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 · Behavioral Economics · Behavioral Science · Bilingual Education · Business Ethics · Business Management · Child Psychology · Clinical Social Work · Social Work · Competency · Curriculum & Instruction · Psychology · Disparity Research · Distance Learning · Doctoral Education Early Childhood Education · Early Intervention · E-commerce · Economics · Education Administration · Educational Diversity · Educational Change · Educational Interventions Educational Leadership · Educational Psychology · Elementary Education · English as a Foreign Language · English as a Second Language · Entrepreneurship · Environmental Psychology · Finance Finance · Global Economics · 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 · Marriage & Family Therapy · Memory & Learning · Middle School Education Music Education · New Program Development · Non-Traditional Learners · Relapse Prevention · Multiple Intelligence · Online Instruction · Organizational Management · Organizational Psychology Peace & Conflict · Political Psychology · Pre-School Education · Primary Education · Private School Education · Public Administration · Public Policy · Public School Initiatives · School Counseling · School Social Work · School Psychology · Secondary

CSI CENTER FOR SCHOLASTIC INQUIRY

RESEARCHING PROFESSIONAL PRACTICE

International Academic Research Conference

October 1-3, 2014

Chaska, Minnesota

Conference Program

SPECIAL CONFERENCE EVENTS

Wednesday **October 1** **4:00-5:30 PM**	**CONFERENCE EVE RECEPTION—Piano Lounge** Join the CSI conference team 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 2** **12:00-1:00 PM**	**SPECIAL INTENSIVE-TRAINING SESSION—McKnight B** **ESSENTIAL THINGS DADS BRING TO THE WORLD** Is it important to have a father (or father figure) in the life of a child? Can growing up "fatherless" really alter the brain of a child? Will growing up without a father affect an adult socially as well as emotionally? What are some of the behavioral issues that can affect "kids" who grew up without a father figure and what impact can these issues have on their *"work world"*? This subject has lots of questions, but are there answers/solutions? Something to think about, learn about, and talk about. During this session, Wendell Veurink will pose some interesting questions and share relevant research. This is a session that is fitting for professionals of all disciplines.
Thursday **October 2** **5:00-6:30 PM**	**MEMBERS-ONLY NIGHT OUT—Seasons** 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 Oak View (Seasons Restaurant's private dining room). Advanced RSVP required.
Thursday **October 2** **6:45-8:30 PM**	**MINNESOTA EXPERIENCE NETWORKING EVENT— Bonfire Patio** Enjoy an informal evening of networking. Make connections and exchange ideas with the CSI team and other conference participants. We will provide a few Minnesota staples including a beautiful lakeside bonfire, hot chocolate, and s'mores.
Friday **October 3** **3:40-4:00 PM**	**AWARDS CEREMONY—McKnight A** Be sure to join us for this concluding event. We'll provide a sweet treat and announce the awards for best papers and best presentations. Additionally, the drawing will be held for the CSI professional members' event scholarship.

SPECIAL SESSION QUICK REGISTRATION FORM

The Center for Scholastic Inquiry is excited to offer an additional opportunity to enhance your professional development and support your continuing education during our Minnesota research event. Your special session registration includes the training session, cash towards your noon meal, and a special thank you gift from the Center for Scholastic Inquiry. If you haven't registered yet, you can complete the quick register form below to attend this special training session.

LUNCH SESSION: ESSENTIAL THINGS DADS BRING TO THE WORLD
Is it important to have a father (or father figure) in the life of a child? Can growing up "fatherless" really alter the brain of a child? Will growing up without a father affect an adult socially as well as emotionally? What are some of the behavioral issues that can affect "kids" who grew up without a father figure and what impact can these issues have on their *"work world"*? This subject has lots of questions, but are there answers/solutions? Something to think about, learn about, and talk about.

QUICK REGISTRATION FORM	
First Name:	Last Name:
Email:	☐ CSI Member (Discount) ☐ Non-Member
Street Address:	City, State:
Zip Code:	Phone:
Institution:	Title:
☐ Thursday: *ESSENTIAL THINGS DADS BRING* Session $50.00=non-member/$45.00=member	
Credit Card Information: ☐ Visa ☐ MasterCard ☐ Discover ☐ American Express Name on Card: Card Billing Address (street, city, state, zip): Credit Card Number: Expiration (month/year): 3-digit Security Code: Email Address (receipt will be emailed):	
NOTE: Once we process your quick registration, this form will be shredded for your protection and privacy.	

Thursday, October 2, 2014

7:30-8:00	Meet & Greet, Registration & Continental Breakfast			
8:00-8:15	Welcome: Dr. Tanya Yerigan McKnight A			
8:15-9:15	Keynote Address Part I: Wendell Veurink *"UNDERSTANDING THE INSIDE PERSON"*			
9:15-9:25	Passing Time			
Session #1 (9:25-11:50)	**McKnight B**	**Room #300**	**Room #304**	**Room #308**
9:25-9:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
9:30-10:00	51-TEACHER CANDIDATES & FUTURE AUDIO/VISUAL MEDIA CLASSROOMS *Carol Klages*	11-EDUCATION AS A COMMODITY Th **CANCELED**	1-ACADEMIC INTEGRITY & ONLINE EXAMS *Loretta Ferguson Cochran*	13-ORGANIZATIONAL AMBIDEXTERITY *Wendy Bodwell*
10:00-10:30	45-ADMINISTRATORS & CYBERBULLYING PREVENTION *Yvette P. Bynum*	25-CRUELTY TO ANIMALS & HUMAN VIOLENCE *Rhondda Waddell Debra Mims*	36-LACK OF SUPPORT FOR U.S. IFRS ADOPTION *Noema Amy Santos William C. Quilliam*	31-FACULTY & STUDENT PERCEPTIONS *Heide D. Island*
10:30-10:45	Break	Break	Break	Break
10:45-11:15	42-MEN WITH BREAST CANCER *James T. Decker*	29-ANDRAGOGY OF WORKPLACE RELEVANCE *Richard S. Colfax*	5-LESSON STUDY & TEACHER EDUCATION *Rosemarie Michaels*	56-UNIVERSAL DESIGN & ONLINE COURSE ACCESSIBILITY *Angela Bagne Michelle Beach*
11:15-11:45	48-STATEWIDE SYSTEMS & EXTERNAL COACHES *Adria David Loredana Werth*	37-PEER ASSESSMENT & ACCOUNTABILITY *John Stigman*	7-VIEWS OF WORKPLACE QUALITIES *Donald E. English*	6-COGNITIVE ENHANCEMENT PROGRAM *Kenneth Kohutek Ann Marie Kohutek*
11:45-11:50	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting
11:50-1:10	Lunch (on your own) 12:00-1:00---SPECIAL SESSION: *ESSENTIAL THINGS DADS BRING TO THE WORLD* (advanced registration required)			
Session #2 (1:10-4:05)	**McKnight B**	**Room #300**	**Room #304**	**Room #308**
1:10-1:15	Session Welcome	Session Welcome	Session Welcome	Session Welcome
1:15-1:45	47-IMPROVING TEACHING & LEARNING IN AMERICA *George Kallingal*	20-EDUCATIONAL TECHNOLOGY *Patricia Akojie*	44-RURAL UNIVERSITY RETENTION *Reuben Chavira Dakota Davy*	54-USE OF WRITING TO CREATE A LEARNING COMMUNITY *Troy Romero*
1:45-2:15	28-MBA's & SUSTAINABILITY *Linda Herkenhoff*	34-CURRICULUM INTEGRATION *Tracey R. Huddleston*	41-TEACHER CANDIDATES & EMPLOYMENT *Lori Piowlski Peggy Ballard*	3-AUDITING RULEMAKING DOCKETS *Jaysinha S. Shinde*
2:15-2:30	Break	Break	Break	Break
2:30-3:00	17-ETHNOGRAPHY, PERCEPTIONS & FIELD EXPERIENCES *Barbara A. McKenzie*	57-ONLINE COURSE ASSIGNMENT SUBMISSIONS *Barbara Zuck*	15-EXPECTATIONS OF NEW TEACHERS *Georgiann H. Toole*	9-CULTURAL & LEADERSHIP CONSIDERATIONS *Sheryl Leytham*
3:00-3:30	30-STUDY AWAY PROGRAMS *Karen Enos*	10-CULTURALLY INCLUSIVE REFERRAL & ASSESSMENT *York Williams*	23-ONE UNIVERSITY'S LEADERSHIP MODELS *Olivia Rivas Irma S. Jones*	**VIRTUAL OFFICE AVAILABLE DAILY**
3:30-4:00	58-COLLABORATIVE ONLINE INTERNATIONAL LEARNING *Linda Rae Markert*	40-PROMOTING A STUDENT-LED CLASSROOM *Matt Hoelscher*	53-ASSESSING LEARNING THROUGH REFLECTION *Kenneth Goldberg*	7:30 A.M. to 4:00 P.M.
4:00-4:05	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	Best Presentation Voting Daily Closing	*Room #317*

