



SCHOOL OF EDUCATION AND HEALTH SCIENCES

Diminishing the Discipline Gap: Restorative Justice as a Promising Alternative in One Urban School

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Polly K Long | ADVISORS Elana Bernstein, Susan C Davies, Jamie Longazel

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Across the nation, the education system is responding to student misbehavior with zero tolerance policies that parallel the punitive practices found in the juvenile and criminal justice systems. Zero tolerance policies have contributed to the “discipline gap,” wherein schools punish racial and ethnic minorities more often and more severely than they punish whites. One alternative to punitive punishment is restorative justice, which aims to foster respect, responsibility, and empathy in members of school communities. This project evaluates the relationship between

restorative justice and out-of-school suspension rates in an urban school district. It also serves as one of the few studies that evaluate the effect of restorative practices on the discipline gap. The results validate previous research findings, as restorative justice is related to reductions in out-of-school suspension rates. Further, the results reveal a promising alternative to the punitive practices that plague the education system, as restorative justice is related to reductions in the size of the discipline gap.

Evaluation of a Psychosocial Intervention for Students with Traumatic Brain Injury and Executive Functioning Difficulties

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Natalie L Anderson, Heather A Fehring | ADVISORS Susan C Davies

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Students with traumatic brain injuries (TBI) often experience a range of behavioral, academic, social, and emotional difficulties. The present study examined the effectiveness of a psychosocial intervention, Skillstreaming, on a student who sustained a TBI and presented with executive functioning (EF) difficulties. Three students with non-TBI related executive functioning deficits and one student with a TBI participated in a five week intervention designed to improve executive functioning skills. Each student's

teacher completed the Behavior Rating Inventory of Executive Function (BRIEF) before and after the intervention period to measure the efficacy of the intervention. Results indicated that the intervention is potentially effective in improving executive functioning skills in the student who sustained a TBI. Suggestions are made for improvements to the intervention to increase the EF skills of students.

Postsecondary Transition for Young Adults with Traumatic Brain Injuries

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Michaela M Kramer | ADVISORS Susan C Davies

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Many students with traumatic brain injuries (TBIs) face difficulty transitioning from high school to postsecondary settings. This presentation will share results of a study that examined the transition experience of young adults with TBIs, from the perspective of the students and their parents. Participants will learn about

the transition experiences of students who sustained TBIs and discuss services that can be provided to high school students with TBIs to promote a successful transition to a postsecondary setting.

Training College Staff to Recognize and Respond to Concussions

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Lisa B Lopez | ADVISORS Susan C Davies

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

College students comprise one of the highest risk groups for concussions (Krach, Gormley Jr., & Ward, 2009); however, there is limited research on outcomes of college students – particularly non-athletes – who sustain concussions. Therefore, university personnel would benefit from training programs designed to increase their ability to recognize and respond to concussions (Sady, Vaughan, & Gioia, 2011). This study utilized a quasi-experimental survey design to examine the current level of knowledge and training of concussion among college staff members; to evaluate the efficacy of a one-hour training program to increase their concussion recognition and management skills;

and to explore the effect of ongoing follow-up on their ability to meet the needs of their students who sustain a concussion. Participants included approximately 420 college students from the University of Dayton who also work in either 1) residence life departments or 2) the RecPlex. Participants (n = 269) voluntarily completed pre- and post-training questionnaires regarding concussion signs and symptoms, assessment, and accommodations for students who have sustained a concussion. The third questionnaire solicited qualitative information regarding if/how participants accommodated students with concussions. An independent samples t-test was conducted to compare the

pre- and post-training knowledge of participants in both groups. Results were not significant, but the average percentage correct scores demonstrated a 7% increase in knowledge between pre- and post-training scores across groups. Training alone is likely insufficient for creating a lasting change in concussion response. A cultural shift is likely needed to change the social norms, atti-

tudes, and behaviors related to under-reporting of concussions and increasing communication between students and staff members. Additional efforts are needed to create and implement a sustainable education model that accounts for individual college campuses' existing strengths in order to facilitate substantive, lasting cultural change in the college campus community.

#TrendingNow: Social Media Use and its Effect on First Year Millennial Students Interpersonal Relationships during College Transition

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Meghan Mettling | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Constantly connected to one another via various forms of technology, Millennial generation of students interact with one another in new ways, which represents a challenge and an opportunity for higher education professionals to reach out to students and help them to connect to campus and to one another. The purpose of this quantitative study is to find out how first year Millennial students at a mid-size private institution used social media during their first semester on campus to connect and form relationships with peers, faculty, and staff in the campus commu-

nity. Data was collected via a survey sent to a random sample of first year residential students. Data analysis showed a positive correlation between students who used social media to connect to others in the campus community during their first semester and a positive social adjustment to college. Higher education practitioners may use the results of this research to design new and innovative practices for connecting electronically with first year students during the college transition process and increasing second year retention rates.

A Match or a Mismatch: Comparing College Stated Learning Goals to Student Learning Goals and Perception of Educational Quality

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Michelle D Foster | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

An institution's ability to meet students' learning expectations influences student perceptions of educational quality and usefulness. Currently, colleges and universities are trying to provide evidence of these attributes through various summative assessment instruments. However, the content and structure of most assessment instruments measures what students have retained, not actual cognitive change or instances of goal achievement. This study surveyed a random sample of students at a four-year

liberal arts college asking them to describe their personal learning goals and quantify the quality and usefulness of the education they received. The students' goals were then compared to the stated goals of the institution. Findings revealed valuable information about how achievement of personal goals is tied to student perception of quality, and the implications of matching or mismatching students with institutions that can meet their predetermined expectations.

A Personal Touch to Advising: A Comparison of Two Academic Advising Models at a Mid-Western Catholic Institution

School of Education and Health Sciences: Counselor Education and Human Services |

Poster - Course Project, EDC 569 D2

STUDENTS Erin T Brown | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This research explored the differences between advisers in the school of business and the engineering department. It provides an interactive opportunity for participants to share their opinions. The significance of this qualitative study is to help higher education institutions continue to develop an environment, which will best fit students with their different needs. According to the

research that has been found, both faculty and professional advisers have positive and negative attributes (Filson 2011). This research shows that it is vital for student affairs professionals to take a closer look at the effect academic advisers have on the student experience.

All we do is Drink: Impact of Alcohol Culture on First-Year Experiences at a Private University

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS John Reynolds | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

First-year students are at risk due to a university's alcohol culture. This is creating a distorted reality of what college is about for many incoming students. First-year students assimilate into college with various external factors impacting their decisions; among these is whether or not to participate in high-risk alcohol consumption. Previous research focused on college environment, peers and the developmental stages of first-year students separately to identify how these factors impact a student's decision to consume in high-risk ways. However, little research focused on the holistic impact of all three factors on the first-

year student's experience and alcohol consumption. This study demonstrated the effect of alcohol on first-year students and their overall experience by delving into their stories to understand their lived experiences. Eight interviews were completed, transcribed, and evaluated to develop a thematic understanding of their lived experience. By understanding each student's story and their common experiences, interventions can be intentionally developed to assist students who are struggling or who might be at risk for issues throughout their college careers.

