

## EDUCATION

### Undergraduate

<b>Title:</b> Examining The Success Of STEM Students In Writing Intensive Courses		<b>Presentation ID:</b> A33 – LS
<b>Author:</b> Ana Cruz	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b> Dr. Weam Al-Tameemi and Dr. Michael Kidd	<b>Mentor(s):</b> Dr. Weam Al-Tameemi	
<p><b>Abstract</b>            Several universities offer STEM Writing Intensive (WIN) Courses across the curriculum to ensure that graduates and undergraduates are more prepared for their future careers. The effectiveness of STEM WIN-Courses is important because there is a nationwide increase in STEM job openings, but a decrease in graduates. Therefore, to increase the completion rate of STEM students, it is crucial to monitor the effectiveness of such courses and improve them when needed. The purpose of this research is to examine the STEM WIN- courses at Texas A &amp; M International University (TAMIU), determine the factors contributing to student success, and discover how to improve the courses. To accomplish this, student and faculty surveys were issued at the beginning and end of each semester; also, course completion or withdrawal rates were obtained from the office of registration. The data collected suggests that TAMIU needs to improve the structure and implementation of STEM WIN-courses. As a result, we recommend some initiatives, such as new prerequisites and augmenting the role of the Writing Center, to improve the Writing Intensive courses at TAMIU and meet the nationwide crisis.</p>		

<b>Title:</b> Veteran Educational Barriers When Transitioning From Military To Civilian Practice In The Healthcare Field		<b>Presentation ID:</b> C115 – AN
<b>Author:</b> Shyla Hoff	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b> Heather DeGrande, College of Nursing and Health Sciences and Veena Prasad	<b>Mentor(s):</b> Joshua Watson, PhD, College of Education	
<p><b>Abstract</b>            The withdrawal of the U.S. military in the Middle East is resulting in significant downsizing of the military, and therefore more members are leaving the service. Military members who held medical occupations are not recognized for their training and experience due to a lack of civilian certification and licensing; yet, the United States continues to report a shortage of skilled healthcare workers. The aim of this phenomenological study is to explore the needs and barriers specific to military personnel and veterans who wish to obtain a Bachelor of Science in Nursing. Explorative, open-ended questions will be used for participants working toward a nursing degree at a South Texas University who identify as a current or former service member. Military healthcare professionals have significant skills and training that may benefit the healthcare field and fulfill nursing shortages. The study hopes to provide insight to the barriers of degree achievement in current or former service members in order to begin considering and evaluating methods to solve such barriers. Certain barriers, such as identification of unmet financial needs, can identify shortfalls and/or wasted resources. Our findings hope to direct future research that guides the recruitment of veterans interested in nursing, facilitates the advising process, decreases the attrition rate of current and former service members interested in or attending nursing programs, and ensures Federal grants are used wisely to assist military members become nurses.</p>		

<b>Title:</b> 10 Steps To Measure Your Multicultural IQ		<b>Presentation ID:</b> A35 – LS
<b>Author:</b> Vera Kristina	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b> Yaraniz Garcia	<b>Mentor(s):</b> Dr. Sumalai Maroonroge	
<p><b>Abstract</b>  It is essential for SLP's and audiologists to gain in depth knowledge about their patient's cultural background in order to properly diagnose and treat the disorder. According ASHA, only 4.43% of all SLP's are Hispanic. This percentage does not meet the nation's Hispanic population need, which accounts for 17.1%. A nationwide survey demonstrated that SLP's did not have the skills to properly assess Spanish bilingual children.  The purpose of this study is to compare culture competence levels in university juniors vs. seniors. It is hypothesized that the competency skills will be different, due to the fact that cultural competence is a learning process and needs time to develop. A survey was created and modified from Andrea Moxley's, What's Your Multicultural IQ questionnaire. The questions were chosen on the basis of clarity and realistic components. The true/false format was used in the survey and the results were converted into % for comparison. The participants were communication sciences major juniors and seniors. The data obtained was analyzed by using statistical analysis and the results indicated that senior year students had a higher culture competence skill compared to the junior students.</p>		

<b>Title:</b> Laredo, We Have A Problem		<b>Presentation ID:</b> A36 – LS
<b>Author:</b> Victoria Lomas	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Sumalai Maroonroge	
<p><b>Abstract</b>  Noise, it is everywhere around us, there is no escaping it, but have you ever been aware of the possible damage that could be done to the ear from those daily sounds? The focus of this study is to measure the level of environmental noise in Laredo and at TAMIU campus. The purpose is create awareness of community noise and assess harmful risk of noise. A sound level meter was use to measure the peak of noise over a fixed interval. Each measurement was taken 3 times. Locations and activities were selected at random at major street intersection, theater, around TAMIU campus as well as entertaining music and movies. Graphic displays will be used to show measurement results. Some significant finding showed learning center had the lowest noise levels and movies theater was the loudest and may post risk to noise exposure. The results of this study will be compare to literature and will discuss more in the poster.</p>		

<b>Title:</b> Mathematics Problem Solving In Elementary Mathematics Textbooks		<b>Presentation ID:</b> A37 – LS
<b>Author:</b> Myriam Machorro	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Selina V. Mireles	
<p><b>Abstract</b>  George Polya wrote 'How to Solve It' in 1945 which turned mathematics educators' attention to a framework for problem solving. Polya explains four steps to problem solving based on reviewing other expert's work. According to Van De Walle et al (2012), there are three strategies related to problem solving and teaching. The purpose of this research project was to analyze elementary mathematics textbooks to determine their approaches to problem</p>		

solving.

#### Methodology

The researcher obtained a list of state-adopted textbooks showing 3 choices per, K-6. The researcher's rubric was based on Van De Walle's strategies. The rubric was vetted by experts in the field for validity and an independent, objective expert in the field conducted the analysis with the same rubric for reliability.

#### Results

The researcher compiled the data through a tally and frequency table. Excerpts from the textbooks are included to provide qualitative data supporting results. Preliminary analysis shows the textbooks do not necessarily convey the 'through' recommendation.

#### Importance of the research in context of discipline

The national, state, and local standards purport that problem solving is critical to mathematics education.

Textbooks are an integral component to instruction. These results will provide valuable feedback to stakeholders like teachers.