Friday, October 3, 2014

7:30-8:00	Meet & Greet, & Continental Breakfast			
8:00-8:15	Welcome: Jamal Cooks McKnight A			
8:15-9:15	Keynote Address Part II: Wendell Veurink *"UNDERSTANDING THE INSIDE PERSON"*			
9:15-9:25	Passing Time			
Session #1 (9:25-11:50)	**McKnight B**	**Room #300**	**Room #304**	**Room #308 Virtual Presentations**
9:25-9:30	Session Welcome	Session Welcome	Session Welcome	Session Welcome
9:30-10:00		**26-PROBLEM-BASED LEARNING** *Vincent Genareo* *Adam Sansale* *Margaret Zidon* *Emmanuel Adjei-Boateng*	**38-READING INSTRUCTION PREPARATION** *Brittany D. Hagen* *Pamela Beck*	**46-STRESS & PUBLIC ACCOUNTING** *Jaysinha Shinde*
10:00-10:30	**21-MULTICULTURAL TEACHING & LEARNING** *Bonnie Sullivan* *Shelly Hudson Bowden*	**43-ATTACHMENT &** CANCELED *Eldad Rom*	**24-LEADER'S WAY** *Charles F. Fitzsimmons*	**39-ENTREPRENEURSHIP & SMA** **RISES** CANCELED
10:30-10:45	Break	Break	Break	Break
10:45-11:15	**12-GRADED & NON-GRADED CLASSROOMS** *Valerie Ritland*	**18-TEACHERS & A SCRIPTED READING CURRICULUM** *Gina Bittner*	**22-INFLUENCE OF POWER SOURCES** *Mohammed Y.A. Rawwas*	
11:15-11:45	**49-URBAN CHARTER SCHOOL CASE STUDY** *York Williams*	**52-TEACHING CRITICAL THINKING** *Joanne R. Reid*	**33-POETRY & AT-RISK STUDENTS** *Reuben Chavira*	**VIRTUAL OFFICE AVAILABLE DAILY** **7:30 A.M.** **to** **4:00 P.M.** *Room #317*
11:45-11:50	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	
11:50-1:10	Lunch (on your own)			
Session #2 (1:10-4:05)	**McKnight B**	**Room #300**	**Room #304**	
1:10-1:15	Session Welcome	Session Welcome	Session Welcome	
1:15-1:45	**4-BIG DATA** *Noema Amy Santos*	**55-SERVICE LEARING IN A SOCIAL SCIENCE COURSE** *Troy Romero*	**35-GRIEF & CAREGIVERS** *Melissa Romero*	
1:45-2:15	**32-CROSS CULTURAL EXPERIENTIAL LEARNING** *Gary W. Cheeseman*	**14-DRAWING AS A LEARNING TOOL** *Lonni Gill*	**19-HUMAN DIVERSITY & DIALOGUE** *Joyous Bethel*	
2:15-2:30	Break	Break	Break	
2:30-3:00	**16-GIFTEDNESS & TALENT DEVELOPMENT** *Echo Wu*	**2-DIALOGUE ON MULTICULTURAL APPROACHES** *Franklin T. Thompson*	**50-TEACHER APPRENTICE PROGRAM** *Jamal Cooks* *Julie Henderson*	
3:00-3:30	**8-CONVERTING TO AN ONLINE FORMAT** *Barbara Lamberton*	**27-MACRO-GENE EXPRESSION** *Reuben Chavira*	**59-SUCCESSFUL PSYCHOTHERAPY** *Dora Clarke-Pine*	
3:30-3:40	Best Presentation Voting	Best Presentation Voting	Best Presentation Voting	
3:40-4:00	Best Presentation Awards, Best Paper Awards & Membership Drawings			
4:00	Conference Check-Out (CEU Distribution, Name Badge Collection, Board Interest Collection)			

KEYNOTE SPEAKER:
WENDELL VEURINK

"UNDERSTANDING THE INSIDE PERSON"

Wendell Veurink is giving the keynote address for our Minnesota academic-research conference. Mr. Veurink will share how to influence change through relationships. He asserts that you may have a "best practice" program but if you do not connect with people, nothing will happen. He further believes that if you do not meet people where they are and instill hope, your work may be very frustrating. Mr. Veurink will help us to understand the human brain and how life experiences shape people's lives.

Wendell has been working in a helping profession for over 35 years. He has worked as a mental health counselor, pastor, correctional staff member, chemical dependency counselor, and health educator. For the last 14 years, he has worked for a large non-profit mental health agency where he is the training/mentoring coordinator as well as still doing some counseling with clients and families. He has been presented with the "Circle of Courage" award for modeling belonging, mastery, independence, and generosity to his fellow employees and the clients he serves.

Mr. Veurink is a husband, the father of three grown children, and the grandpa to five grandchildren. He enjoys singing, public speaking, fishing, hunting, motorcycling, biking, and traveling. He loves to learn, followed by the lead of a grandmother who said the day you stop learning is the day they throw dirt on your face. He enjoys people and wants to emulate his grandfather who always had time to "visit with his neighbors". He is active in his community and in the ministries of his church family.

PRESENTER LIST BY PRESENTATION TITLE

1 Title: *Academic Integrity & Online Exam Proctoring*
Day/Track: Thursday, Business/Education
Summary: Academic integrity continues to be a factor on most campuses. Policies vary among institutions as to methods for supporting an environment that fosters learning with integrity. This is especially true with the explosive growth of online course offerings. This study examines the broad concept of video proctoring for online testing. The utility of three commercially available products are evaluated in terms of both real and opportunity costs including the perspectives of faculty, support staff, and student participants. Direct and indirect factors that impact the capacity of the institution to put forth at least a good faith effort to uphold online testing integrity are also discussed.
Presenter: Loretta Ferguson Cochran, Ph.D., Arkansas Tech University

2 Title: *Advancing the Dialogue on Multicultural Instructional Approaches*
Day/Track: Friday, Education
Summary: Most teacher preparation programs and the state governments they answer to agree that education majors should receive training in multicultural education before being granted certification to teach in P-12 schools. Agreement begins to break down, however, over the details of instruction. An example of potential discord surfaces over whether or not white privilege should be included in teacher training. There is also considerable disagreement regarding which philosophical foundation a program of study should be based upon. Some school districts may utilize a compensatory or a deficit model, while others may chose a critical race or a critical pedagogy framework.
Presenter: Franklin T. Thompson, Ph.D., University of Nebraska–Omaha

3 Title: *Auditing Rulemaking Dockets: An Historical Approach*
Day/Track: Thursday, Business
Summary: Rulemaking in auditing is a process that has been established for the past many decades. Even though the form of the rulemaking has changed over the years, the rationale for the rule making remains the same; that is – reducing information risk for stakeholders. Some of the earliest rulemaking standards were established due to accounting scandals. This trend has continued in the past two decades with the establishment of the PCAOB. This paper looks at the possible benefits of bringing past knowledge, particularly scandals long forgotten like the McKesson & Robbins on current auditing rulemaking dockets. The paper proposes that there are certain advantages in learning from the history of auditing standards both from a rulemaking and pedagogical standpoint.
Presenter: Jaysinha S. Shinde, Ph.D., Eastern Illinois University

