Hashemi, M.E.d., University of Houston-Downtown, TX
Contact: Hashemis@uhd.edu

17 *Comparison of "Community" Between Online Education and Grounded Programs in Social Work*
Day/Track: Thursday, Multidisciplinary

Summary: The presentation will discuss the findings from a study which examined sense of community for traditional foundation (BSW) social work students compared to fully online (MSW) foundation students. The literature highlighted mixed findings related to sense of community in the online

setting. Along with the mixed results, the literature discussed the controversy of online learning in a "people profession." The study had a total of 90 participants and utilized the validated Classroom Community Scale by Rovai (2002). The study found there was a significant difference between the traditional face-to-face BSW program and the online MSW program. The MSW group scored higher in both the Connectedness and Learning subscales. As for the findings related to employment and age range, there were no significant differences in either the Connectedness or Learning subscales. The presentation will highlight the current MSW program platform which is a fully blended online platform that fostered a significantly higher level of Classroom Community. The presentation will explore: How the MSW program development, management, and teaching has cultivated this level of engagement and community?
Presenter: Courtney Wiest Stevenson, Ed.D., Saint Leo University, FL
Co-Presenter: Cindy Lee, Ph.D., Saint Leo University, FL
Contact: cindy.lee@saintleo.edu

18 *Cultivating Mindfulness in Teacher Candidates: A Meaningful Approach to Teaching and Learning or A Big Ol' Waste of Time?*
Day/Track: Friday, Education
Summary: Teaching carries with it a complicated mix of challenges. Some challenges are teacher turnover, accountability, changing student populations and student expectations, scripted programs, and budget pressures. Teachers need to teach in the moment to support the artistic nature of teaching and learning by modeling calmness and peace. Teaching students how to reach this peace is defined as "teaching mindfulness." Peaceful students with a peaceful teacher create a positive learning environment. At issue is the idea of developing mindfulness in as an aspect of teacher education programs as a means of better preparing future teachers for the challenges of the profession. Ellen Langer (1986) in her book Mindfulness discusses cognitive states of mindfulness as opposed to mindlessness. Mindfulness is a cognitive state where one would be flexible enough to be aware of the environment and situations in a classroom. This research investigation began three years ago with researchers practicing mindfulness in their professional roles. Next was to introduce the concept to instructors in the education program. Currently, teacher candidates were introduced to mindfulness in undergraduate education courses. In each course, a survey was given asking every student about his/her current knowledge of mindfulness. The students engaged in mindful practice in their educational coursework, wrote reflective journal entries, and then incorporated mindful practices into mini-lessons in a field-based setting. This conference presentation will share the results of this investigation with the audience. It is significant to note that the previous two stages of this investigation have been presented at the last two CSI national conferences.
Presenter: Carol Klages, Ph.D., University of Houston-Victoria, TX

Co-Presenter: Jane Devick-Fry, Ed.D., University of Houston-Victoria, TX
Contact: klagesc@uhv.edu

19 *Cultural Differences in Young Adults' Perceptions of Disability in South Texas*
Day/Track: Friday, Multidisciplinary
Summary: This research was a study in south Texas of university students' conceptual perceptions of disability, including what disorders, diseases, and conditions they consider to be a "disability" and how these perceptions relate to attitudes toward education, employment, and social relationships with individuals experiencing disability. The goal was to identify cultural, age-based, and major/career-based differences in young adults' perceptions of disability, including notions of what 'counts' as disability, perceptions of education, employment, and social relationships with individuals with disabilities. Many studies have focused on societal treatment of individuals with disability, services delivered to these individuals, and the effects of disability within families, fewer studies have focused on how younger generations today perceive disability broadly. This research sought to contribute to this gap in the literature by investigating whether there are nuances in the perception of disability among young adults based upon cultural/ethnic background, socioeconomic background, religious affiliation, and major course of study and/or planned career path, among other demographic variables. Whereas many studies target participants with personal connections to individuals with disability, this study targeted conceptual perceptions of the young adult public broadly, regardless of personal connection to individuals with disability. The study used a quantitative survey to assess which conditions, disorders, and diseases students perceive to be a 'disability,' utilizing a survey instrument adapted from an international public study. More than 770 surveys were distributed to purposively selected classes and all grade-levels representing service-oriented majors/fields of study and non-service oriented majors/fields of study. Results of significance will be presented.
Presenter: Patricia R. Huskin, Ph.D., Texas A & M University-Kingsville, TX
Contact: *patricia.huskin@tamuk.edu*

20 *Curriculum and Community Enterprise for the Restoration of New York Harbor with New York City Public Schools*
Day/Track: Thursday, Education
Summary: Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New

York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further asses the overall "curriculum plus community" model.

Presenter: Lauren B. Birney, Ed.D., Pace University, NY
Contact: lbirney@pace.edu

21 *Design Elements for Team Projects in the Virtual Classroom*

Day/Track: Friday, Education
Summary: This presentation will identify key best practices in assignment design for online team projects for online courses. The presentation will identify key differences between designing and facilitating in person student-team assignments vs. online student teams. Presenter will highlight key learning outcomes that students will take away from the online team experiences and how to purposely write the assignment to ensure the learning outcomes will be achieved. The presentation will provide best practices for managing and facilitating student teams in the online class format and how to execute to the team assignment in the online environment.
Presenter: Theresa A. Moore, JD., Daytona State College, FL
Contact: Theresa.moore@daytonastate.edu

22 *Don't Hurt the Money: Navigating Life With Trauma-Induced Brain Damage*

Day/Track: Friday, Behavioral Science
Summary: As a career-long educator with a background in education, business, and social work. Even with experiences that span the globe, her greatest accomplishment is being a mother. Her greatest knowledge comes from the experience of losing her oldest son during MN hunting in a sudden, traumatic, and tragic instant. With the assistance of case study data, Tanya will share her journey of, literally and figuratively, relearning everything she once thought she knew.
In this session you will gain:

- An overview of a specific traumatic incident that resulted in trauma-induced brain damage
- A first-hand account of the physical and emotional *symptoms* of trauma
- An *understanding of the power* emotional trauma has on the brain
- Insights from case study data that documents the often unseen recovery process

Presenter: Tanya Yerigan, Ph.D., Southwest Minnesota State University, MN
Contact: tanya@mvtvwireless.com

23 *Early College High School Achievement Outcomes in North Carolina: End of Grade and ACT Performance*

Day/Track: Friday, Education
Summary: The influence on race on ACT performance shows that in nearly all the cases, students of color perform lower than the academic majority students. In all but one case Black students show the highest achievement gap among all minorities with only for English, did another group show a greater disadvantage, that being Hispanics. These findings point to a more promising future for children attending ECHS as these school are predicted to attenuate several barriers facing minority and poor students in terms of college attendance. The results in this study and others seem to support the notion that as a high school reform, the early college model is quite effective in increasing student achievement and as defined in the context of North Carolina, it produces more college ready students. If the early college model is as effective as shown by the study, either continued expansion of the program is warranted or determining those salient programmatic processes and features that yield these outcomes need to be better understood and scale up conducted to provide these opportunities to more students.
Presenter: Theodore Kaniuka, Ed.D., Fayetteville State University, NC
Contact: tkaniuka@uncfsu.edu

24 *Effective Kindergarten Readiness: What about Collaborative Preschool Interventions?*

Day/Track: Friday, Education
Summary: This summary will present research findings of effective preschool language and literacy opportunities. The focus for this paper is to answer the question: Effective Kindergarten readiness: what about collaborative preschool interventions? Notably, researchers (Gunn, Vadasy, Smolkowski, 2011) recommend young children should be prepared for Kindergarten through Pre-Kindergarten type settings. Language and literacy support at an early age can influence the child's success in Kindergarten. Specifically, researchers recommend (2011) children in a Pre-Kindergarten literacy program should be provided with hands-on activities rich with opportunities to promote vocabulary and language development. The purpose of this research was to determine the perceived impact of the University of Central Missouri's collaborative initiative to promote preschool interventions strategies with a preschool partnership service learning activity. Admittedly, the organizers of the research project acknowledged the importance for stakeholders who work with preschool students to appreciate service learning activities while also noting the impact on lives of those they work with during the voluntary service learning activity. Consequently, it was important for the research participants to reflect on their perceptions of the impact for the service learning activity. The data collection for this research project

included question/answer survey responses that offered the research participants an opportunity to reflect on the impact of the service learning sessions during the collaborative preschool intervention sessions.