American and International Students on Body Image and Pop Culture: Self-Perceptions of Domestic and International Students Side by Side in the Mid-West

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Rhia Batson | ADVISORS Abd El Nasser A Abd El Razeq

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This quantitative study took an interesting look into determining factors of self-image through the eyes of both international and domestic students in Southwest Ohio. In an effort to find comparative data, Self-Perceptions of Domestic and International Students Side by Side in the Mid-West USA provided a unique glimpse into perception and appearance. Survey participants included 84 International students and 26 American students,

with 52 Undergraduate and 58 either Graduate or enrolled in an intensive English program. Expanding internationalization is a cultural trend among both populations and is relational to altered perceptions as a result of foreign, peer counterparts. While this study is applicable, more research is needed among this growing student dynamic.

Bridging the Gap: The Impact of an Intensive English Program on Female Middle Eastern Muslim Students Social Experiences

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Nicole M Martin | ADVISORS Abd El Nasser A Abd El Razeq

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This study investigates the impact of intensive English program (IEP) on female Middle Eastern Muslim student abilities to interact with native English speakers at a Catholic institution. The sample consisted of eight female Middle Eastern Muslim students who already completed IEP, currently enrolled in IEP, or was able to waive IEP requirements through testing. Through a qualitative approach, factors associated with female Middle East-

ern Muslim students' social experiences were explored. Findings detailed challenges based on religion, English proficiency, cultural differences, and campus support. Recommendations are presented for staff members, IEP instructors, and students to assist in improving the social success of female Middle Eastern Muslim students.

Career Planning for PhDs: Conflicting Messages for Future Faculty

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Course Project, EDU 947 01

STUDENTS Elizabeth Seager | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

Since the 1970s, predicting labor market trends for new PhDs has been challenging, making it difficult to determine if full-time, tenure track faculty positions will be available within the academy upon completion of a terminal degree. Researchers (Bowen & Schuster, 1986; Shapiro, 2001) have created a number of models to predict the availability of full-time, tenure track faculty positions that have not produced accurate data for career planning. When full-time, tenure track hiring began to decline in the 1970s; predictions were made that the faculty labor market would be flooded with unemployed PhDs. However, employment outlook reports from Barkume (1997) and Jones (2003) have consistently shown that PhDs experience lower unemployment rates and

higher salaries compared to all other occupations. As undergraduates begin to consider their career options upon graduation, those with a keen interest in teaching and research in an academic setting will need proper resources to make career planning decisions. This presentation will provide data and resources related to faculty labor market trends and career planning tools and strategies to undergraduates interested in pursuing full-time, tenure track positions within the academy.

Closing the Gap: Examining Humanities Majors' Perceptions of Career Services

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Ellis Wasserman | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Connecting one's degree in the humanities to a career path can be an ambiguous challenge in a society focused on job preparation. Career services offices in higher education institutions are at the forefront of helping students advance in their career development, yet little research has explored student insights and perspectives about these resources. This study explores humanities majors' perceptions, insights, and knowledge of career services at a private institution in the Midwest. A mixed methods approach provided evidence of over 125 students' knowledge and utilization of career services while supported by

in-depth insights of students' experiences. Humanities majors revealed their satisfaction with their degree of study, while simultaneously exposing their lack of awareness and understanding of career services resources, guidance and overall career readiness knowledge. Findings implied that the mission and brand of career services must be marketed in meaningful and intentional ways to connect to and guide humanities majors as they navigate their college experience.

College Credit Plus: Implications from a Higher Education Faculty Perspective

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Course Project, EDU 947 01

STUDENTS Heidi Maria McGrew, Daniel J Trunk | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

College Credit Plus (CCP), formerly known as dual enrollment, has been a small part of the secondary education landscape in the United States since the 1970s. Today, as research and evidence is uncovered illustrating the success of these early to college programs, more high schools, colleges and universities are creating partnerships in an effort to encourage high school students (and their teachers) to participate. In fact, many states are now mandating that higher education and K-12 partnerships be created for high school students to ensure that access to college is equitable for all individuals interested in pursuing higher education. As a result, the number of high school students in dual enrolled courses has increased dramatically over the last five years. In addition, changes to CCP policy has contributed to an increase in the number of high school teachers providing college level instruction. In the past, high school teachers who

taught dual credit courses were required by many states to have at least 18 hours of graduate level coursework completed in the discipline. In an effort to increase the number of high school teachers qualified to teach college level courses, many states have reevaluated these requirements. For example, the state of Ohio has lowered their requirement from 18 to 6 hours of graduate level coursework in the discipline. Despite changes to dual enrollment policy, little research has been done examining the impact of CCP on higher education faculty. The purpose of this presentation is to examine the potential impact CCP may have on higher education faculty from economic, curricular, and student learning perspectives. Presenters will explore ways in which to support faculty in these three areas as they face challenges related to CCP.

Confessions of a Sorority Woman: Impacts of Hazing on New Members of Panhellenic Greek Lettered Organizations

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Kaci E Durham | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

The purpose of this study was to examine how Panhellenic Greek lettered organizations might choose to haze their new members and how being hazed impacted a new member, physically and mentally. Participants responded to a web-based survey that asked individuals to identify what they believed constitutes hazing, hazing acts they have been asked to engage in, and out-

comes of joining a Panhellenic organization. Both new members and initiated members received the survey. For data analysis, participant responses were compared using an Analysis of Variance (ANOVA). New members of Panhellenic Greek-lettered organizations defined organizational unity and mental/emotional instability as an outcome of joining a Panhellenic organization.

Cultural, Linguistic, and Emotional Adjustment: Adaptation of International Students into a U.S. College

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Tong Li | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

International students' enrollment at academic institutions in the U.S. has expanded in the last decade. Plenty of research studies show that these international students experience acculturation difficulties in adapting to both academic performance and residence life (Gebhard, 2012). This study aimed at exploring the cultural, linguistic, and emotional stresses that international students experienced as well as the adjustment they go through

to adapt at an American institution. The qualitative approach was used to study international students at an urban, mid-sized, Midwestern university. The findings of this study indicated that international students' adaptation and adjustment into college learning community could be accelerated by various sources of motivation, cultural interaction services, and language improvement activities provided by education administrators.

Did That Just Happen? Acts of Bias and Perception of Campus Racial Climate of Racially Minority Students at a Predominantly White Institution

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Jasmine Whitlow | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Whether covert or overt, racism, racial prejudice, stereotyping, discrimination, and microaggressions are acts in which many marginalized students' experience, particularly on predominantly white colleges. The study was designed to examine the perception of the campus racial climate among racial minority students after a bias incident has occurred and identify coping strategies and support structures that promote the students ability to matriculate and persist. This examination is critical in properly

addressing issues on campus and ultimately supporting students who experience daily challenges as it relates to their perceived racial identification. Findings provided an overview of student experiences on campus as it relates to bias incidents. Recommendations are presented to assist higher education administrators to improve the campus climate for racial minority populations on college campuses.

