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April 10-12, 2018
Savannah, Georgia

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SPECIAL CONFERENCE EVENTS

Tuesday **April 10** **5:30-7:00 PM**	**CONFERENCE EVE RECEPTION—Living Room** 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.
Wednesday **April 11** **12:15-1:00 PM**	**PROFESSIONAL MEMBER & BOARD NOON EVENT—Talmadge Grill** Attending CSI team members will meet with current CSI professional members, advisory board members, and editorial board members for a memorable event of collegiality and dining at the Embassy Suites by Hilton (Talmadge Grill). Advanced RSVP required.
Thursday **April 11** **7:00-8:00 PM**	**TASTE OF SAVANNAH NETWORKING EVENT— Living Room** 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 Savannah's favorites.

CENTER FOR SCHOLASTIC INQUIRY

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

WEDNESDAY, APRIL 11, 2018

7:30-8:30	MEET & GREET REGISTRATION & PASTRIES				
8:30-8:45	WELCOME *Prefunction Area*				
8:45-9:00	PASSING TIME				
SESSION #1 9:00-12:15	**SALON A** SESSION WELCOME	**SALON B** SESSION WELCOME	**SALON C** SESSION WELCOME	**BOARDROOM** SESSION WELCOME	**SUITE 143** SESSION WELCOME
9:00-9:30	41-COMMUNITY POLICING, COUNTER TERRORISM, & TRUST *Kenneth Goldberg*	3-PARENTS' & STUDENTS' PERCEPTIONS OF LIFE SKILLS MENTORING PROGRAM *Stephen R. Marvin*	47-NEUROSCIENCE & COGNITIVE DEV. *Kourtland R. Koch*	51-MOATS IN BUSINESS *John Xavier Volker*	21-DYSLEXIA, DYSCALCULIA: TEACHERS' BELIEFS & EXPERIENCES *Elizabeth M. Wadlington*
9:30-10:00	29-CANDIDATE'S DISPOSITION ASSESSMENTS: ADMISSION TO COMPLETION *Darolyn Seay*	79-UTILIZING STUDENT GENERATED MATERIALS *Chip Baumgardner*	30-PEDAGOGY RUBRICS TO ENHANCE INSTRUCTION *Joseph W. Spadano*	54-THE MARKETING MIX & PHILANTHROPY *Philip L. Fioravante*	10-WOMEN, WORKPLACE CHALLENGES, & AUTHENTIC LEADERSHIP *Jane C. Felt*
10:00-10:30	12-CLIENT SATISFACTION & STATE AGENCY *Marie Kraska*	9-TEACHER PROFESSIONAL DEVELOPMENT & PROJECT-BASED LEARNING *Virginia McCormack*	42-IMPLEMENTING edTPA *Brooke A. Burks* *Emma G. Haley*	26-eWOM & ITS INFLUENCE ON REVENUE *Darryl W. Miller* *Hossein L. Najafi* *Ozcan Kilic*	46-LEADERSHIP & ORGANIZATIONAL CULTURE *Parisa Aflatounian*
10:30-10:45	BREAK: YOGURT BAR *Prefunction Area*				
10:45-11:15	69-STUDENT DISABILITIES AT COLLEGE LEVEL *Rebekah Dyer*	25-ERIKSON, ADLER, & SPIRITUAL AWARENESS *Betsye Hunter Robinette*	64-BOOK CLUBS & STUDENT ACHIEVEMENT *Gina L. Bittner* *Kelly Kingsley* *Robert Ingram*	80-VALUE OF GOOD CREDIT *Robert McKay White*	52-ATTITUDE, EMPATHY & ADVERTISING *Darryl W. Miller* *Ozcan Kilic*
11:15-11:45	70-EDUCATIONAL ISSUES & COURT INVOLVED YOUTH *Ruth E. Jefferson*	22-ENERGY AUDIT & STUDENT CHANGE *Mary Tucker* *Andrew Pueschel*	58-LATE ADULTHOOD LEARNING: FORMAL & INFORMAL *Jamie D. Stockton*	85-WHITE PRIVILEGE & MULTICULTURAL COURSES *Franklin Thompson*	15-CORPORATE TAX CUTS & TRUMP *Donald Brand*
11:45-12:15	74-STUDENT ENGAGEMENT, LEARNING OUTCOMES, & UNIVERSITY LEADERS *Theodore S. Kaniuka*	7-BREAKING THE FIBERGLASS CEILING *Lisa Knowles*	43-IMPOSTERSHIP IN THE CLASSROOM *Patricia Coberly-Holt* *Caroline Braun*	83-RELIGION, SUICIDE RATES, & HOMOSEXUAL YOUTH *Robert Fernquist*	62-STUDENT ASSESSMENT & THE MULTICULTURAL CLASSROOM *Susan Epstein*
12:15-1:15	LUNCH (on your own)				
	EXECUTIVE BOARD MEMBERS & PROFESSIONAL MEMBER LUNCHEON-Talmadge Grill *(members only--advanced registration required)*				

SESSION #2 1:30-3:45	SALON A	SALON B	SALON C	BOARDROOM	SUITE 143
	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME
1:30-2:00	18-CRITICAL THINKING & STUDENT ENGAGEMENT *Barbara Limbach*	84-PROFESSORS EXPECTED TO MARKET THEIR OWN COURSES *Tanya Yerigan* *Dennis Lamb*	50-ACADEMIC ADVISING, RETENTION, & STUDENT SUCCESS *Whitney M. Gass* *Deborah Wilson*	37-LEGAL STATUS, UNDOCUMENTED STUDENTS, & HIGHER ED ACCESS *James T. Decker*	34-FORGET CUSTOMER SATISFACTION! FOCUS ON THE ONES YOU LOST *Robert B. Young*
2:00-2:30	56-OPIOID EPIDEMIC & SPECIAL EDUCATION IMPACT *Kathryn A. Welby*	23-ENGAGEMENT & ONLINE STUDENT RETENTION *Wendy Cowan* *Bridgette Chandler* *Letitia Bergantz*	35-VALUING DIVERSITY, MODELING EMPATHY, & PREVENTING BULLYING *Laura Erhard Fiorenza* *Sarah Lamb Kistler*	48-LENGTH OF FINANCIAL STATEMENT DISCLOSURES & INFORMATION OVERLOAD *Elsie Henderson*	33-TECHNOLOGY & LITERACY *Jaime Renee Inman*
2:30-2:45	BREAK: BULL PEN *Prefunction Area*				
2:45-3:15	76-EARLY ELEMENTARY STUDENTS & CONCEPTIONS OF LEARNING *Sherril English*	67-EDUCATIONAL STATS ONLINE & STUDENT WANTS *Steve M. Bounds*	73-UNDERGRAD INTERNSHIPS: BUILDING A BRIDGE BETWEEN SCHOOL AND WORK *Barbara Carl*	81-V-STEM: VISUALIZING SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS *Mary E. Baker*	77-USING CLASS PRESENTATIONS TO EDUCATE BUSINESS STUDENTS ABOUT ACCREDITATION *Mary L. Tucker*
3:15-3:45	59-ONLINE GRADUATE READING STUDENTS *Ryan R. Kelly*	36-GRADUATE LEARNING COMMUNITIES TRANSFORMING LEARNING *John Engstrom* *Dennis Lamb*	40-STUDY ABROAD, BILINGUAL/TESL STUDENTS, & SENSE OF SELF *Terrence McCain*	6-BEST PRACTICES FOR DEVELOPING PRE-SERVICE TEACHERS' CULTURAL COMPETENCE V *Joanna Greer Koch*	4-ANTECEDENTS TO USER ENGAGEMENT, & SOFTWARE DEVELOPMENT *Peggy M. Beranek*
3:45-4:00	BEST PRESENTATION PEER REVIEW CARD SUBMISSION *Registration Desk—Prefunction Area*				
7:00-8:00	TASTE OF SAVANNAH NETWORKING RECEPTION *Living Room*				

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    ▪ Best Presentation Consideration
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  ➢ Journal of Scholastic Inquiry: Behavioral Science
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FOR DETAILS, STOP AT THE REGISTRATION DESK.

Best Presentation Awards will be announced Tuesday, May 1st.

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

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Yellow=Behavioral Science
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Blue=Education
V=Virtual Presentation

THURSDAY, APRIL 12, 2018

Time	SALON A	SALON B	SALON C	BOARDROOM	SUITE 143
7:30-8:00	**REGISTRATION & PASTRIES** *Prefunction Area*				
8:00-8:25	**WELCOME, COFFEE, & CONVERSATION** *Prefunction Area*				
8:25-8:30	**PASSING TIME**				
SESSION #1 8:30-12:15	**SALON A**	**SALON B**	**SALON C**	**BOARDROOM**	**SUITE 143**
	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME	SESSION WELCOME
8:30-9:00	32-IDENTITY DEVELOPMENT, ACHIEVEMENT, & UPWARD BOUND STUDENTS *John W. Hatcher III*	38-DEVELOPING A PROFESSIONAL ATTITUDE IN AN ACADEMIC SETTING *Joseph Stasio*	16-CREATING ACTIVE & INTERDISCIPLINARY LEARNING OPPORTUNITIES *Angela Mattie*	5-ASKING A BETTER MATH QUESTION *Lisa Douglass*	68-PATTERNING INSTRUCTION & IMPACT ON MATH & LITERACY *Robert Pasnak*
9:00-9:30	24-ENGAGING STUDENTS THROUGH TECHNOLOGY *Courtney Wiest Melinda Carver Felicia Wilson Keya Mukherjee*	82-A SYSTEM TO CUT BEHAVIOR PROBLEMS *Eric A. Combs*	65-SIBLINGS & BULLYING *Amy Meyers*	53-MYERS-BRIGGS TYPE & ACCOUNTING STUDENTS: PERFORMANCE *V. Brooks Poole*	49-CHINESE SOCIAL STRUCTURE & IM/POLITENESS *Li Qing Kinnison*
9:30-10:00	39-STRATEGIC HUMAN RESOURCE CHALLENGES *Rossano V. Gerald*	13-BEHAVIORAL CHANGES IN NON-EMERGENT ED USAGE *Roe An Roberts*	60-BEGINNING TEACHER SELF-EFFICACY *Julie Hentges*	57-ENGAGEMENT PATTERNS & ONLINE LEARNING *Terry A. Silver*	61 STORYTELLING, DOCUMENTARIES & PREPARING PRE-SERVICE TEACHERS *Gary Cheeseman*
10:00-10:15	**BREAK: SUGAR RUSH** *Prefunction Area*				
10:15-10:45	14-GROUP-BASED TEACHING ASSESSMENT APPROACHES *Joseph A. Mayo*	27-ENTREPRENEURIAL LEADERHIP INTERNSHIPS & EXPERIENTIAL LEARNING *Peter H. Hackbert*	45-MEXICAN PARENTS' LEARNED MATH & CHILDREN'S SCHOOL LEARNED MATH *Gilbert Duenas*	2-EARLY CHILDHOOD & SOCIAL JUSTICE THROUGH LITERACY *Young Mi Chang Matthew Conley*	28-SEXUAL VIOLENCE AMONG LGBT *Debra Mims Rhondda Waddell*
10:45-11:15	1-LEADERSHIP PROGRAMS: LEARNER DRIVEN, AND STANDARDS BASED INTERNSHIPS *Gregory C. Geer*	63-STUDENT DIVERSITY *Diana M. Yesbeck*	55-NEW TWIST IN DOCTORAL EDUCATION *Catherine L Sommervold*	31-EMPATHY, ANXIETY, & CRIMINAL OFFENDERS *Cindy M. Anderson Brian J. Cowley*	20-STUDENT SKILLS & INTERACTIVE CASE STUDIES *David Glodstein*
11:15-11:45	75-TEACHING, LEARNING, & JOB SATISFACTION *Gina G. Berridge Clarissa A. Willis*	17-CREATIVITY, INNOVATION, & SOCIAL MEDIA *Jane Boyd Thomas Cara Peters*	72-LESSONS LEARNED FROM ONLINE & FACE-TO-FACE *Laura Gaudet*	11-CIVIC-POLITICAL DEVELOPMENT IN DISTRESSED COMMUNITIES *Diann Cameron Kelly*	66-TEACHER PD THROUGH A SCIENCE CURRICULUM TEAM *Letina Jeranyama*
11:45-12:15	44-PERCEPTIONS OF ACCOUNTANTS & CAREER EXPERIENCE *Trish Driskill*	78-STRATEGIC PLANNING USING INQUIRY & DISCOURSE *Sharon Wilbur Sharon Dean Tyler Bridges*	8-MINDFULNESS PRACTICES IN EDUCATION *Sally Creasap*	19-DEVELOPMENTAL APPROACH TO COLLEGIATE RECOVERY *Gerard A. Love*	71-CHANGING CULTURE OF GLOBAL HIGHER EDUCATION *Robert E. Waller*
12:15-12:30	**CONFERENCE CHECKOUT** *(Best Presentation Card Submission & Name Badge Collection)* *Registration Desk—Prefunction Area*				

