Putting the Pieces Together: Interdisciplinary Solutions for the Modern World

2012 Interdisciplinary Graduate Research Conference

October 25, 2012 Cunningham Center Columbus, GA
Colleagues and Graduate Students,

Welcome to Columbus! I am very pleased to welcome you to Columbus State University’s second annual graduate conference, “Putting the Pieces Together: Interdisciplinary Solutions for the Modern World”. Despite enormous economic pressures on our personal and professional budgets, we have a strong turnout for this year's conference. This year there are 40 participants from 12 universities from 8 different states (Florida, Georgia, Illinois, Kentucky, North Carolina, Tennessee, Texas, and Virginia).

I want to give special thanks for the support provided by this year’s Executive Sponsors, Mediacom and Regions Bank. I also want to thank Columbus State University’s Graduate School, the Social Research Center, Communicorp, Columbus Chamber of Commerce, Columbus Water Works, Five Star Nissan in Warner Robins, Wingate Hotel, Columbus Convention and Visitors Bureau, Ray’s Motor Sports, and TIC Federal Credit Union for their generous support.

Thank you to Ms. Amber Dees from Columbus State University. Without Ms. Dees’ assistance in scheduling the program, answering emails, tracking down information, etc., we would never have been able to pull the program together!
Thank you Amber for all that you do!

Finally, I appreciate all that you do to advance the body of knowledge in your disciplines, and I am confident that you will find the panels and roundtables to be intellectually stimulating. **Save the date: We hope to see you at our meeting next year, October 24, 2013!**

Please join us for the welcome breakfast before the conference at 8:30 a.m. and for lunch and the keynote address at 11:45 a.m. We are pleased to have Senator Joshua McKoon delivering our Keynote speech this year.

Respectfully,

Gregory Domin  
2012 Program Chair  
Associate Provost for Graduate Education  
Columbus State University
Contents

Keynote Speaker: Senator Joshua McKoon ..............................5

Program Overview ............................................................6

Panel Session 1 .................................................................10
  P1-A Setting the Standards: Contemporary Issues in Oversight.............................................................10
  P1-A Abstracts* ..............................................................12
  P1-B Head of the Class: Tomorrow’s Leaders in Education .................................................................14
  P1-B Abstracts ................................................................16

Poster Presentations ............................................................23
  Poster Abstracts ...............................................................25

Panel Session 2 .................................................................35
  P2-A Interconnected: The Impacts of Technology on a Modern World ......................................................35
  P2-A Abstracts ................................................................37
  P2-B It’s All Relative: Perceptions of History .....................41
  P2-A Abstracts ................................................................42

Lunch & Keynote Speaker: Senator Joshua McKoon ............46
Panel Session 3 ................................................................. 47
  P3-A  Roundtable Discussion: Gauging the Impact of
         Social Media on the 2012 Presidential Election
         – A Student Perspective .............................................. 47
  P3-B  How Does Your Flora Fare? Studies in
         Environmental Science .............................................. 49
 S3-B  Abstracts .................................................................. 50

Panel Session 4 .................................................................. 56
  P4-A  Show and Tell: Balancing Modern Challenges in
         Education........................................................................ 56
  P4-A  Abstracts.................................................................... 58
  P4-B  What Does it Mean to You?: Current
         Philosophical Discussions ........................................... 65
  P4-B  Abstracts.................................................................... 67

Index of Participants ................................................................ 74

*All abstracts are presented in the program as submitted by
presenters.
Keynote Speaker: Senator Joshua McKoon

Republican Senator Joshua McKoon of Columbus was first elected to the State Senate in 2010 to serve his first term in the 2011-2012 legislative session representing Senate District 29. Senator McKoon is a Republican who serves as a member of the Banking and Financial Institutions, Ethics, Insurance and Labor, Judiciary, Regulated Industries and Utilities, and Special Judiciary committees. He also serves as the secretary to the Higher Education committee.

Senator McKoon earned a Bachelor of Arts degree from Furman University in 2001 and a Juris Doctorate from the University of Alabama School of Law in 2003. Senator McKoon currently works as an attorney for Day Crowley P.C.

Senator McKoon serves on the board of directors for United Way of the Chattahoochee Valley, Muscogee County Juvenile Drug Court, Big Brothers Big Sisters Association of Greater Columbus, and the Urban League of Greater Columbus. He is also a member of the Rotary Club of Columbus, the State Bar of Georgia, the Alabama State Bar, and the Knights of Columbus Council #1019 at St. Anne Church, where he regularly attends services.
Cunningham Center Map

All IGRC events will be held on the First and Second Floors of the Cunningham Center.

**Gallery Hall** is the Foyer area in front of Blanchard Hall.
### Program Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am - 2:00 pm</td>
<td>Registration</td>
<td>Gallery Hall</td>
</tr>
<tr>
<td>8:30 - 9:00 am</td>
<td>Welcome Breakfast and Opening Remarks</td>
<td>Blanchard Hall C</td>
</tr>
<tr>
<td>9:00 - 10:15 am</td>
<td>Panel Session 1</td>
<td></td>
</tr>
<tr>
<td>P1-A 9:00 - 10:15 am</td>
<td>Setting the Standards: Contemporary Issues in Oversight</td>
<td>Conference Room 209/210</td>
</tr>
<tr>
<td>P1-B 9:00 - 10:15 am</td>
<td>Head of the Class: Tomorrow’s Leaders in Education</td>
<td>Conference Room 215/216</td>
</tr>
<tr>
<td>10:15 - 11:45 am</td>
<td>Poster Presentations</td>
<td>Gallery Hall</td>
</tr>
<tr>
<td>10:15 - 10:30 am</td>
<td>Coffee Break</td>
<td>Gallery Hall</td>
</tr>
<tr>
<td>10:30 - 11:45 am</td>
<td>Panel Session 2</td>
<td></td>
</tr>
<tr>
<td>P2-A 10:30 - 11:45 am</td>
<td>Interconnected: The Impacts of Technology on a Modern World</td>
<td>Conference Room 209/210</td>
</tr>
<tr>
<td>P2-B 10:30 - 11:45 am</td>
<td>It’s All Relative: Perceptions of History</td>
<td>Conference Room 215/216</td>
</tr>
</tbody>
</table>
11:45 am - 1:00 pm
Lunch
Keynote Speaker:
Senator Joshua McKoon

1:00 - 2:15 pm
Panel Session 3
P3-A Roundtable: Gauging the Impact of Social Media on the 2012 Presidential Election: a Student Perspective
Conference Room 209/210