Expanding TAGS: Facilitating Interaction between Teachers and International Students

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Course Project, EDU 947 01

STUDENTS Sky Lantz-Wagner, Brenna R Seifried | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

The purpose of this presentation is to explore means for supporting faculty who teach international students. One of the challenges facing institutions of higher education in general, and the University of Dayton in particular, is the increasing diversity of student enrollment. This diversity includes international students from different countries, cultures, and educational backgrounds. The greater numbers of international students create both challenges and opportunities for faculty members. One such challenge for faculty members is lack of awareness and support from their administration, who may be similarly unprepared to handle increased diversity or to empower international students in their academic goals. In an attempt to bridge the gap between professors and international students, the Academic Affairs and Learning Initiative (AALI) at UD has created a program called Teaching a Global Student Community (TAGS), a workshop series providing faculty with a generalized look at the interaction of culture, students, and learning. We believe that faculty

in a variety institutes of higher education would benefit from an initiative such as TAGS' ideals and values. Our proposal is to offer pedagogical and intercultural support for faculty members at colleges and universities in Ohio. To provide this support, we will identify schools with a large percentage (10 or more) of international students or that recruit international students, search for existing support systems for faculty, and make recommendations based on the TAGS philosophy. Means of support will come in the form of in-service workshops, but other methods may prove more practical based on each school's needs. Anticipated areas we will address in training include responding to international students' writing, understanding and supporting dynamic interaction patterns in the classroom, supporting student understanding of intellectual property and the principles of academic integrity, and implementing appropriate learning/classroom support for non-native speakers (NNS).

Experiences of Indian Graduate Students at a Mid-Western Catholic Private Institution

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Rajalakshmi Ananthraja | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

The aim of this research was to analyze the experiences of Indian graduate at a Mid-Western Catholic private institution. An online survey was conducted among 210 Indian graduate students. Twelve individual interviews were conducted for deeper

study. From the analysis of individual interviews, four common elements were extracted that reflected students experience. Valuable findings are presented for the faculty, staff and higher administrative officials of academic units, Enrollment Manage-

ment, Center for International programs, Counseling Center and Career Service staff.

Integrating institutional mission into faculty work

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Edel M Jesse, Cody L McMillen | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

The integration of a faith-based university's mission into the curriculum and the requirements that this identity imposes upon faculty members' scholarship are often at odds with the concept of academic freedom (VanZanten, 2011). This common dilemma is an authentic and significant part of Catholic higher education. To balance a conceptual understanding of faith integration with practical tools for academic professionals looking for resources, the University of Dayton's Commitment to Community (C2C) document provides a community approach to education (University of Dayton, n.d.). This document could be a valued resource to assist faculty in applying mission-based values into their teaching, research, and service. The principles and habits articulated in the C2C document—community is essential for learning and that community members should practice servant leadership—can assist in highlighting the university's mission if applied to faculty work. To support faculty in integrating the

institutional mission into their work, the presenters will share the philosophical assumptions behind the C2C document, highlighting the Catholic and Marianist mission that informs the principles contained in the document. Then, using literature on faculty work and integration of institutional mission, the presenters will highlight ways in which faculty can use the values of a Catholic and Marianist education to inform their work. Finally, some practical suggestions will be provided for faculty members to integrate and apply the C2C principles into their teaching, research, and service. References: University of Dayton (n.d.). Commitment to community: Catholic and Marianist learning and living. Retrieved from https://www.udayton.edu/studev/_resources/files/commitment_to_community.pdf; VanZanten, S. (2011). *Joining the mission: A guide for (mainly) new college faculty*. Grand Rapids, MI: Wm.B. Eerdmans.

Is It Worth It?: Experiences and Demands of Non-Scholarship Student-Athletes at a Division I Institution

School of Education and Health Sciences: Counselor Education and Human Services |

Poster - Course Project, EDC 569 D1

STUDENTS Joseph R Vallee | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Student-athletes are some of the most stigmatized individuals at Division I institutions. A great deal of research focuses on the challenges and opportunities of scholarship student-athletes, but a look into the lives of non-scholarship student-athletes is not present in current literature. Through qualitative, semi-structured interviews with student-athletes who do not receive an athletic scholarship, a greater picture of the non-scholarship Division I student-athlete experience was gained. These student-athletes face greater pressure as financial aid is largely tied to maintain-

ing higher grades and the demands of athletic participation are very high. Findings showed that though students feel supported, the rigorous demands of being a full-time student and athlete can be an inhibitor to full engagement on campus. Implications and recommendations of this study provide the need for more research on this sub-population and ideas of collaboration to allow for full involvement of these student-athletes at their institution.

Mentoring Essentials: Assisting Junior Faculty with Career Development

School of Education and Health Sciences: Counselor Education and Human Services |

Poster - Course Project, EDU 947 01

STUDENTS Michael B Kondritz | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

As junior faculty progress within their careers an opportunity presents itself to provide this group with assistance in order to master the necessary components of teaching, research, and service expected within the profession. A key stakeholder within this support system may be senior faculty and the role they can play in fostering the career development of junior faculty. Junior faculty who are successfully mentored experience a wide variety of benefits that may provide a springboard to reaching both personal and professional goals and objectives. "Among these outcomes are an individual's job satisfaction, research productivity, teaching effectiveness, socialization to the profession,

salary level, and career advancement" (Bland, Taylor, Shollen, Weber-Main, and Mulcahy, 2009, p. 13). This project will examine mentoring and faculty literature in order to define the concept of mentoring, benefits, challenges, and various models to assist senior and junior faculty in working together in a collaborative effort to benefit both parties. From this literature, the presenter will provide a recommended plan to assist departments and/or institutions in implementing a formalized mentoring program to help junior faculty. This formalized mentoring program will also help in lowering the level of frustration for junior faculty and create a stronger learning community.

Muslim Saudi Female Student Development, Successes, and Learning Experience at a Catholic Institution

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Bayan K Alrowis | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

The number of Muslim Saudi female students is increasing at American institutions. This qualitative research explored the Muslim Saudi female student's development, successes, and learning experiences at a Catholic institution. The main purpose of the research is to assist Privet Catholic institution in the United States to support the essential needs of Muslim Saudi female students. This research is going to provide valuable information which will help administrators, professors and students to understand the Muslim Saudi female student. Themes included:

respect of other religions, meaning in catholic universities engaging Muslim Saudi female students, and the influence of the Intensive English program in helping Muslim Saudi female students. Challenges included: The language barrier; adjusting to the life style and the environment surrounding, developing and engaging at the university campus. Findings can be utilized to better support this growing group of students to ensure their assimilation into campus life while achieving their articulated academic goals.

Not So “Animal House”: Experiences of Men Living in University-Owned Fraternity Housing

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Taylor J Dwyer | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Examining the experiences of the resident members of university-owned fraternity houses, this qualitative study provided evidence of common patterns of decision-making surrounding alcohol consumption, perceptions of the university-owned fraternity house, and daily residential experiences among participants. Individual, semi-structured interviews were conducted with current and previous residents of university-owned fraternity houses. Data was analyzed by developing themes through the

coding of transcriptions. Although findings revealed that participants' decisions to engage in alcohol consumption reflect alcohol abuse, evidence supported the theme that participants perceive their house as a reason to make intentional decisions surrounding alcohol consumption. Valuable implications are presented for professionals working in fraternity sorority life and housing and residence life divisions.

Onboarding Career College Faculty: Helping Student Success

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Course Project, EDU 947 01

STUDENTS Elizabeth M Fogle-Young | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

Students attending career colleges are typically at higher risk of dropping out or stopping out of school given many external factors such as working full-time or raising families. For these at-risk students, relationships with faculty and staff members on campus help create an environment that is more likely to help them succeed. In addition, Tinto (1993) described how important the instructor and classroom experience specifically are to student success and retention. As such, it is important that faculty members are prepared from the first day they enter the classroom to provide the necessary balance of support and challenge to these students. Lounder, et al. (2011) discussed recent studies

suggesting that adjunct faculty in general may be less effective in the classroom. At a time when many colleges are using more adjunct faculty, finding ways to help these instructors be more prepared and effective should be of importance to all colleges and career colleges in particular. One way that career colleges can help instructors be prepared from day one is to institute more rigorous and impactful orientation or onboarding programs. The purpose of this presentation is to combine current research in faculty life with research in human resources and onboarding to suggest best practices for onboarding career college faculty.

