



SCHOOL OF EDUCATION AND HEALTH SCIENCES

Cross-Cultural Engagement: Is it happening?

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

Poster - Course Project, EDC 569 D2

STUDENTS Johanna B Lantz | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

This study examines the cross-cultural engagement between international and domestic undergraduate engineering students at a private, Midwestern university. It uncovers the situations in which international and domestic students are engaging and explores the components which help or hinder the cross-cultural interaction between these students. This study informs higher education professionals endeavoring to provide under-

graduate engineering students a greater ability to function in a global world. Data was collected through the use of one-on-one interviews with current international and domestic undergraduate engineering students. The study revealed that while international and domestic engineering students are engaging, the frequency remains low and there continues to be barriers to this engagement which should be addressed.

Increasing Retention in Male Students of Color Through Student Leadership Experiences

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

Poster - Course Project, EDC 569 D2

STUDENTS Nakita M Saxon | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

This study explores the implications of leadership experiences on undergraduate male students of color and its impact on their sense of belonging at a private, religious, Predominantly White Institution. Enrollment statistics depict a low retention rate among minority students, especially male students of color identifying as Black, Latino, Asian American, and Pacific Islander. A sense of belonging is a vital component to the academic success of all students, and essential to the experience of multicultural students on Predominately White Institutions. According to researchers, a student's sense of belonging comes as a result of many different factors. For many students, their leadership experiences cultivate a sense of belonging and stronger connection to the institution. The exploration of involvement and leadership experiences, sense of belonging, and campus climate assist in visualizing the complexities of this problem for male students

of color. Through in-depth one-on-one interviews on the lived experiences of male students of color, this research examines the impact of student leadership roles on their collegiate careers. Findings included insight on the interrelated concepts of retention, campus climate, sense of belonging, and servant leadership for the participants of this study. As expected, students are impacted by the university's faculty and staff but are also heavily influenced by their peers and the leadership opportunities as they engage in student organizations on campus. Recommendations will allow both faculty and staff to identify the benefits of cultivating environments where male students of color are encouraged to seek out and actively participate in student leadership roles on campus where they feel their differences are welcomed, valued and supported.

Renew Your Interest...So your best potential can come to Light!Examining the Effectiveness of Academic Renewal Course & Coaching (ARCC)

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

STUDENTS Shanon C Davis | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

This research explores how the seven week academic intervention course, Academic Renewal Course and Coaching (ARCC) at the University of Dayton, affects student learning development and the parallel to decreasing attrition. The objective of this research was to extract the academic intervention practices and strategies that work best to increase academic performance amongst students who are academically and motivationally challenged. It also explains how and why student learning is affected when the appropriate conditions and resources aren't identified and/or utilized by students. Academic intervention program assessment of ARCC is the all-encompassing purpose of this research. Through qualitative and quantitative data collection, the assessment revealed how effective ARCC is for students.

Through personal interviews with former ARCC participants, the data showed how student's sense of belonging, self-efficacy, and self-authorship are affected, along with transitional college adjustments. Students also shared that they gained additional knowledge about learning styles, learning environments, time management techniques, and note taking strategies. Post ARCC cumulative GPA reports revealed that students benefited from the course well into their collegiate career. This data, in combination with personal interviews revealed that students attributed their long term success to their ARCC involvement, as the course served as tool to get them back on track and fully acclimated. to college requirements.

Culture as Context: Effects of Cultural Polarization on Chinese International Student Adjustment

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

STUDENTS Geordan L Burress | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Due to the fact that Chinese international students are such a significant population within American universities across the country, it is worth investigating how this population typically adjusts to living in the United States and what stresses or issues are unique to them. However, it is also important to investigate whether or not Chinese international students experience

positive transformations within themselves as a result of the adjustment challenges that they are faced with. This qualitative inquiry examines these vital questions surrounding Chinese international student adjustment, in order to contribute to a more holistic understanding of the complex experiences of Chinese international students.

Examining Factors Associated with High Leadership Self-Efficacy Among International Women College Students in the U.S.

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

Poster - Graduate Research

STUDENTS Chanel M Winston | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Leadership self-efficacy is an area of self-efficacy related to the level of confidence one has in his or her knowledge, skills, and abilities to lead others (Bandura, 1997). When leadership self-efficacy is placed within the context of student development, it has the ability to contribute to or negate from a student's motivation to persist and succeed in leadership associated tasks (Bandura, 1993; Stage, 1996). The goal of this research is to explore how international female undergraduate students perceive their

leadership abilities in relation to their personally constructed definition of leadership. Through qualitative interviews with six international female undergraduate students, this research identifies specific experiences that contribute to their leadership self-efficacy. Common themes associated with high leadership self-efficacy are pre-college leadership experiences, on campus involvement, and overall self-confidence.

Social Support Influences in Graduate International Student Engagement

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

Poster - Graduate Research

STUDENTS Chin Yi Chen | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Changes that graduate international students face in acculturating to U.S. educational environments can often impact the ways they engage on campus, and their subsequent personal and career success. This poses the question of "What are the key themes that institutions can build upon to better support and

encourage their growth?" In conducting a mixed-methods study on the lived experiences of graduate students from India, main findings suggested that mentoring relationships, social ties, and factors of perception were crucial to influencing students' academic and social engagement.

What's in an Ally?: LGBTQ+ Students' Perspectives on Allyship and Campus Climate

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

STUDENTS Laura D Gentner | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

College students in America who identify as LGBTQ+ face a lack of universal acceptance, both on campus and beyond, resulting in unique challenges. The perception of campus climate that these students hold can have a profound impact on their college experience and personal wellbeing. Campuses across the nation have undertaken ally training programs in order to make campuses more welcoming for LGBTQ+ students. However, little to no research has focused on allyship from the perspec-

tive of LGBTQ+ identifying students, especially in relationship to perceptions of campus climate. Utilizing in-depth qualitative interviews, this research aims to address this gap in the literature and to explore the relationship between LGBTQ+ identifying students' expectations of and experiences with allies and LGBTQ+ identifying students' perceptions of campus climate, as well as implications for student affairs professionals.