P3-B How Does Your Flora Fare?: Studies in Environmental Science
Conference Room 215/216

2:15 - 2:30 pm
Coffee Break
Gallery Hall

2:30 - 4:00 pm
Panel Session 4
P4-A Show and Tell: Balancing Modern Challenges in Education
Conference Room 209/210

P4-B What Does it Mean to You?: Current Philosophical Discussions
Conference Room 215/216
Panel Session Details

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am - 2:00 pm</td>
<td>Registration</td>
<td>Gallery Hall</td>
</tr>
<tr>
<td>8:30 - 9:00 am</td>
<td>Welcome Breakfast and Opening Remarks</td>
<td>Blanchard Hall C</td>
</tr>
</tbody>
</table>

Conference Chair: Dr. Greg Domin, gdomin@columbusstate.edu
Columbus State University
Panel Session 1  
9:00 - 10:15 am

P1-A Setting the Standards: Contemporary Issues in Oversight  
Conference Room 209/210

Panel Chair: Mary Stephan, mary.e.stephan@gmail.com  
Illinois State University

Discussant: Dr. Kimberly Gill, gill_kimberly1@columbusstate.edu  
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| A Research Design Measuring the Cost Effectiveness of Alternative Dispute Resolution within the U.S. Environmental Protection Agency Concerning Superfund Enforcement | Charlotte Davis  
Political Science & Public Administration  
Columbus State University  
davis_charlotte1@columbusstate.edu |
Markopolizing Conversion Fraud: Understanding and Identifying Opportunities for U.S. Financial Reporting Conversion Fraud

Kimberly McAfee
Master of Business Administration
Columbus State University
mcafee_kimberly@yahoo.com

LuMarie Guth
Master of Business Administration
Columbus State University
guth_lumarie@columbusstate.edu
A Research Design Measuring the Cost Effectiveness of Alternative Dispute Resolution within the U.S. Environmental Protection Agency Concerning Superfund Enforcement

The purpose of this study is to construct a research methods design to assess the cost effectiveness of the use of alternative dispute resolution (ADR) compared to other traditional forms of litigation within the U.S. Environmental Protection Agency (EPA). The study focuses specifically upon the effectiveness of ADR in cases concerning the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), more commonly known as “Superfund” cases. The design will be divided into three main sections, the first dedicated to a thorough review of the researched literature. The methods section will introduce the researcher’s hypotheses that ADR will be more cost effective than traditional litigation in the context of Superfund enforcement, and she also predicts that there will exist a correlation between time (measured in billable hours) and money (measured in U.S. dollars), and both will be theoretically applied to the methodology similar to that of a regression analysis that the researcher will propose in her design. The methods section will also include data sources relevant to the scope of her study, and she used graphs and charts from such data sources to demonstrate ADR cost effectiveness. The final section will incorporate a summary of expected outcomes and a discussion concerning critiques and deficiencies. This research
design is theoretical in nature, and its significance lies in the possibility of future research concerning those who would use this design to investigate similar areas of study. Key Terms: Alternative Dispute Resolution (ADR), Environmental Conflict Resolution (ECR), Superfund

Kimberly McAfee and LuMarie Guth:

Markopolizing Conversion Fraud: Understanding and Identifying Opportunities for U.S. Financial Reporting Conversion Fraud

This paper gives a history and overview of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). The industrial revolution led to the creation of local standards in many countries, such as GAAP in the US, and globalization has been met with a call to create a single universally applied financial standard for accounting information. IFRS is being adopted internationally and the US is planning to transition over to the new system as well. The effects of the switch in European countries are examined in order to determine likeliness of an increase in accounting manipulation. Key differences between the two reporting standards are listed and potential fraud opportunities for the US conversion to IFRS are explored. The Bernie Madoff fraud-finder Harry Markopolos is used an example of the type of dedication needed to explore this issue further.
Panel Chair & Discussant: Dr. Tom Hackett, hackett_paul@columbusstate.edu
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| You Have What? Personality? Traits That Predict Leadership Styles for Elementary Principals as Perceived by the Followers | Melinda Garcia  
Leadership Studies  
Our Lady of the Lake University  
jigsawmg@hotmail.com |
| Paradigm Shift in Higher Education: The Impact of Various Learning Environments on Students’ Sense of Community by Generation within Counselor Education | Amy Nerone  
Community Counseling  
Columbus State University  
amynerone@aol.com  
Lynette Williams  
Community Counseling  
Columbus State University  
lynettwilliams5@hotmail.com |
| On Teaching of Literature From Multicultural Perspectives | Yu Zhang  
Teaching and Learning  
Florida International University  
yzhan050@fiu.edu |
You Have What? Personality? Traits That Predict Leadership Styles for Elementary Principals as Perceived by the Followers

Research has provided a plethora of information on the relationship between leadership and personality, but little exists at the elementary school level, especially regarding followers’ ratings of their leader’s personality. In an attempt to close this gap in the literature, the present study focused on the relationships between followers’ ratings of their leader’s personality traits and the followers’ ratings of their leader’s leadership styles for elementary administrators. This study of 242 teachers and paraprofessionals explored relationships between the followers’ perceptions of the elementary administrator’s Big Five Personality Traits and the followers’ perceptions of the elementary administrator’s Full Range Leadership Model for one school district in South Texas. The Big Five Personality Traits are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The Full Range Leadership Model consists of the entire model: Transformational Leadership (Inspirational Motivation, Idealized Influence, Intellectual Stimulation, Individualized Consideration), Transactional Leadership (Contingent Reward, Management-By-Exception-Active), and Passive Avoidant Leadership (Management-By-Exception-Passive, Laissez-Faire). The followers’ demographics of age, education, ethnicity, gender, professional development, and
tenure were used as the independent control variables. The instruments used were the International Personality Item Pool (IPIP) (Goldberg, 1999), the Multifactor Leadership Questionnaire 5X Short (MLQ) (Bass & Avolio, 2004), and a demographic survey created by the researcher. This sample of convenience used a multiple regression to find correlations. Partial correlations and t-tests were used to further analyze the variance and means. Due to statistical significance, all the null hypotheses were rejected. Elementary administrators were perceived to be more Transformational overall when they were: Open, Agreeable, and scored lower on Neuroticism (Emotionally Stable). Elementary administrators were perceived to be more Transactional overall when they were: Open, scored higher on Contingent Reward, and scored higher on Neuroticism (Emotionally-unstable). Lastly, elementary administrators were perceived to be more Passive-Avoidant overall when they were: Conscientious and scored higher on Neuroticism (Emotionally-unstable). In summary, the personality and leadership style that the elementary administrator’s project does impact the followers’ perceptions. Contrary to the literature review, Extraversion was not a predictor of leadership style for any of the facets of the Full Range Leadership Model. However, it should be noted that most studies in the literature review included self-ratings of personality, whereas the present study used followers’ ratings of the leader’s personality.
Amy Nerone and Lynette Williams:

Paradigm Shift in Higher Education: The Impact of Various Learning Environments on Students’ Sense of Community by Generation within Counselor Education

The paradigm shift in higher education is explored through the lens of metaphor and the perspective of generation. Literature reviewed suggests that evolving terminology aligns with new models of higher education, i.e. “student as consumer”. Additionally, evidence shows that generational markers for Mature, Baby Boomer, Generation X, and Millennial student cohorts interact with learning satisfaction. The researchers are interested in exploring the impact of contemporary learning environments—traditional classroom, blended (hybrid), and online—on the four generational cohorts within counselor education programs. The proposed study will use a causal-comparative design to examine the impact on students’ sense of community by generation within the three learning environments. The researchers predict that blended learning courses will produce a stronger sense of community among students. Implications for counselor education environments are discussed.

Almetia Strother:

Perspectives of Novice Assistant Principals: A Qualitative Study

This presentation will address the support mechanisms which could provide and ensure successful opportunities for novice assistant principals. Many research studies have focused on the impact of coaching and mentoring as it relates to school leadership
and student achievement. However, the current literature is limited in regards to information related to 21st century skill supports for assistant elementary school principals. There is a wealth of information addressing the supports for principals but limited for assistant principals. Kaplan and Owings (1999) argued that the demands on principals today warrant sharing the responsibility of instructional leader with the assistant principal. The experiences of novice assistant principals can provide areas of need which will provide opportunities for training in school leadership. Through the experiences of these school leaders, components of coaching and mentoring can be developed which will enhance the sustainability of assistant principals and further clarify their roles as 21st century leaders which is vital to the overall achievement of students and teachers. This paper addresses the following key questions: what are the lived experiences of novice assistant principals and can these experiences be supported with the components of coaching and mentoring to provide a strengthening of leadership’s skills along with 21st century leadership qualities? Through the design of a qualitative study, this research incorporates a phenomenological approach. The study includes interviews of four research participants from four different quadrants of an urban school division. The type of qualitative research used will be the grounded theory approach. Through the experiences, perspectives and situations of the participants, the researcher used a coded graphic design called a Wordle as an analysis tool. A written analysis of the interviews was also incorporated. This study can provide a discussion related to assistant principals and the impact of coaching
and mentoring in sustainability their leadership positions along with the development of 21st century leadership skills. Future research could address the impact of coaching and mentoring in the decision making process of assistant principals and their collaborative efforts with teachers and immediate supervisors. Keywords: assistant principals, coaching and mentoring and, leadership skills Reference Kaplan, L. S., & Owings, W. A. (1999). Assistant principals: The case for shared instructional leadership. National Association of Secondary School Principals Bulletin, 83(610), 80-94.

Yu Zhang:

On Teaching of Literature From Multicultural Perspectives

My paper presentation mainly focuses on examining traditional and recent arguments for including literary experiences in the curriculum. It deals with answering the following questions: Why do we read literature? How do teachers teach literature? What literature do we teach? Why do we teach some literature and not others? What is the relationship among literature, literacy and culture? It first analyzes the reason why we read literature in three aspects: First, it could promote the awareness of one’s aesthetics toward the world; Second, literature describes the stories of different times and periods that helps readers reflect upon the past events and know more about the history and society; Third, literature encourages readers to explore their hidden patterns of motive and emotion, teach them to follow their heart and be the master of one’s self. Then it discusses about teaching and
instructional pedagogy in literature classes based on Rosenblatt’s (1968) and Freire’s (2000) humanizing education philosophy. I argue that literary teachers need to adhere to the following principles: First, teachers encourage students to express their own appreciation and understanding toward the work; second, teachers could integrate political and cultural context into literature classes and encourage students to reflect on the social reality critically by reading literature. After that, I suggest how to select literary works for literature lessons. It considers two important factors: First, literature, as an opening window that demonstrated a diverse culture, customs and ideas from different parts of the world, should open a world of all possibilities to readers; second, teaching literature is about teaching students to be better human beings. Finally, I present the dominant voices in literature classes and explore further about the relationship between literature, literacy, and language; the relationship between literature and culture. In conclusion, my paper presentation intends to bring the audience an opportunity to explore a multiplicity of perspectives of teaching literature and promotes audience understanding on multicultural literacy learning.
10:15 - 10:30 am  Coffee Break  Gallery Hall
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| Evolutionary Computation for Optimization using Simulation-based Fitness Evaluation | Touhid Ahmed  
Computer Science  
Columbus State University  
ahmed_touhid@columbusstate.edu |
| Imaging Christ: Appropriation of Christian Imagery in Nazi Propaganda  | Earl Barnett  
Department of Teacher Education  
Columbus State University  
barnett_earl@columbusstate.edu |
| Identifying Student Dropouts using Fuzzy Inferencing                  | Shahriar Husainy  
Computer Science  
Columbus State University  
husainy_shahriar@columbusstate.edu |
| Transformative Technological Intervention Software to Enhance Student Learning in Distance Learning Environment | Pavan Nallaparaju  
Office of Distance Learning  
Western Kentucky University  
pavankumar.nallaparajulu04@topper.wku.edu |
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Affiliation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artificial Neural Networks Techniques to Predict Student Retention,</td>
<td>Mark Plagge</td>
<td>Computer Science</td>
<td><a href="mailto:plagge_mark@columbusstate.edu">plagge_mark@columbusstate.edu</a></td>
</tr>
<tr>
<td>Progression, and Graduation Rates</td>
<td></td>
<td>Columbus State University</td>
<td></td>
</tr>
<tr>
<td>Graduate Research Understanding the Literacy and Language Behaviors</td>
<td>Rebecca Short</td>
<td>Reading/Doctoral Student</td>
<td><a href="mailto:short_rebecca@columbusstate.edu">short_rebecca@columbusstate.edu</a></td>
</tr>
<tr>
<td>and Beliefs of Head Start Families</td>
<td></td>
<td>Columbus State University</td>
<td></td>
</tr>
<tr>
<td>Factors Influencing Culturally Responsive Teaching in the Middle</td>
<td>Morgan Soja</td>
<td>Music Education</td>
<td><a href="mailto:mcsoja@uncg.edu">mcsoja@uncg.edu</a></td>
</tr>
<tr>
<td>School Choral/General Music Classroom</td>
<td></td>
<td>University of North Carolina</td>
<td></td>
</tr>
<tr>
<td>Greensboro</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Touhid Ahmed:
Evolutionary Computation for Optimization using Simulation-based Fitness Evaluation