Race or Culture? African American Student Experiences at a Predominantly White Institution

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Kelley McClain | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This qualitative study explores the experiences of African American students who attend predominantly White institutions. Several factors could benefit, hinder and/or frustrate African

American students who have decided to pursue and complete higher education at a predominantly White institution. However, the responsibility of administrators to assist African Americans

with this transition continues to be of major importance as they must take into consideration student experiences and cultures. The social, cultural, and academic adjustment process for African Americans varies based on the students' culture, personal backgrounds and individual experiences not just race. For this research study African American students attending a predom-

inantly White Midwestern institution participated in individual interviews and focus groups to share their experiences. Findings are presented to provide an overview of how best practices and policies regarding engagement, cultural integrity, academic support, awareness, and inclusion can assist in improving the climate and culture of the institution for African American students.

Should Syllabi and Course Materials be Faculty Intellectual Property?

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Course Project, EDU 947 01

STUDENTS Reece E Newman | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

In order to teach students subjects, faculty create syllabi and course materials such as course notes, outlines, PowerPoint or other presentations, learning software, texts such as books and articles, images and video, test review and assessment materials, e-mail, and discussion group or forum written comments and suggestions. If property is a general term for the rules and policies that govern people's access to, control over, and use of valuable resources, and syllabi and course materials are regarded as valuable intellectual resources in contrast to land on the one hand and ownership shares in artificial legal entities on the other, then what rules and policies, if any, should govern syllabi and course materials created by faculty in higher education? If intellectual property rules and policies should govern syllabi and course materials, should the intellectual property rules and poli-

cies be common in the sense that streets and parks are common property, collective in the sense that military bases and artillery pieces are collective property, or private in the sense that toothbrushes and bicycles are private property? Furthermore, if the intellectual property rules and policies should be private, should syllabi and course materials intellectual property initially be private to individual faculty members, private to individual higher education institutions, or private to some hybrid of individual faculty members and higher education institutions? This poster presentation is a conceptual exploration of proposed answers to these questions. Its aim is to promote a deeper understanding of the issues involved in answering the overall question that pertains directly to the professoriate, "Should syllabi and course materials be faculty intellectual property?"

Someone Call the Interpreter: Experiences of At-Risk International Students at a Mid-Western Catholic Institution

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Deanna L Althammer | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This study offers insight into the benefits of academic and career coaching courses for academically at-risk international students at a Mid-Western religious affiliated four-year private institution. It also explored how they relate to the perceived future academic success of international students. This study informs how academic coaching services can be designed to meet their unique needs so that future international students can thrive and succeed in U.S. higher education systems. Data was

collected through qualitative in person interviews with current or former international students who were asked to participate in an academic and career-coaching course. This study revealed that despite the overall positive outcomes from participating in the academic and career-coaching course there were persisting challenges unique to international student experiences that were not directly addressed in the course.

Study Hard NOT Party Hard: Influence of High-risk Drinking on Academic Attendance and Participation

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Robert P Hays | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This study examines the influence high-risk alcohol consumption has on academic, co/extracurricular student engagement. The effects of alcohol in relation to college students has been examined by researchers and leading academics. However, studies have not extensively examined the effects of high-risk alcohol consumption beyond its influence on student behavior or students' interpretive "success" in college. This study focuses on attendance and participation as an essential attribute to academic success and completion. Ten student participants

were selected based on initial survey responses from areas of Housing & Residence Life, Office of Multicultural Affairs, Office of Learning Resources, and Greek Life. The interviews focused on their observations and interpretations of high-risk alcohol consumption, college high-risk alcohol consumption culture, and corresponding attendance and participation in university directed sessions. The findings of this study showed a relationship between high-risk alcohol consumption and deterred attendance and participation rates; thus disproving the ability to "study hard,

party hard” as made popular in the college culture. The implications of this study will assist administrators, faculty, and students alike to implement new policies, procedures, and strategies, to

offset the influence of high-risk alcohol consumption's influence on academic and co/extracurricular student attendance and participation.

The Complexity of Untold Stories: Experiences, Perceptions, Behaviors, and Outcomes of Collegiate Black Student-Fathers

School of Education and Health Sciences: Counselor Education and Human Services | *Poster - Graduate Research*

STUDENTS Karlos L Marshall | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

With the increased enrollment of untraditional student populations, the plight of collegiate Black student-fathers has yet to be examined. They are – Black men, Black men in college, Black fathers, college student-parents, and even collegiate student-athletes in some cases. Through in-depth one-on-one phenomenological interviews, chilling details, accounts, and revelations surfaced with regard to Black masculinity; fatherhood; support

systems; student and parental development; and institutional resources. Findings revealed valuable information about the experiences, perceptions, behaviors, and outcomes of collegiate Black student-fathers. Recommendations are provided for faculty and administrative personnel to better assist, understand, and serve this unique student population.

The Impact of Campus Climate on Latino Students at a Predominately White Institution

School of Education and Health Sciences: Counselor Education and Human Services | *Poster - Graduate Research*

STUDENTS Christian I Lozano | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

As the Latino population continues to increase nationally, more intentional work is needed to ensure that they perceive a welcoming campus climate that is supportive for their learning and development. Bridging a gap in literature, this research emphasizes the importance to better understand how Latino students perceive campus climate at a Predominantly White Institution in the Midwest and how it impacts their academics, social life, emotional well-being, and their overall sense of belonging on campus. A total of 20 Latino undergraduate students participated in one of three focus groups. Findings revealed that participants' Latino identity is very important to their own personal self-es-

teem and many have felt that being Latino has impacted their overall sense of belonging on campus. Overall, participants revealed that they are satisfied with their academics, social life, and emotional well-being on campus. However, they expressed dissatisfaction with the overall visual representation of Latino students on campus. In conclusion, many of the participants felt that the university could do more to support Latino students, particularly, in building community within different Latino cultures. Recommendations are shared to help design intentional programs, conduct research, and develop policies that can assist Latino college success.

The Importance of Faculty Mentoring for Graduate Students' Success

School of Education and Health Sciences: Counselor Education and Human Services |

Poster - Course Project, EDU 947 01

STUDENTS Lindsay Elrod Maxam | ADVISORS Michele M Welkener

LOCATION, TIME LTC Team Space, 4:30 PM–6:30 PM

Faculty members can play an important role in the development of graduate students. Faculty typically serve as academic advisers for graduate students navigating what experiences students have brought into the program as well as trying to map the best curriculum to match students' academic and personal goals. In this relationship, it can be transformative or transactional depending on the input of both student and faculty with having different experiences. While advising is part of the faculty and student relationship, it is paramount for the relationship to also include mentoring and professional socialization. Through the socialization process, students need to be prepared to not only

be a student, but also to be a professional. In addition, deeper immersion into graduate programs and other functions create new support systems, responsibilities, and opportunities like assistantships, clinical experiences, and other experiences that aid in professional socialization with faculty and practitioners. Students who are granted these opportunities have the learning experience while still preparing to be a full-time professional in their field concurrently (Weidman, Twale, & Stein, 2001). This presentation will explore the importance of faculty mentoring, advising, and socializing their students. It will also include best practices to expand the mastery of these skills.