The Power of Prayer: Impact of Spiritual Practice and Access to Spiritual Resources on Resident Assistants' Experience of Burnout

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

STUDENTS Fiona Corner | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

This qualitative study was designed to identify a correlation between the increased spiritual practice of resident assistants and decreased experiences of burnout. The challenges of burnout affect the daily lives of resident assistants as well as the experiences of the residents they serve. The literature argues that the pressures of serving as a resident assistant has a significant impact on how students perform in their role as well as the experience for the resident served. The twenty-four lifestyle often places high and emotionally exhausting demands on students

and can lead to burnout. Spiritual practice allows for self-reflection and space for resident assistants to take a break from the demanding expectations. Findings provide a summary of the experience of burnout for resident assistants at the University of Dayton as well as their spiritual practices and access to spiritual resources. Recommendations are also made to preemptively decrease the experience of burnout for future cohorts of resident assistants through the following of spiritual practice.

The Sophomore You Know: Socialization and Peer Influences on Masculine Expression

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

STUDENTS Max D Sullivan | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

During the collegiate years, some men engage in high-risk behaviors and adopt detrimental attitudes, which can be dangerous to not only their own personal development, but also the development of their peers. There is a strong correlation between these behaviors and attitudes, and the ideals of masculine hegemony (Wagner, 2015). In addition, college men are more likely to be the perpetrators of most forms of violence and commit violations of campus policies when compared to their female counterparts (Edwards & Jones, 2009). College men interviewed in the study identified external expectations influencing them to act tough and demonstrate other traits of hyper masculine hegemony. It can be argued that some of these men may gain their

masculine related beliefs, values, and behaviors from each other, demonstrating the power of socialization (Harris & Struve, 2009). The experiences of these men illustrate that they want to learn how to be a man, but do not necessarily have a safe space and/or lack the support to craft their definition masculinity. Therefore, many college men are not receiving this support and types of support have not fully been explored. This quantitative study gathered data from over 60 college sophomore men to better understand their perceptions and expression of masculinity. The data is then utilized to provide professionals with recommendations for practice.

International and Domestic Students Relationships: Impact of Interpersonal Relationships on the Development of Cultural Understanding

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

STUDENTS Sandra Leigh Nickell | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Contributing to the campus diversity, the population of international students attending American higher education institutions continues to rise. Higher education institutions strive to develop a diverse campus community that will enrich students prospective of other cultures. It is through examining how relationships between international students and American college students will provide an understanding of how these relationships evolve and affect the campus community. Although, research has

explored the topic of the cause for international students' disengagement to form relationships, there is limited research focus on building interpersonal relationships with their American peer. This research examines the impact of interpersonal relationships between international students and American students contribute to the development of cultural understanding within a university community. Five international undergraduate students and five American undergraduate students participated in the study.

The Current State of Academic Services for Hearing Impaired Students at Public Universities in Saudi Arabia

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

STUDENTS Nihad Maneaa Alogail | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

The majority of hearing impaired students in public universities in Saudi Arabia encounter several challenges, including inadequate learning infrastructure and poor academic inclusion. Although they have the potential to succeed, these inadequacies curtail their ability to attain desirable academic standards. In most cases, they feel left out not only in class work, but also in co-curricular activities, which results in dismal performance and

low self-esteem. University administration can fix these problems so as to give the hearing impaired students a productive and fulfilling learning environment at the university. This research examined the impact of the inadequate learning infrastructure in Saudi Arabia, and academic inclusion on the performance of first-year hearing-impaired students. Findings suggest that there is still a need for program development for hearing impaired students.

Impact of King Abdullah's Scholarship as Determined by The Success in Obtaining a position for Saudi Arabian Students

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

STUDENTS Amal M Albdrani | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Surveying 105 graduates of Saudi Arabia's largest scholarship program, the King Abdullah Scholarship Program (KASP), this study measured the success of the program through graduate satisfaction and employment rates. The study addressed two questions: 1) Is KASP successful when defined as graduates finding employment in their area of study? and 2) Is KASP successful when defined as the graduates' satisfaction with the study abroad program? The study used a factorial design to capture the effect of several independent variables affecting employment such as gender, age, and field of study, prior experience, and or level of education. Survey questions also captured vari-

ables affecting graduate satisfaction with KASP will address the graduate's language barrier, multicultural experience, academic readiness, and perceived academic difficulty. The data generated are significant to the Kingdom of Saudi Arabia in assessing the ability of programs like KASP to improve the country's historical problem with low employment among Saudi citizens. Findings are particularly relevant because 60% of Saudi's population is under the age of 18, and developing solutions to workforce preparation in a global economy is an increasingly relevant with the status of the workforce in Saudi Arabia.

White Identity Salience and the Effect on Campus Climate

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

STUDENTS Hannah K Williamson | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Since the election of President Obama, many have argued that the issue of racism and equality has been resolved and the United States had moved to a "post-racial" society (Vega, 2014). In recent years, racial tensions have been rising as seen by the shootings of Trayvon Martin and Michael Brown, protests in Ferguson, and national social media campaigns such as #blacklivesmatter. Given these and many other events, Higher Education and college campuses provide a space to confront and discuss race and racial identity. This study focused on White identity awareness at a predominantly White, religiously-affiliated, private university in the Midwest and any effects on the campus

climate as a result of identity awareness. Eight participants were interviewed with interviews transcribed and evaluated to develop a thematic understanding of the students' perception of their White identity and a connection to the campus climate. Findings discuss the variety and similarities of experiences and identity development of the eight students and the potential affect it has on the campus. Finally, recommendations are presented to support further racial development of White students and institutional educational programs to enhance a more racially aware campus climate.