4 Title: *Big Data: Academic Strategies for Current Business Demands*
Day/Track: Friday, Business
Summary: Big Data plays a role in everyone's daily life. Social networks, financial institutions, health care systems, phone providers, and other entities are all in search of employees with the skills and knowledge to utilize existing tools and apply the gathered results. Meetings with business representatives from local communities indicate the need to better prepare our students for jobs that require skills in data analytics and on how to use a variety of database open source software. This paper proposes a strategy that will provide students with both basic and advanced concepts that are needed in preparing them for entry level Big Data jobs. It will also provide them with a sound foundation when they transfer to a four-year degree program in data analytics. This paper also explores the possibility of changing the curriculum to create new courses and modify existing ones.
Presenter: Noema "Amy" Santos (on behalf of Xiomara Casado, EdS., State College of Florida)

5 Title: *Bringing Lesson Study to Teacher Education: Simultaneously Impacting Preservice and Classroom Teachers*
Day/Track: Thursday, Education/ Behavioral Science
Summary: Each semester, preservice teachers in our undergraduate program complete 20 hours of field experiences in elementary classrooms, although they routinely report that they are unsure of how to participate during their fieldwork. A Lesson Study Program was developed as a way to close the gap in our preservice teachers' knowledge by providing guided, structured field experiences in collaboration with classroom teachers. The purpose of this study was to measure the effectiveness of the Lesson Study Program. Findings indicate that the Lesson Study Program has impacted preservice teachers' knowledge of the realities of teaching and their ability to confidently participate in classrooms. Teachers report that the reflective opportunities have improved their own teaching due to focusing on best practice and explaining their "teacher thinking." The Lesson Study Program is making a significant difference in the way our preservice teachers are learning to be teachers.
Presenter: Rosemarie Michaels, Ed.D., Dominican University of California

6 Title: *The Children's Cognitive Enhancement Program: A Review of Recent Findings*
Day/Track: Thursday, Education/Behavioral Science
Summary: As the technological world continues to permeate our 21st Century culture, more emphasis needs to be placed on learning to think than on memorizing information. This generation of elementary age children will be the ones most influenced by the technology yet to be developed. In general, the approach to instruction has not responded to this need. The Children's Cognitive Enhancement Program is developing a body of research to assess the following questions: 1) Who benefits from completing the program, 2) What is the better

format for engaging the student, and finally, 3) What generalization and/or long-term impact does it have on a student's problem-solving skills. This presentation will review published and unpublished findings, as well as a description of future studies. Finally, it will introduce cognitive skills into the Response to Intervention (RtI) movement.
Presenter: Kenneth Kohutek, Ph.D., St. Dominic Savio Catholic School
Co-Presenter: Ann Marie Kohutek, Ed.S., St. Dominic Savio Catholic School

7 **Title:** *A Comparison of the Views of College of Business Deans' and Human Resource Managers' Opinion of Selected Workplace Qualities*
Day/Track: Thursday, Business
Summary: As business students consider their job search strategy, they usually begin by asking themselves, "What should I look for in a potential employer?" Expectations of current graduates are high. In this competitive and challenging economic era, perhaps a more appropriate question for graduates to ask is "What will employers look for in me as a potential employee?" Today's employers look for very specific attributes in potential employees. The literature reflects that the ability to communicate well verbally and in writing is an attribute that consistently appears at or near the top of the list of desired employability attributes. Other attributes that may be considered desirable by employers are understanding systems, using information, utilizing resources, working in the teams, and working with the technology.
Presenter: Donald E. English, Ph.D., Texas A&M University - Commerce

8 **Title:** *Converting Graduate Managerial Accounting to the Online Format: Lessons Learned*
Day/Track: Friday, Business
Summary: Faced with increased competition from organizations offering online education as well as the increasing pervasiveness and appeal of Massive Open Online Classes (MOOCs), many schools are converting from traditional on-campus courses to online. Yet the online class, especially if conducted asynchronously, requires a level of self-discipline that can defeat some students. Also, transitioning from an in-person class to online is not a trivial undertaking for the instructor. This paper presents a review of literature on online education, combined with personal lessons learned from converting traditional graduate accounting classes to an asynchronous online format. The lessons learned also include suggestions about developing and administering anonymous surveys as a means to allow continuous improvement as the class processes.
Presenter: Barbara Lamberton, Ph.D., Barney School of Business, University of Hartford

9 **Title:** *Cultural and Leadership Considerations in Implementing Programs in Differing Global Environments*
Day/Track: Thursday, Behavioral Science

Summary: Both private and non-profit programs have increasingly expanded globally. This both extends the scope of their target population but presents multiple cultural challenges. This presentation investigates and synthesizes two bodies of data on global program implementation. The first body of research is based on a multi-nation study of post-disaster intervention by the Journey of Hope (JOH) program. The second body of research is the Globe study of multi-cultural variables in leadership, expectations, values and practice. This presentation will both discuss the overlap of the divergent but aligned research and investigate the differences that may impact the implications for future directions of this body of research. This presentation will look at commonalities found across the cultural groups when working internationally. It will compare and contrast findings and discuss investigative methods, and it will also offer suggestions for further research.
Presenter: Sheryl Leytham, Ph.D., Grand View University

10 **Title:** *Culturally Inclusive Referral and Assessment for Charter School Students: From Pre-referral to Appropriate Eligibility*
Day/Track: Thursday, Education
Summary: The paper presentation will consist of three primary parts. First, the author will provide a preliminary overview of the Individual Disabilities Education Act (IDEA, 2004), the ever expanding special education law as it relates to assessing students with a learning disability. Conversely, the paper will discuss the evolution of charter schools using one state's laws as a point of reference. Finally, the paper will identify barriers and strengths of a culturally inclusive and responsive pre-assessment and formal assessment process for cyber school students suspected of having a learning disability or Other Health Impairment ("OHI") under the IDEA (2004).
Presenter: York Williams, Ph.D., West Chester University

11 **Title:** *Education as a Commodity: An International Investigation*
Day/Track: Thursday, Education/Business
Summary: Higher education, perceived as a public good, an instrument of up~~~~~~~~~~~~~~~~rceived as a big business--a globa~~~~~~~~~~~~~~~Higher education, the right to be educated, to acquire knowledge to overcome poverty, and increase social position has been called the great equalizer; however traditional higher education is not equally accessible by all. Access to knowledge and learning is a universal right, one of the key rights of the global community. In fact, knowledge is increasingly regarded as the solution to individual and collective social and economic problems. In a time when ecological, social, cultural and economic challenges require innovative solutions and new concepts, higher education can deliver both creativity for sustainability and resilience for accountability.
Presenter: Thomas J. McCormack, Ph.D., Columbus State University

CANCELED

12 **Title:** *Effective Teaching Strategies for Graded and Non-Graded Classrooms*
Day/Track: Friday, Education
Summary: School districts strive to find the most efficient and effective methods of educating students today. Addressing Core Standards and the high stakes focus on assessment has eliminated some of our teachers' academic freedom and created a stressful classroom environment for students of all ability levels. Multiage instruction is a chosen classroom practice in some of the most successful school systems in the world. Multiage instruction has also been a proven successful strategy in Montessori programs, Charter schools, as well as many private and public schools across the United States. The success of students in the multiage classroom can be directly linked to a focus on supporting student interest and ability. It is because of student outcomes in multiage classrooms that many schools are revisiting this practice. In my research study, multiage experts have identified instructional strategies which can be implemented in both the non-graded and the graded classrooms. This presentation will identify those strategies and the rationale for their success.
Presenter: Valerie Ritland, Ph.D., Minnesota State University Moorhead