The Lived Experiences of Gay Male Students at a Catholic Institution

School of Education and Health Sciences: Counselor Education and Human Services | *Poster - Graduate Research*

STUDENTS Stephen P Zubritzky | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

This qualitative research looks into the lived experiences of gay male students at a Catholic higher education institution. The experience of these students has traditionally not been analyzed, and this study takes a close look at what it means to be gay and attend a Catholic university. These students have experienced varying degrees of acceptance and support from their peers, faculty, staff and the institution as a whole. While acknowledging that the institution does provide some support, students found

them to be uncoordinated, insufficient, and not of value, when compared to supports offered to students who identify with other minority groups. These students provided their own insights on what they are looking for in terms of support from the institution as a whole. Students' recommendations formed the basis of implications for improved practices to increase notions of acceptance and support for this student population.

Where Do I Belong? LGBT Experiences in On-Campus Housing

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Chelsie W Fuller | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

Studies have shown that for many who identify as gay, lesbian, bisexual, transgender and/or Queer (LGBTQ) students, navigating through higher education is a difficult task full of opposition and challenges preventing them from achieving their full academic potential. While these challenges present themselves through several outlets on campus, Housing and facilities is one of the main areas that have the potential to challenge and educate students as they connect their learning experiences to their living realities. For students who are feeling that they do not belong, or that there is no "space" for them, navigating higher education and the campus culture can be all the more difficult. Taking a closer look at the ways in which residence halls and

on-campus living facilities impact the experiences for students identifying as LGBTQ could help to show exactly how student affairs professionals and campus administrators can go about making useful changes to support these students. Interviewing students who identify as LGBTQ and gauging their experiences within on-campus housing may shed some light on whether there is a correlation between the experience of LGBTQ students, and their choice to continue to live within on-campus housing. Findings of this qualitative study may help student affairs practitioners identify common student experiences and how they relate to retaining students to live in on-campus housing.

You Are Not Going Out Like That! The Effect of Clothing Choices on the Academic Success of First-Year Females

School of Education and Health Sciences: Counselor Education and Human Services | Poster - Graduate Research

STUDENTS Alexandra M Osell | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30 PM–6:30 PM

A growing disconnect between the way a female should dress for academic success and the way females are dressing. This exploratory qualitative research examined the significance between the clothing choices of first-year female students and their academic success during their first semester attending a higher education institution. The impact of clothing choices on academic success has not been previously considered; however, the review of current literature illustrates the challenges young women experience in the collegiate environment and the ways in

which academic success and clothing choices play a part in the first-year experience. Data gathered through individual interviews with eight undergraduate female students generated five themes: acceptance, individuality, peer influence, academics, and comfort. The themes uncovered the degree to which clothing choices impact the overall collegiate experience of these first-year females. This knowledge will allow professionals to respond appropriately and to begin designing initiatives accordingly.

The History of Physical Education-Activity, Sport, and Sport Related Disciplines: Stories for the Ages and Lessons from the Legends of Memorable Moments, Events, Trends, Tales, Phenomena, and Famous Women and Men: Their Teams and Times- From The University of Dayton – To the Kentucky Derby: Year 9

School of Education and Health Sciences: Health and Sport Science | Poster - Course Project, HSS 275 01

STUDENTS Anne Jacqueline Best, Victoria E Bordfeld, Bailey Marie Cruse, Cody L Diehl, Ryan Michael Elser, Brenna L Frattaroli, Alexander Albrecht Kellison, Mary Margaret R Mckenna, Kyle Pignatiello, Celsey L Royer, Jessica F Shremshock, Casey L Townson, Katherine I Virgin, Mackenzie Lea Wilson | ADVISORS George M DeMarco

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

The purpose of these studies was to describe and interpret major events, trends, phenomena, and the lives and times of significant

individuals in the history of sport and physical education-activity throughout the millennia. At once interesting, inspirational, edify-

ing, and enlightening, the stories told by the Teaching Assistants (N=14) and students (N= 98) of three (3) separate sections of the course HSS 275 - History of Physical Education/Activity and Sport – during the spring semester of 2015 speak powerfully to the transcendent nature of sport and physical activity across all generations, cultures, and topical interests. This year's project titles include: 1.The Legacy of Lloyd L. Laubach in Research, Teaching, and Service at the University of Dayton from 1980 to 20152.The History of Physical Education/Health-Sport Science at the University of Dayton - 1874 to 20153.The Life and Legend of Harry Baujan: The Blond Beast Played for Rockne, Chased the KKK, and Led the Flyers (1923-64)4.The History of Baseball at the University of Dayton: Part III5.The Greatest Two Minutes in Sports: The History of the Kentucky Derby: Part II6. Excellence and Excitement on the Road to the Elite Eight: The Life and Times of Archie Miller: Part II 7.The Beautiful Game at the University of Dayton: The History of Men's Flyer Soccer-1956-20158.The History of Kicking and Punting Specialists in Collegiate and Professional Football9.Got Juice? The History of Performance Enhancing Drugs in Baseball: Part II10.Jack

Lalanne Lives! The Life Story of the Godfather of the Modern Fitness Movement: The Man Who Started It All11.The True Story of the Ohio State and University of Michigan Rivalry12.Annika Sörenstam: Grace and Goodness in the Life and Times of the Greatest Female Golfer of All Time13.The Most Dominant Sports Squad Ever Assembled: The 1992 Men's Olympic Basketball "Dream Team" Revisited14.The Master of the Miracle on Ice from - Minnesota to Lake Placid: The Life and Times of Herb Brooks15.The Iron Man of Baseball: How Cal Ripken Jr. Showed Heart and Hard Work on and off the Field16.From the Greatness on the Diamond to Dignity with Disease: The Life and Legacy of Lou Gehrig 17.Sometimes a Nightmare, Always The General: The Life and Times of Coach Bobby KnightThese original research projects utilized an array of primary and secondary sources, including interviews, personal narrative, documents, print media, photographs, artifacts, and vintage video to bring alive the past to teach anew life's lessons from the worlds of sport and physical activity to inform, inspire, enlighten, and edify participants in the 2015 Stander Symposium.

Allometric Modelling for the Bench Press and Squat for Division I Collegiate Athletes

School of Education and Health Sciences: Health and Sport Science | Poster - Independent Research

STUDENTS Ryan Christopher Lyn | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Strength and conditioning (S&C) coaches utilize different methods of athletic performance testing to measure strength and power in college athletes. To rank the athletes, most S&C coaches have a point system which looks at the total amount of weight lifted, but does not take into consideration body weight. Given numerous studies that have established a positive correlation between body mass and strength, coaches need to utilize rank systems that incorporate body-mass adjusted performance. An allometric model, which takes into consideration weight moved vs actual body weight, would be able to generate such a scaling system. The allometric model itself utilizes the equation

$a=yx^b$, where y is the amount of weight lifted, x is body mass, and b is an allometrically derived exponent. We hypothesized that generating individual allometric equations for sport-specific populations will better scale and predict an athlete's performance than previous methods. Using data previously collected from the University of Dayton's S&C Program, an allometrically derived exponent was generated based on sport, sex, and for all athletes. These equations were compared to previous allometric exponents that were not specific to collegiate athletes. The predictive ability of the derived equations will need to be tested with future prospective data.