Optimization is a process of making a system more effective in terms of utilization, throughput and efficiency. Operational research, mathematics or evolutionary computations are among many methods that can be used to solve optimization problems. Genetic Algorithm (GA), a branch of evolutionary computation, is one such technique for optimization. GA starts with a set of suitable representation for a problem called chromosomes. It requires a fitness function that assigns a figure of merit to each solution. Initial chromosomes are evaluated using a fitness function. Based upon fitness test, further offsprings are generated randomly by mutation or crossover to get another set of chromosomes. The process continues until a best fit is achieved. Crossover rapidly explores a search space. Mutation ensures that no point in the search space has zero probability of being examined. Application of GA in combinatorial optimization is a challenge. An example of a combinatorial optimization problem would be a government service facility. It involves many variables like ensuring least waiting time, processing time, budget, employee utilization and many more. The bottom line here is to produce highest level of outputs by providing rapid and quality service together with least inputs by engaging optimum level employees and fixed resources. Solving such problems involves some challenges. One such challenge is to devise
a single fitness function for multiple criteria such as minimum waiting time, maximum throughput or optimum resource utilization within budget. Another challenge would be determining the reliability of a solution. Even if the solution is tested using a fitness function theoretically, its impact is unknown in practical circumstances due to randomness of inputs. To overcome, the project will explore the use of computer simulation as an alternative to fitness function in GA. Simulation is a helpful tool for modeling dynamic behavior of existing or non-existing systems. It will attempt to validate the following hypothesis: "It is possible to generate a satisfactory solution for optimization problems involving a service facility by using simulation as an alternative to a fitness function to evaluate the quality of solutions generated by a genetic algorithm."

A genetic algorithm generated solution will be fitted in a simulation model and tested to measure the results with the performance standards. The simulation result will be sent back as feedback to the evolutionary computation algorithm to regenerate a new set of solutions, which will be tested further until a satisfactory solution is derived.

**Earl Barnett:**

**Imaging Christ: Appropriation of Christian Imagery in Nazi Propaganda**

Propaganda possesses an incredible power. It holds the potential to shape the hearts and minds of all whom it encounters, for good or for evil. This is especially true for the National Socialist German Worker’s Party, the Nazi Party. The Nazi Party’s
propaganda campaign, led primarily by Adolf Hitler and his Minister of Propaganda, Joseph Goebbels, is arguably one of the most successful in world history. In fact, some have even gone so far as to call the Nazi propaganda campaign “the war that Hitler won.” The period immediately preceding Hitler’s fateful rise to power in 1933 through the end of the Second World War in 1945 witnessed the emergence of a propaganda campaign whose success was, perhaps, matched only by its heinousness. Between 1929 and 1945, Hitler, Goebbels, and other Nazi leadership unified and transformed Germany from a weakened and toothless nation into a fearsome war-machine. A significant component of that transformation was the propaganda campaign that coalesced the German people around a belief in the superiority of the German people and the German nation, a consequent desire to cleanse the German nation of un-German people and ideals, and that the Nazi Party and Adolf Hitler were the best means to achieve both. The propaganda campaign consolidated the German people, prepared the nation for war, and stimulated popular support throughout the war. The success of Nazi propaganda cannot be attributed to the regime alone; Nazi propagandists presented a message that resonated with and reinforced the ideals of a larger German zeitgeist. Nazi propaganda spoke to the desires and concerns of the people, and often to concerns the people did not yet realize they had. Nazi propaganda informed people, amongst other things, of what to believe, whom to trust, how much food they should eat to support the war effort, and that women who did not bear children were not patriotic Germans. However, the appropriation of
Christian themes and imagery in German propaganda is perhaps the most provocative theme in Nazi propaganda. Nazi propaganda appropriated Christian themes and imagery to inculcate Nazi paradigms. My paper bridges history, art history, and religious studies to investigate visual propaganda in Nazi Germany and argues that those appropriations were primarily Christological in theme; they revolved around the religiously charged and evocative person of Jesus Christ. Nazi propagandists largely implemented this theme three ways: 1) to connect Hitler with Christian notions of messianism and Jesus Christ, 2) to portray the Third Reich and German action (namely, sacrifice) as precipitating the Kingdom of God (inseparably associated with crucifixion and resurrection in Christian theology), and 3) to further anti-Semitic feelings through portraying the Jewish people as ‘Christ-killers.’ In these three ways the Nazi Party utilized religious language, ideas, and images to inculcate the Nazi agenda on a German population primed to embody such an agenda, to horrific consequences.