13 **Title:** *The Epistemology of Organizational Ambidexterity: A Theory-of-Action Perspective*
Day/Track: Thursday, Business
Summary: Organizational ambidexterity (OA) is a concept relevant to a variety of industries and business environments. It can be a tool for change, learning, strategizing and continuous improvement. Although there are many scholars devoted to this topic, it has not yet made the research to practice leap. OA has been studied using the paradigms of post-positivism, social constructivism, and critical realism. However, OA scholars have not yet looked at the philosophical underpinning of OA as a useful concept. This paper will address the epistemology of OA to bridge the gap between OA as a research concept and theory and OA as a pragmatic theory-of-action (Argyris, 2004), useful in improving organization performance and effectiveness. To accomplish this aim, a literature review of epistemology is presented. Results of the review will be compared with other understandings of OA to produce a theory-of-action that managers and leaders can use in daily business practice.
 Presenter: Wendy Bodwell, Ph.D., University of Saint Francis

14 **Title:** *Examining Drawing as a Meaning-Making Learning Tool*
Day/Track: Friday, Education
Summary: Literacy methods courses typically involve Literature Circles, which are a way for students to read fictional text and come together in small groups to explore the meaning of the genre. Students have roles within their own Literature Circle group, one of which is the Illustrator. I wanted to further this concept whereby teacher interns would participate in Literature Circles in my Social Studies Methods course with informational text as a way of processing their readings while insuring they did indeed read the material for the course. Additionally, I wanted to calculate the value-added from Illustrator, while researching teacher interns' own learning from participating in the roles. I created a survey using a Likert Scale with questions to determine if teacher interns valued the Illustrator process themselves as learners, while further asking if they believed the role of Illustrator would be valuable to their future students. Major results indicated teacher interns remembered the conversation and felt strongly that children would remember discussions while drawing them. This study concludes that drawing should be utilized more widely as a learning tool in the classroom.
Presenter: Lonni Anne Gill, Ph.D., Indiana University/Purdue University

15 **Title:** *Experienced Educators' Expectations of New Teachers*
Day/Track: Thursday, Education
Summary: The purpose of this study was to examine veteran public school teachers' perceptions of factors contributing to new teachers' performance and to explore the assumption that these expectations are similar to those of administrators who make hiring decisions. The research builds upon Bigham's (2013) interviews of public school administrators. For the current study, public school educators who had recently served as student-teacher mentors were surveyed related to Bigham's questions and themes. Most (but not all) findings concurred with Bigham's indication that school principals valued non-curricular aspects of teacher preparation over those related to curriculum and pedagogy. Conclusions may suggest that teacher candidates most benefit from training programs emphasizing professional demeanor and basic classroom skills. Further research exploring correlations between public school educators' expectations of new teachers and the core objectives of teacher education programs will provide additional insight for the ongoing debate regarding the elements of effective teaching and optimum preparation of future educators.
Presenter: Georgiann H. Toole, Ph.D., Shepherd University

16 **Title:** *Giftedness and Talent Development: Asian Teachers' Perspectives*
Day/Track: Friday, Education
Summary: In Western literature, giftedness has been considered as potential or innate ability to learn, and identification is considered as the first step for services to the gifted. This process can be different in many Asian countries. In Chinese literature on gifted education, there is a tendency of de-emphasis of giftedness as an innate ability to learn, and an emphasis of the incremental development of talent. The purpose of the presentation is to demonstrate Chinese teachers' perspectives on what factors contribute to talented performance. A survey with a five point Likert-scale of 70 questions and 4 open-ended questions are collected from school teachers in Beijing. The findings show that self-effort, influence from family and parents, deliberate training and practice, and influence from school and teachers are

considered to be the four most important factors. This study provides a foundation of the development of a Chinese Model of Talented Performance, and it may also offer insights for future research and practice on nurturing talent performance among gifted as well as general population.
Presenter: Echo Wu, Ph.D., Murray State University

17 Title: *How Ethnography Changes the Perceptions of Preservice Teachers and Improves Field Experiences*
Day/Track: Thursday, Education
Summary: Based on the work of Carolyn Frank, This presentation discusses the major tenets of ethnography in the classroom, describes the goals of descriptive vs. interpretive observation, discusses the impact of ethnography in understanding classroom dynamics, and includes reflections from preservice teachers after completing the field experience. Prior to their training in ethnography, students' observations of classrooms were nondescript. Their observations failed to capture the emotional climate of the classroom, implicit routines, appreciation for individual differences, and the link to student engagement and academic achievement.
Presenter: Barbara A. McKenzie, Ed.D., Metropolitan State University of Denver

18 Title: *How Three Reading Teachers Flourish Within a Scripted Reading Curriculum: A Collective Case Study*
Day/Track: Friday, Education
Summary: Following the installment of the No Child Left Behind Act in 2001, schools have turned to a scripted reading curriculum. Teachers within the scripted curriculum instructional realm think about students, content, and pedagogy; however, those thoughts are either obscured or blatantly discouraged due to their every move being directed by a script. Through the use of interviews, observations, and the gathering of artifacts, the researcher was able to determine what individual teachers do in their classroom, while teaching scripted reading curriculum, to ensure that they develop their own teaching styles and build confidence in their teaching abilities. What was found was that teachers are, indeed, able to make a scripted reading curriculum their own through the use of extrinsic rewards, the use of drama, classroom management systems, and various levels of record-keeping systems.
Presenter: Gina L. Bittner, Ph.D., Peru State College

19 Title: *Human Diversity and Dialogue: Building Bridges for Social Justice.*
Day/Track: Friday, Education/Behavioral Science
Summary: Finding ways to connect with others who are different from us is an important tool in the struggle for social justice. The importance of dialogue as a means to build bridges of connection between people is becoming increasingly apparent. Joan Blade founded Living Room Conversations as a way to "revitalize the art of conversation among people with diverse views and remind us all of the power and beauty of civil discourse". This presentation will explore how one university incorporated adapted Living Room Conversations as part of the pedagogy to teach about human diversity and social justice. Increasingly on college campuses, the convenience of social media eclipses the importance of authentic human relationships. They may have forgotten (or never been exposed to) dialogue as a way to manage or mitigate conflict. The authors teach a course which explores not only the mechanisms that allow social injustice to exist at the individual, institutional and societal levels, but also requires students to plan intervention strategies to promote justice and advocacy.
Presenter: Joyous Bethel, Ph.D., Millersville University

20 Title: *Implementing Educational Technology in K-12 Classrooms*
Day/Track: Thursday, Education
Summary: The new technology culture of recent decades has changed the way students learn. Technology access is increasingly available to engaged and empowered learners in K-12 schools. By most accounts, it could be argued that the very essence of a virtual learning environment is the creation of a web of learning, a network of interactions; where the process of knowledge acquisition is collaboratively created and where evidence of critical thinking and empowerment are desired and leads to effective instructional outcomes. Conrad and Donaldson (2004) speak about the "engaged learner" which includes "active learning, social cognition, constructivism, and problem-based learning, all of which are student-focused learning with an instructor-facilitator environment" (p. 3). To accomplish these kinds of learning environments, instructional websites should therefore focus on the learning and de-emphasize the bells and whistles that do not add to instruction. When these implementation issues and policies are considered, integrating technology into the classroom instruction adds rich, vivid colors and stunning visual aides for the visual, auditory, and the kinesthetic learners.
Presenter: Patricia Akojie, Ph.D., Brescia University

21 Title: *Improving Preschool Family/Student Motivation and Achievement through Multicultural Teaching and Learning*
Day/Track: Friday, Education
Summary: During a one-week research project at a university early childhood center, researchers explored the effects of including 10 multicultural educational experiences to familiarize 20 three- to five-year olds about the diversity and family practices of the Chinese, Korean, African-American, Hispanic, and American cultures. The purpose of this exploratory study was to forge trusting partnerships between parents (of five distinct cultures) and educators in an effort to meaningfully incorporate each child's household and cultural knowledge within classroom instruction. The aim of this study was to enrich the children's regular classroom learning with developmentally appropriate activities that instilled in them a greater knowledge base of people around the world. I would also like to share my experience with multicultural teaching and learning experience from studying and working in schools in Sydney and Tasmania over a three-week period. I was able

to learn and work with students from many different cultures from around the world.
Presenter: Bonnie Sullivan, EdS., Wetumpka High School
Co-Presenter: Shelly Hudson Bowden, Ph.D., Auburn University at Montgomery