<b>Title:</b> Implementing An Inclusive Education: Experiences And Perspectives Of Educators		<b>Presentation ID:</b> A38 – LS
<b>Author:</b> Christopher Martinez	<b>Discipline:</b> Education	
<b>Campus:</b> West Texas A&M University	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Betty Coneway, Ph.D.	
<b>Abstract</b> The philosophy and practice of inclusion is now being taken into consideration as the most appropriate way to provide the least restrictive environment (LRE) within a free appropriate public education (FAPE) as mandated by the Individuals with Disabilities Education Act (IDEA) of 2004. This study examines educators' experiences of implementing an inclusive education in the local area. The schools participating in this study are practicing inclusion as a means to provide special education services to students with disabilities. Areas to be explored are how educational professionals contribute to the inclusive classroom, communicate and collaborate, and provide support within the general education classroom to meet the LRE mandate. Professionals who have practiced inclusion are expected to have various practices and perspectives of inclusion since the approach does not follow the traditional general education classroom structure. Members of the school district's inclusive education staff were asked to participate in a survey with five select follow up interviews. Qualitative and quantitative analyses were used to evaluate information regarding inclusive educational practices used within these schools. Preliminary findings highlight both similarities and differences of how practices of inclusion are implemented and provide insight into the varying perspectives of educational professionals who contribute to inclusion.		

<b>Title:</b> Investigation Of The Effects Of A Leadership Training Program On Undergraduate Students' Consideration Of Future Consequences		<b>Presentation ID:</b> A39 – LS
<b>Author:</b> Taylor Peasha	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Commerce	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b> Dr. Shonda Gibson, Dr. Theresa Sadler and Dr. Stephen Reysen	<b>Mentor(s):</b> Dr. Shonda Gibson	
<b>Abstract</b> The current study investigated the effects of a leadership training program on individuals' consideration of future consequences (CFC). Past research has shown that individuals reporting low CFC place a generous degree of importance on the immediate consequences of behavior and little importance on the distant consequences, where those with high CFC place more importance on future consequences than immediate (Joireman, Strathman, & Balliet, 2006; (Strathman, Gleicher, Boninger, & Edwards, 1994). In the current study participants (N = 216)		

included undergraduate students within in an organizational leadership business class. All students completed a measure of CFC at the beginning of the semester, were then randomly selected to participate in a seven-week leadership training program or continue with the course as usual, and then completed the CFC again at the conclusion of the semester. Participation in the leadership training program significantly increased concern for future consequences but had no effect on concern for immediate consequences. The research under review is relevant considering the need for leaders to be able to move organizations from current to future states based on the vision of the organization.

<b>Title:</b> The Effects Of Hemoglobin A1C Levels On Auditory And Vestibular Dysfunctions		<b>Presentation ID:</b> A40 – LS
<b>Author:</b> Celia Perez	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Sumalai Maroonroge	
<p><b>Abstract</b>          According to the International Diabetes Federation, 387 million individuals around the world are living with diabetes and the number is expected to increase (2014). Diabetes affects the blood supply in the inner ears blood vessels resulting in auditory and vestibular dysfunctions. As a matter of fact, the relationship among Diabetes, Hearing loss, and other disorders such as Ear Infection, Tinnitus, and Dizziness does exist; however, there is not enough literature to confirm its association. For this reason, further research is needed in order to provide effective prevention and intervention for diabetic patients. Fortunately, Diabetes can be diagnosed and managed with the use of an A1C blood test. The purpose of this study was to examine the effects of the three Hemoglobin A1C levels, Non-diabetic, Pre-diabetic, and Diabetics, on auditory and vestibular dysfunctions such as the ones previously mentioned: Ear Infection, Tinnitus, and Dizziness. This study investigated medical records and hemoglobin A1C tests of 500 audiology patients from a local hospital. The data was analyzed with statistics based on percentages of disorders encountered and the three levels of blood sugar. The results indicated correlation among auditory and vestibular disorders in patients with high A1C levels, but not in the pre-diabetic group.</p>		

<b>Title:</b> Emotional Responses Of Latino Adolescents Towards Being Teased Or Bullied		<b>Presentation ID:</b> A41 – LS
<b>Author:</b> David Perez	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Kingsville	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lorraine Killion	
<p><b>Abstract</b>          Bullying is an escalating problem affecting one fifth of American high school students (CDC, 2012) often making school a brutal experience. Forms of bullying include: physical, verbal, and cyber. The emotional effects of bullying can have long-term results towards the overall well-being of victims (Ortega et al., 2012). A recent study reported 26% of Latino students stated they had been victimized within the previous school year. The connotation of teasing, often taken as playful, could be perceived as hostile if used as ridicule. The purpose of this study was to examine Latino adolescents’ responses to being teased or bullied. The School Climate Bullying Survey (Cornell, 2015), consisting of 13 subscales, was administered to high school students at a predominately Latino (71.7%) school in Texas. This study examined Subscale #13 (Reaction to Being Teased or Bullied). There was a significant (<math>p &lt; .05</math>) effect for being teased/bullied: a G LM yielded <math>[F(1, 97)=9.116, p=.003]</math>. Of the Latino population, an alarming 64.7% reported the emotion anger as the most prevalent emotional reaction evoked by bullying. Teachers and administrators should assess the prevalence of bullying and implement effective strategies to help students cope with negative emotional impacts such as low academic achievement and reduced school</p>		

enjoyment.

Key words: Latino, bullied, teased, adolescents, emotions

<b>Title:</b> Children's Perception Of Classical Music Using Ipad Application:		<b>Presentation ID:</b> A42 – LS
<b>Author:</b> Stacy Rendon	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Kingsville	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Catherine Ming Tu	
<b>Abstract</b> The purpose of this study is to observe and analyze young children's perception of classical music by implementing an iPad application, Carnival of the Animals (COA). The researcher utilized built in finger-movement tracking software within the iPad application to record four total sessions of nine to thirteen minutes each, for two to five-year-old children (N=8). Along with the tracking software, the researcher documented the participant's interactivity with the application by recording body movement, facial, and verbal expressions. Eight participants were then chosen at random from each age group by girl and boy, in order to balance out gender discrepancies. Finalizing the data, it was discovered that the participants had varied in musical taste, but overall enjoyed the first movement of COA that was heard in the application. This piece included major tonality, polyphonic texture, upbeat tempo, a marching style, and a moderate tempo that could be enjoyed by the participants through body movement. Children perceived this style of music as entertaining and enjoyable, and expressed it through empowering stances of body movement and marching. Keywords: Carnival of the Animals, children's perception, finger-movement tracking, classical music, and iPad		

<b>Title:</b> I Tested My Student – Now What?: Guiding Pre-Service Teachers To Use Assessment Data To Plan Instruction In A University-Based Tutorial Program		<b>Presentation ID:</b> B33 – LS
<b>Author:</b> Danielle Tefft	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Undergraduate	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Bethanie C. Pletcher	
<b>Abstract</b> The purpose of this study was to determine how pre-service teacher tutors used results gathered from reading interest surveys and literacy assessments to plan instruction for their students. Four tutors, enrolled in one section of a diagnosis and correction of reading problems course at a south Texas university, participated in this study. The researcher used a qualitative content analysis to find patterns amongst tutors' assessment results, lesson plans, and lesson transcripts. Findings indicate that these pre-service teachers used the information gathered to help them build relationships with and plan activities for their tutees. Tutors mainly focused on teaching comprehension, phonics, and writing strategies and skills.		