**Shahriar Husainy:**

Identifying Student Dropouts using Fuzzy Inferencing

Fuzzy logic provides a methodology for reasoning using imprecise rules and assertions [Shamim Khan, 2012]. Whereas a statement can only be true or false in classical logic, statements in Fuzzy Logic may be true or false to varying degrees. This enables fuzzy Logic to deal with data and rules that are expressed in an imprecise manner using inexact linguistic expressions. Fuzzy Inference is the process of formulating the mapping from a given
input to an output using Fuzzy Logic. The mapping then provides a basis from which decisions can be made, or patterns discerned [MathWorks, 2012]. Fuzzy expert systems are proving to be a powerful tool in business knowledge decision support. According to a report released by the National Center for Public Policy and Higher Education [Andrew Porter, 2010], low rates of college completion have long been a key concern in American higher education. Colleges and universities across the country, including Columbus State University, are investigating this problem of student retention, progression and graduation (RPG) in order to address it more effectively. The main aim of this research project is to build a Fuzzy Inference based model capable of predicting the likelihood of a student dropping out of his or her program of study. It will be a fuzzy rule-based system, where rules will be derived using an Artificial Neural Network (ANN) developed in a separate ongoing project. Columbus State University has student RPG and demographic data available since 1998. This data will be used to train the model. Specifically, this project will attempt to validate the following two hypotheses: H1. A rule-based fuzzy inference model can be developed to identify students likely to drop out of college; H2. An artificial Neural Network trained using historical data to identify student likely to drop out can be utilized to derive rules for a fuzzy inference model built for the same purpose. The performance of the fuzzy inference model will be compared to the ANN-based model to ascertain if the hybrid approach combining the use of ANNs and fuzzy inferencing produces outcomes better than the ANN alone.
Potential STEM students with disabilities are especially impacted by the challenges they face. Color, sound, and observation are all important in science. For example, only one in four deaf students actually persist to graduation (Marschark et al., 2005). However, technology also provides some ways in which some of these challenges can be overcome, particularly for students with sensory and learning difficulties. The recent emergence of distance education has caused educators to think of innovative ways to teach STEM programs in the online environment by using video capturing, reusable audio and video materials, and interactive simulated labs. The “Accessible Educational STEM Videos” Software permits us to combine the advantages of captioned/transcribed multimedia with the recognized potency of audio, video to reinforce learning (the capability of re-listening or re-watching). For example, a blind student might be able to hear online videos but will miss the visual details. Generating simultaneous captioning for the video that describes the action may be good for a deaf student. However, a combined approach of describing the action and the dialogue will benefit both learners. Blind students can use a screen reader to listen to the captioning details, while deaf students will be able to read the transcription. Learning-disabled students will also benefit from the simultaneous multimodal presentation of information and materials. In this paper, we propose Java-based software that uses Google APIs to generate
an automatic synchronization between script and audio. The output file has a modular schema compatible with varieties of video formats, such as Tegrity, Real Media Player, Quick Time, etc. This software allows transcribers to generate automatic synchronized captions with time stamps. This software will be made available to the public and other interested researchers online using the Creative Commons Open-source License (CC BY-NC 3.0—Creative Commons Attribution¬ Non-Commercial 3.0). Our contribution to open-source learning has the potential to provide a solution to thousands of individuals and universities who already have educational videos.

**Mark Plagge:**

**Artificial Neural Networks Techniques to Predict Student Retention, Progression, and Graduation Rates**

A major goal of higher education institutions is to increase student retention, progression, and graduation rates. There is a great deal of literature that indicates that data mining and machine learning computational techniques can provide a good degree of prediction of students’ retention rate (Imbrie, P. K., Lin, J. J., & Malyscheff, A. 2008; Moore, J. S., & Byers, S. E. n.d.). These methods concentrate on the student as a component of factors. This research aims to improve the results of previous work by clustering students using artificial neural networks into related groups. By clustering the students before analyzing retention rates, this research will allow universities to find groups of students that have a high probability of leaving the university. This project will
also train an artificial neural network to predict the likelihood of individual students dropping out. Another major aspect of accuracy of predictive models is the quantity of data available to the algorithm, for testing and for verification. This research uses the complete data set from Columbus State University’s demographics, from 1998 through 2011, providing a very large dataset to work with. Previous attempts to develop algorithms have used large student data sets, but not this large, and not over such a long time span. This extended time span will give a higher degree of accuracy, and the ability to have a larger test base for the predictions. The combination of the large data set, segmentation of students, and neural network prediction will provide a significantly more accurate and meaningful predictive factor than has been achieved in the past with previous work.

**Rebecca Short:**

Graduate Research Understanding the Literacy and Language Behaviors and Beliefs of Head Start Families

The purpose of this research endeavor is to develop a valid and reliable survey that measures parental behaviors and beliefs in literacy, schooling, language, and parental self-efficacy among Early Head Start and Head Start families. Researchers and educators tend to judge the credibility and diminish the literacy experiences occurring in diverse homes because the experiences do not fit mainstream literacy practices (Compton-lilly, Rogers, & Lewis, 2012; Compton-lilly, 2008; Whitehouse & Colvin, 2001). However, incorporating social and cultural contexts that highlight diversity in
the classroom can enhance literacy learning (Compton-lilly, Rogers, & Lewis, 2012; Compton-lilly, 2008). Therefore, we need to work with diverse families to critically understand their literacy practices and develop authentic relationships that will foster the communication between schools and parents and offer meaningful literacy activities to nonmainstream children (Compton-lilly, Rogers, & Lewis, 2012; Elish-Piper, 1997; Whitehouse & Colvin, 2001). Developing a standardized valid and reliable measurement would facilitate this action. Questions on the survey will help researchers and educators identify literacy practices occurring within Early Head Start and Head Start homes. Researchers and educators will have a better understanding of the world of diverse families and can better support parents in literacy learning in the home (Ordoñez-Jasis & Ortiz, 2006). Literacy and language difficulties children face in the classroom can be attributed to the discrepancy between home literacy experiences and school literacy experiences (Morrow, 1995). This survey can help researchers and educators identify Early Head Start and Head Start parents’ behaviors and beliefs about schooling, literacy, language and self-efficacy. Researchers and educators can use this information to help struggling children make connections from experiences at home to school. Highlighting family literacy that occurs in diverse communities increases the appreciation of literacy within the home and motivates children at school (Whitehouse & Colvin, 2001). Early Head Start and Head Start facilities can also use survey results to design family literacy programs that build on appropriate practices already being used in the home. Family literacy programs are successful when they are
designed around the culture of the families who are a part of the program (Ordoñez-Jasis & Ortiz, 2006; Elish-Piper, 1997). Cookie-cutter programs that do not allow family input diminishes the potential family literacy programs can have with diverse families (Elish-Piper, 1997). Survey results will help with the design of family literacy programs that are data-driven and based on the life experiences of Early Head Start and Head Start families.

Morgan Soja:

Factors Influencing Culturally Responsive Teaching in the Middle School Choral/General Music Classroom

The purpose of this study is to examine whether middle school choral and general music educators in the state of North Carolina are using culturally responsive teaching strategies in their classrooms. Data was collected via a researcher-developed survey which was distributed via Qualtrics (web-based survey service). Factors being examined include teachers’ experience with diverse genres in their professional preparation and musical lives, comfort level including diverse genres in their classrooms, and knowledge about culturally responsive teaching.
Panel Session 2  
10:30 - 11:45 am  

P2-A Interconnected: The Impacts of Technology on a Modern World  
Conference Room 209/210  

Panel Chair: Marcus Johnson, anmarky@uga.edu  
University of Georgia  

Discussant: Dr. Wayne Summers, summers_wayne@columbusstate.edu  
Columbus State University  

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| Visually Trace Back Stepping-Stone Intrusion    | Malika Harris  
TSYS School of Computer Science  
Columbus State University  
harris_malika@columbusstate.edu |
| Resiliency Assessment of Information Systems    | Nigel Miller  
Computer Science  
Columbus State University  
miller_nigel@columbusstate.edu |
The Structural Transformation of the Cybersphere