22 Title: *The Influence of Power Sources and Opportunism on Power, Dispute, and Satisfaction*
Day/Track: Friday, Behavioral Science
Summary: This study investigates the casual relationships among supplier's individual power sources and their impact on power, productive and ineffective dispute, and ultimately wholesaler's satisfaction. By using these power sources individually or by combing some of them, suppliers may manage dispute and boost wholesaler's satisfaction. For example, the use of opportunistic and/or coercive power sources may intensify dispute and eliminate satisfaction. On contrary, the use of reward, referent, legitimate and expert power sources may individually or their combination decrease dispute and boost satisfaction. Data were obtained from a survey of 106 drug wholesalers about their relationships with drug suppliers. Results showed the following significant results: (a) the use of rewards on referent and expert power sources; (b) use of opportunism on referent, expert and legitimate power sources; (c) use of coercion on power; (d) use of opportunism on power; (e) use of reward on dispute with a productive outcome; (f) use of opportunism on dispute with ineffective outcome; (g) coercion on satisfaction; (h) referent on satisfaction; and (i) managing a dispute with an ineffective dispute on satisfaction. Implications will be discussed.
Presenter: Mohammed Y.A. Rawwas, Ph.D., University of Northern Iowa

23 Title: *Investing in Yourself: One University's Leadership Models*
Day/Track: Thursday, Education
Summary: Looking at higher education institutions today, one constant that is readily noticed is change. Change is indeed inevitable in all organizations; however, we can temper that change to include growing our own successor in order for our leadership components to continue and provide continuity in the workplace. Smooth management transitions are infrequent and when a leader leaves or retires, no matter if a vice-president, supervisor, manager, chairperson, or director, often there is no one prepared to replace them. How succession planning and/or leadership development models have been accomplished at one university will be discussed in this paper.
Presenter: Olivia Rivas, Ph.D., The University of Texas at Brownsville
Co-Presenter: Irma S. Jones, Ph.D., The University of Texas at Brownsville

24 Title: *Leader's Way*
Day/Track: Friday, Education/Business/Behavioral Science
Summary: The reason for this project is to identify the approaches used by successful people attaining outstanding accomplishments. The emphasis is on their inner drive and how this characterized the path to success. In essence, this project describes leaders' ways to success as they described it. Their value creation or value maintenance thrived. Special features are the real life experiences from 20 interviewees about their ways to success and vision accomplishment. Ideas are suggested for recognizing follower wants, for leader considerations instilling a culture to support the planned activities along the way to vision realization, for creating a fruitful and healthy climate, and for understanding the contract that exist between leaders and followers.
Presenter: Charles F. Fitzsimmons, Ed.D., Loyola University Maryland

25 Title: *Linking Acts of Cruelty to Animals and Violence Towards Humans*
Day/Track: Thursday, Behavioral Science
Summary: This study provides a systematic review of a ten year synopsis of primary studies that discuss the link between acts of cruelty to animals and violence toward human beings, which includes an exact statement of the research objectives, resources, and outcomes of the studies that have been organized according to specific and reproducible methodology based on a five step criteria. This systematic review serves as a foundation for evidence-based practice. Also, it is a systematic review which contains relevant information applicable to clinical practice. The purpose of this systematic review is to evaluate "The Link" between animal cruelty and violence toward humans, and will aid in finding a solution to animal cruelty and how it is linked to domestic violence, elder maltreatment, and child abuse cases.
Presenter: Rhondda Waddell, Ph.D., Saint Leo University
Co-Presenter: Debra Mims, Ph.D., Saint Leo University

26 Title: *Linking Theory to Practice: Instructor and Student Perceptions of Problem-Based Learning in Introduction to Education Courses*
Day/Track: Friday, Education
Summary: This study's purpose was to examine the experiences of students and instructors undertaking PBL in three Introduction to Education courses. Three instructors implemented PBL in separate sections of an introductory course, with the assistance from a professor. This process involved eighty-eight students collaborating to: generate problem cases from field experience observations; research the problem; create a findings poster; and participate in reflective discussions of their PBL experiences. Data included PBL posters, instructor reflections, student surveys, class feedback sessions, instructors' written implementation reflections, and the professor's presentation reflections. Data were analyzed and coded by the four researchers. Findings indicated that students were motivated by the PBL process, found it relevant to their future careers, faced challenges, and were able to indicate competency of the course objectives.
Presenter: Vincent Genareo, Ph.D., Iowa State University

Co-Presenters: Adam Sansale, Illinois State University; Margaret Zidon, Ph.D., University of North Dakota, Emmanuel Adjei-Boateng, University of North Dakota

27 Title: *Macro-Gene Expressions: Poets as a Phenotype for a Prosocial Community*

Day/Track: Friday, Behavioral Science

Summary: The purpose of this study was to create a prosocial shift in the phenotype of an at-risk community. It served to provide an environment through which individuals in the community could express themselves positively and prosocially. Preliminary results have demonstrated initial success on several levels: After 10 poetry shows, over 450 individuals have attended; over 50 poets have performed over 100 poems; over $1,000 has been fundraised to keep the Poetry Open Mic operating; and over $2,500 in revenue has been generated for the local business that allowed the study to operate within their premises. Its implications within the field of the Behavioral Sciences are significant in that an observable shift in the behavior of an at-risk community was established, creating a culture of compassion and support for emotional expression.

Presenter: Reuben Chavira, Student, Adams State University

28 Title: *MBA's without Borders: Sustainability Beyond the Boardroom*

Day/Track: Thursday, Education/Business

Summary: How can we provide MBA students with the opportunity to more clearly focus on corporate sustainability in terms of the "triple bottom line" of earning profits, contributing to the betterment of society, and preserving the environment? Saint Mary's College of California introduced an innovative Global Executive MBA program with a specific goal of providing content in a global context while developing managerial skills and social conscience. During the program, participants complete a team-based international business consultancy project at the base of the economic pyramid, complete traditional MBA courses and travel on two overseas courses. The students are expected to apply their class-room learning to their global projects. In this model the concept of sustainability while balancing people, planet and profit moves beyond a boardroom concept. The unique part of this design is that the experiential learning also benefits the local marginalized communities. Students agreed (95%) that the field experiences were instrumental in helping them better embrace sustainability in terms of the "triple bottom line".

Presenter: Linda Herkenhoff, Ph.D., St. Mary's College

29 Title: *The Need for "Andragogy of Workplace Relevance" in College Classrooms*

Day/Track: Thursday, Education/Business

Summary: This paper explores a paradigm shift from pedagogy to andragogy in the college classroom to incorporate practical coursework and workplace-related assignments. Higher learning courses can foster an "andragogy of workplace relevance" that make classroom assignments relevant to individual learners and link learning to future workplace experiences. The authors explore the suitability of incorporating the "andragogy of workplace relevance" in college classes. The literature suggests that designing coursework using the "andragogy of workplace relevance" will bridge current gaps between the traditional classroom and the workplace. To accomplish this, courses can incorporate and target specific aspects of the workplace, actual activities, or management practices when developing each assignment and piece of coursework.