Effects of single-dose dietary nitrate on oxygen consumption during and after prolonged submaximal exercise in healthy humans

School of Education and Health Sciences: Health and Sport Science | Poster - Honors Thesis

STUDENTS Genevieve M Kocoloski | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Dietary nitrate (NO₃⁻) has been shown to impact oxygen consumption (VO₂) as well as exercise performance in a number of prior studies. To date, previous investigations have observed NO₃⁻ effects at moderate to high-intensity (e.g. time to fatigue, time trials) exercise and often in trained athletes. However, less is known in regards to prolonged exercise and the potential impact of NO₃⁻ on post-exercise excess oxygen consumption (EPOC), particularly in untrained individuals. Here, we tested the hypothesis that acute dietary nitrate supplementation would attenuate VO₂ during and following prolonged cycle ergometry. Six young, moderately active, healthy males (age: 26±2 years, body mass index: 23.5±0.5 kg/m²; VO₂max: 37.7±5.1 ml/kg/min) performed step-wise maximal cycle exercise and prolonged

submaximal cycle exercise (45 min; 38±2% of max work rate) in control (anti- bacterial mouthwash) and acute NO₃⁻ supplemented conditions [70ml concentrated beet root juice (0.4g NO₃⁻), 2 hrs prior to exercise] on separate occasions. Measurements of VO₂ (indirect calorimetry), arterial blood pressure (MAP; sphygmomanometry), and heart rate (HR; ECG) were made for 45 min prior, during, and 60 min following exercise bouts. NO₃⁻ reduced MAP at rest ~1-3mmHg and this was accompanied by reflex-mediated HR increases (2-4 bpm). However, NO₃⁻ had no impact on VO₂ during exercise (average of min 25-45, Ctrl: 24.6±2.4 ml/kg/min vs NO₃⁻: 26.8±3.3 ml/kg/min) or EPOC (area under the curve, Ctrl: 0.86±0.3 L vs NO₃⁻: 0.95±.2 L). Thus, while NO₃⁻ supplementation may have performance benefits, especially in

elite athletes exercising at high intensities, in recreationally active males, there appears to be little impact on changes in VO2 due to submaximal prolonged exercise.

Food and Beverage Trends in Sports and Entertainment

School of Education and Health Sciences: Health and Sport Science | Oral Presentation - Honors Thesis

STUDENTS Danielle Denise Kloke | ADVISORS Peter J Titlebaum

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Food and beverage service is a significant revenue driver for sport and entertainment venues and recently, it has become a critical opportunity to add value and elevate consumer experiences, particularly in premium seating areas. Professional teams are signing contracts with food and beverage vendors for large guaranteed sums, like the 2012 contacts between the San Francisco 49ers and Centerplate where the 49ers receive 55% of concessions sales, a minimum of \$6.8 million (San Francisco Business Times, 2012). Interviews were conducted with industry professionals to gain a better understanding of the current state of food and beverage service and trends for the industry,

including pricing, ordering procedures, and serving sizes, as well as what changes the industry is looking to add or embrace in the next five years. Trends revealed through the research feature the rise of food and beverage packages to streamline ordering procedures, order customization to enhance the atmosphere, and the use of technology to enrich food ordering and product marketing experiences. Professionals will gain a stronger understanding of how other venues balance cost, consumer preferences, and corporate needs to meet expectations and what is expected for the future.

The Legalization of Sports Gambling in the United States: Impact on the Economy, Society, and Sports Leagues

School of Education and Health Sciences: Health and Sport Science | Poster - Honors Thesis

STUDENTS Matthew J. Garbin | ADVISORS Corinne M Daprano

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Sports gambling has been a recent topic of discussion in the United States. The most recent developments involve the attempts of the state of New Jersey to legalize sports gambling, an effort which is still ongoing. New Jersey has an interest in legalizing sports gambling in order to generate an economic impact in the struggling Atlantic City area. New Jersey has felt much resistance from the four major professional sports leagues as well as the NCAA by way of a lawsuit against the state. This lawsuit is predicated on the premise that legalizing sports gambling will negatively impact the integrity of the leagues. There

are both negative and positive impacts the legalization of sports gambling in the United States can have. This research analyzes the impacts that can occur in regards to the economy, society, and the sports leagues. The positive impacts lie mostly in the economic realm and financially for the sports leagues. Negative impacts, however, are associated with the danger of gambling in regards to society and the integrity of the leagues. In addition, the laws currently in place prohibiting sports gambling are analyzed, and the steps that can be taken to safely legalize sports gambling are presented.

Facility Operations and Security Management in Hockey Venues

School of Education and Health Sciences: Health and Sport Science | Oral Presentation - Course Project, HSS 253 01

STUDENTS Anthony R Narducci, Brendan Thomas Sweetman | ADVISORS Peter J Titlebaum

LOCATION, TIME LTC Forum, 1:00 PM–1:40 PM

Title: Facility Operations and Security Management in Hockey Venues
 Poster or Presentation: Presentation
 Primary Advisor: Peter J Titlebaum
 Individual or Group: Group
 Presenters: Anthony Narducci, Brendan Sweetman
 Format: Oral Presentations
 Designation: Course Project
 Preferred Location: Art Street Studio B, Lecture Halls, Fitz Hall Room 659
 Duration: 40 minutes
 Estimated Attendance: 50+
 Requested Technology: Computer and screen for our presentation
 Additional Requests: Stander Abstract
 The purpose of this research study is to determine the best practice in hockey as it relates to operations and security, and the communications between departments. Students in Sport Facility Operations class interviewed professionals in both types of positions,

specifically for the NHL, AHL, and ECHL. The data was derived by conducting 84 interviews with industry professionals. From these interviews, it was determined that preferences and ability to manage resources are critical to providing a safe fan experience. A literary review has been conducted, and we will explore changes in operations and security including those that resulted from past sports and security-related catastrophes. When comparing and contrasting the trends in the NHL, AHL, and ECHL, results will indicate how each league differs in the Facility and Security Operations categories. By distinguishing these trends, the audience will be able to view the opportunities in each league and understand best practice.

Digital Marketing and Changing Marketing Industry

School of Education and Health Sciences: Health and Sport Science |

Oral Presentation - Course Project, HSS 357 01

STUDENTS Brenna L Frattaroli, Robert Joseph Jagielski | ADVISORS Peter J Titlebaum

LOCATION, TIME LTC Forum, 2:00 PM–2:40 PM

The purpose of this pilot study on digital marketing/social media is to understand best practices as it applies to professional sport teams, corporations and marketing organizations. Current students and professionals could apply this information in their daily work. A literature review on digital media revealed shared practices and up-and-coming trends for those in the digital media industry. Using the information gathered from the literature review, a survey was then created and validated by a panel of experts who are currently working in the profession. The survey was conducted during the spring semester of 2015,

utilizing a sample of individuals drawn from professional sport teams, corporations and marketing organizations. The survey consisted of 8 questions that focused on digital marketing, activation and potential advancements currently utilized within the marketing profession. The results will present an understanding of advancements in one of the newest and still evolving areas within the marketing industry. This study provides extensive look at digital marketing techniques on a macro level and providing the participants potential development opportunities.