Presenter: Julie Hentges, Ed.D., University of Central Missouri, MO
Co-Presenter: Nancy Montgomery, Ph.D., University of Central Missouri, MO
Contact: hentges@ucmo.edu

25 The Effective Dispositions of Northeast Arkansas Literacy Coaches

Day/Track: Thursday, Education

Summary: This presentation explores an array of effective dispositions of literacy coaches in Northeast Arkansas. Utilizing case study methodology, this inquiry uncovered key factors at the core of their work, and further examines the nature of these "multiple hats" worn by literacy coaches in relation to current literacy coaching theory and practice. Utilizing a case study approach with multiple literacy coaches in Northeast Arkansas, this research sought to examine the following questions: a) what is the authentic context of current literacy coaching in several Northeast Arkansas school districts; b) to what extent has literacy coaching practice fallen along successful lines; and c) to what extent have the realities of current literacy coaching practice pulled the work away from established theoretical aims? This presentation will share numerous examples of discourse data from the case study research, which supports the identification of these dispositions, as well as the linkage between the "multiple hats" they wear. The implications of this research to the preparation of professionals in the field of literacy coaching touch upon a number of areas. A more accurate understanding of the realities of literacy coaches and their work has a direct impact on the ability to provide accurate training and professional development support. Additionally, it may impact the facilitation of professional networking and recognition, and the connection to additional resources supporting their work. Yet, ultimately, the implications point toward the improvement of schools, districts, and their many learners that literacy coaches hope to reach as they work with classroom teachers.

Presenter: Ryan R. Kelly, Ph.D., Arkansas State University, AR
Contact: rkelly@astate.edu

26 Effects of Literacy Software for PreK Students

Day/Track: Friday, Education

Summary: This mixed methods study was conducted with Pre-K children from impoverished backgrounds who were missing critical literacy skills necessary for success in kindergarten. School district leaders sought to find an intervention that would boost the literacy skills of Pre-K students, so that these marginalized learners could be included in a successful schooling experience. The purpose of the study was to compare the effectiveness of two computer programs on literacy learning. Two research questions guided the study: 1. What are the differences in attainment of critical literacy skills of Pre-K students using literacy software? and 2. How did the teachers perceive the effectiveness of the software for literacy development? Pre-K students in a half-day program received daily instruction using either Imagine or Waterford software, and a control group received teacher-led classroom instruction without designated literacy software. Pre-and post-tests using mCLASS: CIRCLE were used to measure seven literacy skills. Teachers participated in a semi-structured focus group to share experiences. An ANOVA indicated that instructional approach had a significant effect on literacy composite gains. Students using Waterford software had higher post-test literacy composite mean; however, differences in means were not significant. Qualitative data includes positive and negative perceptions in addition to suggestions for implementation. Findings support the decision to discontinue use of either software and instead focus on research-based strategies delivered by classroom teachers. This study provides evidence that the classroom teacher provides as much or more instructional support when compared with computer-assisted instruction in early literacy development

Presenter: Judy Trotti, Ph.D., University of Mary Hardin-Baylor, TX
Co-Presenter: Christie Bledsoe, Ed.D., University of Mary Hardin-Baylor, TX
Contact: jtrotti@umhb.edu

27 Effective Strategies for Developing a Culturally Inclusive Communication Zone: One IEP's Team's Critical Reflective Map on Tact Training

Day/Track: Thursday, Education

Summary: This study compared tact training with and without the supplemental question in terms of acquisition and maintenance. Overall, the authors found that two of three children with autism acquired tacts more efficiently in the object-only condition and the remaining two children acquired tacts more efficiently in the object þ question condition which included questions about home, family, loved ones, friends, and interests in order to promote successful dialogue within the inclusive classroom environment. What is unique about this research study is the use of culturally responsive and inclusive supplemental questions during tact training. The sample comprised of two boys and one girl who were diagnosed with autism. The dependent measure reported was the frequency of correct tacts in nine trials. During baseline the sessions the participant's response was scored during each trial. Point-by-point interobserver agreement was calculated for the sessions by dividing the number of agreements by the total number of trials and converting the ratio to a percentage. Additionally, a multiple-stimulus without replacement preference assessment ("MSWO") was conducted to identify preferred items that would be delivered as programmed consequences during the sessions. The authors concluded that tacts were maintained at end-of-training levels in both conditions, suggesting that, although CR supplemental questions did appear to affect acquisition idiosyncratically, the absence of supplemental

questions did not hinder maintenance consistently. Further, the author's finding suggests that by including CR supplemental questions during tact training that such inclusion may not always interfere with the development of the tact repertoire, at least with respect to maintenance as noted here. The authors resolve with one implication for the research; that although practitioners should base their tact-training programs on the existing literature, they also should evaluate each student's response patterns and adjust or modify the program to maximize positive training outcomes at the individual level always inclusive of the student needs across the classroom, home and community in order to develop a balanced lexicon that the student can utilize.

Presenter: York Williams, Ph.D., West Chester University, PA
Contact: ywilliams@wcupa.edu

28 Embedding Assessment into Instruction: The Reasons, Reactions, and Results

Day/Track: Thursday, Education
Summary: This presentation will introduce the pedagogical ideas of the book, Problem Solving Without Figures, as well as teaching and learning in a problem solving educational orientation. Participants will be provided a practical, field-tested system for teaching and learning mathematics.
Presenter: Joseph W. Spadano, Ed.D., Rivier University, NH
Contact: jspadano@rivier.edu

29 Engaging & Effective Strategies for Teaching Literacy to All Learners

Day/Track: Friday, Education
Summary: Today, more than ever, it is difficult to define the "typical" student. These students vary in their strengths and weaknesses; some are gifted in their literacy abilities, others significantly struggle to learn to read and write. In addition, the statistics are clear, by 2030, more than 50% of the school-age (K-12) population in the U.S. will be English Language Learners (Herrell and Jordan, 2016). These ELLs speak more than 460 different primary languages and are extremely diverse in their experiences, cultures, and skill sets. All teachers must be responsive to each of their student's needs in addition to exhibiting extensive content knowledge and effective pedagogy grounded in engaging and research-based instructional strategies, particularly when it comes to literacy.
Presenter: Megan J. Scranton, CCC-SLP, Neumann University, PA
Contact: scrantom@neumann.edu

30 Enhancing the Science of Social Work through Doctoral Education and How Social Work Research in Transitional Countries Can Be Expanded

Day/Track: Thursday, Behavioral Science
Summary: This paper compares the status of social work as a science within the American and European contexts and discuss the ways of increasing visibility of Social Work as a science in transitional countries (e.g. in Georgia, former Soviet Union Country). Insight into Doctoral education and its influence on the development of science in social work is underlined. In addition, social work research characteristics are discussed and the most appropriate types of social work research (e.g. translational research) are prioritized to build the models for bridging the science and service communities and to directly affect the provision of services across different social work sectors. The role of institutional investments is considered as key for improving the scope and quality of social work research in transitional countries. We also discuss the main characteristics of social work research as well as the role of institutional investments in developing social work research scholarship.
Presenter: James T. Decker, Ph.D., California State University-Northridge, CA
Contact: jdecker@csun.edu

31 ESSA: Adapting to New Educational Accountability Requirements

Day/Track: Thursday, Education
Summary: Provision for public education is reserved to the states by the US Constitution but, in 1965, the Elementary and Secondary Education Act (ESEA) began to provide federal funding and oversight for educational programming in the form of entitlements, initially limited to Title 1. The federal role in public education increased in 1994 when ESEA was reauthorized as the Educate America Act, informally known as Goals 2000 in recognition of the six goals to be attained within 16 years. These goals had not been attained when ESEA was again reauthorized as the No Child Left Behind Act (NCLB) in 2002 and the federal role in education became a hostile take-over of state assessment systems. The latest reauthorization of ESEA, the Every Student Succeeds Act (ESSA) of 2015, scales back the federal incursion. But to what? This presentation will briefly review the rise of standardized testing since its arrival in education in the 1920s, showing increasing dependence over time on test scores to determine educational accountability, the raising of penalties on low-scoring students and their schools and educators, and the centralization of local education to the state and federal levels. With NCLB, high-stakes state testing requirements became high-stakes federal testing requirements that, as predicted by measurement history, no state could attain. ESSA returns the US to high-stakes state testing, similar to the 1990-2002 policy environment. ESSA's newly imposed requirements and constraints will be presented, with discussion of their predictable impact and recommendations for how schools and districts might reasonably respond and adapt.
Presenter: Linda Mabry, Ph.D., Washington State University Vancouver, WA
Contact: mabryL@wsu.edu