Academic Honesty from A Saudi Student's Point of View: Dealing With Negative Stereotype

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

STUDENTS Walaa H Alhassoon | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Despite all the research showing the academic dishonesty of Middle Eastern students, and Saudi students in particular, many Saudi students are working hard to obtain their degrees honestly. Unfortunately, this is causing a negative stereotype towards Saudi students in general, and this stereotype is making it difficult for these students to succeed academically in the United States. In fact, when questioned, more than half of the Saudi stu-

dents at the University of Dayton indicated that they had felt the repercussions of a negative stereotype, and 80 percent of these students found it difficult to handle this negativity. Findings of the current study indicates that the negative stereotype is indeed an issue that is having a negative impact on the academic performance and the overall college experience of the Saudi students who come to study in the United States.

(I Can't Get No) Satisfaction With my College Major: Impact of Motivation to Choose a College Major on First-Year Students' Satisfaction and Sense of Belonging

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

STUDENTS Andrew J Morrow | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Social norms, parental desires, peer influence, and money. Some students resort to these extrinsic motivations to choose their major, while ideally, students should be utilizing intrinsic motivations to inform their decisions. Choosing a major can be a difficult process for first-year students, as the complex and stressful decision influences a multitude of future implications. This study connects the motivations first-year students at the University of Dayton used to choose a major to their self-identified satisfaction and sense of belonging as they approach their sophomore year. Findings provide a glimpse into the procedures that first-year

UD students prioritized and how their satisfaction and sense of belonging has been affected while at the institution due to choice of academic program. Satisfaction and sense of belonging are integral to understand further due to the retention and persistence consequences for student and institution. Attendees will walk away from this poster presentation with a framework for understanding the research and strategies for advising students who are embarking on, or inundated in, the multifaceted processes of choosing a major.

Are We Out of the Woods Yet? Students' Perceived Values of Outdoor Pre-Orientation Program Experiences Over Time

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

STUDENTS Victoria Heithaus | ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC Forum, 4:30–6:30

Often the first welcome to university life for students comes in the form of an orientation program. Pre-orientation camps, like Camp Blue at the University of Dayton, serve to ease the transition through a leadership development lens. The purpose of this research is to examine the effects of the Camp Blue leadership lessons over time, assessing students' perceived value of their camp experiences. A focus group comprised of six

former campers, representing first-year through senior students, highlights some key themes and characteristics from the camp experience that remain relevant post-program. This study informs future practices for camp curriculum and activities, and assists orientation professionals in developing effective pre or extended orientation programs for new students.

Get in the Box: The Impact of Male Socialization and its Relation to Conformity Among College Football Players

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

STUDENTS Vet A Smelko | ADVISORS Molly A Schaller

LOCATION, TIME LTC Forum, 4:30–6:30

Masculinity is a social construct that allows all men to use their manliness as status symbol. Often times, men who have a narrow definition of masculinity will see it as a competition where they must conform to societal norms of traditional manliness in order to prove their worth among their peers, teammates, or other men in general. In turn, this does not allow many men to develop a genuine and authentic sense of self. This study was distributed to the entire varsity football, which consist of 96 players ranging from freshman to fifth year seniors. Using quantitative data from the Conformity to Masculine Norms Inventory, this study illustrates that the rate of conformity to masculine norms

among college football players at a Division 1 non-scholarship, religiously affiliated institution. The conformity is based upon a player's prior socialization experiences, athletic identity, and their ability to make meaning within a college environment. The data represented show that as a whole, college football players at the division one non-scholarship level have a high rate of conformity in regards to traditional forms of masculinity. Specifically the data show the highest ratings of conformity among college football players who have a defensive position, and are first or second year student-athletes.

The Use of the Bruininks-Oseretsky Test of Motor Proficiency and the Y Balance Test to Assess Balance in Typical Children Ages 6–10 Years

School of Education and Health Sciences: Physical Therapy Doctoral Program | Poster - Honors Thesis

STUDENTS Mackenzie Lea Wilson | ADVISORS Betsy K Donahoe-Fillmore

LOCATION, TIME RecPlex, 10:45–12:00

One of the most commonly used tests to measure balance in the pediatric population is the Bruininks-Oseretsky Test of Motor Proficiency, 2nd edition (BOT-2). With this balance assessment, a ceiling effect is often seen, making it challenging to assess changes in balance before and after intervention for many children. The Y-balance test is another balance tool, but normative data for this test has not been established for the pediatric

population. The purpose of this study was to develop normative values for the Y Balance Test in typical children ages 6–10 years and to compare it to the BOT-2. Results of this study can be used to develop normative balance values in children in this age group and to determine if the Y Balance Test can be utilized to accurately assess balance in the pediatric population.

Effects of Body Weight Loading on Arch Height

School of Education and Health Sciences: Physical Therapy Doctoral Program | Poster - Honors Thesis

STUDENTS Anastasia Bjelopetrovich | ADVISORS ADVISORS Joaquin A Barrios

LOCATION, TIME RecPlex, 10:45–12:00

Foot functionality is integral to normal human locomotion. The most commonly assessed area of the human body studied during locomotion is the medial longitudinal arch and its deformation. The Arch Height Index Measurement System (AHIMS) is the most reliable tool to measure this arch. This system typically measures arch deformation in two baseline conditions, sitting and standing. The sitting condition is considered unweighted and approximately 10% of a person's body weight. The standing condition is considered a loaded condition and represents 50% of body weight. The first aim of this study was to see if the baseline measurements traditionally taken with the AHIMS were valid assessments of their perspective body weight conditions. The

second aim was to characterize the body weight load and arch deformation relationship. This study used the AHIMS to replicate loaded body weight conditions during gait, from 10–120% of a subject's body weight. The subjects' arch height was measured at twelve different body weight measurements of 10% increments (10–120%) using a real-time force data stream. The subjects were also loaded with a weighted vest that contained 20% of their body weight in order to aid them in achieving the higher loads of weight. Their arch deformation was recorded at all 12 conditions. The results will further the understanding of how the foot and specifically the arch change during ambulation.