All abstracts are published as submitted, other than limiting length due to space constraints.

PRESENTER LIST

1 *Addressing Reality: A Model for Learner Driven and Standards Based Internships for Educational Leadership Programs*
Day/Track: Thursday, 10:45 a.m., Education
Summary: In many professions, field experiences apply classroom learning to real-life situations with the oversight of a mentor. For most students becoming qualified to be school building administrators internships are part of field experiences. This component of the educational process for educational leadership has come under criticism (Jackson & Kelley, 2002; Elmore, 2005; Levine, 2005; Southern Regional Education Board, 2005; Illinois State Board of Education, 2006; Murphy, 2006). This article describes the process a professor took when charged with the responsibility of designing and implementing the internship experience for a new Master's degree program in educational leadership. Based upon literature criticizing education leadership programs, their internships, and the author's research and experience, a more flexible, site and intern specific internship model was designed and implemented. The author provides a conceptual framework employing heautogogical principles that internship designers can readily adapt for their own use. Data and comments from both the site supervisors (school principals) and interns are presented. Unexpected positive outcomes for interns and the schools they serve are discussed.
Presenter: Gregory C. Geer, Ph.D., Coastal Carolina University, SC
Contact: ggeer@coastal.edu

2 *Addressing Social Justice Education through Children's Literature in Early Childhood*
Day/Track: Thursday, 10:15 a.m., Education
Summary: This presentation focuses on early childhood education and the creation of curriculum that promotes social action skills through children's literature. Educators are challenged to find ways to develop age-appropriate curriculum that informs and expands young children's pre-existing ideas and abilities related to difference and social activism. Introducing young children to literature that addresses diversity and names social inequality is one way to address this challenge. A review of literature suggests that children need to develop resiliency skills when incorporating new perspectives if they are to assimilate notions of fairness and justice into their thinking. Attributes of resilient children include social competence, problem-solving skills, autonomy, and a sense of purpose and future. Promoting social action skills through children's literature has the potential to foster greater resiliency in young children.
Presenter(s): Young Mi Chang, Ph.D., Matthew Conley, Ph.D., Ohio Dominican University, OH
Contact: changy@ohiodominican.edu, conleym@ohiodominican.edu

3 *African American Parents' and Students' Perceptions Regarding Enrollment in a Life Skills Focused Mentoring Program*
Day/Track: Wednesday, 9:00 a.m., Education
Summary: The purpose of this study was to examine parents' and students' perspectives related to enrollment in a life skills mentoring program targeted toward African American students. The primary objective was to gain a better understanding of the motivating factors influencing participation in the mentoring program.
Presenter: Stephen R. Marvin, Ed.D., Freed-Hardeman University, TN
Contact: smarvin@fhu.edu

4 *Antecedents to User Engagement in Software Development*
Day/Track: Wednesday, 3:15 p.m., Business
Summary: This research seeks to address a gap in understanding new insights into antecedents to user participation in software development. The role of users in software development is vital in building the best software products as efficiently as possible. Bringing users into the development process is important in overcoming the problems associated with failure to meet software development goals including meeting requirements, satisfying users, finishing on time, and staying within budget. It understood that user participation can properly prepare and train users for this role. This research will study antecedents to user participation using theories, Job Engagement Theory and Workplace Spirituality.
Presenter: Peggy Beranek, Ph.D., University of Colorado, CO
Contact: mberanek@uccs.edu

5 *Asking a Better Math Question*
Day/Track: Thursday, 8:30 a.m., Education
Summary: The goal in this session is to present techniques in teaching middle child students in mathematics, although the same concepts can be applied across all content areas. The hope is that educators will have gained new ideas on how to incorporate hands-on, inquiry-based methods in their middle child classes.
Presenter: Lisa Douglass, Ph.D., Washburn University, KS
Contact: lisa.douglass@washburn.edu

6 *Best Practices for Developing Pre-Service Teachers' Cultural Competence*
Day/Track: Wednesday, 3:15 p.m., Education
Summary: The purpose of this presentation is to share best practices for developing pre-service teachers' cultural competence within undergraduate and graduate level education programs. The issue is that too often pre-service teachers are only enrolled in a single diversity course and have minimal opportunities to actually develop their cultural competence through learning activities, community-based experiences, and international teaching opportunities. The rationale behind discussing this issue centers on the reality that teachers must be prepared to teach in culturally and linguistically diverse classrooms. Therefore, this presentation will discuss this issue by drawing on data and insights from a

review of the scholarly literature and sharing qualitative research from ethnographic field site visits.
Presenter: Joanna Greer Koch, Ph.D., North Carolina State University, NC
Contact: joanna_koch@ncsu.edu

7 Breaking the Fiberglass Ceiling: Women in the Recreation Marine Industry

Day/Track: Wednesday, 11:45 a.m., Multidisciplinary
Summary: The proposed research views recent statistical regional evidence for women in executive leadership. One of South Florida's strongest economic impacts derives from the multi-billion dollar recreation marine industry. This traditionally male-dominated industry is one of the few where women are rarely seen at all levels. A close look at South Florida's recreation marine industry explores how women enter this industry and what opportunities become available to them throughout their professional career. Women's recent participation in marine education programs appears to be an effective way to attain the highest levels of management in this industry. Acting as mentors, role models, or in other leadership positions provides women the tangible evidence to navigate career direction in the marine industry.
Presenter: Lisa Knowles, Ph.D., St. Thomas University, FL
Contact: lknowles@stu.edu

8 Bringing Mindfulness into the Classroom

Day/Track: Thursday, 11:45 a.m., Multidisciplinary
Summary: From the top to the bottom of any organization, stress is imminent. Educational systems are no exception. The stress on students, teachers, and administrators are compounded by many factors such as mandates, accountability and the ever changing society for which we live. Some research goes so far as to suggest that the education system may be at least partially responsible for our mindlessness. With an outcome-based orientation, educators are often guilty of presenting facts unconditionally with no opportunity for questions or alternative ways of thinking (Langer, 1989). The various causes of mindlessness go against what is developmentally appropriate for young children, and yet are all ever prevalent in the today's educational arena.
Presenter: Sally Creasap, Ph.D., Capital University, OH
Contact: screasap@capital.edu

9 Building a Pathway for Project-Based Learning through Professional Development for Teachers

Day/Track: Wednesday, 10:00 a.m., Education
Summary: This case study highlights a potential means to building a pathway through sustained teacher participation in professional development. Professional development is vital for the advancement of teacher content knowledge, self-certitude and improving instruction strategies. The purpose of this study was to determine the effectiveness of the professional development learning where teachers gained project-based learning knowledge and strategies in order to integrate project-based learning into their diverse classrooms.

The professional development learning activities for teachers provided an opportunity for teachers to build a learning community for support, engage in a variety of learning tasks, develop new project-based assessment tools linked to district standards, and create shareable resource banks.
Presenter: Virginia McCormack, Ed.D., Ohio Dominican University, OH
Contact: mccormav@ohiodominican.edu

10 Challenges Women Encounter in the Workplace and its Impact on Authentic Leadership

Day/Track: Wednesday, 9:30 a.m., Multidisciplinary
Summary: This presentation reviews the challenges that women face while attempting to lead with authenticity and the strategies they employ to overcome those challenges. Also, included are the recommendations that successful women leaders would offer to aspiring women leaders. The research provides a basis for the development of learning materials and workshops especially designed for and by women. Programs that will enable women leaders to honor their desire to demonstrate more authenticity by promoting self-awareness and relational transparency despite workplace circumstances. This presentation is a result of a recent study: Advancing the Practice of Authentic Leadership Among Professional Women: A Phenomenological Investigation (Felt, 2017).
Presenter: Jane C. Felt, Ed.D., Pepperdine University, CA
Contact: jcfelt@pepperdine.edu

11 Civic-Political Development in the Context of Economic Apartheid in Distressed Communities: A Theoretical Model

Day/Track: Thursday, 11:15 a.m., Behavioral Science
Summary: As class status improves, engagement in civic and political activities increases. These activities are voting, volunteerism and vocal activism. However, depressed socio-economic status leaves many individuals disengaged from civic-political structures. Applying Attachment Theory, this article proposes there are five statuses of civic-political development to being an engaged citizen. These statuses correspond to fixed class categories and are 1) disengaged and detached; 2) insecure, responsive; 3) insecure, subscribing; 4) secure, subscribing; 5) secure and defining. The lower the quintile, the less engaged an individual is in the civic-political structures of society and attached to their community. Organizing communities is one way to engage individuals into the civic-political structures of their community in spite of their economic status. Audience members will be introduced to a conceptual model and a theoretical framework. This presentation stems from an article recently published in Advances in Applied Sociology.
Presenter: Diann Cameron Kelly, Ph.D., LMSW, Adelphi University, NY
Contact: kelly5@adelphi.edu