32 Experiential Learning: Taking Special Educators to the Next Level

Day/Track: Thursday, Education
Summary: This presentation is a case study that will describe the development of an application lab for pre-service undergraduate students certifying in special education. Data

regarding pre-service teacher self-efficacy as well as anecdotal evidence will be provided. Pre-service teachers training to teach children with disabilities are challenged with acquiring skills necessary to accommodate the needs of a broad spectrum of students. The public school life skills classrooms are often self-contained requiring teachers to be proficient in teaching academic content as well as functional skills. During the preparation period, professors must instruct pre-service teachers in best practices in such a way as to provide for generalization of skills following graduation and acquisition of employment. Many preparation programs require field observations prior to student teaching, however the pre-service teacher is often limited to observation and anecdotal information. The problem exists when special education pre-service teachers graduate and have had minimal experience planning for the instruction, behavior management, and efficient coordination required in a life skills classroom. The UMHB Special Needs Lab was designed to provide the pre-service teacher authentic, hands-on interaction and experiential learning with children with disabilities in an effort to develop proficiency in the skills learned in the classroom resulting in increased self-efficacy. Additionally new teachers should see a decrease in the amount of time required for proficiency as a professional special education teacher. Session participants can expect to gain information on the development of a university based laboratory for interaction between pre-service teachers and children with disabilities. Additionally, participants will obtain a greater understanding of the need for experiential learning in preparation programs to generate learner ready special education teachers.

Presenter: Kris Ward, Ph.D., University of Mary Hardin-Baylor, TX
Contact: kward@umhb.edu

33 *Exploring a Peace and Human Rights Blog to Gain Insight for Social Implications that Affect Our Global Society*

Day/Track: Friday, Multidisciplinary
Summary: "Human rights and fundamental freedoms are the birth right of all human beings" (Thakur, 1998) and recognized officially since 1948, this principle has been generally accepted in international instruments and has contributed to the substantive development of international human rights law for protection and promotion of both individual and universal human rights. However, individuals and groups around the world continuously become victims of human rights violations. In this regard, the hour to hour and daily reports of electronic and print media hearing and reading makes quite disturbing information for the world's people at large. This qualitative research explores issues of international human rights as is related to peace found on a designated Human Rights and Peace blog in order to investigate the needs and ways the protection and promotion of human rights for peace and development in the world are being presented electronically and publically. Therefore, this research seeks to understand what are the positions being expressed on the topic of human rights with regard to continuous world peace, as well as for sustainable

development worldwide on the basis of this narrative study. The findings of this research study will offer insight into important social implications and recommendations that affect the global society as a whole in terms of human rights and peace.

Presenter: Rhondda Waddell, Ph.D., Saint Leo University, FL
Co-Presenter: Debra Mims, DBA, Saint Leo University, FL
Co-Presenter: Ebony Perez, MSW, Saint Leo University, FL
Contact: rhondda.waddell@saintleo.edu

34 *From Idea to Patent!*

Day/Track: Thursday, Multidisciplinary
Summary: Tennessee's only Invention Convention is entering its 25th year and is held annually at Middle Tennessee State University. This competition is for fourth, fifth and sixth grade teachers in public and private schools in middle Tennessee. An invitational brochure is sent to teachers early in the school year. Interested students prepare a description and picture of their invention for the first round of judging. Finalists are identified and teachers are notified of students invited to participate. All students display their inventions with a prepared presentation for the judges on the day of the convention. Students explain the problem or need for their invention, how the idea originated as well as the process of making the invention. Tennessee anticipates sending twenty students to attend the 2017 National Invention Convention held in Washington DC. This presentation will share how Kathy Vantrease, Maddox's teacher weaves the annual Invention Convention process into her curriculum. How she integrates the process of developing an invention with content areas to accomplish necessary standards. This case study will follow the teacher and the student through the invention process and explain how content is not sacrificed but enhanced while developing a new invention.

Presenter: Tracey Huddleston, Ed.D., Middle Tennessee State University, TN
Co-Presenter: Gracie Grimes, Graduate Student, Middle Tennessee State University, TN
Contact: tracey.huddleston@mtsu.edu

35 *A Guide for Teaching Character Development*

Day/Track: Thursday, Multidisciplinary (*2-Part Presentation*)
Summary: A Guide to Teaching Character Development" is for everyone! It's applicable for all school grade levels, home or workplace, regardless of where you work. The six international traits of being a person of good character (kind, fair, responsible, fair, respectful, caring) are the focus of this interactive presentation. Activities that call for instructor sharing of ideas, thoughts and even humorous anecdotes are provided as stimulus for participants trying the character development guidelines. The concept of: "You can only give to others that which you have for yourself" is presented through dialogue and role-play. Leave the presentation with feeling good about "you" and having the ability and skills to provide that feeling for others.

Presenter: Marjorie S. Schiering, Ed.D., Molloy College, NY
Contact: drmschiering@gmail.com

36 *The Ground on Which We Stand: Finding of "Teacher Voice"*
Day/Track: Thursday, Education

Summary: This study examines the obstacles teacher preparation programs must confront in the implementation of the promising practice of teacher formation. The presentation will be conducted by two presenters and will be interactive. Participants will, in effect, become a part of the extended research as the presenters gather their ideas. After framing the dilemma, the presenters will involve the audience in examining the critical question of the formation of teacher identity and integrity. Presenters will facilitate a discussion regarding effective strategies for overcoming the obstacles that have collectively led us to a place where it is quite likely that the "teacher voice" we have taught candidates to harness in the classroom is drowning out their (and our own) inner "teacher voices".

Presenter: Michele Dickey-Kotz, Ed.D., Graceland University, IA
Co-Presenter: Tanya Coffelt, Ed.D., Graceland University, IA
Contact: dickey@graceland.edu

37 *Happy to Be Aboard ... Or Thinking of Jumping Ship: Factors Affecting Newcomer Retention in Business and Educational Settings*
Day/Track: Friday, Business

Summary: The intent of this study is to examine how beginning employees in business and educational settings make sense of the changes, surprises, and challenges of entry-level work and the impact of their "sensemaking" on their retention in the organization. Employee retention is a subject of concern nationwide. Searching for, hiring, training and supporting new employees is costly for organizations. New employees in some fields report isolation and inadequate support as reasons for their disillusionment with employment. However, a theory purported by Meryl Reis Louis (1980) contends that traditional group approaches to socialization (such as mentoring) are unsuccessful, because they fail to address the individual nature of the newcomer experience. This is a qualitative phenomenological study which examines that experience from the viewpoint of new employees in a variety of settings.

Presenter: Joan Berry, Ed.D., University of Mary Hardin-Baylor, TX
Co-Presenter: Kenneth Guy Berry, MBA., Arrowhead Health Centers, AZ
Contact: jberry@umhb.edu

38 *Hygiene for the Homeless: Using PBL to Inspire Student-Driven Service Learning in the Elementary Classroom*
Day/Track: Friday, Multidisciplinary

Summary: Problem Based Learning (PBL) can be used as an impactful means to inspire student-driven service projects that extend beyond the classroom and into the real world. In a case study using PBL methodology, students were tasked with working together to pinpoint a common problem within their local community, "How does proper hygiene affect the homeless population?" and then further design and carry out a service-based solution. In March of 2016, 6th grade students in a Middle Tennessee middle school were posed the question: "How does proper hygiene affect the homeless population?" From this question arose a hygiene drive, "Hygiene for the Homeless," a student-designed and –driven service-learning project. The project was carried to fruition using research, collaborative problem solving, and public speaking skills.
Topics covered:
- What is PBL?
- PBL framework
- Impact on learning
- Empowering future leadership through PBL-based service projects
- Children as natural problem solvers

Homelessness is a well-documented issue within the United States. In Middle Tennessee alone, the National Center on Family Homelessness reports that over 28,000 children are without housing periodically in the calendar year; over 800 of those children are located in the Rutherford County and Murfreesboro City Schools school districts. The presentation will include a detailed account of student research, participation, and how data collection was obtained. The project concluded with a donation of over six hundred pieces of hygiene items over a three day period, which was donated to a local community homeless shelter, impacting over two hundred people.