Fall Risk Assessment of Older Adults with Dementia Attending Goodwill Easter Seals Adult Day Services Programs

School of Education and Health Sciences: Physical Therapy Doctoral Program | Poster - Honors Thesis

STUDENTS Jamie L Wynk | ADVISORS Kurt J Jackson

LOCATION, TIME RecPlex, 10:45–12:00

Older adults with dementia are at an increased risk for falls. However, little is known about what specific factors increase fall risk in this population. The purpose of this study was to assess performance based fall risk factors among older adults with dementia who attend day service programs in the Miami Valley so that more specific interventions can be designed to reduce future falls. To be included in this study, participants had to attend Goodwill Easter Seals Adult Day Service and have a diagnosis of dementia. There were 19 participants in this study (8 male) with an average age of 72 years old (ranged 64–86 years old). Participants were assessed for cognitive function by using the Montreal Cognitive Assessment (MoCA). Testing also

included gait speed, the Timed Up and Go test, a 30-second sit to stand test, and a grip strength test. The average MoCA score (16 points) was consistent with MoCA scores for the cognitively impaired or Alzheimer's population. MoCA scores ranged greatly (0–29 points) signifying a wide range of cognitive abilities among this population. Participants scored lower than published age matched normative values for each measure, signifying an increase in fall risk by each parameter. In the future, an intervention should be designed that can be easily implemented in day service programs with an emphasis on targeting the strength of large anti-gravity muscles of the lower limbs and trunk.

High School Students with Disabilities and the Postsecondary Transition: Patterns of Intention and Recommendations for Practice

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

STUDENTS Heidi Maria McGrew, Daniel J Trunk | ADVISORS Carolyn S Ridenour

LOCATION, TIME RecPlex, 10:45–12:00

Increases in diversity of student race, age, gender, and socioeconomic status, as well as the rise in enrollment of students with disabilities, have allowed colleges and universities to become communities rich in culture and ethnicity. Admissions data suggest that the number of students with disabilities attending college has grown significantly in recent years, with an estimated 400% increase between the mid-1970s and the turn of the

century. A study conducted by the National Center for Education Statistics revealed slightly over 11% of students in U.S. postsecondary institutions were identified as having a disability during the 2011–2012 academic school year. Despite this increase in admission and attendance compared to students without disabilities, individuals with disabilities in the United States are still significantly less likely to attend college and less likely to earn

college degrees. The purpose of this mixed methods study was to examine the rates to which one Southern Ohio sample of 12th grade high school students with disabilities intended to pursue higher education compared to their peers without disabilities. Selected participants from this sample were interviewed to attempt to compliment the statistics to provide further understand of the meaning students make of their postsecondary choices. The theoretical framework for the study was grounded in the his-

tory of public policy that has increasingly promoted educational opportunities for students with disabilities in the K-12 setting and how these policies impact higher education opportunity and access. Conceptual in nature, the study provides a foundation for transition service delivery in K-12 settings for students with disabilities, and how community colleges may form partnerships with local education agencies in order to best meet the transition needs of students.

Acute Effects of Sugar-Sweetened Beverage Consumption on Reactive Hyperemia in Young, Healthy Humans

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

STUDENTS Joshua Keller | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex, 10:45–12:00

Studies have reported that chronic consumption of sugar-sweetened beverages (SSBs) is associated with greater cardiovascular disease prevalence including hypertension, stroke and myocardial infarction. Reactive hyperemia (RH) has been identified as a measure of microvascular function that is associated with cardiovascular disease risk. The purpose of this study was to test the hypothesis that consumption of an SSB would acutely impair microvascular responses. Thirteen subjects were given 24 fluid ounces of water or SSB (68g mixture of fructose and dextrose mimicking high fructose corn syrup, diluted in water). Prior to, immediately after, and 1 hour post-beverage consumption, venous occlusion plethysmography was used to measure the forearm blood flow (FBF) during baseline and post-ischemia (5 min) RH conditions. Whole blood [glucose] was determined via finger-stick samples and rapid glucometry. Heart rate (HR; ECG) and blood pressure (BP; automatic sphygmomanometry) were monitored throughout the experiment. SSB consumption increased whole blood [glucose] from pre-beverage (68 ± 3

vs 104 ± 6 mg/dl) whereas the placebo did not (69 ± 3 vs 72 ± 3 mg/dl). After 1 hour post-beverage, [glucose] was near pre-beverage values for both SSB (76 ± 5 mg/dl) and placebo (75 ± 4 mg/dl) conditions. A small decrease in peak RH FBF was observed 1 hour post-SSB (27.6 ± 2 vs 31.0 ± 2.7 ml/dl/min; $p=0.05$); however, no other significant changes were observed. Interestingly, the dynamic response of the RH was altered such that the area of the curve (AUC) was slightly greater 1 hour post-SSB vs immediately after beverage consumption (104.0 ± 17 vs 84.5 ± 17 ml). Increased systolic and diastolic BP was observed in the SSB condition following the drink and this persisted 1 hour post-beverage. In general, HR was unchanged across all conditions. These findings indicate that young, healthy humans maintain microvascular functioning following acute consumption of an SSB. Future studies should address at-risk populations as well as whether chronic SSB consumption directly attenuates RH responses.