Master's

<b>Title:</b> The Victorian Child Victim In Charles Dickens' The Old Curiosity Shop And Charles Kingsley's The Water-Babies		<b>Presentation ID:</b> B34 – LS
<b>Author:</b> Nolan Arriaga	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Robert Haynes	
<b>Abstract</b> The British Industrial years were a time of progress that helped the economy boom. This brought many opportunities for companies and most middle-class and high-class citizens. There was also an increase in population, especially children. As the population of Victorian children increased, the possibilities of these children growing up in unstable homes did too. This brought issues of low life expectancies, child labor, poverty, and the loss of childhood. The Industrial Age may have been a positive progression for England at the time, but most lower class people suffered from these negative outcomes, especially children. The representation of suffering Victorian children in British literature was common during this era. The Victorian child is a symbol for nineteenth-century England that is represented in the works The Old Curiosity Shop by Charles Dickens and The Water-Babies by Charles Kingsley. Influences based on the authors' backgrounds, stances on Victorian children issues, views on society, and their own firsthand experiences all play roles in the development of the characters and situations presented in these works.		

<b>Title:</b> Are Students With Disabilities Receiving Required Life Skills And Job Training Curriculum Before They Graduate High School?		<b>Presentation ID:</b> B35 – LS
<b>Author:</b> Deborah Escalante	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – San Antonio	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Maria Peterson	
<b>Abstract</b> This research reports the findings of existing transitional programs and life skills curriculum within the special education department of Bexar County School District's classrooms. Specifically, the perceptions of teachers, school staff, parents, and other professional personnel working directly with students with special needs were collected from a voluntary participation in a survey or interview questionnaire. The questionnaires investigated the perceived effectiveness of the individualized educational programs (IEPs) to include life skills, self-advocacy, job training and/or preparedness for secondary education to each and every student with disabilities before they graduate high school. Participants also responded with their 1) perceptions regarding transitional training and support; 2) recommendations for improvement within the special education classroom; and 3) personal knowledge of successful outcomes regarding students with disabilities' employment and/or secondary education. This research attempts to answer the following questions: 1) Are students with disabilities receiving the required life skills and job training curriculum before they graduate high school? 2) With so much information and data, how do we sift through it all to know what program or curriculum is best for the individual student? 3) How can so much money and effort be spent with so poor results?		

<b>Title:</b> The Effects Of Self-Monitoring On Mathematic Performance On Student's At-Risk For Emotional And Behavioral Disorders		<b>Presentation ID:</b> B36 – LS
<b>Author:</b> Ambre Fairfield	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Commerce	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Brittany Hott	
<p><b>Abstract</b></p> <p>This study investigated the effects of self-monitoring on the mathematics performance of kindergarten and first grade students at risk for emotional and behavioral disorders. The study used a single subject multiple baseline design. Results indicate that the self-monitoring intervention improved the on-task behavior of kindergarten and first grade students at-risk for emotional and behavioral disorders. In addition to improving on-task performance, students experienced improved academic performance. Fluency scores decreased but accuracy increased suggesting that students slowed down and focused on accuracy during the intervention. The improved on-task and academic performance suggest that self-monitoring strategies may be an appropriate intervention for young students with significant behavioral challenges. Implications for practice and future research directions are reported.</p>		

<b>Title:</b> Counterfeit Cultures And Lost Identities In The Orchard Keeper And “Barn Burning”		<b>Presentation ID:</b> B37 – LS
<b>Author:</b> William Haynes	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Manuel Broncano and Dr. Randall Brown	
<p><b>Abstract</b></p> <p>In his, “A Stiff Man-Child Walking: Derrida’s Economy of Secrecy and Faulkner’s ‘Barn Burning’” Michael Wainwright explores Derrida’s analyzation of Baudelaire’s poem “La monnaie fousse.” Wainwright explores the concept of the “economy of secrecy” in Barn Burning through a deconstructive analysis. At the core of his argument, is the utterance of how secrecy is a constance of social conditioning. Cormac McCarthy has been known to have established links to Faulkner through the Southern Tradition of American Literature; however, my attempt herein will be to link a deep and rooted connection between his The Orchard Keeper and Faulkner’s “Barn Burning.” Both of these worlds are set in an “a priori” crossroads where the central characters’ loyalties are being tested by the competing factions of the world’s that came before them. The first clue in piecing this puzzle together lies near the beginning of both works. As young Colonel Sartoris Snopes stands at the crossroads of his life in that Justice of the Peace’s makeshift chambers, “the fierce pull of old blood” a line that is copied verbatim in Cormac McCarthy’s The Orchard Keeper. In order to effectively trace the significance of this line between the two I will firstly go into the background, structure and significance of this realization in Barn Burning, followed by The Orchard Keeper through a close-read of the two works.</p>		

<b>Title:</b> Secondary General Education & Iep Specific Accommodations		<b>Presentation ID:</b> B38 – LS
<b>Author:</b> Jessica McLamore	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – San Antonio	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Maria B. Peterson	
<p><b>Abstract</b></p> <p>Students who receive special education services or support typically have accommodations that the general education teachers are required to implement in their classrooms. General Education teachers receive minimal</p>		

education and/or training and do not always feel comfortable implementing Individual Education Plan (IEP) specific accommodations. Frequently used IEP specific accommodations include: extended time, reduced assignments, preferential seating, oral administration, and opportunity to repeat will be addressed. This study aims to investigate the extent to which IEP specific accommodations are implemented at two secondary campuses in South Texas.