12 *Client Satisfaction with Services Provided by a State Rehabilitation Agency*
Day/Track: Wednesday, 10:00 a.m., Behavioral Science
Summary: The purpose of this presentation is to present a prediction model of client satisfaction with their vocational rehabilitation counselors based on services received for job readiness, job search, job placement, and transportation. This study is part of a larger study (N=3,527) sponsored by a state department of rehabilitation services in the southeastern part of the United States. Data were collected in 2016 and 715 clients responded to the counselor satisfaction variable. Multiple linear regression procedures were used. The overall regression model was statistically significant at the .01 level. Transportation and job search assistance were significant at the .02 and .06 levels respectively.
Presenter: Marie Kraska, Ph.D., Auburn University, AL
Contact: kraskmf@auburn.edu

13 *Comparison of Behavioral Changes in Non-Emergent ED Usage among 18-22 Year Olds in Four States with or without Medicaid Expansion*
Day/Track: Thursday, 9:30 a.m., Multidisciplinary
Summary: The research question of this presentation is "Did the expansion of Statewide Medicaid programs effect the behavior of young adult (18-22 year olds) seeking non-emergent ED care, as compared to a state that didn't expand Medicaid". This study will analyze SED data from 2009 and 2014, from Arizona, Florida, Kentucky and Maryland. If the analysis confirms positive changes in use patterns, it study will attempt to estimate any savings attributable to Medicaid expansion. If no, or few, changes are found, the authors will explore what issues may have negatively impacted on behavior change in this population. And, if it is found that changes did occur, it will explore the reasons for those changes.
Presenter: Roe An Roberts, Ph.D., MPH, Midwestern State University, TX
Contact: roe.roberts@mwsu.edu

14 *Cooperative Learning: A Systematic Investigation of Two Group-Based Approaches to Teaching Assessment in Early Childhood Education*
Day/ Track: Thursday, 10:15 a.m., Education
Summary: I will present the instructional methodology and results of a follow-up to a prior exploratory investigation of cooperative learning in teaching assessment in early childhood education. In the follow-up study, I systematically compared and contrasted the pedagogical efficacy of two variants of cooperative learning and a more conventional rote-learning assignment. In one cooperative learning condition, students reprised the simulated classroom practice evidenced in the Cooperative Assessment Portfolio (CAP) assignment used in the previous study. In the other cooperative learning condition, students completed a Cooperative Assessment Case Analysis (CACA) assignment with distinguishing features of case-based learning. The combined results of objective testing of students' academic performance and students' surveyed perceptions favored both CAP and CACA over rote learning. Additionally, students in the CAP group outperformed those in the CACA group on all quantitative and qualitative measures. I will discuss the overall findings in the context of social constructivist pedagogy and future directions for research.
Presenter: Joseph A. Mayo, Ed.D., Gordon State College, GA
Contact: joe_m@gordonstate.edu

15 *Corporate Tax Cuts in the Age of Trump*
Day/Track: Wednesday, 11:15 a.m., Business
Summary: My paper will compare current efforts to reform the tax code with the 1986 Tax Reform Act. It will focus on the like role partisan polarization will play in the legislative process.
Presenter: Donald Brand, Ph.D., College of the Holy Cross, MA
Contact: dbrand@holycross.edu

16 *Creating Active and Interdisciplinary Learning Opportunities: The Leapfrog Fellowship as an Example*
Day/Track: Thursday, 8:30 a.m., Multidisciplinary
Summary: This presentation will discuss how to create active and interdisciplinary learning opportunities for graduate students by integrating real world situations from the field. We will use the Leapfrog fellowship as an example. Leapfrog, a nationally recognized patient safety organization, selected the Professor for 2017 Leapfrog Fellowship. We then engaged, with Leapfrog's support, a team of interdisciplinary adult-learners to assist in delivering a project to the sponsoring organization. The team was selected via a competitive process and consisted of students from different disciplines (MD, MBA, MSOL). Healthcare delivery is fraught with a silo mentality. Lack of communication, teamwork, and understanding of different disciplines involved in the healthcare industry has resulted in an extremely inefficient and unsafe system. By creating interdisciplinary and inter-professional student learning opportunities, we can create an understanding and appreciation among young professionals for each other's discipline and potentially leading to improvements in the healthcare system. Students can identify how different training leads to different, but a complimentary approach to an issue.
Presenter: Angela Mattie, JD (Esq.), MPH, Quinnipiac University, CT
Contact: angela.mattie@qu.edu

17 *Creativity and Innovation: Harnessing the Power of Social Media*
Day/Track: Thursday, 11:15 a.m., Business
Summary: Our world is changing at a hyper speed. The 21st century has brought exciting changes and improvements to how we live and engage with each other. While much of this change is the result of improvements and advancements in technology, two important drivers of this change are the

Internet and a shift in value creation. Successful brands and firms understand that creativity and innovation work together in the development of useful new concepts. However the source of inspiration for new ideas is no longer restricted to a select team of managers, executives, and consultants. Today the source of new insights has shifted from the office suite to social media influencers. It is no secret that social media heavily influences our world.
Presenter(s): Jane Boyd Thomas, Ph.D., Cara Peters, Ph.D., Winthrop University, SC
Contact: thomasj@winthrop.edu, petersc@winthrop.edu

18 *Critical Thinking & Student Engagement: Best Practices*
Day/Track: Wednesday, 1:30 p.m., Education
Summary: Introduction to a five-step pedagogical process to transition courses toward one that develops critical thinking skills in a learner-centered (student-engaged) environment and provides a means of measurement and analysis of student learning and performance to ensure quality courses and programs. The process can be of assistance for those institutions seeking institutional and/or program accreditation as they develop an outcomes assessment program.
Presenter: Barbara Limbach, Ph.D., Chadron State College, NE
Contact: blimbach@csc.edu

19 *A Developmental Approach to Collegiate Recovery: A Continuum of Care Model*
Day/Track: Thursday, 11:45 a.m., Behavioral Science
Summary: Collegiate Recovery programs are designed to provide a safe and supportive environment for college students pursuing long term recovery from substance use disorders. The field of collegiate recovery is a relative new campus resource that finds its origins in counseling and alcohol and other drug treatment in a university counseling setting. Collegiate recovery programs exist in a variety of campus divisions ranging from student life, student health, university counseling center, to residential life living learning communities. Due to the evolution of the field professional literature and models of collegiate recovery are limited. This presentation will outline a unique continuum of care model that is grounded in developmental theory and student identity theory. This broad brush model of collegiate behavioral health has multiple implications for addressing the needs of students faced with substance use disorders as well as campus prevention models. The presentation will conclude with data from current collegiate recovery students and suggestions for program implementation of this campus resource.
Presenter: Gerard A. Love, Ed.D., University of Alabama, AL
Contact: galove1@ua.edu

20 *Development of Students' Forensic Accounting Skills with the Use of Interactive Case Studies*
Day/Track: Thursday, 10:45 a.m., Business
Summary: Forensic accounting is a relatively new field. It falls within the field of fraud examination. Universities are developing fraud examination and forensic accounting programs at both the undergraduate and graduate levels. There are numerous books in circulation that provide students information in this field, which include some case studies. The cases studies in most books are known as 20-20 hindsight cases. They provide all the case background facts, red flags, outcomes and conclusions. These cases can be read by students and discussions can occur, but there is little room for them to make decisions on how to investigate, gather documentation, interview potential witnesses, write their findings in a report, and present their findings of the respective case.
Presenter: David Glodstein, DBA, CPA, CFE, CFI, State University of New York College at Old Westbury, NY
Contact: glodsteind@oldwestbury.edu

21 *Dyslexia and Dyscalculia: Teachers' Beliefs and Experiences*
Day/Track: Wednesday, 9:00 a.m., Education
Summary: The authors will present information regarding educators with dyslexia (reading disability) and dyscalculia (math disability). The information will come from a longitudinal research study in which educators were asked questions regarding how their beliefs and own disabilities have affected their work with their students as well as their own personal lives. Key insights, implications, suggestions, and future directions will be discussed. Audience participation will be encouraged.
Presenter: Elizabeth M. Wadlington, Ph.D., Southeastern Louisiana University, LA
Contact: elizabeth.wadlington@selu.edu

22 *The Energy Management Challenge: Priming Student Change with the Energy Audit*
Day/Track: Wednesday, 11:15 a.m., Education
Summary: University students are increasingly more involved as they juggle managing life away from family, making time for coursework, fulfilling organizational commitments, and honoring social engagements as well as, for many, holding full time jobs. At a time when students' lives are more intense than ever, many are at a distinct disadvantage because of inadequate energy management. This research will examine the energy management (or lack thereof) of participating students while testing the effectiveness of various types of tools used to communicate well-being and energy management.
Presenter(s): Mary Tucker, Ph.D., Andrew Pueschel, Ph.D., Ohio University, OH
Contact: mary.tucker@ohio.edu, pueschel@ohio.edu

23 *Engagement – the Special Ingredient for Increasing Online Student Retention*
Day/Track: Wednesday, 2:00 p.m., Multidisciplinary

Summary: With the exponential growth in online courses, retention, which has been suggested as one of the greatest weaknesses of online education, is an area of great concern. Studies show that failed retention rates for online college and university graduates range from 20 to 50%, however the number of college students who are participating in online courses continues to increase dramatically despite this likelihood of non-completion. Student persistence in online courses is related to many reasons, of these, research suggests that both time and relationships rate high on the list. While the instructor may not be able to combat a student's "time" commitments, it is possible to create positive and trusting online relationships, which begins with student engagement. Attend this session to learn about the three essential components for building student engagement in online courses and thus, increasing student retention and success.
Presenter(s): Wendy Cowan, Ph.D., Bridgette Chandler, Ed.D., Letitia Bergantz, Ph.D., Athens State University, AL
Contact: wendy.cowan@athens.edu, bridgette.chandler@athens.edu, letitia.bergantz@athens.edu

24 *Engaging Students through Technology an Interdisciplinary Approach*
Day/Track: Thursday, 9:00 a.m., Education

Summary: As technology has emerged, we see institutions utilizing technology in teaching. There are multiple platforms and tools available to instructors. This article examines multiple platforms and tools (Prezi, Blackboard Collaborate, Gamification, Video Conferencing, and Avatars). The article highlights application along with pros and cons for instructors. The article will also examine the use of these tools across disciplines and course formats (grounded, online, and blended) at Saint Leo University. The article will illustrate how these tools enhance student engagement, collaboration, and learning benefits.
Presenter(s): Courtney Wiest,, Ph.D., Melinda Carver, Ph.D., Felicia Wilson, Ph.D., Keya Mukherjee, Ph.D., Saint Leo University, FL
Contact: courtney.wiest@saintleo.edu, melinda.carver@saintleo.edu