BMI Associations Between Mother and Offspring From Birth to Age 18: The Fels Longitudinal Study

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

STUDENTS Stacie S Swanton | ADVISORS Lloyd L Laubach, Jon K Linderman

LOCATION, TIME RecPlex, 10:45–12:00

Introduction: It is reported that two of three American adults are classified as overweight or obese; and one in three of their offspring will become overweight or obese (Sun et al., 2012). Because parental obesity is a risk factor for childhood obesity, children can also be pre-exposed to risk factors for chronic diseases such as diabetes, hypertension, coronary artery and cardiovascular diseases. It has been well established that body composition is affected by many variables such as age, sex, race, in addition to the familial environment affects such as diet and exercise habits (Baumgartner et al., 1994). Previous research has shown a stronger maternal than paternal influence on BMI during infancy and early childhood (Magarey et al., 2013). The purpose of this research was to investigate the BMI associations between mother and offspring from birth to age 18 years. Methods: Participants were selected from the Fels Longitudinal Study, in which information regarding the study has been previously published in great detail (Roche et al., 1992).

The current study sample includes 6,263 mother/child pairings ($n=3,215$ mother/son, $n=3,048$ mother/daughter). Inclusion criteria required that mothers be a mean age of 35 ± 5 years, the children be aged from 0–18 years, and have height, weight, and body mass index (BMI) data present. BMI correlations between mothers and offspring were analyzed by Spearman correlations and standardized beta coefficients. Results: BMI correlations for the mother/son relationship became statistically significant ($p < 0.05$) around the boys age 5–6 years and continued through puberty and into early adulthood at age 18 years. The mother/daughter relationship became significant at age 1.5 years for girls and also continued through adolescence, puberty and early adulthood at age 18 years. Conclusions: The mother/daughter relationship was more strongly correlated than the mother/son relationship, and also became statistically significant at an earlier age than boys.

Effect of Combination Ice and Compression Socks on Resting Calf Blood Flow in Trained Male Athletes

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

STUDENTS Michael J Hudock | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex, 10:45–12:00

Compression socks are common tools that are utilized in the realm of athletics. The purpose of the compression is to increase blood flow to the lower extremities, thereby increasing oxygen and energy sources needed for increased skeletal muscle function and/or recovery. Recently, a product has been marketed that combines the compression element and cryotherapy, with the goal being increased blood flow to the lower extremities while reducing inflammation post-workout to quicken recovery. However, to our knowledge, direct measures of blood flow using this type of product have not been performed. Thus, this study

looks at the effects of compression with and without cryotherapy (e.g. icing) on the blood flow of trained male athletes. The hypothesis was that compression would increase blood flow, ice would reduce it, and a combination of both would produce an intermediate result. The present results indicate that compression, alone or in combination with ice, does not increase CBF as measured by venous occlusion plethysmograph, at rest in trained males. Furthermore, CBF was not attenuated during the ice alone condition. Taken together, the marketed effects of this product are questioned in the present experimental setup.

Effects of single-dose dietary nitrate on oxygen consumption during and after maximal 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, 10:45–12:00

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 maximal and 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 cycle ergometry at maximal efforts. Six young, moderately active, healthy males (age: 26.5 ± 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 (8 ± 1 min) 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). Additionally, NO₃⁻ slightly attenuated VO₂ max during exercise (Ctrl: 30.9 ± 3.4 ml/kg/min vs NO₃⁻: 29.4 ± 3.2/kg/min) and post exercise energy expenditure (Ctrl: 112.9 ± 22.1 kcal/min vs NO₃⁻: 94.1 ± 15.7 kcal/min). While NO₃⁻ supplementation may have performance benefits, especially in elite athletes exercising at high intensities, it would not be an ideal choice of a supplement to aid in weight loss and increased energy expenditure.

Intellectual Property and The NCAA

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

STUDENTS Mitchell W Pollard | ADVISORS Corinne M Daprano

LOCATION, TIME RecPlex, 10:45–12:00

The research aim of this project is to examine the legal issues regarding intellectual property with student athletes who participate in sports under governance of the NCAA. Intellectual property rights are for creative works which are designated to specific people or businesses by law. This research thesis will examine the conflict the NCAA has with student athletes that argue they should be obtaining revenue from autographs, jersey sales, etc. The Ed O'Bannon case, which just concluded and is now in the

settlement phase, will be a major focal point of this research project. Ed O'Bannon sued the NCAA for using student athlete images commercially. The NCAA holds that these "athletes" are amateurs, and should not profit from sales of their jersey or autographs. In essence, this research project will examine the documents and court cases dealing with intellectual property and the NCAA, and other cases outside of the NCAA that present the same issues.

Effects of a Peer Developed Nutrition Education Intervention of the Fruit and Vegetable Intake in Elementary School Children

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

STUDENTS Sydney Marie Antolini | ADVISORS Diana Cuy Castellanos

LOCATION, TIME RecPlex, 10:45–12:00

The Center for Disease Control estimates that nearly one in three children in the United States are overweight or obese. Under the Healthy, Hunger Free Kids Act 2010, school systems operating under the School Lunch Program are required to provide 1 fruit and 1 vegetable to children during lunch to help to improve the nutritional value of lunches and address obesity. However, plate waste is high and efforts need to be made to increase consumption and decrease waste. The purpose of this study is to examine a peer developed nutrition education intervention that aims to increase fruit and vegetable intake in students and decrease plate waste. In collaboration with a six-grade student from Snow-

hill Elementary School, a children's story, emphasizing the importance of fruit and vegetables was created and read to second and third grade children. Fruit and vegetable consumption and plate waste were measured pre- and post-intervention to determine its effect on fruit and vegetable intake in the children. To promote consumption and decrease plate waste, it is important to find innovative ways to encourage fruit and vegetable intake in children. In this study, collaborating with and educating students on nutrition brought attention to the issue and raised awareness in the school system of the need for better nutrition education.