<b>Title:</b> From House To House: The Leadership Trajectory Of Three Latina/Os In Texas		<b>Presentation ID:</b> B39 – LS
<b>Author:</b> Jesse Olivarez Jr	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Master's	
<b>Co-Authors:</b> Israel Aguilar, Jesse Olivarez, Jose A. Lopez, Liliana Bravo and Mark Cantu	<b>Mentor(s):</b> Dr. Israel Aguilar	
<p><b>Abstract</b>          With the growth of the Latino population in the United States projected to hit critical mass in the coming decades, the need has arisen for the voice of today’s Latino education leaders to be heard. Not only their views on education and social issues, but the challenges which they overcame on their way to achieving their goals prove especially cogent as education leaders attempt to contextualize today’s hyper diverse society. Thus, this study focuses on the experiences of three Latina/o education leaders who discuss how their childhood homes have shaped their identity and continues to impact their students and communities. Other education leaders can gain keener insight into the often misunderstood and misrepresented Latino community. The authors use reflection and autobiography as vehicles to facilitate their self-analysis. The leaders use St. Pierre’s (2008) notion of home as a site to theorize and arrive at the meaning of their background, of their current leadership position and of their leadership trajectory for the future. It is through this reflection that the realization arose that there is more work that needs to be done in order to close the opportunity gap between students. Furthermore, in documenting their story, complete with an epistemological stance, the authors provide a unique narrative that creates possibilities for the success of not only K-12 Latino students, but all K-12 students.</p>		

<b>Title:</b> Transnational Students		<b>Presentation ID:</b> B40 – LS
<b>Author:</b> Jenny Strang	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – San Antonio	<b>Student Level:</b> Master's	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Esther Garza	
<p><b>Abstract</b>          Transnational students in a South Texas Elementary School</p>		



Doctoral

<b>Title:</b> Fifty Years Of Orthopaedic Surgery Mentoring – What Has Changed?		<b>Presentation ID:</b> B41 – LS
<b>Author:</b> Patricia Bush	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Commerce	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Jon Travis	
<b>Abstract</b> The training environment for physicians is suspected to have negative effects on humanism for some trainees that adversely impacts their future workplace relationships (Coulehan & Williams, 2001). Professionalism is believed to be passed on through a combination of mentoring and role-modeling. One report of a study was found in orthopaedic literature on the subject of mentoring during residency although calls for better mentoring have abounded since the 1980s (Flint et al. (2009). This grounded theory study was designed to understand whether mentors help maintain humanism among orthopaedic surgeons. Participant interviews about mentor/mentee experiences were compared between 15 surgeons who trained less than 10 years ago and 15 surgeons who trained more than 10 years ago (66% of these between 40 and 50 years ago). Analysis revealed 1) changes in the learning environment, 2) changes in working environments that effect mentor availability, 3) and expectations of the newer trainees that may be negatively affecting mentoring experiences and reducing workplace bandwidth available for attention to humanistic mentoring. Surprisingly, the mentor/mentee experiences of men and women were similar except that younger women’s focus on work-life balance in some cases caused them to seek out female mentors in a 95% male environment.		

<b>Title:</b> Parental Involvement By Way Of Academic Socialization		<b>Presentation ID:</b> B42 – LS
<b>Author:</b> Mark Carbajal	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Frank Lucido	
<b>Abstract</b> As many of us know parental involvement in the life of a teenager becomes somewhat complicated in the later stages of adolescent development. There are definitely challenges that most parents face when their son or daughter starts secondary school. However, as research has shown the challenge that most parents will have is a different one than when their child was in elementary school. The key is the level and quality of involvement by parents and how it’s utilized in a manner that best suits their child’s interest and goals in relation to the curriculum of their school. Professor Nancy Hill of the Harvard Graduate School of Education and her colleagues are among the first to make note of how family dynamics lends its way to the level of parental involvement in their child’s education. The study shows how this different quality of parental involvement described by Hill and associates as “academic socialization” is critical to the success of an adolescent student during their secondary school experience. Unfortunately, many of the households of our struggling students especially those of cultural diversity do not fit this mold. This is where I plan to elucidate how we can reach those students in need.		

<b>Title:</b> An Investigation Of Current Status Of Teacher-Research System Of China: Implications And Inspirations To Teacher Professional Development Practice In U.S.		<b>Presentation ID:</b> C22 – LS
<b>Author:</b> Di Cui	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University International	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Dr. XueSong Wang	<b>Mentor(s):</b> Dr. XueSong Wang	
<p><b>Abstract</b></p> <p>Recent years, teacher professional development has increasingly become the focus of attention in both research and practice. Teacher professional development can be done in various approaches and with various systems. This paper introduced a China-featured teacher professional development system, the Teacher-Research System, and its current status and recent development in China. The purpose is to have a comparative study of the system with similar components in U. S. The paper starts with a systematic review of the history of this China-feature teacher professional development system, followed by a summary of its current status and most recent development. At the end, the authors compared the system with corresponding organizations and activities of teacher professional development in the US. At the ending, suggestions for future development were proposed for both Teacher-Research System in China and the corresponding part in teacher professional development system in U.S.</p>		

<b>Title:</b> A Quantitative Analysis Of Persistence And Academic Factors Of First-Year Living Learning Community Students At A Southern Mid-Sized Historically Black University		<b>Presentation ID:</b> C23 – LS
<b>Author:</b> Michara DeLaney	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lucian Yates III	
<p><b>Abstract</b></p> <p>As institutions of higher learning seek to find innovative ways to improve the persistence and graduation rates of their students, they will provide a pipeline for students to become more engaged in their educational and social experiences. Many campuses have adopted some form of learning communities, particularly for first-time freshmen. As the concept of the living learning communities becomes a fixture on college campuses throughout the country, many questions arise as how to best organize and implement the programs. In addition, there is the issue of whether or not the concept of living learning communities works or makes a difference. For decades, the efforts of those responsible for the success of students in higher education focused on persistence and graduation rates. The researcher will address the differences in persistence and academic factors among students who are participants in the living-learning community, and with those who are not, at the end of one academic year. This study will utilize a quantitative research methodology. The historical data will be evaluated and analyzed to determine if there is a statistically significant difference in persistence and academic factors of those living in the learning community at a mid-sized Southern Historically Black University.</p>		

<b>Title:</b> The Examination Of Commercialization Of Research Portfolios At Historically Black Colleges And Universities In		<b>Presentation ID:</b> C24 – LS
<b>Author:</b> Rebecca Faison	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lucian Yates III and Dr. Terence Finley	
<p><b>Abstract</b></p> <p>The niche demographics of Historically Black Colleges and Universities (HBCUs) have not reaped the benefits of university based innovation initiatives (Lee &amp; Jang, 2012). As a result, poverty placates the constituents of the underserved and undereducated constituents. The problem is the shortfall in the number of commercialized products and services generated from HBCUs. Institutions of higher education cannot simply exist and expect subsidies (Harnish, 2011). The establishments must demonstrate that public funding allocated towards research and development has a positive impact on the stressors of society and improve the quality of life in the surrounding communities (Sydnor, Hawkins, &amp; Edwards, 2010). This qualitative single instrumental case study examined a public HBCU as it relates to (a) research and commercialization activities, and (b) innovation pedagogies. The conceptual framework is an integration of two bodies of literature which examined the role of universities as it relates to innovation ecosystems and economic development in surrounding communities. In addition, the research is grounded in the theory of bounded rationality—a holistic view of an organization’s decision making process under the guise of satisfactory intent (Simon, 1991). Results are expected to be completed December 2015.</p> <p>Keywords: HBCUs, innovation, commercialization</p>		