Presenter: Gracie Grimes, Graduate Student, Middle Tennessee State University, TN
Co-Presenter: Layla Smallwood, Graduate Student, Middle Tennessee State University, TN
Contact: bgg2d@mtmail.mtsu.edu

39 *Identification Procedures and Program Options Available for Nebraska Gifted Junior High/Middle School Students: 1990-2016*
Day/Track: Thursday, Education

Summary: Closing the decade of the 80s was the report publication by the Carnegie Task Force on Education of Young Adolescents, Turning Points: Preparing Youth for the 21st Century. Recommendations were geared to improve the educational experiences of middle level students, but would most greatly benefit the students who were considered at risk. Too often, the students who are overlooked are the gifted. The purpose of the study is to re-examine the Nebraska schools that were surveyed in 1990 regarding their procedures for identification and available program options for gifted middle level students. Surveys were mailed to principals in Nebraska AA accredited junior and middle schools. Only schools that provided the best educational experiences for their students were selected to receive AA accreditation. Twenty-six years later, there is no AA accreditation, but the research was replicated with the same schools, contacts and questions. Respondents from the 1990 survey were the sample of the 2016 survey. It is a qualitative study using information collected electronically. The data from the surveys are compared to identify similarities and difference for the past twenty-six years. The study is beneficial in that it will inform current practices on how districts in 2016 approach gifted education for their students and if the gifted

education focus is on a curriculum commensurate with the individual student's ability.

Presenter: Patricia Hoehner, Ed.D., University of Nebraska at Kearney, NE
Co-Presenter: Scott Fredrickson, Ph.D., University of Nebraska at Kearney, NE
Co-Presenter: Richard Meyer, Ed.D., University of Nebraska at Kearney, NE
Co-Presenter: Jude Matyo-Cepero, Ph.D., University of Nebraska at Kearney, NE
Contact: hoehnerp@unk.edu

40 The Impact of Dual Language Education on American College Test (ACT) Performance for English Language Learners

Day/Track: Thursday, Education

Summary: The purpose of this quantitative study was to track, compare, and analyze the college readiness of two cohorts of Hispanic English Language Learners (ELLs) by examining scores on the national college entrance exam, American College Test (ACT). One cohort was enrolled in the early-exit Transitional Bilingual (TB) Education program, while the other cohort was enrolled in the two-way Dual Language (DL) Education program. Both cohorts enrolled in the same Texas school district. The research question that guided the study was: Is there a statistically significant difference between the ACT college entrance exam of ELLs educated through a TB program and DL program in the areas of Reading and English? Descriptive and inferential statistics were run on the collected data. The results of the inferential statistics showed a statistically significant difference between the two comparison groups in the ACT examination for English and Reading. Descriptive statistics complement the inferential statistics. Over all, the results of this study support the conclusion that the DLE program participants in this study are better prepared academically than those that were educated through the TBE program. The idea of developing academically ready students for college in the U.S. is one area that researchers in the field of higher education have begun to explore more rigorously. However, even in the existing studies there is little research specifically on the Hispanic minority and their overall levels of academic college readiness; this research attempts to help fill that gap.

Presenter: Gina Garza-Reyna, Ed.D., Texas A&M University-Kingsville, TX
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41 Improving the Health and Safety Behaviors of Home Care Workers

Day/Track: Friday, Behavioral Science

Summary: Home care workers supporting elderly and disabled clients with in-home services represent an expanding worker population at risk of injury and illness. Their physical job demands result in lost-work injury rates triple the national average and frequent migraines, arthritis, and high blood pressure (Denton et al., 1999). Their remuneration averages $10 per hour (Bureau of Labor Statistics, 2014), often too low to obtain adequate health care coverage (Butler et al., 2014). In Oregon, home care workers are licensed by the Oregon Home Care Commission and represented by the Service Employees International Union, both of which offer training and other support. However, gaps in the system were revealed in a two-part study of COMPASS (COMmunity of Practice And Safety Support), a peer-led group intervention designed at Oregon Health and Science University to support caregivers. A randomized control trial analyzed participating caregivers' health indicators (Olson et al., 2015), followed by qualitative research focused on the demands and stresses they experienced. Data revealed inadequate safety equipment in caregivers' isolated and unregulated work environments, and absence of policy provisions for advocacy or appeals. Intense stresses originated in interactions with home-bound clients and, conversely, in the lack of interaction with peers or case managers. Caregivers typically experienced "job creep" when, for financial reasons, they dared not refuse demands that exceeded job requirements. Home care workers regarded the networking and brainstorming featured in COMPASS sessions as unique opportunities for social support, so valuable that some caregivers organized regular contact with teammates afterward.

Presenter: Linda Mabry, Ph.D., Washington State University-Vancouver, WA
Contact: mabryl@wsu.edu

42 Industry Evolution: A Case of China's Air Purifier Industry

Day/Track: Thursday, Business

Summary: Air purifiers appeared in China in mid-1990s. There were only a few firms competing in this industry at that time. The industry had been too small to attract new firms for more than a decade. In 2011, heavy smog engulfed a large part of China, which triggered the interests of numerous firms, from multinational corporations to small entrepreneurial firms, in this industry. As of 2013, there were already 151 firms competing in this industry. In 2014, new entries surged, with the number of competitors reaching 556. Firms continued to enter this industry in 2015 and the number of brands reached 836. Despite the surge of entry, the air purifier penetration rate in China is still very low compared with that in developed countries, so the market seems to be huge. However, only a very limited number of firms have achieved success so far. Most competitors are struggling. Actually, nearly 20% of competitors already exited the industry in 2015. This study investigates the industry's evolution in the past two decades and how it might evolve in the future. It focuses on three key influencing factors: competition, demand, and the macro environment. Based on archival and interview data, this study suggests that the three factors influenced the industry's evolution differently in the past and their influence is likely to change as the industry continues to evolve. I argue that industry consolidation might not happen in the near future, though exits have already started.

Presenter: Chuanyin Xie, Ph.D., University of Tampa, FL
Contact: cxie@ut.edu

43 *Is Online The Way to Go for Developing Countries?*
Day/Track: Thursday, Education

Summary: The paramount question is: Is E-learning essential for developing countries? This qualitative research paper investigates the need for e-learning at Addis Ababa University, Ethiopia. Ethiopia is one of the developing countries where access to Internet cannot be taken for granted. For most part, the teachers and the students are not technology savvy. Nonetheless, getting on the new e-learning bandwagon has been the talking point for some time in most higher education institutions. Consequently, a survey was conducted on 90 students, faculty and staff at Addis Ababa University to investigate the needs and perceptions of the students, faculty and staff of Addis Ababa University. A qualitative research method was used to analyze the data. It seems that there is a huge interest in e-learning at Addis Ababa University. The respondents have indicated that some of the benefits of e-learning include convenience, capacity to reach large number of users, addressing the needs of fresh graduates who need on the job training, addressing the professional needs of trained personnel, in a short period of time, as well as the opportunity to get expatriate faculty who could teach online courses on part time bases. The research findings also indicate that there is a huge deficit in technological capacity of Addis Ababa University since its technological capacity is not strong enough to run a smooth e-learning program.
Presenter: Nega Debela, Ph.D., Marshall University, WV
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44 *Leading from the Pack: Approaches to Leadership of Faculty Peers*
Day/Track: Thursday, Multidisciplinary

Summary: Most leadership positions represent attainment of a goal or provide a chance to rally others around a singular vision. However, academia presents an interesting dilemma for those in leadership positions. Faculty are usually quite proud of their independence. The career of an academic is built on flexibility and academic freedom. Most faculty do not often look to peers for guidance once they are no longer junior faculty. So how do faculty in leadership positions guide peers or, in some cases, senior faculty? How do faculty leaders bridge the gap between administrative goals and faculty motivation? The answer is often found idiosyncratically from university to university or college to college. There is usually no blueprint for faculty new to these positions other than putting a personal twist on the work of the person who preceded her or him in the particular leadership position. As a result, new faculty leaders spend a surprising amount of time finding ways to motivate their peers and hold them to a standard without alienating them. The stress that results is often overlooked when considering the workload of a faculty leader. This presentation delves into the unique approaches available to faculty leaders that set them apart from leaders in business or politics. The presentation also examines what traditional approaches are likely to work with independent-minded faculty from a psychological perspective.