Effects of Temperature on Muscle Force and Fatigue during Isometric Contractions of the Forearm in Young Healthy Humans

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

STUDENTS Paige Elizabeth Morrison | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex, 10:45–12:00

Alterations in temperature has been previously linked to changes in both muscular force output and fatigue, but they have been seen to display varying intensities of change based on the specific muscular region examined and the internal temperatures achieved. The purpose of this research study is to determine the effects of temperature on the function of forearm muscles, specifically the brachioradialis and flexor carpiradialis, during isometric contractions in healthy young adults. We measured the muscular force and fatigue at room temperature and after a heating period of 20 minutes. Subjects were supine for the duration of the experiment with arm abducted at 90 degrees. An initial maximum con-

traction value was first obtained in all subjects. Then, maximal voluntary contractions and rhythmic exercise at 75% of maximum contraction (at a 2:4 rest: contraction duty cycle) to failure were performed in thermoneutral and heated conditions in a randomized order. Surface EMG was used to determine muscle activity, contraction strength was measured by isometric dynamometer, and systemic hemodynamics were also determined (heart rate and blood pressure via 3-lead ECG and sphygmomanometry, respectively). Muscle activation (as a percent of maximum) and time to fatigue were calculated.

Adjustment of weightlifting performance by fat-free mass: Division I sport-specific allometric models

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

STUDENTS Caleb Andrew Holtzmann, Joshua Keller | ADVISORS Anne Crecelius

LOCATION, TIME RecPlex, 10:45–12:00

Previously, we derived allometric equations to scale bench press and squat performance for Division I collegiate male and female athletes using data obtained by the University of Dayton Strength and Conditioning Program. Rather than a simple ratio based adjustment, allometric scaling 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. While the allometric scaling of scores seemed to appropriately account for body-weight

bias (greater strength in larger athletes) in males, we may have inappropriately adjusted strength scores in females. Previously, it has been shown that even in athletic populations, females have a greater percentage of fat mass as compared to males and this may have impacted our adjustment. Therefore, here, we sought to utilize body composition data (body fat percentage obtained by skinfold measures) to create new models based on fat-free mass, rather than simply body mass.

Social Media Best Practice in College Football Division I National Championship Game 2016

School of Education and Health Sciences: Health and Sport Science

Oral Presentation - Course Project, HSS 285 H1

STUDENTS Claire E Fischer | ADVISORS Peter J Titlebaum

LOCATION, TIME Marianist Hall Learning Space 218, 1:00–1:20

The purpose of this research study is to analyze best practice of College Sports Information Directors as it relates to social media. Currently, there are a variety of strategies when it comes to social media analytics. Information was gathered by interviewing sports information directors and analyzing social media. This

research can be used to determine best practice in measuring social media success within organizations, especially college football, specifically at the 2016 College Football Playoff National Championship game between Alabama and Clemson. Comparing and contrasting the two schools' social media strategies will

shed insight on best practices and these results will be used to determine how to quantify social media interactions. This study

provides an extensive look into the interactive world of social media in college football.

Understanding How Analytics Tie Social Media and Business Together

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

STUDENTS Ryan T McGarvey | ADVISORS Peter J Titlebaum

LOCATION, TIME Marianist Hall Learning Space 218, 1:20–1:40

According to AdWeek, 50% of top marketers do not know how to demonstrate social media's spending's effect on business. In addition, only 41% of marketers say they are capitalizing on their social media data. This means that a majority of marketers do not know how to demonstrate the value of their social media to their business, nor do they understand what types of content perform better than others. The purpose of this study is twofold. The first goal is to understand the emerging field of social media

analytics, how marketers can understand it and use it. Second is tie social media analytics to Return on Investment (ROI) and Return on Objective (ROO) for businesses. The methodology of this research will be conducted through a literary review as well as interviews with industry professionals. From this study, professionals will gain a stronger understanding of how analytics can be used to improve a business's social media, as well as gauge how it can be valued to a company's business objectives.

The History of Physical Education-Activity, Sport, and 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 10

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

STUDENTS Jeri Lynn Brandy, Devyn Shea Hickman, Astrid Margarita Jetter, Paul Nikolaus Karthan, Mary K Lewis, Andrea N Mick, Cameron D Richey, Sierra N Speck, Mckenzie L Wilson, Nathaniel A Wourms | ADVISORS George M DeMarco

LOCATION, TIME RecPlex, 9:00–10:15

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, edifying, and enlightening, the stories told by the Teaching Assistants (N=10) and students (N= 63) of two (2) separate sections of the course HSS 275 - History of Physical Education/Activity and Sport "" during the spring semester of 2016 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 Greatest Two Minutes in Sports: The History of the Kentucky Derby: Part III2.The History of Women's Ice Hockey in the United States3.Pursuit to Be the Best: Who is the

REAL Richard Sherman?4.The History of Weight Sports and Weight Lifting5.The Tough and Triumphant Life and Times of Tom Blackburn6.Hall of Fame Coach Don Donoher: A UD Legend7. The Life and Times of Ryan "Archie" Miller 8.The History of Rugby9.The History of Tommy John Surgery10.The History of the Departments of Health-Physical Education and Sport Science at UD 1850–2016. These 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 2016 Stander Symposium.

Assessment of Health Related Fitness in University of Dayton Faculty and Staff Wellness Program Participants

School of Education and Health Sciences: Health and Sport Science | Poster - Course Project, HSS 405 H1

STUDENTS Olivia K Albers | ADVISORS Megan A Clayton

LOCATION, TIME RecPlex, 9:00–10:15

The University of Dayton offers a Wellness Program for faculty and staff in an effort to create a "culture of health" by offering tools to support and encourage individuals in their pursuit of overall wellness. This classroom-based research will collect preliminary, mid-semester and late-semester (post) assessments of health related fitness on Wellness Program volunteer participants. Health and Sport Science students will specifically assess aerobic performance, muscular strength, muscular endurance,

flexibility, and body composition on up to 20 Wellness Program participants. Data will be statistically analyzed using SPSS to look for fitness related improvements throughout the participants' involvement in the program this semester. This research will provide insight into the volunteers' individual fitness goals and may also offer insight to the helpfulness and efficacy of the program itself.