<b>Title:</b> Improving Nursing Student Confidence through Simulation		<b>Presentation ID:</b> C25 – LS
<b>Author:</b> Julie Fomenko	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Nancy Smith	
<p><b>Abstract</b></p> <p>This presentation gives voice to undergraduate nursing students and their experiences with high-fidelity simulation (HFS). High-fidelity simulation is the use of computerized mannequins that can physiologically mimic changing patient conditions to simulate live patients in a clinical setting.</p> <p>There is limited research regarding the use of HFS as an effective alternative to traditional clinical preparation of nursing students and if this strategy impacts student confidence, skills, abilities, and knowledge. The purpose of this research study is to better understand how HFS impacts undergraduate baccalaureate nursing student’s self-confidence at a South Texas University.</p> <p>The presentation addresses the following questions: 1) How do nursing students describe the use of HFS? and 2) How does the use of HFS affect nursing student self-confidence? Research data will be collected using the case study method, including participant observation, survey data, and in-depth interviews.</p> <p>The use of HFS may be a strategy that positively impacts student learning, satisfaction, and self-confidence. There is limited research into what factors lead to positive learning outcomes. It is the researcher’s hope to add to the body of knowledge regarding the use of HFS and its impact on transition into personal nursing practice.</p>		

<b>Title:</b> The Effects Of Institutional Practices On Allied Health Program Student Retention At Public Community Colleges In Texas		<b>Presentation ID:</b> C26 – LS
<b>Author:</b> Frances Gaus	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Elsa Gonzalez	
<p><b>Abstract</b></p> <p>Over the past decade there has been a great amount of research on retention of students in higher education institutions, however, few studies have examined the effect of what institutions provide for student support specifically allied health program students which aid in retention. Retention of community college students in allied health programs is important to meet the quickly growing community needs for healthcare providers. It will use a qualitative method of inquiry to seek the perceptions of community college allied health administrators and students regarding institutional practices and retention.</p> <p>A multi-case study methodology will be used to frame the study. There will be three case studies, one for each selected public community college in Texas. The researcher will interview one allied health administrator from each college during three visits each and one second year allied health student from each of the same colleges during one visit. Data will come from interviews with respondents, observations of participants, and document analysis. A case report will be made for each college and lastly, a cross-case conclusion noting similarities or contrasting results between the three cases.</p>		

<b>Title:</b> A Comparison Of Texas’ High School Achievement Gap Vs. The National High School Achievement Gap		<b>Presentation ID:</b> C27 – LS
<b>Author:</b> Shannon A. Green	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Mathias R. Vairez, Joshua Hughes and Brian Rowland	<b>Mentor(s):</b> Dr. William Ross	
<p><b>Abstract</b></p> <p>The purpose of this study is to compare the national trends highlighted in the NCES 2015 report to the ten largest school districts in Texas. A comparative descriptive method was employed. Descriptive statistics were computed and relevant graphical representations were produced. Preliminary results support that progress is being made in Texas largest school districts in narrowing the white-minority achievement gap. Graduation rates for high school students of color, across the three year period (2011- 2013), were higher in the 10 largest school districts in Texas than at the national level. Graduation rates were documented ranging from 79.4% (Aldine ISD) to 92.5% (Northside ISD) and 78.6% (Arlington ISD) to 92.2% (Northside ISD) for African American and Hispanic students, correspondingly. Additionally, graduation rates of all students across the three year period were higher in the 10 largest school districts in Texas than at the national level.</p> <p>These results are significant to the continued development of equity in Texas educational system. Additional questions to be answered center around issued of funding levels, teacher longevity and incentive pay, student motivation, and student discipline policies. Future research will expand student demographics to include economically disadvantaged, special education, and limited English proficient.</p>		

<b>Title:</b> International Baccalaureate And College Readiness		<b>Presentation ID:</b> C28 – LS
<b>Author:</b> Usha Gurumurthy	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Bryant Griffith	
<p><b>Abstract</b>  Since the “No Child Left Behind” initiative was implemented (NCLB 2001), accountability for state tests has increased (Darling- Hammond 2014). The NCLB Act (2001) has forced schools and policy makers to implement challenging curriculum to all students (Mayer 2010; United States Department of Education 2001); The need for a new and meaningful system of learning, that is inquiry based and leads to a continuous improvement in schools, has become even more important (Darling – Hammond (2014). The purpose of this mixed methods study will be to explore the impact of the International Baccalaureate Programme (IB) in preparing students for college by investigating the correlation between high school GPA, subject scores and college GPA. The participants are graduates of a South Texas school that is an International Baccalaureate World school.</p>		

<b>Title:</b> Teacher Beliefs About Stress: A Phenomenological Study		<b>Presentation ID:</b> C29 – LS
<b>Author:</b> Cynthia Hopkins	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Nancy Smith	
<p><b>Abstract</b>  In a South Texas middle school, there was a teacher club called “No GB.” Every other year, at least one teacher has had surgery during the school year. Teaching has been deemed one of the “high stress” professions (Dunham &amp; Varma, 1998; Kyriacou, 2001; Travers &amp; Cooper, 1996). Stress establishes a risk to a person’s well-being or their self-esteem. Prolonged stress can lead to teacher burnout. Burnout was one of the reasons teachers leave the profession. Half of all new teachers leave within five years (Tamberg, 2005).  Huberman (1993) pointed out that there were very few qualitative studies on stress. Most of them have been quantitative based on surveys. The purpose of phenomenological research is to explore and describe a phenomenon, like the schools’ “No GB” club, from the perspectives of individuals who have insight into the specific event, incident, or occurrence being examined (Flowerday &amp; Schraw, 2000). Using a constructivism paradigm, this study will focus on understanding how stress impacts teachers’ health as well as how teachers cope with stress.</p>		

<b>Title:</b> The Leadership Of Dr. A. I. Thomas		<b>Presentation ID:</b> C30 – LS
<b>Author:</b> David Hughes	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Yates	
<p><b>Abstract</b>  The purpose of this study is to examine the leadership of Dr. Alvin I. Thomas, the second longest serving president at Prairie View Agricultural and Mechanical University. My research will examine the historical records of Dr. Thomas. A qualitative historical research design will be employed to extract leitmotifs, tendencies, and themes that will highlight the tenure of this innovative, futuristic thinking Historical Black College or University (HBCU) president.</p>		