Mary Stephan
Politics & Government
Illinois State University
mary.e.stephan@gmail.com
P2-A Abstracts

Malika Harris:

Visually Trace Back Stepping-Stone Intrusion

A key concern for detecting systems dealing with network intrusion is the intruder’s ability to avoid being detected by maintaining his anonymity. Intruders have frequently used multiple intermediary computers called stepping-stones to launch attacks on other computers. The use of stepping-stones helps hiding the location of the attacking computer. In earlier related work, there were algorithms designed solely around packet contents. However, the primary limitation with those algorithms was that it was not able to detect encrypted connections. Time-based algorithms were then designed to make up for the encrypted traffic. In 2002, Kwong H. Yung [1] proposed an approach to detect stepping-stone intrusion based on the round-trip time (RTT). Yung tested echo-delay comparison and found in his experiment that the number of upstream jumps in a connection chain was not being detected, as well as losing accuracy. In this project, we propose an algorithm which visually displays a more accurate length of the connection chain in real-time. By designing a program to monitor incoming and outgoing packets, it will be able to compute the roundtrip time gap between a client’s request and the server’s reply. Thus, from the changes in the gaps, it is possible to estimate the number of hosts from a detecting machine to the destination host.
Nigel Miller:

Resiliency Assessment of Information Systems

This paper describes a new method of assessing the resiliency in an information system. There are many methods to assess the risk of an information system. A common problem with risk assessment methods is within the classification of the mitigations of each threat. A system that appears to have low risk may not be able to recover, resist and/or adapt easily. This paper discusses an information system resiliency assessment method that categorizes mitigating factors by assessing risk in three areas of resiliency. The goal of this method is to assess the risk in each area of resiliency to uncover risk. This assessment method will provide resiliency ratings in three areas for each component and risk factor combination. The resulting analysis from this assessment process will allow for a more complete understanding of the risks in an information system. In other methods for assessing the resilience in information systems, components are measured through a statistical process. This is an effective and precise measurement but can be very difficult to gather, understand, and measure. This paper will discuss and define the rules of assessing resiliency through qualitative assessment methods to create a less complicated, more time efficient, and effective assessment.
Mary Stephan:

The Structural Transformation of the Cybersphere

In 2011, the world witnessed the ascendance of numerous social movements. Most of these movements owed at least a portion of their success to the powerful organizing tools afforded them by social networking sites. As a result, these sites have earned the approbation of many, who surmise that social networking must therefore promote democracy. My research, however, diverges from the prevalent praise for these tools, and investigates what drawbacks might be associated with the pervasive use of websites like Facebook, Twitter, and Google+. I find that individuals often tend to self-segregate online, with potentially hazardous consequences for democratic dialogue. The proposed essay traces the trajectory of online communication and self-representation from its early stages, on USENET and on sites like Tripod and Geocities, to their present-day consolidation on social networking sites. It locates parallels between these developments and the degeneration of the public sphere Habermas observed in the early twentieth century, as recounted in his magnum opus, The Structural Transformation of the Public Sphere. There, Habermas argues that the encroachment of the market on arenas of democratic discourse led to the disintegration of the public sphere in the twentieth century. In the development from open fora and unmediated personal sites to standardized, monetized networks, the same ruinous phenomena that Habermas discerned in the final section of Structural Transformation emerge. The institutional arrangement of social networking sites and the economic incentives that motivate their
founders are thus explored in this essay. Executives of Google and Facebook, for example, institute devices such as the “Like” button, and the “News Feed” because they facilitate the personalization and aggregation of data that drive their profit margins skyward. However, these devices may further foster the individual self-segregation that already occurs offline, and therefore may not be as beneficial to democratic societies as has often been portrayed.
### P2-B  It’s All Relative: Perceptions of History

Panel Chair: Patrick Whitehead, pwhite@westga.edu
University of West Georgia

Discussant: Dr. Daniel Gullo, gullo_daniel@columbusstate.edu
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| The Great and Powerful Oz: The Internet and the Black Confederate Soldier | Douglas Allen
History and Geography
Columbus State University
dallen33462@gmail.com |
| Korean Involvement in the Vietnam War                                 | Jason Kennedy
History
University of West Georgia
jkenned1@my.westga.edu |
| Anglo-Saxon Connections to the Mythology of Robin Hood                | Michelle Leibold
English
Austin Peay State University
kmichelleleibold@gmail.com |
| Learning from our History: Using Runaway Slave Advertisements as an Indicator of Health and Welfare of Antebellum Slaves | Heather Rudolph
Science Education
University of Georgia
hrudolph@uga.edu |
P2-B Abstracts

Douglas Allen:

The Great and Powerful Oz: The Internet and the Black Confederate Soldier

The internet has been one, if not the, of the largest and most useful innovations in the realm of communication and globalization. However, it has also led to a rampantly growing problem of public, published documents including at best inaccuracies and at worst a blatant attempt at indoctrination via cyberspace. Using the Sons of Confederate Veterans' use of the black Confederate soldier myth as a case study, this paper will describe the use and abuse of the internet to disseminate misleading and inaccurate information. This problem has become ever growing as more and more students and adults get their information and research from internet sources. The true internet and digital literate generation is just being born. As a result, educators, parents, and students need to understand the dangers associated with information on the internet and prepare themselves to combat this problem. Thus, this paper will show the danger uneducated use of the internet can cause and present some solutions to help mitigate the damage.

Jason Kennedy:

Korean Involvement in the Vietnam War

The motivation for this paper topic came as a result of my thesis research on the USS Pueblo incident of 1968. While the
The Vietnam War ended nearly forty years ago, it continues to play a large role in shaping US politics as well as family values. Additionally, the topic of North Korea is a present-day concern as this rogue nation is unpredictable and threatens war constantly with its belligerent rhetoric. Understanding the role both North and South Korea played in the Vietnam War helps the public to see that the United States was not the only country fighting in Southeast Asia. It also helps the public to understand why our relationship with the two Koreas has developed as it has. In preparing this paper, I conducted research using sources on international relations between the Koreas and the United States. I also consulted traditional Vietnam War sources and journal articles written by both Western and Korean scholars. The findings point to a larger involvement by North Korea in Vietnam than was previously expected. What was originally thought of as a dozen pilots that trained North Vietnamese to fight has turned into over 200 active combat pilots taking part in dogfights over Hanoi. Participation by South Korean troops turned into an economic boom as large amounts of savings were sent home. Both North and South Koreans used the Vietnam War as a training ground for the expected outbreak of future hostilities on the Korean Peninsula; North Korea tested new missiles and airplanes while South Korea modernized its equipment with the help of the United States military. The implications of this Korean involvement in Vietnam are many. First, it shows that the US commitment to Vietnam was bolstered by its South Korean ally as half a million ROK troops served over a period of ten years. It gives an additional explanation.
to the emergence of South Korea as an economic powerhouse of the east. It also shows that the reclusive North Korean government was not afraid to assist in the spread of communism in its overall goal of weakening the United States’ role in South Korea.