25 *Erikson, Adler, & Measures of Spiritual Awareness*
Day/Track: Wednesday, 10:45 a.m., Behavioral Science

Summary: The research literature is replete of investigations examining personality models and religion/spirituality. Miller & Worthington, Jr. (2012) discussed Object Relations, Attachment, Eysenck's Biological approach, and the Big Five Factor model and reviewed some of the current findings relative to religious and spiritual constructs. Yet, often overlooked in the literature are the iconic and classic theorists (i.e., Erik Erikson, Alfred Adler) and their contributions to personality development. This presentation reports preliminary findings on the relationship between Erickson's psychosocial stages and Adler's social interest with religious orientation (i.e., intrinsic, extrinsic, and quest) and spiritual well-being (i.e., religious, existential, and spiritual well-being). Implications for building spiritual awareness and psychosocial strengths in college students will be discussed.
Presenter: Betsye Hunter Robinette, Ph.D., Indiana Wesleyan University, IN
Contact: betsye.robinette@indwes.edu

26 *EWOM Mediation of the Effects of Film Characteristics on Box Office Revenue*
Day/Track: Wednesday, 10:00 a.m., Business

Summary: Previous research indicates that both movie characteristics and electronic word of mouth may influence box-office results. It is also likely that electronic word-of-mouth plays a mediating role in the relationship between movie characteristics and box-office results. Using data from a sample of 86 movies released between November 2013 and December 2014 we employed a series path analyses to test these propositions. Results indicate that eWOM partially mediates the effect of production budget (a proxy for advertising budget), star power and critical acclaim on box-office revenues. The effect of eWOM was most pronounced for star power and critical acclaim. The main managerial implication is that movie marketers should try to devise creative promotions that will engage consumers and stimulate eWOM and, in turn, may enhance box-office revenues.
Presenter(s): Darryl W. Miller, Ph.D., Hossein L. Najafi, Ph.D., Ozcan Kilic, Ph.D., University of Wisconsin-River Falls, WI
Contact: darryl.w.miller@uwrf.edu, hossein.najafi@uwrf.edu, ozcan.kilic@uwrf.edu

27 *An Examination of Collegiate Internships in Entrepreneurial Leadership Settings: Requirements for Designing the Undergraduate Experiential Learning Course*
Day/Track: Thursday, 10:15 a.m., Multidisciplinary

Summary: Collegiate internships play a significant role in the professional development of undergraduate students. They provide students the opportunity to experience real world expectations embedded within actual vocational environments under the support of their collegiate faculty. Although there are a number of common reasons why internships are utilized in each academic area, the requirements for the experiences are substantially different across disciplines and level of coursework. The environments for business and social entrepreneurship, service-oriented and servant leadership are distinct. The purpose of this paper is to explore some of the commonalities and differences that exit for internships across collegiate academic disciplines at the undergraduate level, introduce the concept of iterative reflective practices and identify their salience for programs from an interdisciplinary perspective.
Presenter: Peter H. Hackbert, Ph.D., Berea College, KY
Contact: hackbertp@berea.edu

28 *An Examination of Sexual Violence among Individuals Who Identify as Lesbian, Gay, Bi-Sexual, and/or Transgender (LBGT)*
Day/Track: Thursday, 10:15 a.m., Behavioral Science

Summary: A systematic review of literature published from 2010 to 2016 was conducted in order to examine sexual violence perpetrated among those individuals who identified as lesbian, bi-sexual, gay, and/or transgender (LBGT) and the challenges they faced from identifying as an LBGT individual. Results of the literature findings indicated that LBGT individuals are exposed to childhood sexual abuse, adult sexual assaults and hate crimes at significantly higher rates when compared to the general population. The examination of the literature revealed disproportionate rates of harassment, physical assaults, sexual assaults and intimate partner violence when compared to the general population. In addition, individuals who identify as LBGT are substantially prone to internalization of their feelings, making them prone to post-traumatic stress (PTS), depression, anxiety, substance abuse and suicide. The lack of available support for the LBGT community leaves them feeling vulnerable and underserved. This research advocates for effective collaboration with social services with the aim of ensuring justice and equitable treatment for LBGT individuals.

Presenter(s): Debra Mims, DBA, Rhondda Waddell, Ph.D., Saint Leo University, FL
Contact: debra.mims@saintleo.edu, rhondda.waddell@saintleo.edu

29 *An Examination of the Relationship between a Candidate's Disposition Assessments from Admission to the Teacher Preparation Program to Completion of the Teacher Preparation Program*
Day/Track: Wednesday, 9:30 a.m., Education

Summary: The research focused on clarifying the responsibility of the institution preparing these individuals including but not limited to: identifying dispositions of successful teachers, evaluating those dispositions in teacher education candidates going into education, developing dispositions standards, and evaluating candidate dispositions as they progress through the program. The purpose was to develop candidates who possess those dispositions that will make them successful in the classroom and what to do about those candidates who do not possess those dispositions. The study focused on examining candidates' perceptions of their own dispositions and if those dispositions changed as they progressed through the teacher education preparation program.

Presenter: Darolyn Seay, Ed.D., Peru State College, NE
Contact: dseay@peru.edu

30 *Examining the Use of Pedagogy Rubrics to Influence and Enhance Mathematics Instruction*
Day/Track: Wednesday, 9:30 a.m., Education

Summary: The Examining the Use of Pedagogy Rubrics to Influence and Enhance Mathematics Instruction research study examined instructional practices as an open and coherent process in a way that informs participants of teaching standards and highlights the delivery of mathematics learning experiences. The purpose of the study was to analyze classroom learning experiences through pedagogy rubrics and provide valid inferences about their use in the teaching and learning of mathematics.

Presenter: Joseph W. Spadano, Ed.D., Rivier University, NH
Contact: jspadano@rivier.edu

31 *Exploring the Impact of Strategies of Intergroup Contact on University Students: Empathy, Anxiety, and Constructions of Criminal Offenders*
Day/Track: Thursday, 10:45 a.m., Behavioral Science

Summary: To combat the ever rising numbers of incarceration rates and the public support for the violent treatment of offenders, researchers propose engaging in high quality contact with them (Vasiljevic & Viki, 2013). Presented as a "contact hypothesis" by Allport (1954), the concept of intergroup contact developed into an integrated and influential theory (Hewstone & Swart, 2011). The ongoing study of intergroup contact revealed reduction of anxiety and increase in empathy are psychological processes through which contact produces its positive effects. This study explored if strategies of intergroup contact reduced anxiety and generated empathy in university students participating with prison inmates in an experiential learning program held at a medium level state prison. The study further explored if these strategies produced a change in the students' constructions of criminal offenders.

Presenter(s): Cindy M. Anderson, Ph.D., Brian J. Cowley, Ph.D., Park University, MO
Contact: canderson@park.edu, brian.cowley@park.edu

32 *Exploring the Relationship between Identity Development, Student Achievement, and the Decision to Engage a Post-Secondary Education among Upward Bound Students*
Day/Track: Thursday, 8:30 a.m., Education

Summary: All participants will engage in the Multigroup Ethnic Identity Measure – Revised (MEIM-R) survey which measures identity development. This will be done in order to gain insights into the survey experience and further questions regarding identity development, up to 10 percent of participants will be randomly selected to be interviewed using a semi-structured interview protocol developed by the researchers. Based on the results of the survey data and interviews, participants may be organized into one of four focus groups comprised of up to 15 students in order to collect follow-up data that is specific to each identity development status. Student achievement and demographic data will be gathered from the Upward Bound program.

Presenter: John W. Hatcher III, Ed.D., Southeastern Louisiana University, LA
Contact: john.hatcher@selu.edu

33 *Exploring the Use of Technology to Support Literacy of Sixth Grade Students with Reading Disabilities*
Day/Track: Wednesday, 2:00 p.m., Education
Summary: The degree to which the utilization of technology supports the academic achievement of sixth grade students with reading disabilities was examined using a quantitative research design. The data analysis involved the results from the Educational Technology Assessment Program to measure achievement. The Standardized Test for the Assessment of Reading (STAR) provided 2015-2016 scores regarding academic accomplishment of middle school students with reading disabilities. The central research question was developed based on the current literature on the impact technology can have on student academic achievement (Grinager, 2006). Using a specially designed survey, the researcher examined the teachers' understanding of educational technology and what technology was used to support learning in students with reading disabilities was determined. Along with the technology used by teachers, student reading scores, as well parent and student perception of technology use surveys were used to answer the research questions. In comparing data sources (STAR assessment and surveys), the degree to which technology supports student academic achievement was described.
Presenter: Jaime Renee Inman, Ed.D., Lindenwood University, MO
Contact: jinman@lindenwood.edu

34 *Forget Customer Satisfaction! Focus on the Ones You Lost Instead!*
Day/Track: Wednesday, 1:30 p.m., Business
Summary: After years of conducting dozens of market research projects for a wide variety of clients, it is time to focus on projects with more immediate impact. Customer satisfaction studies are common but are limited to providing static scores but lack the specific sources of satisfaction, how to maintain it, or strategies to improve it over time. With wide gaps between top management and customers' impressions of their brand experiences, the time is right for more meaningful insights from market researchers. Valuable insight can be gained by talking to those customers that were lost and probing the reasons why. Immediate strategies can be implemented to mitigate future customer defection if top management has the will to examine potential failures in brand experience and performance. Don't let good customers go without first trying to understand their motivations and developing strategies for reducing customer defection.
Presenter: Robert B. Young, DBA, Baldwin Wallace University, OH
Contact: robyoung@bw.edu

35 *Fostering Positive School and Classroom Climates: Valuing Diversity, Modeling Empathy, and Preventing Bullying*
Day/Track: Wednesday, 2:00 p.m., Education
Summary: This presentation will focus on the critical influence of positive school and classroom climates on children's ability to learn and thrive in school. The classroom needs to be a safe place where kindness and understanding of differences triumph over wrongful acts and bullying. Research has pointed to early intervention in the form of recognizing emotions, and teaching and modeling empathy and perspective taking, to mitigate children's unacceptable behaviors. We will explore such questions as: Why is bullying an important concern for teachers? What can teachers do to alleviate and prevent bullying and its consequences? We will discuss face-to-face bullying and cyberbullying. We will present survey data we gleaned from student teachers on their perceived background knowledge and self-efficacy concerning bullying prevention. Participants will come to a better understanding of the problem of bullying and ways to ensure positive school and classroom climates, where diversity is valued and empathy modeled to safeguard all students. Participants will be engaged through the use of a handout that will signal several pauses in the presentation to encourage sharing of experiences and offering comments or recommendations regarding the research.
Presenter(s): Laura Erhard Fiorenza, Ed.D., Sara Lamb Kistler, Ph.D., West Chester University, PA
Contact: lfiorenza@wcupa.edu, slamb@wcupa.edu