<b>Title:</b> Mathematics Intervention: What Does It Entail And What Is My Role?		<b>Presentation ID:</b> C31 – LS
<b>Author:</b> Carl Juenke	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Elsa Gonzalez	
<p><b>Abstract</b></p> <p>The act of teaching is complex and multifaceted. The act of teaching mathematics adds an additional layer of complexity and challenge. To effectively teach mathematics in a manner in which all students successfully comprehend and understand the content is even more challenging. There is a difference between teaching grade level content and providing mathematics intervention. Mathematics intervention, sometimes referred to as response to intervention (RtI), is mathematics instruction that is in addition to core or regular classroom instruction. Mathematics intervention focuses on foundation level skills that need to be in place for students to learn grade level concepts. Teachers receive very little if any formal training on mathematics intervention while enrolled in teacher preparation programs and receive only limited professional development as in-service teachers. This study will be an attempt to better understand how elementary teachers currently support students who struggle in mathematics. The methodology utilized will be face-to-face interviews, telephone interviews, reflective journals and observations. Factors important in this study will include knowing what resources and what initial or ongoing training is available to elementary teachers who teach mathematics. Additional interest will include understanding what challenges elementary teachers encounter in supporting struggling math students using mathematics intervention.</p>		

<b>Title:</b> Latina College Students In STEM Fields: Stories Of Success In Texas		<b>Presentation ID:</b> C32 – LS
<b>Author:</b> Joenie Myers	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Corpus Christi	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Gonzalez	
<p><b>Abstract</b></p> <p>Retention and persistence for Latina students in the STEM fields in Texas is explored in this study. Resilience theory guides the formulation of preliminary hypotheses regarding the cultural reasons for these students' retention and completion of a degree. The results from these students will be reported and their reasons will be established. Little is known about how culture, background, family support, and other factors shape the experiences of Latina students in the STEM fields toward completion of a college degree. The number of Hispanic college students in higher education is increasing while the number of students interested in the STEM fields decreases. Understanding how to support Latina students in STEM fields and complete their college degree is essential.</p> <p>The purpose of the study is to explore the experiences of successful Latina students in the complex environment with regards to college retention and persistence in STEM fields in a Tier 1 Research Institution in Texas. This study aims to contribute to the literature on Latinas in the STEM field in higher education as there is limited information available. It will also provide a better understanding of this growing populations need for social support while in higher education.</p>		

<b>Title:</b> Conserving South Texas Birds Through The Implementation Of 6th Grade Science Curriculum		<b>Presentation ID:</b> C33 – LS
<b>Author:</b> Janel Ortiz	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University – Kingsville	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. April Conkey	
<p><b>Abstract</b></p> <p>Natural history and wildlife are often topics put aside by teachers in the classroom due to the lack of time, resources, and priority preparation for state testing. Nor do many teachers have the background to integrate wildlife into their classroom. This project will help alleviate the issue and provide the community with wildlife education to enhance the knowledge of birdlife in South Texas. In this study, wild bird education curriculum aligned with state standards has been developed for use in 6th grade science classrooms. Curriculum will be assessed this school year for the teacher’s and students’ interest and knowledge of wildlife prior to and after the program. Teachers have participated in a summer training workshop to gather the background and information they need in order to conduct five lesson plans involving bird identification, bird mist-netting, citizen science/data entry, quail internal parasites, and land cover mapping. It is hypothesized that teachers and students will express increased awareness, affinity, and knowledge of birds following curriculum implementation. The lessons created will provide local teachers with additional tools to incorporate wildlife techniques and research into the classroom and for students to be introduced to the STEM career of wildlife biology.</p>		

<b>Title:</b> Professional Development In Higher Education		<b>Presentation ID:</b> C34 – LS
<b>Author:</b> Billy Jack Ray	<b>Discipline:</b> Education	
<b>Campus:</b> Tarleton State University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Kayla Peak	
<p><b>Abstract</b></p> <p>The graduation requirement for Professional Development Points (PDP), Fitness Testing, and Swimming Proficiency began in the fall of 1993. All Kinesiology students are required to experience and gain a better understanding of networking, communication, and leadership skills through opportunities outside of the classroom. The purpose of this requirement is to enhance students’ leadership qualities, professional experiences, and potential career paths. By requiring PDP opportunities, students are being encouraged to understand the important world of networking and building relationships. Students should serve in an internship setting suitable to the students’ goals and desires. PDPs can help students develop essential interview skills and techniques, as well as educate on the importance of professional mannerism. All of these qualities will drastically improve the students’ marketability for any potential employer.</p> <p>The Kinesiology Department encourages students to continuously educate themselves and stay current with the latest research, trends, and methods by understanding the importance of staying connected to other true professionals in the students’ field. By being involved in professional organizations, seminars, conferences, or by obtaining certifications, students are the next generation of leaders, will be able to contribute to today’s constantly evolving environment.</p> <p>This study will focus on the data obtained and look at the areas in which Tarleton State University Kinesiology students choose to focus when obtaining PDPs. This understanding will assist the department moving forward in determining the areas in which it would be most prudent to invest departmental resources for future students.</p>		

<b>Title:</b> Investigation Of Sense Of Belonging And Social Identity As Impacted By A Leadership Training Program.		<b>Presentation ID:</b> C35 – LS
<b>Author:</b> Sanchali Ray	<b>Discipline:</b> Education	
<b>Campus:</b> Texas A&M University-Commerce	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Dr. Shonda Gibson	<b>Mentor(s):</b> Dr. Stepjan Rysen	
<p><b>Abstract</b></p> <p>Although noted improvement has been shown in relation to international students’ learning experiences many challenges remain, especially in relation to enhancing students’ sense of belonging in American universities (Glass, Buus &amp; Braskamp, 2013; Glass &amp; Westmont, 2013). Belonging has been defined as, “the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment” (Hagerty, et.al., 1992, p. 173). This definition served as the basis for the Sense of Belonging Instrument (SOBI), which will be utilized as the primary assessment tool in the current study. Research has shown that individuals establish social identities through involvement with reference groups, where strong identification leads to adoption of the traits, competencies, values and behaviors associated with that identity (Tajfel &amp; Turner, 1979). A variety of studies have shown that leadership training programs can improve student’s sense of community, which is thought to be deeply connected to one’s sense of belonging and social identity (Cress, Astin, Zimmerman-Oster &amp; Burkhardt, 2001). The current study will investigate the impact of a leadership training program on international students’ sense of belonging and social identity. During the symposium session, the audience will be presented with background research, proposed methodology, and expectations of the study.</p>		