The Effects of Backwards Running Training on Forward Running Economy in Trained Males*School of Education and Health Sciences: Health and Sport Science | Oral Presentation - Graduate Research*

STUDENTS Jason D Ordway | ADVISORS Lloyd L Laubach

LOCATION, TIME LTC Studio, 3:00 PM–3:20 PM

Purpose: Backwards running (BR) results in greater cardio-pulmonary response and muscle activity compared to forward running (FR). BR has traditionally been used in rehabilitation for disorders such as stroke and lower leg extremity injuries, as well as in short bursts during various athletic events. The aim of this study was to measure the effects of sustained backwards running training on forward running economy in trained male athletes. Methods: Eight highly trained, male runners (26.13 ± 6.11 yrs, 174.7 ± 6.4 cm, 68.4 ± 9.24 kg, 8.61 ± 3.21 % body fat, 71.40 ± 7.31 mL \cdot kg $^{-1}\cdot$ min $^{-1}$) trained with BR while harnessed on a treadmill at 161 m \cdot min $^{-1}$ for 5 weeks following a 5 week BR run-in period at a lower speed (134 m \cdot min $^{-1}$). Subjects were

tested at pre, baseline, and post BR training for body composition and with a ramped VO₂max test and an economy test designed for trained male runners. Results: Subjects improved forward running economy by 2.54% (1.19 ± 1.26 mL \cdot kg $^{-1}\cdot$ min $^{-1}$, $p=0.032$) at 215 m \cdot min $^{-1}$. VO₂max, body mass, lean mass, fat mass, and % body fat did not change ($p>0.05$). Conclusions: Five weeks of BR training improved FR economy in healthy, trained male runners without altering VO₂max or body composition. The improvements observed in this study could be a beneficial form of training to an already economical population to improve running economy.

Muscle Activity With the Use of a Compact Elliptical Trainer*School of Education and Health Sciences: Physical Therapy | Poster - Honors Thesis*

STUDENTS Mary Alexandra Willard | ADVISORS Kurt J Jackson

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Neurological disorders such as stroke, Parkinson's disease, and multiple sclerosis are a leading cause of long-term disability. As a result, individuals with neurological disorders often have low activity levels and have difficulty participating in regular exercise to maintain health and fitness. Some of these barriers include safety, transportation and cost. As a result, finding a safe and effective means of exercise is difficult. The purpose of this study was to evaluate the effectiveness of an affordable home exercise device for promoting muscle activity in the lower extremities.

Ten individuals without neurological disorders were tested in this pilot investigation. Subjects used the elliptical trainer under eight different conditions in a randomized order. During each condition, muscle activity of the lower extremity was measured using surface electromyography (EMG) to determine which condition elicited the greatest muscle activity. Data from this investigation will be useful in future trials involving individuals with neurological disorders.

Comparative Education System Analysis Between Finland and the United States: A Case Study*School of Education and Health Sciences: Teacher Education | Poster - Course Project, 201480 EDT 498H H1*

STUDENTS Caroline Ann Goodill | ADVISORS Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

International student achievement tests have articulated the problem of inequitable education systems around the world. Due to the relatively recent introduction of these tests, scholarly research on the subject has developed as the tests have pro-

duced more results. A shared goal of a majority of the research regarding international student achievement is to establish quality education systems. As the United States continuously ranks at or slightly above or below average on the PISA test over

the past twelve years, Finland’s consistent success has drawn worldwide attention. For this reason, Finland is the educational system benchmark for this undergraduate thesis. Many authors and scholars have claimed there have been specific Finnish innovations developed in the past decade that directly contribute to Finland’s rise in international student achievement scores. Finland looked to foreign education systems, like Japan, the United States, England, and Sweden, when building and later reforming their own system. In order to help improve American education, it can be beneficial to identify and analyze the programs of the Finnish system that have proven to be successful. The research questions thus guiding this thesis are: What changes have been made in the educational system in Finland

that have contributed to improving performance on international assessments? What changes have been made in the United States educational system that are similar to the changes that have been made in Finland? What are the factors contributing to the success of the changes in Finland that could be replicated in the United States? To date, the researcher has identified and begun research on Finland’s part-time special education system, the 9-year comprehensive education system, peruskoulu, and the universal structure of the university teacher education program as three innovations supporting Finland’s educational success. Further research and analysis will continue to evolve over the next two years.

Developing A Safe Learning Environment Conducive to Comfort and Success

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Sara M Borchers, Karin E Forsthoefel, Victoria R Schoen, Olivia G Thomakos

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

The goal of the EDT 110H poster is to illustrate a safe learning environment in which schools are able to serve a variety of

students in order to be comfortable in the classroom and achieve academic success.

Equality in the Classroom

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Natalie M Lutz, Elizabeth A Miller, Corrie T Sheshull | ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of the EDT 110H1 class

project was to explore different learning environments that affect student learning based on gender, culture, and uniform appearance.

Public School Policies

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Julie A Baffoe, Emily M Carson, Sarah Frances Wood | ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

In the world of education today there exists various inequalities amongst students, many of which have roots in school policies. The goal of this research project is to bring awareness to, and

explain in greater depth, these policies and how they are affecting the nation’s students.

Research on Foundational Elements of the Education System

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Emma C Francois, Kaitlyn E Stanfield | ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

Many schools emphasize the importance of standardized tests and homework. The goal of the EDT110H1 class project was to investigate the effects of homework and the advantages and

disadvantages of standardized tests, and how they affect the American schooling system.

Research on Technology in P-12 Classrooms

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Nicolette M Griesinger, Kara A Hoersten, Sara K Hofner, Madeline C Sheridan

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of the EDT 110-H1

poster is to discuss the impacts of changing technologies in the classroom.

Statistics Content of Elementary Mathematics Textbooks

School of Education and Health Sciences: Teacher Education | Poster - Independent Research

STUDENTS Megan L Brown | ADVISORS Dr. Dusty Jones, Sam Houston State University and Constance R Mathes

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

This summer at Sam Houston State University, I, along with four coresearchers, investigated the nature and extent of the statistical content in U.S. textbooks for students in grades 1-5 by examining five textbook series. Using the Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report, we systematically coded statistics tasks into four phases: Formulate a Question, Collect Data, Analyze Data, and Interpret Results. The Analyze Data phase was divided into four categories: Read a Display, Perform a Mathematical Calculation, Construct a Display, and Use Other Statistical Reasoning. We analyzed our results by looking at the location of the statistics tasks, the distribution of the phases, and the types of displays that appeared

in each book. The textbooks were then checked to see which Common Core State Standards (CCSS) and Texas Essential Knowledge and Skills (TEKS) standards were met. Our results suggest that the distribution of statistics tasks depended on the series, and we found that our sample of textbooks did not place equal emphasis on the different phases of the statistical process. Textbooks predominantly focus on analyzing data, which may inadvertently restrict opportunities for students to generate and interpret data. Our research was supervised by Dr. Dusty Jones (Sam Houston State University) and funded by NSF grant DMS-1262897

Stimulating Interest In STEM Education

School of Education and Health Sciences: Teacher Education | Poster - Course Project, EDT 110H H1

STUDENTS Madeline M Nicholas, Ana D Ritz | ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

In order to provide more opportunities for success for all students in STEM education, students need to take more of an interest in STEM education. Two important ways to do so is to properly implement STEM-related field trips into classrooms and

to encourage female students to pursue more STEM-related courses. With the combination of these two goals, STEM education can be improved in the United States.