36 *Graduate Learning Communities: An Effective Model for Transformational Learning*
Day/Track: Wednesday, 3:15 p.m., Multidisciplinary
Summary: The Master of Science in Education Learning Community Program at a Midwestern university has been designed to meet the professional development needs of educators. Delivered in a non-traditional format in off-campus cohorts, or learning communities, the program promotes deep learning and growth, and transformation. The program draws heavily on constructivist theory. Educators build their understanding through inquiry into the teaching and learning process, transfer of their ideas and learning into the classroom, and take an active leadership role in promoting research-based change in education settings, schools, and the larger community. This session will focus on the structure and various components of successful learning communities, as well as data collected on the effectiveness of the model.
Presenter(s): John Engstrom, Ed.D., Dennis Lamb Ed.D., Southwest Minnesota State University, MN
Contact: john.engstrom@smsu.edu, dennis.lamb@smsu@edu

37 *How the Legal Status of Undocumented Students Affects Their Access to Higher Education, Public Health and Mental Health Services*
Day/Track: Wednesday, 1:30 p.m., Behavioral Science
Summary: This paper reviews the literature on the immigrant community and their struggles due to their legal status as undocumented, either benefitting from employment authorization through Deferred Action for Childhood Arrivals (DACA) or with no protective legal status as well as examines the stories of 102 participating university students and the effects of their legal status on their access to higher education, public health and mental health services. Due to the perceived fear across generations that continues to exist among the undocumented population, it is hypothesized that

those who identify as undocumented will be less likely than those who identify with any type of legal status including DACA as a protective status when accessing services.
Presenter: James T. Decker, Ph.D., California State University, CA
Contact: james.decker@csun.edu

38 How to Develop a Professional Attitude in an Academic Setting
Day/Track: Thursday, 8:30 a.m., Business
Summary: This approach requires great attention to detail. It demands students pay particular attention to all in class activities and to full participate when requested. Course material is shared, discussed and learning is measured by many rubrics in most class meetings. Prior class material is used to enhance learning of new material. The subject is marketing but how to learn and use the information is the focus.
Presenter: Joseph Stasio, MBA., Merrimack College, MA
Contact: stasioj@merrimack.edu

39 How to Use the GLOBE Techniques to Deal with International Human Resource (IHR) Challenges
Day/Track: Thursday, 9:30 a.m., Business
Summary: The global marketplace has become an economic reality in which the United States could be considered a dominant player, but some economists have stated that its position in this global economic environment has been declining in previous decades due to the European Union, Asian, and Emerging Markets. With that in mind, according to Wiley (1996) study, since the late 90s, most employers have been battling the benefits, conflicts, and challenges that come with a culturally diverse workplace. The advantage of a different environment is that it will bring about a broad range of knowledge, awareness, and viewpoints from people that were brought up in different cultural environments. As a result, a robust international position will require that human resource managers (HRM) are prepared to function effectively and efficiently in a goal-oriented environment.
Presenter: Rossano V. Gerald, DBA., Concordia University, TX
Contact: rossano.gerald@concordia.edu

40 The Impact of a Study Abroad Experience on Bilingual /TESL Students: Challenging Their "Sense of Self"
Day/Track: Wednesday, 3:15 p.m., Education
Summary: For various reasons many universities here in the U.S., and internationally, encourage their students to study abroad. As a result, our BIL/TESL program at Central Washington University has offered undergraduate BIL/TESL minors the opportunity to complete a three-week BIL/TESL practicum at local schools in Honduras since 2011. The purpose of this presentation is to analyze the impact such an experience has on their self-identity (sense of self). Through my observations, interviews, and their reflective journals, it is clear that the BIL/TESL minors who participated in the Honduras practicum developed profound empathy toward disadvantaged children who come from developing countries.
Presenter: Terrence McCain, Ph.D., Central Washington University, WA
Contact: mccain@cwu.edu

41 The Impact of Community Policing on Domestic Counter Terrorism Efforts and Community Trust
Day/Track: Wednesday, 9:00 a.m., Multidisciplinary
Summary: Protecting the country from domestic terrorism is a complex and challenging assignment being addressed daily by local law enforcement and federal agencies. Although there are many levels of support, much of the effort falls on local law enforcement especially when it comes to domestic threats. Conducting traditional public safety and counter terrorism functions can cause frustration, strain and mistrust between the civilian community and the law enforcement agencies. It also raises questions about the role of law enforcement in the community. This paper will explore how local law enforcement can perform their traditional mission of public safety, along with counter terrorism efforts, and maintain trust in the communities they serve. The discussion will conclude with recommendations on how to apply the concepts to effectively perform both missions.
Presenter: Kenneth Goldberg, DPA, National University, CA
Contact: kgoldber@nu.edu

42 Implementing the edTPA: A Willie Wonka Experience
Day/Track: Wednesday, 10:00 a.m., Education
Summary: In 2015, the state of Alabama began piloting the Education Teacher Performance Assessment, better known as edTPA. In fall 2018, the performance assessment becomes consequential, meaning teacher candidates must receive a passing score to be certified in the state. Since 2015, education preparation providers (EPPs) have been working diligently to learn about the new assessment and to incorporate its tasks into coursework. Furthermore, each EPP has sent representation to numerous conferences and has brought in experts to assist with preparing faculty for the nuances of the assessment.
The presenters will engage the audience in a discussion of our processes in becoming edTPA experts at our two institutions. The experience, much like Willie Wonka's chocolate factory, has been filled with delicious segways, trying underpasses, and doubtful moments. Yet, in the end, someone does survive to tell the story.
Presenter(s): Brooke A. Burks, Ph.D., Auburn University at Montgomery, AL; Emma G. Haley, Ph.D., Tuskegee University, AL
Contact: bburks1@aum.edu, ehaley@mytu.tuskegee.edu

43 Impostership: A Search for the Cause to get to the Cure
Day/Track: Wednesday, 11:45 a.m., Education
Summary: Dirkx observed in 2008 that in one form or another, emotional issues never seem very far from the surface in adult learning contexts (as cited in Taylor and

Marienau, 2016, p. 52). Although emotions can be positive, negative emotions often arise that can inhibit effectiveness in the classroom. Impostership, one of these negative emotional conditions, is ubiquitous throughout the field of adult education. In an effort to stem the flow and assist learners in overcoming the negative effects, this session examines possible causes as described by current adult learners.
Presenter(s): Patricia Coberly-Holt, Ed..D., Caroline Braun, BA, Georgia Southern University, GA
Contact: Patricia.Holt@armstrong.edu, caroline.braun6262@gmail.com

44 *An Investigation of Ethical Perceptions of Accountants and Career Experiences*
Day/Track: Thursday, 11:45 a.m., Business
Summary: The purpose of this quantitative, cross-sectional study is to evaluate the relationship between exposure to real-world work experiences and the ethical perceptions of Certified Public Accountants (CPAs). Participants will be recruited via an accounting research panel utilizing Singhapakdi's (1996) Perceived Role of Ethics and Social Responsibility Scale (PRESOR) to measure CPAs' perceptions of the importance of ethics and social responsibility to an organization's overall effectiveness. With an increase in accounting scandals (PWC, 2016) and a decrease in ethical reasoning skills of newly hired accountants Abdolmohammadi et al., 2009), the researchers plan to contribute by narrowing the research gap in regards to CPAs' years of experience, organizational position, and age in relation to one's perception of ethics and social responsibility.
Presenter: Trish Driskill, Ph.D., CPA, University of the Incarnate Word, TX
Contact: tdriskil@uiwtx.edu,

45 *Is There Space for Co-Mingling Mexican Parents' Learned Mathematical Knowledge with Their Children's School Learned Ways of Thinking and Doing Mathematics?*
Day/Track: Thursday, 10:15 a.m., Education
Summary: In the daily moments of the Mexican household, parents tap their accumulated cultural knowledge of mathematics as a framework for influencing their children's use mathematics for making sense of their immediate world. From two years of household visits and bi-monthly conversations in the Spanish language with four families, the researcher gained unique insights of the parents' childhood either on a ranch, a marketplace, or the daily, one-hour trek to the schoolhouse. These parents' cultural frame of reference—prior experiences with mathematics, life events, and native language—underlies their children's out-of-school learning that at times conflicts with school-learned strategies. As a result of many heartfelt conversations, the researcher came to understand what these parents sought from their child's school teacher—a trusting alliance as well as tacit acknowledgement of parental knowledge.
Presenter: Gilbert Duenas, Ph.D., Auburn University Montgomery, AL
Contact: gduenas@aum.edu

46 *Leadership and Its Effect to Organizational Culture*
Day/Track: Wednesday, 10:00 a.m., Business
Summary: This paper is a reflection on leadership theories, characteristics, and skills I have learned during the course of Organizational Leadership. In this reflection paper, I deliberated on the relationship between leadership styles in different situation and organizational culture. I have responded to the question "how a leader can promote a healthy organizational culture?", and have discussed about promoting the organizational culture by tools of power and ethics.
Presenter: Parisa Aflatounian, MBA, DBA student, George Brown College, Toronto, Canada
Contact: parisa.aflatounian@waldenu.edu

47 *Learning How to Work Collaboratively Among Neuroscience and Education to Foster Better Understanding of Cognitive Development*
Day/Track: Wednesday, 9:00 a.m., Behavioral Science
Summary: To date, both neuroscience and education have focused on cognitive development, yet both sides have often neglected how they can work collaboratively to identify and monitor strategies which produce clinically based results that can be applied to educational practices. Encouraging teachers to turn their attention to social and emotional environments in which children encounter learning, it becomes possible to modify educational practices based upon neuroscience. If we can learn to appreciate the diversity of strategies that researchers apply to answer a specific question, then education may also benefit by emphasizing the importance of teaching different strategies and helping students develop the skills necessary to be able to take different approaches to a problem. Research in neuroscience, cognitive science, and educational research has intensified in recent years.
Presenter: Kourtland R. Koch, Ph.D., Ball State University, IN
Contact: krkoch@bsu.edu