<b>Title:</b> Math Self-Efficacy Of African American Elementary Students On STAAR Mathematics		<b>Presentation ID:</b> C36 – LS
<b>Author:</b> Danyelle Reece	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Pamela Freeman	
<p><b>Abstract</b></p> <p>Perhaps, the most persistent distress in education is the black white test score gap (Tyson, 2002, p. 1157). African American elementary students are consistently failing the State of Texas Assessment of Academic Readiness (STAAR). Teachers and administrators are challenged in choosing which interventions will improve the disparity in the achievement gap among minority students and their white counterparts. In particular, the STAAR test have caused accountability strain and readiness drain on administrators, teachers, and students. Some administrators have reached high levels of anxiety toward the goal to obtain proficient in mastering state standards of the test. These administrators inadvertently suggest teachers to differentiate their teaching pedagogies toward students, especially minority students with low academic performance. A modification of ‘teaching the test’ has been utilized as a quick fix for improving academic performance. This process neglects one approach to better support minority students in the classroom, which is to examine students’ math self-efficacy.</p> <p>Math self-efficacy is defined as an individual’s beliefs about how he or she would perform on a specific math test or in a specific mathematics course. The purpose of this study is to use the Math Self Efficacy survey to investigate whether demographic information (race, gender, and socioeconomic status), the mathematics class and grade, and the STAAR math scores are significantly predictive of mathematics self-efficacy among African American elementary students.</p>		



<b>Title:</b> The Role Of Culturally Responsive Trauma Informed Practices On Minority Student Leadership Development And Academic Achievement In K-12 Education		<b>Presentation ID:</b> C37 – LS
<b>Author:</b> Brian Rowland	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lucian Yates	
<p><b>Abstract</b></p> <p>In the last decade there have been reports across K-12 school districts in the U.S. that demonstrate disproportionate discipline policies with minority students which has a negative impact on their academic achievement and leadership development. This has been measured by dropout rates, test scores, and socio-cognitive skills. There is evidence that demonstrates that socioeconomic barriers and oppressive practices in education can contribute to this challenge. The double consciousness (as stated by W.E.B Dubois) is a racialized and other ‘isms” lens through which many of these students and their families experience the world and institutions such as schools.</p> <p>Christle, Jolivette &amp; Nelson (2010) found school culture that shifts towards equitable policies can help minimize the risks for youth delinquency. How are schools addressing institutional practices that exacerbate disparity in academic achievement and leadership development of minority students? This study seeks to develop understanding on creating learning environments which ensure that minority students receive equitable access to education and develop leadership skills through culturally responsive trauma informed approaches. By utilizing qualitative narrative research methodology; interviews, school climate survey analysis, and participant observation in two K-12 school districts- Waller County, TX and Broome County, NY will highlight this national challenge.</p>		

<b>Title:</b> The Impact Of Tutoring On Elementary Students Mathematics Achievement In A Large Urban Texas School District		<b>Presentation ID:</b> C38 – LS
<b>Author:</b> Roberta Scott	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lucian Yates III	
<p><b>Abstract</b></p> <p>Tutoring has been in public schools for decades in the form of before or after school, and is one of the NCLB ways of improving student achievement. Moreover, NCLB mandates tutoring for low-income students in low performing schools. It is believed that tutoring has a positive impact on student achievement because of its massive availability. Programs that are instituted to increase student achievement should be studied in order to determine their overall effectiveness. The purpose of this quantitative investigation is to explore the impact of tutoring on 4th grade students’ math achievement. This study seek to answer the following primary questions:</p> <ol style="list-style-type: none"> <li>1. What are the differences among fourth grade students’ mathematics STAAR achievement scores based on ethnicity and type of tutoring service received?</li> <li>2. What are the differences among fourth grade students’ mathematics STAAR achievement scores based on gender and type of tutoring service received?</li> <li>3. What are the differences among fourth grade students’ mathematics STAAR achievement scores based on ethnicity, gender and type of tutoring service received?</li> <li>4. What are the differences among fourth grade students’ mathematics STAAR progress gains based on ethnicity and type of tutoring service received?</li> <li>5. What are the differences among fourth grade students’ mathematics STAAR progress gains based on gender and type of tutoring service received?</li> <li>6. What are the differences among fourth grade students’ mathematics STAAR progress gains based on ethnicity, gender and type of tutoring service received?</li> </ol>		

7. What are the differences among fourth grade students' mathematics STAAR progress gains based on bilingual classification and type of tutoring service received?

<b>Title:</b> Where Is Support For The Supporters?		<b>Presentation ID:</b> C39 – LS
<b>Author:</b> Tommie Smith	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. William Parker	
<p><b>Abstract</b>  Students, within the public education system, are increasingly demonstrating a need for emotional and psychological support. Most students will receive needed support from their School Counselor. School Counselors are a part of the educational program with the intention to support the school academic organization and functioning by way of ensuring a student's uninterrupted ability to achieve academic success. As School Counselors are called upon to manage whatever student crisis arises, support teachers and faculty when needed, support students throughout adolescent challenges, support and counsel family interaction, address child abuse and neglect, and complete tasks that are not within their scope of training or not intended for Counselor completion, their exhaustion has yet to be proactively addressed. Therefore, the current support throughout such draining and ongoing stressful events that easily lend to fatigue (empathy fatigue and crisis fatigue) and burnout has not been [systematically] developed and implemented for the individuals that demonstrate a need for such and whose continual, useful presence could greatly impact a student's potential for academic success. Therefore, support for School Counselors is unclear [within/throughout Developmental Guidance Programs].</p>		

<b>Title:</b> In A Social Media World, Generation Y Students Lag Behind In Technological Literacy Effecting Enrollment And Retention		<b>Presentation ID:</b> C40 – LS
<b>Author:</b> Charlene Stubblefield	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Lucian Yates	
<p><b>Abstract</b>  Generation Y arrives on a college campus with a minimum of three electronic devices, but are they lagging behind in technological literacy. This mixed method study will look at 100 students attending a Historically Black College University (HBCU) to determine if they are technologically literate using a 30 questions survey. The 30th question of the survey will ask for focus group volunteers to be interviewed. This implementation of the survey will take place over a two-year period following first-time freshman as they navigate technology on an HBCU campus.</p> <p>Many universities around the United States assume because Generation Y students arrive on campus with at least three electronic devices such as laptops, smart phones, and tablets that they also automatically understand the process of navigating university applications or online course content. Most students consider themselves experts at using social media. It is a huge part of their lives as they are able to successfully surf the Internet, upload comments to Facebook, post pictures to Instagram and upload videos to YouTube; but does this translate to technological literacy on a college campus. This study looks at what the literature says about social media and technological literacy. It also examines Generation Y and the effect technological literacy on enrollment and retention.</p>		