Michelle Leibold:

Anglo-Saxon Connections to the Mythology of Robin Hood

A popular figure for movies and books, the legend of Robin Hood has caught the imaginations of people of all ages and cultures. Satirical renditions of his thievery have become a popular spotlight. However, the legend of Robin Hood has much deeper and historical roots. This legendary pauper’s hero can be linked to England’s history through cultural evidence and through written texts. It is possible that the legend of Robin Hood is developed through the historical figure of Hereward and combined with the Germanic ideas of kinship and outlaws. The question then becomes is Hereward the real Robin Hood or just the mold from which the leader of merry men arose.

Heather Rudolph:

Learning from our History: Using Runaway Slave Advertisements as an Indicator of Health and Welfare of Antebellum Slaves

John, an African slave, ran away from the jail in Twiggs County, Georgia, in 1838, stealing a horse and possibly some clothes to facilitate his escape. Bearing the scars of whipping, this “very smart” man elected to escape a jail and take the chance of
regaining the freedom he lost upon being declared a slave. John’s story, unfortunately, is not a new one. Runaway slaves have been the source of embarrassment for Southerners, punishment for themselves and other slaves, empathy from abolitionists, and scholarly review for historians. The plight of slaves as shown by runaway advertisements posted in the newspapers has been analyzed to determine many details about the runaways. Age, sex, occupation, what they took with them, who travelled together, and where they started in their running are examples of these details (Costa, 2001; Schafer, 1981). In contrast, this research project will focus on a yet untapped analysis of these ads to determine the health and welfare of runaway slaves and enslaved people in general, in the antebellum South, using Baldwin County, Georgia, as the sample population. The primary source to be analyzed is newspaper advertisements for runaway slaves from Baldwin County, Georgia, in the antebellum era. Secondary sources to inform this research include journal articles on reading and interpreting runaway slave advertisements, articles and book chapters on slave buying and on slave health maintenance, an autobiography of an escaped slave and a journal of a plantation owner’s wife while living on a cotton and rice plantation in Georgia.
Sen. Joshua McKoon, Georgia State Senate, District 29

Looking Ahead to 2013 – Georgia General Assembly
Panel Session 3  
1:00 - 2:15 am

P3-A  Roundtable Discussion: Gauging the Impact of Social Media on the 2012 Presidential Election – A Student Perspective  

Conference Room 209/210

Panel Chair and Discussant: Dr. Greg Domin, gdomin@columbusstate.edu  
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| Gauging the Impact of Social Media on the 2012 Presidential Election – A Student Perspective | Alessandro Raimondo  
Political Science and Public Administration  
Columbus State University  
raimondo_alessandro@columbusstate.edu |
|                                                                      | Anne Ramsey  
Biology  
Columbus State University  
ramsey_anne@columbusstate.edu |
|                                                                      | Drew Williams  
Political Science and Public Administration  
Columbus State University  
williams_drew@columbusstate.edu |
Panel Chair: Dr. Troy Keller, keller_troy@columbusstate.edu
Columbus State University

Discussant: Dr. Warren Church, church_warren@columbusstate.edu
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introgressive Hybridization in Rare Georgia Pitcher Plants (Sarracenia spp.)</td>
<td>Cristina Caldwell&lt;br&gt;Environmental Science&lt;br&gt;Columbus State University&lt;br&gt;<a href="mailto:caldwell_cristina@columbusstate.edu">caldwell_cristina@columbusstate.edu</a></td>
</tr>
<tr>
<td>The Role of Environmental Variation on Local Adaptation and Hybrid Breakdown of Campanulastrum americanum (American Bellflower)</td>
<td>Marisa Naciuk&lt;br&gt;Environmental Science&lt;br&gt;Columbus State University&lt;br&gt;<a href="mailto:naciuk_marisa@columbusstate.edu">naciuk_marisa@columbusstate.edu</a></td>
</tr>
<tr>
<td>Putting the Pieces Together: Linking the Effects of Drought to Southeastern Streamflows</td>
<td>Jesse Taylor&lt;br&gt;Environmental Science&lt;br&gt;Columbus State University&lt;br&gt;<a href="mailto:jtylorgeo@gmail.com">jtylorgeo@gmail.com</a></td>
</tr>
<tr>
<td>Using a LiDAR Derived DEM to Map Floodplain Features at Fort Benning, GA</td>
<td>Jessica Woodall&lt;br&gt;Environmental Science&lt;br&gt;Columbus State University&lt;br&gt;<a href="mailto:raybon_jessica@columbusstate.edu">raybon_jessica@columbusstate.edu</a></td>
</tr>
</tbody>
</table>
P3-B Abstracts

Cristina Caldwell:

Introgressive Hybridization in Rare Georgia Pitcher Plants (Sarracenia spp.)

Hybridization has been shown to have negative impacts on rare plant populations. Specifically, asymmetrical introgression can lead to the loss of rare parental taxa via genetic assimilation into the genomes of more abundant congeners. Less is known, however, about the occurrence of introgression between parental taxa that do not differ in abundance. Pitcher plants belonging to the genus Sarracenia are insectivorous plants endemic to North America. Eight of the nine species within the genus are concentrated in the southeastern United States, where they are threatened primarily by habitat degradation. Here, we investigate the potential occurrence of introgressive hybridization in sympatric populations of Sarracenia rubra (sweet pitcher plant) and Sarracenia psittacina (parrot pitcher plant), two species that are listed as threatened within the state of Georgia. Currently we are using DNA barcode markers to confirm the genetic identity of parental taxa as well as determine the parentage of putative hybrids. Furthermore, microsatellite analyses will be used to establish hybrid indices that will provide novel insight into the process of introgressive hybridization occurring between these two rare species.
Marisa Naciuk:

The Role of Environmental Variation on Local Adaptation and Hybrid Breakdown of Campanulastrum americanum (American Bellflower)