48 *The Length of Financial Statement Note Disclosures in Canada Pre and Post IFRS with Consideration of Information Overload*
Day/Track: Wednesday, 2:00 p.m., Business
Summary: The length of financial statement note disclosures has increased significantly over time and there is concern that there is information overload in the notes (Morunga & Bradbury, 2012; Radin, 2007). While more information is indicative of transparency the value of the information may be lost if users are not processing the information whether for lack of time, understanding, or complexity of the information (Holton & Chiyi, 2013; Jackson & Farzaneh, 2012). There is evidence that financial statement note disclosures further increased with the adoption of IFRS - International Financial Reporting Standards (Morunga & Bradbury, 2012). IFRS was adopted in Canada for years beginning January 1, 2011.
Presenter: Elsie Henderson, Ph.D., Mount Saint Vincent University, NS, Canada
Contact: elsie.henderson@msvu.ca

49 *"Mary, you look fat in those pants!" - Chinese Social Structural Impact on Chinese Im/politeness Behaviors*
Day/Track: Thursday, 9:00 a.m., Multidisciplinary
Summary: Westerners are often baffled by the disparate Chinese behaviors from being humble and polite to being disrespectful or rude, as shown in the title, a comment from a Chinese to her American friend. It shocks Westerners who believe in showing respect and not imposing one's opinion on others. It also shatters the "deferent and polite Chinese" image. Research on Chinese politeness phenomenon in the past three decades has attempted to explain the unique Chinese politeness behavior from culture and language perspectives, yet it often runs into difficulty in explaining the inconsistent Chinese behavior. The author believes that understanding Chinese politeness lies in understanding the Chinese social structure with a meticulous ranking of social relationships and a distinctive division between insiders, a unique social phenomenon in Chinese society.
Presenter: Li Qing Kinnison, Ph.D., Wofford College, SC
Contact: kinnisonlq@wofford.edu

50 *A Mixed Methods Evaluation of the Influence of Academic Advising on Retention and Student Success*
Day/Track: Wednesday, 1:30 p.m., Education
Summary: Public colleges and universities have long relied on federal and state dollars to help fund operations budgets. Enrollment was a primary factor in determining the amount of funding institutions received. In 2017, with the passage of Arkansas Act 148 of 2017, future state funding will be awarded on various measures of student success including retention and graduation. With changes in funding, institutions are examining ways to better meet the criteria for receiving state dollars under Act 148. Each year state funding is being reduced for public universities making retention and student success ever more important. Several studies (Doubelday, 2013; Low, 2000, Light, 2001) purport that academic advising is critically important to student satisfaction, student success, and student retention. The rational for the proposed study is to explore Southern Arkansas University (SAU) students' perceptions of the academic advisors' roles in their academic success and progress towards degree completion. An overarching theme of the study is to examine the extent to which students are satisfied with their SAU advising experience and its role in retention.
Presenter(s): Whitney M. Gass, MA, Deborah Wilson, Ph.D., Southern Arkansas University, AR
Contact: wmgass@saumag.edu, djwilson@saumag.edu

51 *Moats: They Aren't Just for Castles!*
Day/Track: Wednesday, 9:00 a.m., Business
Summary: We examine the concept of moat in a business context and explore the use of moats by entrepreneur; unwittingly or not. We explain and discuss the five (5) types of moats and how they protect a business. We also discuss the magnitude of the moat and illustrate ways to measure the strength of a moat.
Presenter: John Xavier Volker, Ph.D., Austin Peay State University, TN
Contact: volkerj@apsu.edu

52 *Modeling an Empathic Approach to Persuasion: The Television Commercial Drama*
Day/Track: Wednesday, 10:45 a.m., Business
Summary: This study extends the testing of a model of cognitive and affective responses to TV Commercial Dramas to a Romanian context. A key question that receives focus is the role of empathy. Previous research indicates that this is the key viewer response that mediates the effect of a TVCD's executional elements on attitudes toward commercials and brands. However, empathic concern is thought to vary cross-culturally. Researchers have proposed that empathic tendencies may vary according to several of Hofstede's (1980) values dimensions.
Presenter(s): Darryl W. Miller, Ph.D., Ozcan Kilic, Ph.D., University of Wisconsin-River Falls, WI
Contact: darryl.w.miller@uwrf.edu, ozcan.kilic@uwrf.edu,

53 *Myers-Briggs Type and Accounting Students: A Correlation between Performance*
Day/Track: Thursday, 9:00 a.m., Business
Summary: The purpose of this study is to determine whether the Myers-Briggs personality type of accounting major students at a private, religious institution in the South is indicative of the grades earned in accounting courses. Fifty-eight students were surveyed taking into account their classification, gender, Myers-Briggs personality type, and grades received in 14 accounting courses. The average GPA of each personality type was calculated, as well as a regression analysis of the data. Based on past studies, the hypothesis was that the majority of the students would have an STJ preference, and that this would lead to higher grades in accounting courses, with S being the best indicator of higher grades. The results of this study showed that the majority of the students identified as INFJ with ISTJ being the second most common type. Based on a regression analysis, there was no significant link determined to be found between type and overall GPA.
Presenter: V. Brooks Poole, CPA, CIA, MTAX, Mississippi College, MS
Contact: vpoole@mc.edu

54 *The "New" 5th P of the Marketing Mix: Philanthropy*
Day/Track: Wednesday, 9:30 a.m., Business
Summary: The business marketing concept of the 4 Ps of Marketing were introduced several decades ago and focused on rudimentary elements of how companies employ Product, Price, Place and Promotion in the marketing mix. Each has been portrayed as having substantive value in how firms achieve performance in the marketplace. Actually since its inception, in the 1960's era, there have been iterative developments of the classical 4Ps to six and even 8Ps. In this particular paper, the "new" element that needs to take a forefront position is philanthropy. In its rawest form,

philanthropy can provide firms with a plethora of marketing considerations in developing a holistic new-age approach to strategic marketing.
Presenter: Philip L. Fioravante, Ph.D., Walsh College, MI
Contact: pfiorava@walshcollege.edu

55 *A New Twist in Doctoral Education*

Day/Track: Thursday, 10:45 a.m., Education
Summary: This session will present information regarding the development and initial assessment of a new doctoral program. This approved program is utilizing data driven methods of retaining adult students to support candidates in the hopes of producing high quality dissertations and research. The Doane Doctorate of Education program initiated its first cohort in 2015; these first students have now completed their initial coursework and preliminary evaluations have been conducted. At present the system for matching candidates with chairs and scaffolding coursework has been well received and students are meeting benchmarks for dissertation completion.
Presenter: Catherine L. Sommervold, Ed.D., Doane University, NE
Contact: cate.sommervold@doane.edu

56 *The Opioid Epidemic and the Impact on Special Education in the American Schools*

Day/Track: Wednesday, 2:00 p.m., Education
Summary: This research will investigate the history of the opioid epidemic, current trends in opioid abuse, and the developmental and educational needs of children directly born into this epidemic. The combined research analysis indicates that children impacted by the opioid epidemic will have special education needs in classrooms across the country. Based on the evidence and the analysis of trends, South Eastern United States and New England will have the largest number of children in their schools directly born into this epidemic. The analysis of existing research establishes that there is a direct correlation between infants born with neonatal abstinence syndrome and the need for special education services once these children are in school. Evidence also suggests that children in families fighting opioid addiction will have special education needs that the school will be responsible for addressing.
Presenter: Kathryn Welby, M.Ed., CAGS, Merrimack College, MA
Contact: welbyk@merrimack.edu

57 *Patterns of Engagement in Online Learning*

Day/Track: Thursday, 9:30 a.m., Education
Summary: Research into study habits of online learners have been far and few in between. A renewed commitment to researching the learning environment in online courses prompted a study into the attitudes and study habits of graduate students in order to ensure high quality teaching and learning. In this study, the Revised Two Factor Study Process Questionnaire: R-SPQ-2F was utilized at the beginning and the end of the semester in order to ensure that assessment and authentic activities in the teaching and learning are constructively aligned to promote deep approaches to learning. The R-SPQ-2F reveal sub-scales of motive and strategy ranging from surface, deep and achieving. High scores in any of three sub-scales promoted alerts for the Instructor to constructively align assessment and proactive teaching methods. Results impacted quiz scores and post R-SPQ-2F positively within the populations studied. This paper includes a short review of the literature, the problem, the methods used, and the major results and conclusions.
Presenter: Terry A. Silver, Ed.D., University of Tennessee at Martin, TN
Contact: tsilver@utm.edu

58 *Perceptions of Formal & Informal Learning in Late Adulthood: A Comparison of Assisted Living Residents and Their Non-Resident Counterparts*

Day/Track: Wednesday, 11:15 a.m., Multidisciplinary
Summary: Learning in late adulthood as an area of research has emerged more strongly over the past twenty years or so. This study analyzed the "Paths of Learning" diagrams and writings of twenty participants, half residing in an assisted living facility and half their non-resident counterparts. Follow-up interview questions were asked related to the quality of learning experiences. Six broad comparative findings emerged from the first activity: (1) without prompting, fewer residents identified detailed learning beyond formal learning experiences, (2) fewer residents identified future learning activities, (3) more residents identified what they could no longer do, (4) more residents digressed into stories related to their younger self, (5) fewer residents viewed all learning as essential to their current identity, and (6) fewer residents viewed learning as a life-long process. Five additional qualitative themes emerged from the interview questions supporting the idea that as the life-span continues to increase for individuals living in the U.S., implications arise for those involved in the journey of life-long learning.
Presenter: Jamie D. Stockton, Ph.D., DePauw University, IN
Contact: jstockton@depauw.edu

59 *Preparing a Rigorous Generation of Online Graduate Reading Students*

Day/Track: Wednesday, 3:15 p.m., Education
Summary: This presentation explores efforts on multiple fronts to maintain a high degree of rigor and engagement in an online graduate reading program. Working from a literature-derived framework that identifies successful qualities of an online program, this presentation will share multiple versions of program rubrics that were modified in response to program need, as well as multiple forms of program assessment data suggesting the positive results of various growth and change to courses. Identifying effective online programs requires examining examples of successful ones.

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

60 Professional Dispositions: The Path to Beginning Teachers' Self-Efficacy

Day/Track: Thursday, 9:30 a.m., Education

Summary: This presentation examines the novice teacher's resolve to thrive in the teaching profession. Although many teachers may leave the profession in the first few years of their teaching profession (Graziano, 2009, Schacter & Thum, 2005), it is important to note; beginning teachers may be inspired to remain in the profession if they are a part of a learning community. As part of a learning community, novice teachers may be encouraged to develop professional dispositions which enhance not only their students' achievement but their instructional practice, as well. A community of learners must provide opportunities for the novice teacher to determine professional dispositions that promote self-efficacy. Although beginning teachers are confronted with daily challenges, they can emerge from their first years of teaching inspired to face challenges head-on with the confidence they will not only prevail, but flourish in the field of education.