The Effectiveness of a Personalized Peer Physical Education Program on the Health Related Physical Fitness, Diet, and Attitudes Toward Exercise/Diet of Selected College Students

School of Education and Health Sciences: Health and Sport Science | Poster - Course Project, HSS 428 02

STUDENTS Cody William Behm, Harmeet S Bhatti, Philip D Browne, Ashley E Campbell, Matthew Scott Clegg, Emma R Fiorita, Megan Elaine Fridley, George M Iannantuono, Paul Nikolaus Karthan, Megan C Kenney, Donald J Kleppel, Brigid R Kovach, Alyssa Marie Manzione, Ashley Briana Marolo, Mary Margaret R Mckenna, Colleen Marie Mcshane, Zachary J Noth, Danielle A Ondreka, Patrick C Reed, Christina Marie Sinak, Cory T Stuart, Anna C Szpalik, Morgan D Taylor, Casey L Townson, Tyler J Tumberg, Nicole J Waters, Luke J Welsh, Nathaniel A Wourms, Sam M Young | ADVISORS George M DeMarco

LOCATION, TIME RecPlex, 9:00–10:15

The purpose of this major course research project is to determine the effectiveness of a Personalized Peer Physical Education Program (PPPEP) on the cardiovascular endurance, muscular strength/endurance, flexibility, body composition (i.e., components of health related physical fitness, HRPF) diet, and attitudes toward exercise/diet of selected college age students (N=25). During the 2016 spring semester, students in one section of an undergraduate research methods course offered in the university's Department of Health and Sport science will exercise w/ peers during ten (10) separate sessions. Team members will participate in five (5) sessions conducted during class time and five (5) sessions conducted outside of class. Two (2) additional sessions will be allocated for pre- and post-testing. All in exercise and testing sessions will be conducted at the University's recreation fitness center RecPlex. Students will be divided into 4 separate research-fitness teams assigned to one of two (2) conferences utilizing different types of specialized exercises focusing on (a) muscular strength-endurance, (b) cardiovascular endurance, and (c) flexibility. Each team will design exercise programs according to protocol assigned to their conference inclusive of free weight, body-weight training, Dynaband Resistance Training, exercise and medicine balls; running/walking, slow sustained static stretching, and Proprioceptive Neuromuscular Facilitation (PNF). A quasi-experimental mixed-method research design (Ridenour & Newman, 2008) will be utilized. Quantitative mea-

asures will include estimates of percent body fat, the President's Challenge Adult Physical Fitness Test (PCPFN, 2016) <https://www.adultfitnessstest.org/> and Borg Critical Rating (CR10, Borg, 1998). SuperTracker at ChooseMyPlate.gov (USDA, 2016) will be utilized to monitor students' caloric intake throughout the study. Descriptive and inferential statistics will be calculated via the use of SPSS v22. Directional and non-directional hypotheses will be tested at the .05 level of significance. Sources of qualitative data will include (a) interviews/questionnaires focusing on students' personal-family exercise-medical history and (b) fitness journals-nutritional logs. Qualitative data will be subject to content analysis via the theoretical/analytical framework of Symbolic Interactionism (Blumer, 1969). As/if revealed, emergent common perspectives, themes, and categories will be developed into Grounded Theory (Glaser & Strauss, 1967) describing students' health/exercise histories vis-a'-vis attitudes toward exercise and diet. Case histories will be constructed and all measures of pre- and posttest data will be compared to determine the effectiveness of the PPPEP on students' HRPF, diet, and attitudes toward exercise. It is (a) hypothesized that all quantitative measures of students' HRPF and diet will improve as a result of participation in the PPPEP and, (b) theorized that students' health/exercise histories/journal entries will reveal positive attitudes toward exercise in general and the PPPEP in specific.

The Effects of Early Science Education on the Acquisition of Executive Functioning Skills in Preschoolers

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

STUDENTS Nouf M Alhakami | ADVISORS Shauna M Adams

LOCATION, TIME RecPlex, 10:45–12:00

The presentation will describe a study that focuses on how early science education impacts the development executive functioning (EF) skills. Early science education can be an effective method for improving preschoolers' working memory and inhibitory control. The study involves observations of preschoolers in a STEM-focused classroom and those in a more traditional classroom where science is not the focus of the curriculum. Objectives: First, Participants will develop a better understanding of how early science education affects engagement in EF skill development. Second, Teachers and curriculum leaders will develop a better understanding of how curriculum supports EF skills. The poster session will introduce executive functioning skills and explain why they are important for children during the first 5 years. EF skills are acquired through both formal learning

experiences and also through life experience. These skills are not innate and skills such as working memory, and inhibitory control must be intentionally developed in preschool children. This poster will explain the role of a STEM curriculum in improving EF skills and will demonstrate how preschoolers in a STEM focused classroom are more engaged in EF skills than those in a non-STEM focused classroom. The results of structured observations in two types of classrooms, STEM, and non-STEM through circle time and learning centers of the daily schedule will be shown. The methodology of the study includes the use of a structured observation tool, the Engagement Check II (McWilliams, 1994), which was used to assess child engagement/focus and also a structured observation of the Ohio Early Learning and Development standards that address approaches to learning. A discussion of

the results will provide a better understanding of the difference in STEM focused and non-focused curriculum practices and the

impact of those practices on the opportunities for children to engage in EF skill development.

The Implementation of Two-Way Immersion Programs

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

STUDENTS Kara Marie Jankowski | ADVISORS Colleen Gallagher

LOCATION, TIME RecPlex, 10:45–12:00

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. One option of bilingual education is called two-way immersion (TWI) programs. TWI classrooms are comprised of students who are native speakers of two different languages. Together, these students communicate in both languages, while receiving instruction in both languages as well. These programs have been shown to be effective in teaching two languages without lowering student achievement. Bilingual education also takes advantage of children's natural ability to acquire language.