Presenter: Brian Tilley, Ph.D., National University, CA
Contact: btilley@nu.edu

45 *Literacy Coaching: Motivation, Perceptions, and Expectations*
Day/Track: Thursday, Education

Summary: The researcher examined the motivation, expectations, and perceptions of the graduate students enrolled in the first course (EDR 602) of a new Literacy Coaching Endorsement program at a comprehensive higher education institution to understand how best to meet the needs of these students in subsequent classes. Research questions:

1. What motivates a licensed Reading Specialist to return to graduate school to obtain a Literacy Coaching Endorsement?

2. What are the students' expectations of this program and of coaching? How were these expectations met?

3. What are the students' perceptions at the end of the semester and plans for the rest of the cohort program?

The research design was exploratory. This research involved a pre and post survey administered at the beginning and end of each semester. Samples of student work were also collected to enhance the data collection. Data was analyzed qualitatively for themes and patterns. These themes and patterns will be shared and discussed during the presentation along with an analysis of student work and additional themes that emerged throughout the semester. Plans for subsequent classes in the program will also be shared. This study helped graduate students to become more reflective about their motivation, expectations, and perceptions as educators. This knowledge is also useful for Literacy Departments or Colleges of Education to inform future changes or adjustments to a coaching program.
Presenter: Tina Selvaggi, Ed.D., West Chester University of Pennsylvania, PA
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46 *Mindfulness Practices in Education*
Day/Track: Thursday, Multidisciplinary

Summary: The purpose of this research is to introduce mindfulness practices to teacher education candidates. Qualitative data will be collected and analyzed throughout the pilot project. Incorporating mindfulness into the teacher education curriculum could have a positive trickledown effect. Training preservice teachers to practice mindfulness would likely result in more teacher effectiveness and reduce the stresses of the classroom. As future teachers, they would be better equipped to guide their students through mindfulness practices particularly to relieve test anxiety and other stressors that they may face in the classroom and community.
Presenter: Sally A. Creasap, Ph.D., Capital University, OH
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47 *Networked Learning Environments*
Day/Track: Thursday, Education

Summary: In the digital age of social media, the act of learning has become transformed. In particular, the network offers unprecedented access to informal learning, to the point where the value of formal learning is being openly

questioned. In the new environment, the *value* of learning takes on new meaning, as it can be construed as a function of the application of some tangible results, and otherwise as the acquisition of a credential, or more generally as a manifestation of human capital, defined as anything that has value to humans, including intangibles such as health or happiness. Informal learning can be understood as a multi-dimensional construct, and its various manifestations in networked environments carry multiple opportunities as well as very real hazards. Traditional definitions of learning and knowing are being challenged by the emergence of networked learning environments. In the recent history of technological developments, there has been a tendency to construct learning theories that take into account the evolving technological environments. Computers themselves have been the basis of three powerful metaphors, namely computer-as-memory; computer-as-mind; and computer-as-society. Similarly, the skills and awareness of the learners must be examined in light of the features of the new learning environment. Informal learning can be intentional/incidental; self-directed/other-directed; conscious /unconscious. Depending on each environment's characteristics, communities of networked learners are exposed to various degrees of peer-control, serendipitous encounters, personal initiative and, in some cases, manipulation from others. Networks themselves offer some features that set them apart from other forms of mediated learning. The scale-free property of networks most notably carries some implications regarding the structure and power distribution within them. This in turn will affect the quality and outcomes of interaction in networked learning environments. Finally, learners vary in the degree of development of their epistemic beliefs. It can be argued that networked learning has a double implication: on the one hand, it often compels learners to question their current views of knowledge. On the other hand, networked learning, in many instances, requires an already well-defined set of epistemic beliefs.

Presenter: Paul Bouchard, Ph.D., Concordia University, Canada
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48 *Perspectives on the Future of Latino Leadership, Community and Commitment: Kansas City Latino Leaders Speak Out on Their Educational Preparation*
Day/Track: Friday, Multidisciplinary
Summary: Authors will conduct a purposeful selection of ten metro area Latino leaders to interview using appropriate qualitative methods to gather, code, and report findings which may inform discussions and recommendations to Latino seeking postsecondary educational institutions. Implications: Our study seeks to inform post-secondary preparation and recruitment initiatives, admission and retention programs, ethnic and underrepresented college student leadership development programs, pk-12 high school officials and leadership, civic leadership, honors programs and undergraduate to faculty pipeline programs. Ultimately, the authors seek to provide recommendations for university programs seeking to recruit, retain, graduate, and launch

Latino students to become successful leaders in service to a local, regional, national or global multicultural community. Information to give university programs that will better serve and prepare Latino college students to become effective, advocates and successful leaders for the greater community. Target audience will be university who are seeking to recruit, retain, graduate and launch Latino students to become successful Latino leaders to serve a global multicultural community.

Presenter: Dea Marx, Doctoral Student, University of Missouri-Kansas City, MO
Co-Presenter: Uzziel Hernandez Pecina, Ed.D., University of Missouri-Kansas City, MO
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49 *Plants, Kids and Learning: Preschool through Higher Ed*
Day/Track: Thursday, Multidisciplinary
Summary: There is great concern by teachers, school administrators and parents regarding the increase in the number of aged students who exhibit challenging behavior in and out school settings (Benedict, Horner & Squires 2007). Research has also documented that complementary alternative therapies (activities), have been successful in providing children with opportunities to develop age appropriate academic, physical, social, and behavioral skills (Boso, Emanuele, Minazzi, Abbomonte, & Politi, 2007). Complementary alternative therapies include art, music, movement or horticultural activities.
The activities suggested for this study incorporated the use of plants and/or plant materials in a variety of non-invasive activities that provided an opportunity for everyone in the class to participate. Data collection methods included direct and indirect observations, college student interviews, surveys and classroom artifacts. The researcher sought to uncover if pre service teachers, participating in horticultural activities in a teacher preparation science methods class would encourage positive attitudes and increase the willingness to teach science. These activities were modeled by the researcher who was not a horticulture therapist. The results were promising. It was determined through the course of the study that, task engagement and positive attitudes and willingness to teach science increased after the implementation of the horticultural activities.

Presenter Teri Rouse, Ed.D., Chestnut Hill College, PA
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50 *The Platinum Rule in Personal Selling: A Rule or a Myth*
Day/Track: Friday, Business
Summary: The cornerstone of "The Platinum Rule" or any system for understanding how to accommodate others is adaptability. Research has discovered the use of the "The Platinum Rule" in adaptive selling where "treating others the way they want to be treated" as the new self-centered rule adopted by many successful sales professionals in their personal selling pursuits. In most high level professional selling situations, the "The Platinum Rule" is often used to create personal chemistry and productive customer relationships. Using this rule, successful sales professionals have

reported having a greater understanding of what drives their customers and what it took for them to sell to their customers successfully. This study investigates the extent and practicality of the use of "The Platinum Rule" by professional sales personnel in their selling efforts. Is "The Platinum Rule" a required prescription for successful selling or just a myth?

Presenter: Kim Tan, MBA., California State University, San Bernardino, CA

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51 *The Political Economy of China's Energy Policy and 5-Year Economic Development Plans: Implications for the World's Energy Markets*

Day/Track: Thursday, Business

Summary: Deng Xiao-Ping replaced Mao as China's paramount leader in 1978. Economic restructuring and modernization in China began. Within a short span of three decades, China surpassed Japan in 2010 as the world's second largest economy. Unparalleled growth in energy consumption and needs have been accompanying China's unprecedented economic growth. Three and half decades after economic reform began, China is already the second largest energy consuming nation in the world. The prospect of sustained economic growth, ongoing industrialization and growing urbanization for a population in excess of 1.3 billion can cast a long shadow over the world's energy market. This paper proposes to analyze China's energy policy and outcomes in recent decades within the context of its 5-year development Plans. The paper will combine descriptive with quantitative analyses. The hypothesis is that intensified R&D activities into the conventional as well as renewable energy frontiers as stipulated in the official Plans and documents will enable China to achieve energy self-sufficiency in the foreseeable future. Furthermore, in view of China's aggressive policy for accelerating R&D into renewable energy forms in the most recent Plans suggests that in time China may be a net exporter of energy forms to the world's growing markets. The effect of China's recent energy policy will significantly and invariably influence the future fabrics of global economic arrangements and political landscape. This paper presents a brief overview of the background information on China's energy sources, production, consumption and needs. It then examines China's new energy policy and practices and their implications.