The Implementation of Two-way Immersion Programs in Schools

School of Education and Health Sciences: Teacher Education | Poster - Course Project, 201480 EDT 498H H1

STUDENTS Kara Marie Jankowski | ADVISORS Colleen Gallagher

LOCATION, TIME RecPlex Main Gym, 9:00 AM–10:15 AM

As society becomes more global, educators are searching for models of education that provide students with the ability to be competitive in the global marketplace. Bilingual education offers students the opportunity to learn two languages while maintaining student achievement in other content areas. Two-way immersion programs, also known as dual-language programs, are a model of instruction where students receive content instruction in two languages. In addition, students and teacher speak both languages and the native languages of the members of the classroom vary. As the programs have been proven to be effective, the next step is figuring out how these programs can be implemented on a practical level (Garland 2012). It is because bilingual programs benefit both language-minority and

language-majority students, it provides a positive education option for many students. In order to see if two-way immersion programs can be implemented on a wider scale, research needs to indicate the positive and negative consequences of these programs. Without this research, it will be difficult to see if two-way immersion programs are even a viable option for schools, especially ones with high populations of speakers of other languages. The purpose of this research is to examine the human and material resources necessary for the successful implementation of two-way immersion programs in the United States to determine the practicality of using this dual-language model on a wider scale.

The implications for instruction under The Common Core State Standards in Mathematics and the effect on students with Dyscalculia

School of Education and Health Sciences: Teacher Education | Poster - Course Project, 201480 EDT 498H H1

STUDENTS Melissa Rachel Siegel | ADVISORS Mary Catherine Sableski

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Dyscalculia and the new CCSS for mathematics are interconnected in regards to the second question asked about the standards. The CCSS-M have implications for instruction that correspond with instructional strategies that are suggested as modifications for students with dyscalculia. Real world appli-

cations can move the lesson from a lecture to visual, auditory and kinesthetic aspects to the lessons, depending on the topic. These aspects have shown to help these students. The conceptual focus with the CCSS-M implies a teaching strategy that moves from teaching the procedure to teaching the mathemat-

ical concepts, and the reasoning for the procedure, rather than just simply the steps. The possible connections between the implications of instructional strategies by the CCSS-M and the strategies used to support students with dyscalculia is the basis of this undergraduate research honors thesis. The results of this study will contribute to the current research by proposing a positive correlation between the implementation of the CCSS-M, and academic achievement by students with dyscalculia. Since

both topics are relatively new in terms of educational practice, it is a very relevant topic in educational research because it has the potential to contribute to the literature in education and educational policy in the United States. The purpose of the study is to identify what instructional strategies using the Common Core State Standards will best support students with dyscalculia. This study could influence classroom application and practice, as well as increase awareness of dyscalculia.

Reading Interventions in Relation to the Ohio Third Grade Reading Guarantee

School of Education and Health Sciences: Teacher Education | Poster - Honors Thesis

STUDENTS Kathryn C Auletto | ADVISORS Mary Catherine Sableski

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

Reading is one of the most critical skills that students learn in their first few years of education. A strong foundation in reading at the early childhood level can promote success in the rest of schooling and beyond. This is especially true for children of poverty; reading abilities and the strong education that follows provide students with opportunities to break the poverty cycle. The importance of reading achievement has a political dimension, as demonstrated by Ohio's Third Grade Reading Guarantee. This legislation, which has many implications in education, requires that all third grade students who do not pass the Reading section of the Ohio Achievement Assessment must be retained until they are on reading level. In order to prevent this retention, teachers may choose to implement a reading intervention program with students who are at-risk of retention in third grade. The Ohio Department of Education provides districts with research-based

reading instructional programs that may be implemented with these students. The list includes Reading Recovery and Orton Gillingham, two reading programs that use different approaches to literacy instruction. The research conducted in this study looks into the factors affecting a low-income school's decision to select one of these two programs. The research follows a dual case study format, in which interviews were conducted with principals and teachers in the selected high poverty schools. The interviews, along with collected data about these schools and the two programs, provide an illustration of how the Third Grade Reading Guarantee is affecting curriculum, as well as how schools are choosing these reading programs in accordance with the new legislation. The research provides valuable information for low-income schools in this selection process for choosing the appropriate intervention for their struggling readers.

Understanding the Role of the Common Core State Standards in Catholic Education

School of Education and Health Sciences: Teacher Education | Poster - Honors Thesis

STUDENTS Annemarie Fisher | ADVISORS Jacqualine M Arnold

LOCATION, TIME RecPlex Main Gym, 10:45 AM–12:00 PM

In 2009, the Common Core State Standards (CCSS) revolutionized academic standards, providing a format adopted by states across America that focused on raising Math and English Language Arts standards as preparation for colleges and careers. In conjunction with the adoption and implementation of the CCSS across the United States, Catholic schools have worked towards the strengthening and advancement of their own educational systems. This thesis first examines the background of the CCSS,

including implementation and professional development, as well as the opposition regarding the standards. The paper presents an overview of the history of academic standards in Catholic education and then explores the current role of the CCSS in Catholic schools. Through interviews with teachers, principals, and superintendents in Catholic education, this study examines how two archdioceses understood and implemented the standards.

Developing Historical Literacy in the High School Classroom

School of Education and Health Sciences: Teacher Education | Panel Discussion - Course Project, EDT 323 01

STUDENTS Shannon E Kieffer, Joseph Carl Kremer, Maureen Elizabeth Levy, Audrey J Martin, Stephen Moore, Justin Schiewetz, Jillian C Tomczak, Craig A Trzaska | ADVISORS John J White

LOCATION, TIME Kennedy Union West Ballroom, 2:00 PM–3:00 PM

The purpose of our panel presentation is to explain several strategies designed to teach high school students historical literacy. We will also demonstrate the difference between historical knowledge and historical literacy by presenting our research on different methods of teaching designed to increase historical thinking skills. We will demonstrate several methods that teachers should employ to help students develop historical literacy. As a group,

we will be discussing and demonstrating how history textbooks reinforce the teaching of history as a discrete set of established facts and how textbooks discourage the development of historical literacy. Our goal is to demonstrate specific strategies to assist students in moving from a subjective through an objective to a mature epistemic stance. By doing so, they will begin to learn how historians construct knowledge from available sources.

Completing the Mission: Intercollegiate Athletics and Academic Success

School of Education and Health Sciences: Teacher Education | Oral Presentation - Independent Research

STUDENTS William D Coleman | ADVISORS Kathryn A Kinnucan-Welsch

LOCATION, TIME Kennedy Union 311, 2:40 PM–3:00 PM

Academic achievement is the cornerstone to the mission in higher education. Nevertheless, an age-old debate continues: does collegiate athletics complement or distract the academic mission of a higher education institution? Research has been presented to suggest that student-athletes' academic performance is enhanced by intercollegiate athletics. Are those same effects observed in non-student-athletes? The answer to that will provide support for whether intercollegiate athletics does in fact support the academic mission in higher education. Over the course of this study, we examined whether there is a relationship between intercollegiate athletic success and overall academic success in a higher education institution. A comparison of academic success, as measured by graduation and first-to-second year retention rate, in teams which achieved athletic success, as measured by an appearance in NCAA "Elite 8" tournament round, with comparable institutions without success. Ultimately, I will claim whether intercollegiate athletic success contributes or does not contribute to the academic success of a higher education institution.