<b>Title:</b> Development And Validation Of The Grit Trigger Scale		<b>Presentation ID:</b> C41 – LS
<b>Author:</b> Mathias Vairez Jr.	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Jerrel Moore	<b>Mentor(s):</b> Dr. Lucian Yates III, Ph.D. and Dr. Douglas S. Hermond, Ph.D.	
<p><b>Abstract</b></p> <p>Recent research has established a direct positive correlation between Grit and academic achievement (Duckworth et al., 2007). Research shows that Grit is a better predictor of academic achievement than cognitive factors (Duckworth et al., 2007). If Grit ‘triggers’ can be determined, interventions may be designed to help students develop Grit, which will help them succeed academically and in life. The purpose of this study was to develop and validate an instrument to identify the catalysts for the development for Grit. To ascertain the content validity, the items were developed based on two hypothesized models of resilience - grit, tenacity, and perseverance and the contextual factors and psychological resources that promote them (U.S. Department of Education Office of Educational Technology, 2013) and triggers of Grit developed by Yates, et al. (2014). The result of this process was a 40 item instrument grounded in the psychological resources and factors that promote resilience. The items were developed to reflect the following domains: Roles of Spirituality, Family, Life Circumstances, Teacher, Model, Peer, and School Climate.</p> <p>Data were collected from 32 students enrolled at a HBCU in the mid-south. Based on the initial Exploratory Factor Analysis, the researchers eliminated three items. A Cronbach’s Alpha analysis was employed to determine the reliability of the instrument. The reliability of the 37-item is 0.972 (Cronbach’s Alpha). A subsequent factor analysis confirmed the seven domains of the instrument.</p>		

<b>Title:</b> An Exploratory Investigation Of Students’ Sense Of Academic Entitlement On An HBCU Campus		<b>Presentation ID:</b> C42 – LS
<b>Author:</b> James Williams	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Brian Rowland, Cephas Riggins, Jerrel Moore and Michara DeLaney	<b>Mentor(s):</b> Lucian Yates	
<p><b>Abstract</b></p> <p>Research shows that students who matriculate believe they are entitled to passing grades and degrees without expending sufficient effort to obtain the same (Steil, McGann, &amp; Kahn, 2001), this thought process is called academic entitlement. Chowning and Campbell (2009) define academic entitlement as, “the tendency to possess an expectation of academic success without a sense of personal responsibility for achieving that success”. They also conclude that “beyond course evaluations, academic entitlement may have important implications for student retention, success, and graduation. A search of the extant literature on academic entitlement uncovered no research specifically conducted with African American students situated at Historically Black College or University (HBCU) campuses.</p> <p>The construct of academic entitlement (AE) suggests students deserve higher grades for substandard efforts. This study will examine academic entitlement based on race, gender, major, grade point average (GPA), classification, and family structure. In addition, this exploratory investigation will assess the different dimensions of AE as it relates to African American students at an HBCU. This study will employ a quantitative research methodology. A survey will be given to all students registered in College Algebra to ascertain the degree to which students at an HBCU feel entitled.</p>		

<b>Title:</b> Homeschoolers: Experiences Of African American Male Students, A Phenomenological Study		<b>Presentation ID:</b> C43 – LS
<b>Author:</b> Jasmine Williams	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b> Dr. Abul Pitre, Dr. Lucian Yates III and Dr. Terence Hicks	<b>Mentor(s):</b> Dr. Tyrone Tanner, Dr. Abul Pitre, Dr. Lucian Yates, III and Dr. Terence Hicks.	
<p><b>Abstract</b></p> <p>This study reports on findings which examined experiences affecting the academic success of African American male students at a University. The study sought to determine students' experiences of homeschooling as they related to improving academic success. Data was collected at a Historically Black College and University located in the southern part of the United States. Through semi-structured interviews with four participants, this study identified three specific experiences that contributed to homeschoolers' academic success: 1) Homeschooling as nurturing; 2) Homeschooling as journey of self-discovery; and 3) Homeschooling as reinforcement of cultural pride. The study findings provide insight into the American African homeschooling experience that is absent in the current literature.</p>		

<b>Title:</b> The Impact of Homelessness on Students' Academic Achievement in High School in Southeastern Texas		<b>Presentation ID:</b> C44 – LS
<b>Author:</b> Natalie Williamson	<b>Discipline:</b> Education	
<b>Campus:</b> Prairie View A&M University	<b>Student Level:</b> Doctoral	
<b>Co-Authors:</b>	<b>Mentor(s):</b> Dr. Laxley Rodney	
<p><b>Abstract</b></p> <p>Homeless children are "individuals who lack a fixed, regular, and adequate nighttime residence" (The McKinney-Vento Act, 1987). Approximately 1,555,360 children had no place to call home in 2005–2006 (The National Center on Family Homelessness [NCFH], 2009). Fifty-eight percent of homeless children are over the age of 6; of those, 77% are in kindergarten through eighth grade and almost 23% are in grades 9 through 12. With a total of 190,018 homeless children in the 2012-2013 school year, Texas is ranked 26th among the 50 states (National Center for Family Homelessness, 2014).</p> <p>There is a growing concern about the academic attainment of homeless children nationwide proficiency rates in reading and math. On average, homeless children perform 16% lower than all other students. Fewer than 25% of homeless children graduate from high school (NCFH, 2009).</p> <p>The purpose of this mixed-methods study is to examine how homelessness impacts the educational achievement of children in three southeast Texas high schools. Math and reading scores on the State of Texas Assessment of Academic Readiness (STAAR) exams will be used to measure cognitive academic achievement. Questionnaires and interviews will measure the perceptions of the children, their teachers and the district homeless liaisons regarding various non-cognitive aspects of the educational experience.</p>		

<b>Title:</b> “I’m Blessed And Highly Favored”: Christian Privilege At Historically Black Colleges And Universities		<b>Presentation ID:</b> C45 – LS
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<p><b>Abstract</b></p> <p>“God bless America” is just one of the numerous religious colloquialisms used in the United States. If the U.S.</p>		

was founded on religious freedom, then why do we assume everyone is religious, more specifically from the Christian faith? Could it be that Christians have privilege in society?

Parallel research at Historically Black Colleges and Universities (HBCUs) are absent in the Christian privilege literature base, thus very little is known about how Christian Privilege is manifest at HBCUs.

This quantitative study intends to discover students' level of perception of Christian privilege at HBCUs. The researcher plans on developing a survey to be administered to undergraduate students in the college of education at a southern HBCU. A stratified, random sample of 150 surveys will be randomly selected, tested, and analyzed. This study is on-going with no results. However, the expected significance of this study is to create awareness of Christian privilege and promote separation of church and state and the betterment of all. Just because majority of HBCU students are Black does not mean they are religious or more specifically, Christian. The majority should not always rule. Blacks, of all people, should understand that concept.