Presenter: Raphael Shen, Ph.D., University of Detroit Mercy, MI

Co-Presenter: Victoria Mantzopoulos, Ph.D., University of Detroit Mercy, MI

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52 *The Post-Participation Impact of Consulting-Based Action Learning Projects: A Ten Year Program Review*

Day/Track: Friday, Multidisciplinary

Summary: Since 2005, the educator/researcher has been facilitating consulting-based action learning courses in conjunction with EdVenture Partners. These real-world courses focus on real world problems from real world client,

and projects provide real world solutions that are researched, tested and reported. Approximately 250 students have participated in the highly selective courses. Major goals for the course include development of skills and learning in project management, communication, problem solving, decision making, teamwork and leadership. The researcher is gathering data on the post participation impact of the programs. Research design is both structured and exploratory. Data gathering will be done on three levels: through a survey sent to all prior participants, through focus groups and through conversation and feedback at a networking reception. Data will be gathered between February and June 2016. It will then be analyzed qualitatively for themes and patterns, as well as statistical results. A draft of the initial survey, including a client listing, appears below. Two focus groups will be conducted, one with older alumni, and one with younger alumni.

Research questions include:

1. How was the experience applied in a graduate's post participation career?
2. How did the experience affect a participant's career readiness and choices?
3. How did the experience compliment classroom learning and other experiential activity learning, such as internships?

This study will help curriculum revisions for the course, recruitment of both students and clients, benchmarking for other consulting-based courses, and evidence for overall program impact and success for future grants and funding. It also has potential impact on institutional advancement for fund raising and alumni involvement

Presenter: Dana D'Angelo, CPA., Drexel University, PA

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53 *Preparing Master's Programs to Foster Change and Improve Teachers*

Day/Track: Thursday, Education

Summary: In the United States, the majority of teachers have a master's degree or higher. However, there exist concerns that having an advanced degree does not make teachers better. There thus needs to be a way to improve the outcome of a master's degree in education so that teachers advance their practice and bring change to their classrooms. By focusing on the use of action research in a learning community, the intent of the present phenomenological study was to discover changes that occurred in teachers while obtaining their master's degree. Based on the extant literature, it was expected that the changes experienced by the teachers may include variations in their teaching practice, professional development, collegial relationships, and leadership roles. The results of the study confirmed these changes and highlighted the development of personal control as an essential quality of effective teachers.

Presenter: Jay Meiners, Ed.D., Southwest Minnesota State University, MN

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54 *Principals and Communication in High Achieving Schools*
Day/Track: Thursday, Education

Summary: This presentation is intended to assist leaders in education to design effective school principal preparation modules. Characterized by low achievement scores among Title I schools as reported by the United States Department of Education (2014), motivating teachers to work for student achievement in this environment is a significant challenge. This phenomenological qualitative research examined self-reported communication behaviors of 8 principals who have led their Virginia Title I schools to excel beyond minimum competencies on state tests and have been noted as Distinguished or Highly Distinguished Title I Elementary Schools. Through examination and analysis 5 themes of leadership communication were revealed. This research reports on how these principals practiced a student-centered approach to decision-making; used transparency in decision-making; shared decision-making with their teachers; how they earned faculty trust; and the significance of mentoring during their leadership preparation. Further revealed were consistent communication behaviors that contributed to a culture of school success. Frequent face-to-face and personal communications, minimal use of whole-school meetings, and weekly principal participation in grade level meetings were consistent among all participants in this study. Additionally, state approved principal certification programs were reported to have had little impact on the participants in this study in the area of communication skill development. Finally, the critical importance of mentoring and school-division based training in the area of communication development were revealed. Effective communication behaviors were determined to be an important element in motivating teachers in these high poverty schools to meet the needs of students and led to high achievement.

Presenter: Dawn E. Tyler, Ed.D., Randolph-Macon College, VA
Contact: DawnTyler@rmc.edu

55 *A Professional Necessity & Student Safeguard...Educator Boundaries!*
Day/Track: Thursday, Multidisciplinary

Summary: Are we fully equipping educators with the boundaries needed for working with K-12 students? In recent years, stories of educator sexual misconduct have been dominating the media. Have you ever stopped to ask "why"? Through my research, I've asked these tough questions. In this session, practicing teachers, through their survey and focus group responses, share the ugly truth about what's really happening (and not happening) within the school walls. Practical applications for addressing this issue will be shared.

Presenter: Tanya Yerigan, Ph.D., Southwest Minnesota State University, MN
Contact: tanya@mvtvwireless.com

56 *Promoting Social Justice through Civic Engagement*
Day/Track: Thursday, Multidisciplinary

Summary: Guided by my own practice as a K-12 teacher, literacy coach and teacher educator, I sought what Erickson (1986) describes as "divulging the journey of the participants from the actors point of view " (p.119) to understand the lived experience of nine college students who actively sought wide, deep, and thoughtful engagement with what it means to practice civic engagement. This qualitative study uses B. Jacoby's definition of civic engagement. This is a focus on: (a) Learning from other, self, and environment to develop informed perspectives on social issues; (b) recognizing and appreciating diversity and commonality; (c) behaving, and working through controversy, with civility; and (c) taking an active role as a change agent. In an attempt to engage in ethnography, I collected the following data: field notes, students' writings, video and audio recordings of university course work, and unstructured interviews. My findings give us new stories to consider when thinking about higher education's historic role to encourage students to view themselves as problem solvers and to invest in developing the civic knowledge and skills needed to work with others to make a difference.

Presenter: Teresa Kruizenga, Ph.D., Minnesota State University-Mankato, MN
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57 *Raising Student Achievement in Mathematics through Teacher Training*
Day/Track: Thursday, Education

Summary: Woodlake Unified School District is located in Tulare County, California. It is a high-need school district which is located in a rural area that is poverty-stricken. It is comprised of 3 K -6 facilities, 53 teachers, 9 administrators, and 1,263 students. Its test scores are extremely low in the area of mathematics. It is felt that the students' test scores will improve if the teachers' level of knowledge is heightened in math content, as well as pedagogy. As a result, WUSD applied for a California Elementary Mathematics and Science Professional Learning Initiative (CEMSPLI) grant and was awarded one. In addition to many other events the teachers will go through intensive training in mathematics content and pedagogy for a five day period during the summer of 2016.
    As a result it is believed that the teachers' better understanding of mathematics content and sound pedagogy gained through the training will translate into increased student test scores and understanding of mathematics and eventually into broader participation and success in higher levels of the integrated math curriculum, including AP Calculus. Teacher confidence levels will be measured pre and post training as well as their math ability levels. Student achievement will be evaluated at various stages during the year through various means as well as through standardized testing.

Presenter: Joseph J. Walsh, Ph.D., Brandman University-Chapman, CA
Contact: jwalsh@brandman.edu

58 *Special Education Teacher Evaluation: Measures Of Teacher Effectiveness*
Day/Track: Thursday, Education
Summary: This study evaluated the student growth and observation measures of the Teacher Professional Growth and Effectiveness System (TPGES), a comprehensive evaluation program modeled after the expectations of Race to the Top and No Child Left Behind, as it relates to special education teachers. While accountability systems seek to improve the academic achievement of all students, including students with disabilities, the components have not been adequately investigated for special education. If special education teachers are to receive the necessary feedback to drive their improvement and subsequently begin to close the achievement gap for their students, then these measures must align with special education settings and student needs. Student growth percentiles were analyzed for 435 students with disabilities to compare against state test expectations for teacher effectiveness. Results of the independent samples t-tests revealed significant differences in student growth percentiles between middle school and elementary students with disabilities. Significant differences in descriptive statistics between results for students with disabilities and the published state test results also were identified. To examine the observation instrument used in this comprehensive evaluation program, administrators were surveyed regarding their preparation and confidence in observing special educators. Independent samples t-tests revealed significantly different expectations for classroom environment and instructional expectations among administrators based on years of experience. Implications for the achievement gap and student growth, student motivation, teacher morale, collaborative partnerships, and retention of special educators will be discussed, along with directions for future research.
Presenter: Merissa Waddey, Ed.D., Indiana Wesleyan University, IN
Contact: Merissa.Waddey@IndWes.edu