Presenter: Richard S. Colfax, Ph.D., University of Guam

30 Title: *No Passport Required: Study Away Programs/Classes*

Day/Track: Thursday, Education

Summary: Chadron State College is located in a rural region in northwest Nebraska. Most of our students have never been exposed to interdisciplinary, multi-cultural experiences. Chadron State College is proud to offer not only Study Abroad classes, but also Study Away classes. Study Away classes do not require a passport and are usually less expensive than study abroad. The actual "away" time for the Study Away classes are generally much shorter in duration – usually about a week to 10 days. The wonderful, rich, interdisciplinary, multi-cultural, study away experience, plus the corresponding in-class time and required homework and/or final project, counts as one 3 credit hour, multi-cultural general studies class. An example of one such Study Away experience is the 2013 Alaska Iditarod class. Alaska offers a unique opportunity for many multi-cultural interactions. It is remote enough to feel like a "Study Abroad" and brings many student cultures together. At the end of the trip, one student said, "I have had more multi-cultural experiences here than I have had in my whole life."

Presenter: Karen Enos, Ed.D, Chadron State College

31 Title: *"OMG! We Can't Text in Class?! WTF!?" Student and Faculty Perceptions of Good Pedagogy and Classroom Etiquette*

Day/Track: Thursday, Education

Summary: The popularity of portable, wireless technology provides students immediate access to their social groups, academic resources, and video media. Although there are different age cohorts among college students, those enrolled in the Liberal Arts are typically from the Millennial Generation. Faculty familiarity and history with these portable technologies vary across these age cohorts, resulting in disparate expectations in the classroom as well as significant differences in pedagogical style. For students, this can translate to both confusion and discontent. It is important to understand how faculty and student attitudes about pedagogy as well as professional etiquette differ. This study sampled undergraduate, college students and faculty from a small Pacific Northwest Liberal Arts University using an online survey. The questions asked faculty and students to report what they believe are important professor characteristics, what constitutes teaching efficacy, as well as good professional etiquette in the classroom.

Presenter: Heide D. Island, Ph.D., Pacific University

32 **Title:** *Out of Site (sight) Out of Mind: An Excursion of Cross Cultural Experiential Learning*
Day/Track: Friday, Behavioral Science/Education
Summary: The purpose of this study was to explore and document the means by which adult participants of a cross-cultural experiential learning excursion (a bus tour across Indian reservations and key locations that have historical, cultural, and spirituals meanings for Native Americans) dealt with their epistemological experiences when exposed to culturally unfamiliar content and pedagogy. The question was, will learners in the nucleus of this innovative context perceive the learning process differently and consequently develop a higher pragmatic, intellectual, emotional, and spiritual level of consciousness toward unfamiliar cultural phenomenon. Further, learners may recognize their ability to stimulate and galvanize the internal intensities that initiate opportunities for a highly principled and ethically sound personal actuality that could manifest into greater levels of understanding. In additional, learners may become better equipped to improve relationships across cultures.
Presenter: Gary W. Cheeseman, Ph.D., University of South Dakota

33 **Title:** *Poetry as Contextualized Education: A Model for Improving Educational Conditions for At-Risk Students*
Day/Track: Friday, Behavioral Science
Summary: Dynamic Skill Theory states that the development and acquisition of skills occurs in contextualized environments. Possible Selves Theory relates how the development and acquisition of skills is further impacted by how one identifies oneself. Identity then, becomes the contextualization, through which the motivation to develop and acquire skills is derived. Poetry, furthermore, creates an apt contextualization within an educational environment. Empowering students to become poets will promote the qualities of ethics, virtue, morality and truth that are typically associated with poets and poetry. With these contextualizations built into the fabric of educational curriculum, students will be more likely to develop skillsets associated with the aforementioned qualities. As research indicates, positive classroom narratives are positively correlated with higher academic achievement. A supplemental poetry curriculum not only provides an apt context for student development, it provides applicable skillsets such as time perspective and improved language mastery, which improve academic outcomes.
Presenter: Reuben Chavira, Student, Adams State University

34 **Title:** *The Power of Curriculum Integration*
Day/Track: Thursday, Education
Summary: Curriculum integration remains a challenge for teachers. The many demands regarding testing, time requirements associated with the push and pull of specific curriculum, as well as state mandated evaluations make curriculum integration a viable solution in meeting the demands placed on teachers today. When students make sense of their world through connections, learning is increased, leading to higher retention which leads to increased achievement. However, a clear formula for how to implement curriculum integration does not exist. To complicate matters, this era of accountability and standards seems to focus on discipline specific expectations. Yet, many professional organizations do recommend integration in some manner. In hopes of providing opportunity for teachers to see benefits and relevancy in the classroom, benefits and strategies as well as specific examples of curriculum projects spanning K-6 grade levels will be shared.
Presenter: Tracey R. Huddleston, Ph.D., Middle Tennessee State University

35 **Title:** *Predictors of Grief in Bereaved Family Caregivers of Person's with Alzheimer's Disease: A Prospective Study*
Day/Track: Friday, Behavioral Science
Summary: The purpose of this prospective study was to identify factors in 66 spouses and adult child caregivers of person's with Alzheimer's disease prior to the death that predicted higher levels of grief in bereavement. A hierarchical regression model was tested to identify pre-death predictors of grief after the death of the care recipient. Pre-death grief, positive states of mind, social support, dysfunctional coping and depression explained 54.7% of the variance in post-death grief. Factors contributing to post-death grief were pre-death grief and depression. Health care providers may want to screen caregivers with a pre-death grief inventory to determine who may be at risk for high levels of grief after the death.
Presenter: Melissa Romero, Ph.D., Northern Michigan University

36 **Title:** *Practitioners' Views of the Lack of Support for IFRS Adoption in the United States*
Day/Track: Thursday, Business
Summary: Until recently, the adoption of International Financial Reporting Standards (IFRS) in the United States seemed to be inevitable. The primary question back then involved when the adoption process would be completed. However, the process has slowed down and it is uncertain whether the US will ever adopt IFRS. The accounting profession needs to understand the reasons behind this change, preferably from the viewpoint of accounting practitioners. This proposed study will seek to address this gap. This exploration of practitioners' viewpoints will help the profession gain additional knowledge as to whether the adoption process will speed up in the near future. It will also help gain insight as to whether the US will even adopt IFRS.
Presenter: Noema "Amy" Santos, DBA., State College of Florida
Co-Presenter: William C. Quilliam, Ph.D., Florida Southern College

37 **Title:** *Peer Assessment & Accountability: Motivation and Engagement in a Collaborative Classroom*

Day/Track: Thursday, Education

Summary: Collaborative classrooms are the future of education. Traditional classrooms are being replaced by collaborative learning through flipped classroom pedagogy, technology immersion, and team-based learning. Classrooms that rely on more student interaction may be best served by using collaborative assessment through peer assessment practices, such as peer review and peer grading. In this paper, the impact of peer assessment on student accountability is explored. Students in the study were asked to peer assess classroom engagement and participation within a team-based learning environment. The peer assessment process had a positive impact on the development of the individual learner, as well as the overall motivation, engagement and accountability. Students found value, helpfulness, and fairness in the processes used in the study.
Presenter: John Stigman, M.Ed., Osakis High School-MN

38 Title: *Program Assessment: Pre-service Teachers' Perceptions of their Preparation in Reading Instruction*

Day/Track: Friday, Education

Summary: Reading education programs are responsible for developing effective teachers equipped with the foundational knowledge and instructional approaches to deliver a comprehensive and balanced literacy curriculum. The purpose of this study was to assess the impact of a teacher education reading program on teacher candidates' ability to plan, deliver, and reflect on instruction, and to understand the extent to which students are transferring professional knowledge in practical ways. It also serves as a program assessment to determine if course content and pedagogy is aligned to current practice.
Presenter: Brittany D. Hagen, Ph.D., University of North Dakota
Co-Presenter: Pamela Beck, Ph.D., University of North Dakota

39 Title: *Programs of the Bureau of Employment Generation and Entrepreneurship and the Establishment of Small Scale Enterprises in Ogun State, Nigeria*