Presenter: Julie Hentges, Ed.D., University of Central Missouri, MO
Contact: hentges@ucmo.edu

61 Storytelling through Documentaries: An Innovative, Culturally Diverse Practice in Preparing Pre-service Teachers

Day/Track: Thursday, 9:30 a.m., Education

Summary: Teacher preparation programs have been scrutinized for not adequately preparing pre-service teachers especially in an increasingly diverse population. Cultural competence is now included in state and national teaching standards with expectations that teachers modify instructional methods to address diversity. This study looked at a teacher preparation assignment designed to enhance cross-cultural awareness, technological competence, and classroom knowledge by having Pre-service teachers produce a mini-documentary. Findings revealed that teachers are "talented hardworking professionals who have responded to a calling." Participants revealed that their career choice was a moral choice. Nearly all of the participants said that being a teacher is a purposeful function of love, empathy and efficacy and not of monetary compensation.

Presenter: Gary Cheeseman, Ed.D., University of South Dakota, SD
Contact: gary.cheeseman@usd.edu

62 Student Assessment in Our Multicultural Classrooms

Day/Track: Wednesday, 11:45 a.m., Multidisciplinary

Summary: Traditional methods for identifying and rewarding student performance based on specific cultural norms are 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.

Presenter: Susan Epstein, Drexel University, PA
Contact: chambesa@drexel.edu

63 Student Diversity: Looking Beyond the Visible Factors

Day/Track: Thursday, 10:45 a.m., Education

Summary: Connect with Classroom Cultures! Explore beyond the visible factors of diversity to focus on developing a classroom culture of equity to strengthen teachers' skills for responding to K-12 students' backgrounds and diverse needs. This interactive session will explore factors that create a culturally-responsive teaching environment which enhances instructional practices to increase student performance and achievement.

Presenter: Diana M. Yesbeck, Ph.D., Randolph-Macon College, VA
Contact: dianayesbeck@rmc.edu

64 Supplementing with Book Clubs: What's the Impact on Student Achievement?

Day/Track: Wednesday, 10:45 a.m., Education

Summary: In our research study, we are addressing the impact of weekly book clubs on student achievement in literacy. Three groups are addressed: a control group, receiving only classroom instruction, a girls' book club, receiving regular classroom instruction plus a 45 minute weekly book club intervention, and a boys' book club, receiving regular classroom instruction plus a 45 minute weekly book club intervention. This presentation will identify the levels of success as well as practical application of strategies aiding in success of the clubs.

Presenter(s): Gina L. Bittner, Ph.D., Kelly Kingsley, Ed.D., Robert Ingram, Ph.D., Peru State College, NE
Contact: gbittner@peru.edu, kkingsley@peru.edu, ringram@peru.edu

65 Take Heed, Take Action: Bullying in the Home is Sibling Abuse – and it's Serious!

Day/Track: Thursday, 9:00 a.m., Behavioral Science

Summary: Sibling abuse has been found to be the most prevalent form of family violence yet it still remains under the radar and children are suffering both short-term and into adulthood. This research highlights the long-term consequences of childhood emotional and physical sibling abuse particularly in the realm of intimate relatedness.

Environmental causes leading to its development and persistence will be presented in the context of trauma, family systems, and object relations. Risk and protective factors will be discussed and participants will be armed with the ability to assess and intervene.

Presenter: Amy Meyers, Ph.D., LCSW, Molloy College, NY

Contact: ameyers@molloy.edu

66 *Teacher Professional Development through a Science Curriculum Team in an Urban School District*

Day/Track: Thursday, 11:15 a.m., Education

Summary: For more than ten years, a university in New England has been offering teachers in an urban school district in central Massachusetts professional development opportunities through the Science professional development (SPD) team. During the 2015-2016 school year the university sponsored a research study of the science professional development team with a focus on understanding the following: what role does an SPD team play for the ongoing process of learning to teach? What role does the SPD team play in the development of effective and successful urban science teachers? Drawing on qualitative research methods, data were collected and analyzed. Findings indicate that the SPD team was a valued support system for teachers from the same district to reflect on science teaching K-12. Teachers stayed for many years in this team because this type of professional development was not pre-planned by someone for teachers, but teachers planned it collaboratively based on their practical classroom needs.

Presenter: Letina Jeranyama, Ph.D., Clark University, MA

Contact: ljeranyama@clarku.edu

67 *Teaching Educational Statistics Totally Online: What Students Want*

Day/Track: Wednesday, 2:45 p.m., Education

Summary: Online learning is common within the higher education community. As more universities offer more graduate programs totally online for the convenience of the older student who often has a family and full-time job it is imperative that instructors give attention to what students believe constitutes an effective online class. This paper surveyed 36 graduate students anonymously to determine what they considered important in an online course. Students want a professor who uses multimedia effectively, who establishes social interaction among students, who has a well-designed online format, who has an online presence, and who is available to students.

Presenter: Steve M. Bounds, Ed.D., Arkansas State University, AR

Contact: sbounds@astate.edu

68 *Teaching Patterning to Kindergartners*

Day/Track: Thursday, 8:30 a.m., Education

Summary: The goal of this research was to determine whether instructing kindergartners on patterning would improve their performance on standardized mathematics and early literacy tests. Accordingly, a 40 item patterning test was constructed. This test contained patterns of letters, numbers, clock faces, which increased in steps of one or two (i.e., CEGI or CFIL or 1,3,5,7 or 1,4,7,10, or similar spacing of hours on clock faces, and objects which rotated in steps of 90 or 135 degrees. It also had symmetric or growing patterns of letters, numbers, clocks, or shapes. Typical examples are B,C,D,E,E,D,C, B, 3, 4,5,6,6,5,4,3 and 1,2,3,4,4,3,2,1 o'clock as depicted on clock faces. Likewise, eight growing patterns were made, one vertical and one horizontal, from shapes, letters, numbers, and clock faces Square Disc Square Disc Disc Square Disc Disc Disc, ABABBABBB, 454554555, and 2,3,2,3,3,2,3,3,3 o'clock.

Presenter: Robert Pasnak, Ph.D., George Mason University, VA

Contact: rpasnak@gmu.edu

69 *Teaching Students with Disabilities at the College Level*

Day/Track: Wednesday, 10:45 a.m., Multidisciplinary

Summary: Students with disabilities are provided with support through The Individuals with Disabilities Education Act (IDEA) through the age of 21. For students with disabilities who want to go on to post-secondary education the supports are less. There are some accommodations that can be provided through the Americans with Disabilities Act (ADA), however, they are not as extensive. How can colleges and universities support these students in being successful? Can professors meet the needs of students with disabilities in the classroom? While the law may not provide comprehensive components for post-secondary education, universities and professors can be proactive in creating an environment that will allow students with disabilities to successfully complete a degree. This can include policies and procedures, training for professors and additional resources such as tutoring. In addition, students with disabilities need to advocate for their needs by communicating with the university and their professors. Together, with the university, professors and student working together, students with disabilities can be successful in colleges and universities.

Presenter: Rebekah Dyer, M.Ed., Grand Canyon University, AZ

Contact: rebekah.dyer@gcu.edu

70 TEAM2: *Teaching Them to Read - Educational Issues in Court-Involved Youth and Possible Solutions: Preliminary Findings from a Researcher-Practitioner Project*

Funded by the National Institute of Justice

Day/Track: Wednesday, 11:15 a.m., Multidisciplinary

Summary: This presentation will focus on a project in a residential treatment facility. This project focuses on improving reading achievement in residents who are court-placed in the facility. University students provide two research-based reading interventions to residents. Research focuses on the difference in reading achievement and growth between residents who participate in the interventions and residents who do not. Longitudinal data are also being collected once the resident is released from the facility. Initial results suggest that a significant difference exists between the intervention and control groups in reading, in favor of the

intervention group. This 3-year project is being funded by the National Institute of Justice.
Presenter: Ruth E. Jefferson, Ed.D., Ball State University, IN
Contact: rejones@bsu.edu

71 *Through a Glass Darkly: Changing Global Higher Education*
Day/Track: Thursday, 11:45 a.m., Education
Summary: There are two major debates concerning the changing culture of global higher education. First, there is a normative discussion regarding the pros and cons of the value of higher education; return on investment. The second is a focus on moving to a more equitable distribution of cost: move cost to the recipient of the education. Global higher education leaders face the most explosive political environment in the history of higher education. This political pressure is being brought to bear on educational leaders due to decreased allocations from the government and the increasingly common perception of waste, theft, and misuse of taxpayer money on college and university campuses coupled with questions of whether the investment in higher education is cost effective. Part of the increasing scrutiny is in response to private sector companies that have gone through restructuring activities and are learning to do more with less. This politically charged environment bodes ill for educational leaders in post-secondary institutions. At no time has higher education been under such inspection. As dollars become scarcer, calls for accountability continually increase and the global higher education leader must be prepared for a variety of demands, opportunities and challenges.
Presenter: Robert E. Waller, Ed.D., Columbus State University, GA
Contact: waller_robert1@columbusstate.edu

72 *Undergraduate Educational Psychology Students: Lessons Learned from Face-to-Face and Online Sections of the Same Class - Through the Use of Online and Innovative Teaching Modalities*
Day/Track: Thursday, 11:15 a.m., Education
Summary: Engaging students in undergraduate Educational Psychology can be difficult when students are either in face-to-face or online classes. When an institution is located in a frontier area, offering undergraduate Educational Psychology classes with an online companion site increases the challenge to connect and engage students. Due to the remoteness of the institution, the problems of engagement becomes even more daunting!
Presenter: Laura Gaudet, Ph.D., Chadron State College, NE
Contact: lgaudet@csc.edu

73 *Undergraduate Internships: Best Practices in Building the Bridge between the World of School and the World of Work*
Day/Track: Wednesday, 2:45 p.m., Multidisciplinary
Summary: All you have to do is turn on the nightly news and you know that higher education is under fire. The costs of tuition continue to rise and many students are earning degrees that are not translating into jobs that will provide them with adequate salaries. In fact, in 2016, the employment rate for those with a Bachelor's Degree or higher was 88% (U.S. Department of Education, 2017). It has been shown that "one major obstacle that graduates encounter is lack of real world work experience, which is a vital component.