59 *Stereotypical Attitudes and Social Distance between Israeli Women and Female Migrant Workers*
Day/Track: Thursday, Behavioral Science
Summary: The purpose of the present study was to investigate whether contact with female migrant workers would decrease stereotypical attitudes toward them. The hypothesis examined was that Israeli women who do not employ female migrant workers held more stereotypical attitudes of this group than women who do employ migrant workers. It was also assumed that the level of willingness to establish social closeness is higher among Israeli women employers than among non-employers, whereas female migrant workers will adopt the stereotype attitudes that the Israeli women hold on them. The Bugardus social distance scale questionnaire and a stereotypes assessment questionnaire were distributed to 168 subjects: 55 women who employ migrant workers, 58 women who do not employ any and 55 migrant workers. The results indicated that employers and non-employers did not differ in their social distance toward migrant workers. With regard to stereotypes, it was found that employers and non-employers thought of Israelis as better behaved than did the migrant workers, while among migrant workers, the longer they were in Israel, the less they perceived Israelis as being educated and sociable.
Presenter: Riva Ziv, Ph.D., Ashkelon Academic College, Israel
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60 *Student Assessment in Our Multicultural Classrooms*
Day/Track: Friday, Education
Summary: Traditional methods for identifying and rewarding student performance based on specific cultural norms is both unrealistic and unfair to our increasingly diverse student population. In an effort to recognize multiple "norms" for student success, I did research in the area of student feedback within diverse work teams. It was my goal to recognize unique skills and qualities that have not historically been benchmarks for performance. Over the course of three terms, Junior and Senior level students in one section of an Organizational Behavior class were asked to assess peer performance in three specific areas: Character, Interpersonal Skills, and Motivation/Leadership. Specific skills within these areas such as listening, patience, and conflict resolution were given as prompts. The control groups consisted of sections of the same class, taught in the same term, by the same instructor. These students were given the traditional peer evaluation forms, addressing areas such as meeting attendance and communication. The results went far beyond my hopes and expectations. Students in the test groups consistently indicated that they had experienced the best work team environment of their academic career and reported that contributions by all members were both valued and necessary for success. They overwhelmingly indicated that they would like to work with these peers again in the future. The same was not true for the control groups. This study allows us to see growth in students' performance through their awareness of the value of diversity.
Presenter: Susan Epstein, MBA., Drexel University, PA
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61 *Study of a Social Support Program Designed to Maintain LGBT Clients with Mental Illness in the Community*
Day/Track: Thursday, Behavioral Science
Summary: Lesbian, Gay, Bisexual and Transgender individuals are often faced with societal challenges that can lead to mental health or substance abuse issues. The dual stigma of mental health problems and their sexual minority status may lead them to be shunned by both mainstream agencies and the LGBT community. Unfortunately, they are often misunderstood or mistreated in the mental health system because of a lack of training in offering culturally competent care by service providers. A program, the Rainbow Heights Club, was developed in 2002 to support and advocate for LGBT individuals with an Axis I mental health diagnosis. All of the members are in treatment for their mental health and/or substance abuse problems, but do not

have a place to feel accepted, supported or have a sense of community. Rainbow Heights was developed to serve as a support and advocacy program, offering groups, social activities and informational discussions geared to LGBT individuals with mental health, developmental and/or substance abuse disorders. Club members were surveyed in 2013 to find out if the Rainbow Heights Club was helpful in maintaining themselves in the community, and following their treatment plans. Results indicated that 75% of members are more consistent in following prescribed treatments keeping them free from inpatient hospitalization, and 79% reported being clean and sober since coming to the Club. This presentation will report on these findings and others in greater detail. Participants will learn how to provide services to this population in a culturally competent way.

Presenter: Eileen Klein, Ph.D., Ramapo College, NJ
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62 *Supports and Experiences that Contribute to Effective Teaching as Identified County Teachers of the Year*

Day/Track: Thursday, Education

Summary: Since the year 2000, over 90 alumni from the National University Sanford College of Education have been recognized as County Teachers of the Year in California. The purpose of this study is to discover from the perceptions of this population, what experiences and supports at different stages of their career continuum led them to be an effective teachers. The study uses a web-based survey and focus groups to gather data. Responses are confidential and data aggregated. Data will be analyzed using descriptive statistics and qualitative analysis. The study is currently underway, and will be completed prior to presentation at the International Academic Research Conference in October 2016. The findings will have implications for strengthening teacher preparation programs at both the initial and advanced levels. Findings will also inform how universities may be able to better support practicing teachers during progressive stages of their teaching careers.

Presenter: Ron W. Germaine, Ed.D., National University, CA
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63 *Teacher Attitudes toward Students with Disabilities*

Day/Track: Thursday, Education

Summary: The problem for this research was an investigation of teachers' attitudes toward students with disabilities. The purpose of the study was to identify teacher attitudes toward students with disabilities in an elementary and secondary-level school in the southeastern United States. Legislative changes have had a great impact on the number of students with disabilities being served in the included classroom. In 2013, the National Center for Educational Statistics noted that almost 95 percent of students with disabilities were taught in regular classrooms by 2009. Thus, the increase in special populations in the included classroom caused concerns for students and teachers alike. There is a lack of information related to the attitudes of teachers toward students with disabilities. A 30-item survey form, "A Survey of Teacher Attitudes Relative to Serving Students with Disabilities," was distributed in person to 84 teachers during a staff development workshop. All of the teachers returned completed and usable survey forms. All survey data were anonymous. Results of the study revealed that in general, teachers' attitudes toward students with disabilities were mostly positive. Calculations of mean scores and standard deviations indicated that female teachers, older teachers, elementary-level teachers, and teachers who had received training related to teaching students with disabilities had more positive attitudes. A multiple linear regression model did not yield statistically significant results for gender, years of experience, grade level taught, extent of contact with individuals with disabilities, training about students with disabilities, and teachers' perceptions toward their own level of expertise.

Presenter: Marie Kraska, Ph.D., Auburn University, AL
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Co-Presenter: Melissa Sylvester, Doctoral Student, Auburn University, AL

64 *Teacher Candidates Sense of Efficacy in a Full-Year Student Teaching Placement*

Day/Track: Friday, Education

Summary: In collaboration with a K-12 school district, the teacher education department in a Midwestern university implemented a full-year student teaching placement. The purpose of this study was to compare the efficacy in teacher candidates placed in a full-year student teaching placement with the efficacy of teacher candidates placed in a traditional one semester placement. Teacher candidates who were student teaching in the full-year student teaching placement and teacher candidates participating in a one semester placement for both Fall and Spring semesters were given a 24 question Teachers' Sense of Efficacy Scale (TSES) survey at the end of their student teaching. This popular survey was developed at Ohio State University by Tschannen-Moran and Hoy (2001) and is used to measure teacher attitudes towards working with students and areas of student engagement, instructional practices, and classroom management The results of the study indicated that teacher candidates in the full-year student teaching placement were more efficacious in engaging students and managing classroom behavior than teacher candidates in a traditional one semester placement. Because research has shown a link between teacher efficacy and student achievement, preparing teacher candidates more fully and giving them more time to "practice" the art of teaching may have a direct effect on student learning and achievement in the classroom. The implications of this study are important to universities and colleges and also to K-12 school districts as teacher candidates with a higher sense of efficacy may be considered more employable and stay with the profession longer.

Presenter: Gina G. Berridge, Ph.D., University of Southern Indiana, IN
Co-Presenter: Tori Shoulders Colson, Ed.D., University of Southern Indiana, IN
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65 *Teen Mothers Graduating from an Alternative School: A Counter Discourse to Prevailing Negative Perceptions*
Day/Track: Thursday, Multidisciplinary
Summary: The researcher explored the educational experiences of teen mothers, particularly those who chose to enroll in and eventually graduated from an alternative public school that exclusively serves this population. A hermeneutic phenomenological approach was used in interviewing seven teen mothers who recently graduated from an alternative school. This qualitative method was useful in understanding subjective experiences, forming insights about individuals' motivations and actions. The participants were selected by purposive sampling. The interviews were transcribed and coded; data with the same code names were analyzed inductively. Analysis of the data indicated that attending an alternative school provided academic engagement, structure, motivation, and a safe and caring learning environment for the participants. The most pivotal component of a caring learning environment was the quality of teacher interaction with students. Through the conveyance of nonjudgmental attitudes towards teen mothers, the teachers in the alternative school were able to draw their students towards active school participation. This study makes a contribution to the scant literature about the educational experiences of teen mothers, providing evidence that they strive to succeed and can succeed educationally. The conclusions serve as a counter discourse to the prevailing negative perceptions towards this challenged population.
Presenter: Oliva P. Modesto, Ed.D., Texas A&M University-Kingsville, TX
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66 *Teaching Thinking through Play: The Interactive Book Report*
Day/Track: Friday, Education
Summary: This interactive presentation focuses on how to teach thinking through use of teacher or student-made interactive instructional resources. The reciprocity of thinking with beginning awareness, critical and creative thinking and then meta-cognitive processes are addressed as occurring simultaneously. Learning through play is given attention through "The Interactive Book Report: Playing the Pages." Student created artifacts will be displayed and used for participants engagement in this learning strategy. The Reciprocal Thinking Phases will be explained and distributed with instructions for making interactive instructional resources being provided for a take-home to use with teaching and learning about developing thinking skills through play.
Presenter: Marjorie S. Schiering, Ed.D., Molloy College, NY
Contact: drmschiering@gmail.com