Day/Track: Friday, Business

Summary: Unemployment and the task of employment generation have been the concern of many governments. This study examined relationship between the employment generation programs of the Bureau and entrepreneurship and establishment of ~~CANCELED~~ n Ogun State. It adopted the des~~...~~ design using Multi-stage sampling technique to select 2,560 respondents among the graduates of the programs between 2007 and 2009. A structured questionnaire with 4 scales designed by the researcher was used to collect data for the study. Findings of this study showed a significant relationship between the independent variables (agricultural, vocational training and Ogun State unemployed graduates' scheme) and the dependent variable: establishment of small scale enterprises and entrepreneurship. It is recommended among others that for sustainable entrepreneurship and establishment of small scale enterprises there should be empowerment of the graduates to ensure desirable behaviors which lead to the creation of employment.
Presenter: Hammed Idowu Kuye, Ph.D., Federal College of Education-Nigeria

40 Title: *Promoting a Student-Led Classroom*

Day/Track: Thursday, Education

Summary: Inquiry-based learning is when students seek out information or solutions to problems instead of being told the information by their teacher. By allowing students to dig deeper into the content, it can have a more meaningful connection thus increasing retention. Tenth grade students were taught using the traditional lecture based method where the educator is the one giving information to the students. They were also taught with the inquiry-based learning method where students worked together through collaboration and simulations to understand the content of the class. Data was collected to compare the retention and participation of students during the teacher-led and student-led instruction methods. Results from this research indicated that the student-led classroom/inquiry-based teaching method had a more positive effect on students than the traditional method.
Presenter: Matt Hoelscher, M.Ed., Osakis High School-MN

41 Title: *Providing the Fuel Needed to Blast Teacher Candidates into Employment*

Day/Track: Thursday, Education

Summary: The 21st century learner has many facets that a teacher must be able to gleam and respond to, as identified in the increasing number of teaching standards that require teachers to meet the needs of all diverse learners through instruction and assessment that engage and encourage all students. The increasing diverse composition of students brings new challenges that teacher preparation programs must address to prepare effective teachers ready to embrace these students in a classroom that is responsive to the needs of all students. This study focuses on the program development of teacher candidates learning in block three courses (the last semester before student teaching) in correlation with obtaining employment. This block of instruction, prior to student teaching, emphasizes meeting learner needs through differentiation, Response to Intervention, English Language Learners, Special Education and struggling readers.
Presenter: Lori Piowlski, Ph.D., Minnesota State University, Mankato
Co-Presenter: Peggy Ballard, Ph.D., Minnesota State University, Mankato

42 Title: *Psychosocial Needs of Men with Breast Cancer: A Case Study*

Day/Track: Thursday, Behavioral Science

Summary: This paper uses a case study guide to demonstrate the importance of including men with breast cancer into treatment through a psychosocial educational process. Men are alienated by the breast cancer treatment and recovery process, including assumptions and myths which further

complicate their difficulty in expressing pain associated with a breast cancer diagnosis. Clinical implications, including the need for additional research and psychosocial support for men with breast cancer, are discussed. Breast cancer is different for men and women, and men need to be included in the "breast cancer sisterhood" in a masculine way to reduce mortality rates in men with breast cancer.

Presenter: James T. Decker, Ph.D., California State University, Northridge

43 Title: *The Role of Adult Attachment Style in Online Social Network Behaviors*

Day/Track: Friday, Behavioral Science

Summary: In the current study, we apply attachment theory as a relevant fra[CANCELED]ng affect, cognition, and behavior on [CANCELED] lered as the most popular SNS (social network site) - Facebook. Numerous studies have demonstrated that attachment tendencies are significantly associated with quality of close relationships and daily social interactions. Since today virtual communication and social networks are capturing dominant aspects of social relationships, the linkage to attachment theory is noticeable. We approached 190 Israeli young adults and asked them about their habits and daily routines on Facebook. We also measured their cognitions and emotion concerning this activity. We found that attachment insecurity is associated with global orientations and emotions towards Facebook. We discuss the link between attachment and virtual communication and its application for future theory and research.

Presenter: Eldad Rom, Ph.D., College of Management, Israel

44 Title: *Rural University Retention: A Departmental Model for Inspiring Students to Stay*

Day/Track: Thursday, Education/Behavioral Science

Summary: For the past several years, Adams State University has been grappling with the issue of maintaining its student enrollment. In an effort to create reform and better meet the needs of its students, several departments within Adams State University have developed and launched department-specific retention programs, each with contextualized strategies for improving student experiences. We will present our findings with regard to rural student retention rates, identifiable patterns of retention strategy within rural institutions, as well as a proposed model for future testing. Our model is one in which a student-first, sociocentric perspective is adopted; where the institution asks how they have failed to support their students so that improvements can be made, and one in which departmental accountability to its students supersedes stigmatizing rural and often unprepared college students.

Presenter: Reuben Chavira, Student, Adams State University
Co-Presenter: Dakota Davy, Student, Adams State University

45 Title: *Steps Administrators Can Take to Prevent Cyberbullying*

Day/Track: Thursday, Education/Behavioral Science

Summary: Blogging, social networks, e-mails, instant messaging, and web-forums are different ways that today's technologically savvy culture can communicate with others all across the world. Although beneficial, some have used these popular online forms of communication to harm others, thus termed cyberbullying. The purpose of this paper is to define cyberbullying within the context of bullying, describe its characteristics, and discuss current research and tips on what administrators in K-12 settings can do to prevent cyberbullying.

Presenter: Yvette P. Bynum, Ph.D., Auburn University, Montgomery

46 Title: *Stress & Public Accounting: A Comparison Study of Student Perceptions of Tax vs. Audit Environments with Implications for Academic and Practice*

Day/Track, Friday, Business

Summary: This study compares student perceptions of public accounting's tax and audit environments in regards to the perceived type of occupational factors, called stressors, found in those environments. Results of the study indicate that accounting students agree, in part, with the perceptions of practicing CPAs. However, students may not have a realistic understanding as to the degree to which stressors are prevalent in audit and not in tax. Additionally, it appears that students find audit more stressful due to work/life balance stressors but are not aware of the role that job related stressors may have in audit vs. tax. The goal of this study is to assist academic advisors, business recruiters and future researchers, by using the information gained in this study to identify any disconnect between academia and practice, and create more effective, realistic job previews. These previews will assist in creating a more appropriate person-environment fit and thereby minimize the negative effects of occupational stress in public accounting.

Presenter: Jaysinha Shinde, Ph.D., Eastern Illinois University

47 Title: *Suggestions to Improve Teaching and Learning in America*

Day/Track: Thursday, Education

Summary: Education has given disproportionate emphasis to external inputs, such as healthy classroom environments and quality learning materials, but insufficient focus to encourage students' internal inputs. Instructional inputs given in class should activate learner's intra-personal, inter-personal and contextual functioning systems and such activation can and will enhance students' motivation and their eagerness to learn and make sense out of the external inputs given to them. That in turn will enhance their academic learning, resulting in significant upward movement in the nation's ranking of education in the world. This paper will bring out concrete and specific suggestions for teachers of all levels to link external inputs to stimulate internal inputs and thus make it possible for students to enhance their intrapersonal, inter-personal and contextual functioning

Presenter: George Kallingal, Ph.D., University of Guam

48 **Title:** *Supporting Statewide Systems Utilizing External Coaches: A Concurrent Mixed-Methods Study in a Rural Community*

Day/Track: Thursday, Education

Summary: Across state lines, budget cuts in education are a reality, especially for those in remote and rural areas. With less financial support, some districts are looking to their state departments to be models of good practice for how to leverage and work within budgetary means, while also keeping up with current advancement in education seen around the world. This concurrent mixed-methods research study looked to one state's Building Capacity Project over the last seven years. This state utilized its own coaches as a means to grow and develop leadership capacity as a means for system improvement, even when budget woes are at an all-time high.