However, many positions require several years of experience" (Hurst, Thye, and Wise, 2014, p 58). So what can we in higher education do? An internship program can help students bridge the world of academia with the world of work (Lopez-Martin, A., et al, 2015). Not all internships are created equal. A successful internship program requires several key components.
Presenter: Barbara Carl, Ph.D., Pennsylvania State University, PA
Contact: bec109@psu.edu

74 *Understanding How Student Engagement Links to Learning Outcomes at an HBCU: Implications for University Leaders*
Day/Track: Wednesday, 11:45 a.m., Education
Summary: Colleges and universities have long been concerned with improving educational outcomes for students namely persistence and graduation. Previously it has been shown that student engagement can be linked to these outcomes and therefore schools have been measuring the degree to which their campuses reflect aspects of engagement. The National Study of Student Engagement (NSSE) is used by over 1600 schools to assess the perceptions of students of the college environment and which behaviors of faculty support positive engagement outcomes. Existing research has used national data sets in an attempt to validate the link between engagement indicators and student outcomes finding a limited number of relationships between indicators and outcomes. This study uses 10 years of data from a medium sized HBCU to examine if the findings from these larger studies can be replicated using data from one institution. The findings show that for both the older and newer versions of NSSE: 1) the engagement indicators are poor predictors of student GPA, persistence, and graduation; and 2) when the indicators were significant it is doubtful that they present any utility for campus administrators.
Presenter: Theodore S. Kaniuka, Ed.D., Fayetteville State University, NC
Contact: tkaniuka@uncfsu.edu

75 *Unsung Heroes: Teachers Speak Out About Teaching, Learning, and Job Satisfaction*
Day/Track: Thursday, 11:15 a.m., Education
Summary: Teaching is a challenging profession in itself, but coupled with high stakes testing and scrutiny by politicians and the media, it has become a discouraging and insecure profession. This research study sought to identify beliefs of teachers about teaching and learning in today's culture of accountability. Eighty-one of the participants (88%) taking the survey were currently employed. Even though most of the teachers in this study felt valued in their community, they felt their profession, namely teaching, was not highly respected. This would seem to indicate that the individuals who responded felt personally valued, although they saw their profession overall as one that lacked respect.
Presenter(s): Gina G. Berridge, Ph.D., Clarissa A. Willis, Ph.D., University of Southern Indiana, IN
Contact: ggberridge@usi.edu, cwillis6@usi.edu

76 *Urban Elementary School Students' Conceptions of Learning: A Phenomenographic Mapping of Variation*
Day/Track: Wednesday, 2:45 p.m., Education
Summary: Urban elementary school students encounter a variety of teaching and learning experiences, and yet they still face many academic challenges that often lead to poor classroom performance. The central aim of this research explored variation in the qualitatively different ways that fifth grade urban elementary school students use their voices to express their conceptions of learning inside and outside of school. To gain insights, the interpretive research approach of phenomenography was used. Semi-structured interviews, the most commonly used method of data collection in phenomenography, were conducted with 20 students from a large, diverse urban school district located in a metropolitan area of north central Texas. Results suggest that important associations exist between students' conceptions of learning and their approaches to studying. This paper argues that teachers must be willing to work at "creating space" for students' voices to share their conceptions of learning. By listening to students, teachers will be better prepared to clearly identify what hinders and what supports students' classroom learning.
Presenter: Sherril English, Ph.D., Southern Methodist University, TX
Contact: shenglish@smu.edu

77 *Using Class Presentations to Educate Business Students about Accreditation and Assurance of Learning*
Day/Track: Wednesday, 2:45 p.m., Business
Summary: This research assesses a marketing presentation designed to increase awareness among business undergraduate students about the importance of AACSB accreditation, the role of assessment in the accreditation process, and student benefits from the assurance of learning process. After the presentation, students completed a survey designed to gather students' perceptions about their (1) awareness of AACSB accreditation and Assurance of Learning, (2) confidence in attitudes towards quality of education, (3) perceptions of the importance of benefits of accreditation and assessment, and (4) behavioral intentions after the presentation. Findings indicated that this presentation had a strong effect on improving or reinforcing students' confidence in the quality of their education and curriculum. This group perceived the most important benefits of accreditation and assessment to be the perceived importance of having a competitive advantage after graduation and of earning a degree from an accredited program. Interestingly, the average importance of a competitive advantage ranked higher than the average importance of assuring learning, teaching improvements, and curriculum improvements.
Presenter: Mary L. Tucker, Ph.D., Ohio University, OH
Contact: mary.tucker@ohio.edu

78 *Utilizing Inquiry and Discourse to Engage Diverse Stakeholders and Promote Cultural Competence in a Strategic Planning Process*
Day/Track: Thursday, 11:45 a.m., Education
Summary: This case study examines multiple school districts and their efforts to utilize focused inquiry and discourse to engage and develop the cultural competence of their diverse stakeholders during a yearlong strategic planning process. The research questions are (1) How did the strategic planning process engage diverse stakeholders and develop their cultural competence?" The study is grounded in the theoretical frameworks of cultural competence, engagement competence, and collaborative strategic planning. Data were collected from multiple semi-structured participant interviews, planning artifacts, and field notes. Data were analyzed against the research question to identify specific modes of inquiry and discourse and any resulting changes in cultural and/or engagement competence. Findings reveal a correlation between focused inquiry and discourse and the level of cultural and engagement competence across diverse stakeholder groups. Implications for the study include an increase in understanding of leadership practices for more inclusive participation in school decision making.
Presenter(s): Sharon Wilbur, Ph.D., Sharon Dean, M.S., Tyler Bridges, MA, University of Oklahoma, OK
Contact: swilbur@ou.edu, sdean@ou.edu

79 *Utilizing Student-Generated Materials in the Classroom*
Day/Track: Wednesday, 9:30 a.m., Multidisciplinary
Summary: With the heightened use of technology in most industries, disruptors serve to create extensive and (sometimes) permanent change to current models of operation. The textbook industry is no exception where factors such as digital technology, consolidation, open sourcing, and economics have resulted in, among other things, student-generated classroom materials. Discussing the strategies for implementing student-generated materials into the class will be an essential part of looking at how to harness new material in a fast-paced digital age.
Presenter: Chip Baumgardner, Ph.D., Pennsylvania College of Technology, PA
Contact: gbaumgar@pct.edu

80 *The Value of Good Credit - A Risk-Based Pricing Approach to Consumer Credit Scores*
Day/Track: Wednesday, 10:45 a.m., Multidisciplinary
Summary: This paper proposes a method of valuing damages commonly seen in the breakdown of domestic relationships but heretofore unquantified. Domestic partners frequently purchase significant assets, such as a home, where one partner is legally liable but the other is responsible for making payments. When the relationship breaks down, the partner responsible for making payments stops doing so. This results in default, for which the other partner is legally liable. The consequence is significant damage to the other partner's credit rating, affecting the partner's ability to get favourable terms

for borrowing in the future. A credit rating's value lies in its ability to qualify for debt and to obtain low interest rates. Using risk-based pricing of consumer loans across the United States, I estimate interest rate differentials as consumer credit ratings change. This can be used to value consumer credit ratings based on actual and expected debt loads. The cost of damage to a consumer's credit rating can thus be estimated.
Presenter: Robert McKay White, L.L.B., Ph.D., MacEwan University, AB, Canada
Contact: whiter48@macewan.ca

81 V-STEM: Visualizing Science, Technology, Engineering, & Mathematics

Day/Track: Wednesday, 2:45 p.m., Multidisciplinary
Summary: Motivating K-16 students to learn and be excited about mathematics and science is a complex problem educators confront on a day-to-day basis. In this paper, we share how university faculty interacted with middle school mathematics and science teachers and students to motivate students to engage in and enjoy more mathematics and science lessons. From building solar ovens and houses to a solar city, students interacted with scientists and mathematicians from university as they explored how energy generation and consumption could be addressed using solar energy. Interaction with university faculty also exposed students to STEM-related career opportunities. Visualizing STEM: Seeing is believing!
Presenter: Mary E. Baker, Ph.D., University of North Dakota, ND
Contact: mary.baker@email.und.edu

82 Warnings, Warnings, Warning.....How Much is Enough?

Day/Track: Thursday, 9:00 a.m., Education
Summary: Do you remember the time when you could not wait to transform children's lives, when your dreams were about making a difference in the world through teaching? Whatever happened to those dreams? Right now, you may be feeling burnt out as a teacher. You are probably ready to quit because you can't seem to take control of discipline in your classroom, and you are just "fed up" with this profession. Please; don't quit just yet! Let me share with you a research based, proven system that can cut out 50-70% of your discipline problems or behavior challenges. Give yourself the opportunity of accomplishing what you chose as a profession. I assure you that if you choose to follow the easy steps I will teach you, you will regain your enthusiasm and love for teaching again.
Presenter: Eric A. Combs, E.S. Ed., M.Ed., Center for Teacher Effectiveness, OH
Contact: eric@ericcombs.com

83 What Can Religion Do to Help Curb Suicide Rates Among Homosexual Youth?

Day/Track: Wednesday, 11:45 a.m., Behavioral Science
Summary: Religion has had a long and powerful influence on suicidality. The aim of this research is to further discover how the influence of religion in society at large impacts suicidal behaviors of both heterosexual and homosexual high school students in the United States. Data on suicidality among high school youth were obtained from the Youth Risk Behavior Surveillance System; data on the influence of religion in society at large were obtained from the PEW Research Center and the Association of Statisticians of American Religious Bodies. Results of regression analyses show that religious influence does exert a strong impact on youth suicidality, and discussion focuses on the role of religion in helping curb suicide rates of homosexual youth.
Presenter: Robert Fernquist, Ph.D., University of Central Missouri, MO
Contact: fernquist@ucmo.edu

84 What's All the Hype with Comment, Share, & Like?

Day/Track: Wednesday, 1:30 p.m., Multidisciplinary
Summary: As faculty, we are being asked to take on more responsibility for the marketing of our classes and programs. Since many faculty do not have marketing training, it has left them wondering how to market, who to market to, where to market, etc. In an effort to answer these questions, market analysis was done and a study was developed. With our specific market being comprised of predominantly "millennials," the best marketing strategies were explored and as a result, a social media campaign was launched and data was collected. Come learn which Facebook marketing posts gained the most traction including comments, reaches, and shares. After this session, you will leave with new insights for increasing enrollment at your university and in your classes.
Presenter(s): Tanya Yerigan, Ph.D., Dennis Lamb, Ed.D., Southwest Minnesota State University, MN
Contact(s): tanya.yerigan@smsu.edu, dennis.lamb@smsu.edu

85 White Privilege Misunderstood

Day/Track: Wednesday, 11:15 a.m., Education
Summary: The teaching of white privilege in multicultural courses causes much controversy. This study, which utilizes survey research, seeks to uncover from a student perspective whether or not the topic of white privilege should be included in teacher preparation curriculum. A balanced curriculum approach was utilized by highlighting many forms of majority-group privileges above and beyond skin color. Future teachers must understand how power and privilege plays itself out on different levels, and that, unfortunately, skin color has become the most controversial and resisted form of those privileges. The end purpose is not to focus on white skin per se, but on the sociology of how power is wielded. This research demonstrates that students are not as fragile as we think they are, and that when taught with a fair-and-balanced approach, critical multicultural education is not only accepted – it can be a liberating experience for education majors.
Presenter: Franklin Thompson, Ed.D., University of Nebraska-Omaha, NE
Contact: fthompson@unomaha.edu

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