Being exposed to language at a young age is much easier than learning another language after the age of ten. TWI programs in elementary schools provide the language learning supports needed to become bilingual without detriment to other areas of content learning. Now, the question that remains is the feasibility of implementing these programs in the United States. Societal attitudes, budget concerns and the availability of qualified teachers could pose to be challenges for TWI programs to expand. By examining these possible challenges through qualitative research, the researcher compiles evidence indicating whether or not TWI programs can be implemented practically. With this understanding, policy makers and educators can decide to implement and fund more TWI programs in the United States.

An Analysis of the Educational Systems in Finland and the United States: A Case Study

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

STUDENTS Caroline Ann Goodill | ADVISORS Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 10:45–12:00

The millennial trend of globalization has engulfed the field of education, creating an inter-national dialogue of educational ideologies, practices, and policies. International tests have ranked education systems, leading the world's attention to those who achieve the highest on the tests: Finland. Finland and the United States offer similar practices and programs in terms of special education and teacher education, two dimensions of the educational system that could influence standardized test

results. However, these two countries achieve quite differently on international tests. The disparity of test results may lie within the differences of scope and implementation processes for these programs. Research from the Finnish models regarding these programs create guiding vessels that, when "Americanized" to fit the context of the diverse American background, could foster an equitable education system in the United States.

Synthesis of research on dyscalculia and The Common Core State Standards

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

STUDENTS Melissa Rachel Siegel | ADVISORS Mary Catherine Sableski

LOCATION, TIME RecPlex, 10:45–12:00

This thesis analyzed the implications for instruction under the newly adopted Common Core State Standards (CCSS) and the effects they have on students with dyscalculia. The CCSS is an educational initiative created for students to succeed in their academic endeavors through college and their professional careers.

Correlations were found in the research between the instructional implications under the CCSS and intervention strategies for students with dyscalculia. Parents, teachers and students were interviewed as evidence to verify this correlation.

Identification of English Learners as Gifted Students

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

STUDENTS Riley Catherine Weber | ADVISORS Stephen B Richards

LOCATION, TIME RecPlex, 10:45–12:00

The United States educational system has faced several challenges and reforms regarding assessment and identification in the past fifty years which continue to change as the nation develops new goals and needs (Giuliani & Pierangelo 2012). In recent years, schools have included a large population of immigrant

students from families with native languages other than English (Carter 2005). The need for educating students in English as a second language has led to new policies and programs developed specifically for ELL or English Language Learners (Elizalde-Utnick 2008). Another current topic of educational policy

concerns the emphasis on assessment and high-stakes testing. In 2004, the Individuals with Disabilities Education Act, IDEA, provided legal rights and expectations for special education students which includes students with learning disabilities; however, English Language Learners are not covered under IDEA unless they are identified with a learning disability. IDEA also does not cover the rights of students who qualify for gifted and talented programs, even though students who qualify for these programs require a form of specialized education. Due to these recent educational initiatives, this research study will focus on how the assessment of English Language Learners impacts their identification and placement in gifted and talented programs. This is a current topic to research because most studies have focused on

the overrepresentation of English Language Learners as learning disabled or the misidentification of students of color in learning disabled programs. However, some case studies and other forms of research have considered the underrepresentation of ELL in gifted and talented programs and whether or not students learning English as a second language can be successful in gifted and talented programs. For this Honors Thesis, the research questions include: What are the most appropriate and effective assessments to accurately identify gifted and talented English Language Learners? Are there appropriate accommodations for ELL that may assist in their identification and success as gifted and talented?

Effects of Diversity in the Classroom

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

STUDENTS Marie H Feyche, Sarah M Scoville, Taylor K Tovey | ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

Within developing classroom environments, diversity plays a prominent role in the lives of the community. The goal of this EDT 110H poster is to explore the effects of diversity in gender, language, and sexual identity.

Non-academic Factors that Maximize Student Engagement and Success in the Classroom

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

STUDENTS Margaret A Moeller, Adilyn F Smith, Elizabeth A Viterisi | ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

Research suggests that students need a substantial amount of energy in order to be productive during the school day. Our presentation explores how factors such as sleep, breakfast, and class schedule influence student's energy levels and academic success.

The Impact of Differing Curriculum Practices

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

STUDENTS Jessica L Grilliot, Alaina N Lewis, Rachel G Zinck | ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

Different curriculum practices impact students in a variety of ways. The goal of this EDT 110 H1 project is to discuss the particular effects of the Arts, censorship in English Language Arts classrooms, and STEM courses in schools.

Creating a Learning Environment in the Classroom

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

STUDENTS Christina Y Kang, Adam J Notarianni, Samantha D Windsor

ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

Homework, technology and ADHD are prevalent in today's typical American classrooms. We will be discussing how to create a learning environment that engages students to meet their academic needs within the classroom.

Creating a Safe and Effective Learning Environment

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

STUDENTS Hannah K Carnevale, Logan C Cooper, Kayla B Needham, Madison E Rinderle

ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

This EDT 110H project will explore how policies as well as student and teacher behavior can have an impact on the school environment. Topics will include: the effects bullying, if a dress

code can help prevent violence, how praising students could reduce class disruption, and the effectiveness of and possible alternatives to zero tolerance policies.

Standardized Testing: Development and Implication on Students and Teachers

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

STUDENTS Cecilia D Hoffart, Courtney E Lamb, Noelle E Rizzo, Lauren S Vanisko

ADVISORS Kathryn A Kinnucan-Welsch, Rochonda L Nenonene

LOCATION, TIME RecPlex, 9:00–10:15

Standardized testing is used in many ways within the classroom. We will be discussing the pros and cons of standardized testing and tracking, the effect of students' home environment on stan-

standardized test scores, and how performance pay affects teacher practice and credibility.