Presenter: Adria David, EdDc., Boise School District
Co-Presenter: Loredana Werth, Ph.D., Northwest Nazarene University

49 **Title:** *Tamir & Ramir: An Urban Charter School Case Study Analysis; Still Looking for a Culturally Inclusive and Responsive Free Appropriate Public Education ("FAPE").*

Day/Track: Friday, Education

Summary: This case study presentation paper will attempt to identify strengths and needs of school based support and enrollment programs typically utilized by charter schools. Next, the presentation will discuss best practices for enrollment, assessment, referral, evaluation, and placement for students who have transitioned from one school to the other and whose gaps in their educational experiences create complex legal issues for their new school. This case study presentation will attempt to highlight the aforementioned issues within the ever growing cannon of charter schooling and intersect recommended best practices for educators to adopt or recommend to their child study teams in order to stay in compliance with Federal, state and local laws, but equally as important, to be culturally congruent and responsive to the needs of the whole child.

Presenter: York Williams, Ph.D., West Chester University

50 **Title:** *The Teacher Apprentice Program*

Day/Track: Friday, Education

Summary: The Teacher Apprentice Program (TAP) is an undergraduate-graduate residency (apprenticeship) and internship program based on professional teaching standards and informed by research of effective practice. We are committed to supporting our novice teachers from the beginning of their coursework through their second-year of induction. This presentation examines this program and gives insights about the strengths, weaknesses, and suggestions to improve the program. The results illustrate the importance of creating an apprenticeship model for teaching in order to provide an innovative way to prepare the teachers of tomorrow.

Presenter: Jamal Cooks, Ph.D., San Francisco State University
Co-Presenter: Julie Henderson, Ph.D., Holy Names University

51 **Title:** *Teacher Candidates and Audio/Visual Media in their Future Classroom: "I guess I feel prepared"*

Day/Track: Thursday, Education

Summary: This paper will identify teacher candidate perspectives of technology (audio/visual media) usage in a classroom. The role that educator preparation programs play in teacher candidate perspectives toward technology usage in the classroom will be determined. Finally, this paper will analyze how teacher candidate perspectives of technology usage in a classroom affects his/her own learning.

Presenter: Carol Klages, Ph.D., University of Houston-Victoria

52 **Title:** *Theory and Practice of Teaching Critical Thinking in a Business College*

Day/Track: Friday, Education/Business

Summary: In two sequential studies, we: a. demonstrated that critical thinking could be taught, learned and transferred; b. demonstrated that graduates employ the critical thinking skills, knowledge and strategies learned in the classroom in their subsequent personal, academic and professional endeavors; c. these graduates are extremely pleased with the critical thinking course of study and benefits that resulted from it. This report discloses the theory and content of this eminently successful course.

Presenter: Joanne R. Reid, Ph.D., Corporate Development Associates, Inc.

53 **Title:** *Transformative Learning: Assessing Learning in Business and Education through Reflection*

Day/Track: Thursday, Education/Business

Summary: Evaluating the life-long learning of a student for determining academic credit has been challenging for higher education officials. Although it may not seem apparent, private industry addresses similar challenges in assessing organizational learning. In assessing life-long learning, officials base academic credit on competencies developed from student experiences. In organizational learning, managers attempt to assess learning from practitioner experiences to improve business performance. This paper will explore how transformative learning or reflection can draw upon unique practitioner experiences and be applied to assessing learning outcome competencies and organizational learning. The discussion will conclude with a model of how to apply the concepts of reflection in assessing learning in education and private industry.

Presenter: Kenneth Goldberg, Ph.D., National University

54 **Title:** *Using Creative Non-fiction Writing to Create a Learning Community*

Day/Track: Thursday, Education/Behavioral Science

Summary: The presenters will outline how they have utilized HUMN 1010: Autobiographical Reading and Writing, a

required course for the Goodrich Scholarship Program, a state-funded full-ride scholarship for high potential and economically needy students, to teach writing while "clandestinely" making connections among the cohort to build a learning community. The Goodrich Scholarship Program is based at the University of Nebraska at Omaha and was started in 1972. The program has demonstrated success in retaining and graduating at-risk college students (i.e., students who are first-generation college students, have high financial need, represent several forms of diversity, etc.), and much of its success is attributed to the strength of the learning community that is created. The first of the required classes is HUMN 1010.
Presenter: Troy Romero, Ph.D., University of Nebraska at Omaha

55 Title: *Using Service Learning in a Social Sciences Course: A Quasi-experimental Test of Impact*
Day/Track: Friday, Education/Behavioral Science
Summary: The presenter will introduce a quasi-experimental design that is currently underway to test the impact of utilizing service-learning to convey the learning objectives of Lifespan Development, a general education social science course. Research is being collected to evaluate the effectiveness of service learning, which includes data from two Lifespan courses being offered in the same semester that differ only in the implementation of a service learning component. Results should provide evidence to understand the effectiveness of a service-learning generally and specifically within a social science class.
Presenter: Troy Romero, Ph.D., University of Nebraska at Omaha

56 Title: *Using Universal Design for Learning to Improve Online Course Accessibility*
Day/Track: Thursday, Education
Summary: This session provides participants with information and tools about how to use Universal Design for Learning (UDL) principles to create e-learning courses that are accessible for all learners. Outcomes for the session include 1) participants will evaluate existing course content for compliance with UDL checkpoints, and 2) participants will identify tools needed to create a blueprint for UDL design in a new online course. The blueprint includes creating instructional goals, methods, materials, and assessments so that courses are consistently accessible without having to create different versions of the course to serve different situations.
Presenter: Angela Bagne, M.S., Minnesota State Community and Technical College, Moorhead
Co-Presenter: Michelle Beach, Ph.D., Southwest Minnesota State University

57 Title: *When Do Students Enrolled in an Online Course Submit Assignments and Exams?*
Day/Track: Thursday, Education
Summary: The purpose was to discover answers to questions at a regional institution: 1) When do most students enrolled in an online course submit their assignments or exams?; 2) Regardless of the assignment or exam deadline, do most students enrolled in an online course submit their work on a particular day, such as Sunday?; and 3) Is there a relationship between cumulative grade point average and time of submission? Information revealed through this study is potentially valuable to faculty establishing best practices for online teaching and learning and submission due dates by time and day of week and for administrators prioritizing campus resources for student support services.
Presenter: Barbara Zuck, Ed.D., Montana State University - Northern

58 Title: *Will COIL become a Signature Pedagogy? Should It?*
Day/Track: Thursday, Education
Summary: Nearly a decade ago, Lee Shulman introduced us to the concept of "signature pedagogies." The three dimensions for a signature pedagogy in the professions are surface structure (concrete, operational acts of teaching and learning), deep structure (set of assumptions about how to impart a body of knowledge), and implicit structure (moral dimension that comprises a set of beliefs about professional attitudes, values and dispositions). More recently, SUNY Oswego committed itself to encouraging and supporting the development and implementation of collaborative online international courses as a format for experiential cross-cultural learning, and our COIL initiative was launched (Collaborative Online International Learning). This session chronicles the journey taken to transform curricula so that all students develop a deeper understanding of global cultures. The discussion will center on COIL as an example of signature pedagogy in graduate schools of education. COIL builds bridges between study abroad, instructional designers and teaching faculty, thereby promoting, integrating and enhancing international education experiences across the curriculum.
Presenter: Linda Rae Markert, Ed.D., SUNY Oswego, Department of Educational Administration

59 Title: *Four Clinical Case Studies: The Common Variables Associated with Creating Successful Treatment Outcomes in Psychotherapy*
Day/Track: Friday, Behavioral Science
Summary: This is about four clinical cases and the common variables that produced successful therapeutic outcomes in each case. These were clients treated while in the military as the Chief of Psychology Services and the Chief of Psychiatry and Neurology at an army community hospital in the Midwest. The first case was a 22-year old single male with schizophrenia. The second case was a 70-year old married female with major depressive disorder, single episode, severe without psychotic features. The third case was a 63-year old married female with panic disorder with agoraphobia, hypochondriasis, and borderline personality traits. The fourth

case was a 33-year old married male with what turned out to be a surprising and unexpected diagnosis.
Presenter: Dora Clarke-Pine, Ph.D., La Sierra University

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NOTES

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