67 *Tech Breaks Increase Student Attentiveness in the College Classroom*
Day/Track: Friday, Multidisciplinary
Summary: Cell phone use by college students in the classroom is on the rise. This quantitative study examined the effects on student behaviors when using "Tech Breaks" in two college courses. Participants included 37 Freshmen through senior level college students. Participants completed a survey constructed to obtain data on cell phone use in and out of the classroom as well as behaviors and feelings when cell phone use was encouraged and prohibited during class time. Students were provided a 3-minute "Tech Break" 25 minutes after the start of a 50 minute class during the semester. Results indicated cell phones are predominately used to send and receive text messages; send and receive pictures; and access Facebook at a rate of 26 or more times per day for each use. Results also indicated a decrease in negative behaviors and feelings such restlessness, impatience, anxiousness, and trouble concentrating when "Tech Breaks" were implemented in classes. In addition, negative behaviors and feelings were lower in the two courses with "Tech Breaks" compared to other courses they attended where cell phone use was prohibited. Students also reported feeling more attentive before and after experiencing a "Tech Break".
Presenter: Sherry Long, Ed.D., University of Cincinnati-Clermont, OH
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68 *To Infinity and Beyond: Bridging STEM Opportunities for Underserved and Underrepresented Students*
Day/Track: Thursday, Multidisciplinary
Summary: For over 50 years leaders in American industry, military, education, and politics have focused considerable attention on STEM (science, technology, engineering, and mathematics) education. The importance of STEM education has encouraged the federal government to legislate billions of dollars to fund STEM research and education. The purpose of this study was to examine the influence of attending a science camp program for underserved/underrepresented students during middle school on the selection of high school STEM coursework, finding out about STEM careers, and pursuit of a STEM related career. A purposeful sample of 1,444 underserved and underrepresented high school students, who attended the ExxonMobil Bernard Harris Summer Science Camp program (EMBHSSC), were administered the EMBHSSC Alumni Survey to examine the influence of camp participation. Findings indicated that participant exposure to successful role models, feeling a personal sense of belonging, and experiencing college life and STEM related learning events had a positive influence on student selection of high school coursework, finding out about STEM careers, decision to attend college, and pursuit of a STEM related career.
Presenter: Michelle Peters, Ed.D., University of Houston-Clear Lake, TX
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69 *Transformational Teaching through Graduate Learning Communities*
Day/Track: Thursday, Multidisciplinary
Summary: Quantitative data collected from graduates of the Southwest Minnesota State University Master of Science in Education program examined the impact the Learning

Community Model had on their professional development. Specifically, the results showcased the success of the learning community model in facilitating personal and professional growth and transformational teaching practices. Essential elements of the program examined their transformational teaching practices and how they have become change agents in their classrooms, schools, and communities. The data collected from student surveys over a five-year period indicated a high level of impact on their empowerment and transformational practices.

Presenter: Dennis Lamb, Ed.D., Southwest Minnesota State University, MN
Co-Presenter: Sharon Kabes, Ed.D., Southwest Minnesota State University, MN
Co-Presenter: John Engstrom, Ed.D., Southwest Minnesota State University, MN
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70 Using Brand Equity and Personality Metrics to Predict the 2016 U.S. Presidential Election

Day/Track: Thursday, Business
Summary: In this study, a multidimensional brand equity and a brand personality construct was employed to compare the brand strength of two candidates for the U.S. presidency in 2016 (i.e., Hillary Clinton and Donald Trump) among registered voters. The study was conducted to judge the predictive quality of these two metrics. Clinton scored higher than Trump on brand equity and personality but the margins were relatively slim especially with Independent voters.

Presenter: Richard J. Monahan, DPSD, American Public University, WV
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71 Using Instructional Rounds to Foster Transdisciplinary Collaboration

Day/Track: Friday, Education
Summary: The presenter will discuss the findings of an innovative pilot study she conducted regarding the use of instructional rounds in a rural high school during the entire 2015-2016 academic year. A group of transdisciplinary teachers voluntarily participated in this inquiry-focused study to initiate a thriving culture of collegiality and revitalize their own teaching strategies. 1. Provide an avenue for discourse regarding innovative ways P-12 schools can partner with higher education colleagues to design authentic learning opportunities for diverse groups of talented teachers, allowing and enabling them to take charge of their own professional development. 2. Inform practicing P-12 educational leaders and college faculty members, about strategies that will allow them to incorporate Instructional Rounds into their own building schedules, or within the higher educational teaching venues. 3. Facilitate an interactive discussion among participants about how this pilot study can be scaled up to become sustainable across several school buildings.

Presenter: Linda Rae Markert, Ed.D., State University of New York at Oswego, NY
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72 Using Skilled Dialogue to Mentor Student Teacher Supervisors

Day/Track: Thursday, Education
Summary: A critical challenge in the field of special education is the development of educators who are well qualified and committed to the profession. With the ongoing support of a Clinical Practice Supervisor university programs are more likely to develop a successful teacher preparation program with a lower attrition rate (Morsink, 1982; Smith-Davis & Billingsley, 1993; Smith-Davis, Burke, & Noel, 1984). This session describes a pilot study using the Skilled Dialogue Dashboard by a special education faculty member responsible for mentoring nine Clinical Practice (CP) Supervisors in a university teacher preparation program. The CP Supervisors in this program were all licensed special education teachers; four were retired special education administrators; all had at least five years of classroom experience in the credential area they were supervising. Each CP Supervisor was responsible for mentoring a university student completing either 12 weeks of student teaching or a 1-2 year teaching internship. CP Supervisors' own mentoring took place in the context of their relationship with the directing university faculty, with whom they met both formally and informally. Formal group meetings took place three times a year while less formal individual meetings were ongoing throughout their assignment. The Skilled Dialogue Dashboard was used to address targeted mentoring areas specific to miscommunications, personality conflicts and differing ethical beliefs and practices, which posed particular challenges to the Practice Supervisors. The results of the pilot study will be presented.

Presenter: Lucinda Kramer, Ph.D., National University, CA
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73 Words that Hurt

Day/Track: Friday, Multidisciplinary
Summary: Idiot, cripple, handicapped, autistic...retarded! We have all heard these words used by people who truly have no idea of the impact of these words and perhaps don't care. I have made it my mission to educate people about the power of words. Words can hurt...just as much as someone being physical with an individual. Words can NEVER be taken back...they are there forever. These words have a profound effect on how a person feels about themselves, how other perceive abilities and affects their daily lives in a multitude of ways. These words MAKE A DIFFERENCE. People First Language puts the person BEFORE the diagnosis and describe what a person HAS not IS. The diagnosis should not define who the person is, which it does by robbing the person of defining themselves. The media also contributes to how individuals with disabilities are perceived. This presentation will present how the media presents individuals with disabilities and how this affects how the public perceives these individuals. It will also present an alternative to putting or identifying individuals by a disability and recognize them as "People First".

Presenter: Teri Rouse, Ed.D., Chestnut Hill College, PA
Contact: twiedemanrouse@gmail.com

74 *Manpower: The Story of Male Teachers During The Vietnam War*

Day/Track: Friday, Multidisciplinary

Summary: Thousands of young men became teachers during the Vietnam War. Teachers were eligible for draft deferments during most of the Vietnam War. Women were not subject to the draft. The employment deferment was most often preceded by a student deferment. These men who became teachers during the 1960's and early 70's faced unprecedented social, political, economic and educational change. The escalating war in Vietnam, the draft and anti-war protests, sit-ins, and race riots coincided with the civil rights movement, President Johnson's War on poverty and the integration of America's public schools. My presentation is based on interviews and surveys taken by the men who began teaching during Vietnam Era. It is the story of young men coming of age forced to make decisions because of the draft, Choose a career that you really are not interested in to avoid the draft, and knowing that less privileged men would be drafted and sent to the bloody fight in Vietnam.

Presenter: Joseph McKinney, J.D., Ed.D., Ball State University, IN

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NOTES

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