Environments place various pressures on organisms. Individuals able to survive in the presence of these pressures mate and pass their genetic information onto proceeding generations. The ability of an individual to overcome these environmental challenges can be related to their genetics. Various genes may confer traits or behaviors that enhances survivorship in particular conditions. Campanulastrum americanum, the American Bellflower, is a herbaceous plant that occupies a vast variety of habitats within eastern North American and exhibits diverse life history traits. With environmental variation we expect that populations of Campanulastrum americanum to be exposed to different environmental pressures. This may result in populations that possess variety of different genes, presence based on what genes offer the best chance of survival. I am interested in investigating the potential role of environment in shaping the genetic structure of populations of American Bellflowers, and if the differences in life history traits can be attributed to genetic differences that exist between populations. These genetic differences may also result in hybrid breakdown, an occurrence of genetic incompatibility that arises within the offspring. I am working in collaboration with Dr. Kevin Burgess of the Biology Department at CSU along with researchers at the University of Virginia Biology Department to obtain data to address these questions. Two plots have been
constructed. One is located in The Pierce Cedar Creek Institute in Michigan and the other in CSU’s Oxbow Meadows Environmental Learning Center. Germination is presently being monitored but preliminary genetic work needs to be conducted to assess the genetic structure of populations. I will be using a chloroplast marker called trnL to accomplish this. Results from this study will provide important insight as how the environment influences the genetic structure of populations, and how members from the same species can exhibit varying behavior when under the influence of gene activity.

**Jesse Taylor:**

Putting the Pieces Together: Linking the Effects of Drought to Southeastern Streamflows

Drought is a complex weather phenomenon, both in definition and effect to water supplies. There is not one standard definition for drought; instead, dozens of drought definitions are used throughout the world. These are characterized by varying rainfall amounts and measured impacts such as fluctuating surface water levels or agricultural losses. Unlike most weather, the effects of drought are not immediate or short-lived, and can build through time, limiting water supplies. Water supply limitations due to the effects of drought can be better understood through normalized indexes. Drought indices typically take into account precipitation, stream flow, and soil moisture dynamics to generate an index value, usually a single number, with positive values depicting wet periods and negative dry periods. One index, the Standardized Precipitation
Index (SPI) was developed as a less complex method to determine drought severity than other drought indices. As it requires only 30 years of precipitation data, it can be used to define drought impacts over different time scales without expensive soil moisture data. SPI studies have shown a rough correlation between drought values and surface water levels. For this study, SPI indices on 5 watersheds within Georgia were completed to United States Geological Survey data to determine if there is a correlation between stream flow and SPI values, and determine its effectiveness in evaluating Georgia watersheds.

Keywords: drought, Standardized Precipitation Index (SPI), stream flow

Jessica Woodall:

Using a LiDAR derived DEM to Map Floodplain Features at Fort Benning, GA

High resolution digital elevation models (DEMs) derived from Light Detection and Ranging (LiDAR) provide the opportunity to map landforms at fine topographic scales. Currently, a LiDAR dataset from Fort Benning, GA is being used to accurately map the floodplain of Upatoi Creek, a major tributary of the Chattahoochee River in west central which drains a major portion of Fort Benning Military Reservation. Previous research identified multiple fluvial terrace sequences on the Upatoi dating to the early Holocene. Terraces, meander scars, and other floodplain features represent potential archives of Quaternary palaeoclimatic fluctuations and fluvial system behavior. This project continues
efforts to map and identify these and other floodplain features for further paleoenvironmental research and to provide baseline cross-sections of the watershed and existing terraces and channel patterns.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15 - 2:30 pm</td>
<td>Coffee Break</td>
<td>Gallery Hall</td>
</tr>
</tbody>
</table>
Panel Session 4
2:30 - 4:00 pm

P4-A  Show and Tell: Balancing Modern Challenges in Education

Panel Chair:  Nigel Miller, miller_nigel@columbusstate.edu
Columbus State University

Discussant:  Dr. Tina Butcher, butcher_tina@columbusstate.edu
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redshirting: A New Color for Retention</td>
<td>Cynthia Brown</td>
</tr>
<tr>
<td></td>
<td>Department of Doctoral Studies</td>
</tr>
<tr>
<td></td>
<td>Virginia State University</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cbrown5979@aol.com">cbrown5979@aol.com</a></td>
</tr>
<tr>
<td>Effects of Vocational Training on Outcomes of Students with High Incidence Disabilities</td>
<td>Maxine Brown</td>
</tr>
<tr>
<td></td>
<td>Communication Sciences and Special Education</td>
</tr>
<tr>
<td></td>
<td>University of Georgia</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tyrmat02@uga.edu">tyrmat02@uga.edu</a></td>
</tr>
<tr>
<td>The Medically Fragile Child in the 21st Century Classroom Setting</td>
<td>Mandy Cranney</td>
</tr>
<tr>
<td></td>
<td>School of Nursing</td>
</tr>
<tr>
<td></td>
<td>Columbus State University</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:craddock_mandy@colubusstate.edu">craddock_mandy@colubusstate.edu</a></td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Perspectives of Novice Assistant Principals: A Qualitative Study</td>
<td>Almetia Strother</td>
</tr>
<tr>
<td>Influence of Teaching Behaviors on Student Responses in a Recreational Sport Camp</td>
<td>Hurston Pittman</td>
</tr>
</tbody>
</table>
Cynthia Brown:

Redshirting: A New Color for Retention

Grade retention has been practiced for hundreds of years in America. Since the nineteenth century, retention has served as an option to provide children who were not making expected progress another opportunity by repeating a grade. This “gift of time” for social maturation, skill acquisition, and physical development has largely maintained its role as a panacea for failing students, despite the preponderance of research outlining its negative impact (Jimerson et al., 2006). Throughout history, the usage of this intervention which is irrefutably researched to be ineffective remains in the forefront of educators, parents, and politicians minds as a viable consideration in response to societal expectations for academic excellence. Twenty-first century factors affecting retention span the grade levels and continues to have far-reaching implications and impact for children academically, socially, physically, emotionally, and culturally. Present retention trends have swung the pendulum so far to the extreme that students are being purposefully delayed entry into kindergarten. ‘Redshirting’ is one variation to traditional retention and it is gaining in popularity. Educational accountability generated additional stress and pressure in schools due to legislative efforts to increase student achievement and performance via high stakes testing. Rather than subject their child to rigorous standards or to a potentially harmful practice
which involves holding their child back while their peers go ahead in a grade, some parents advocate ‘redshirting’ as a more advantageous way of helping their child to get ahead and start school with stronger academic skills, more confidence for the demands of a challenging kindergarten curriculum, and a larger physical stature. Borrowing from a tactic used by colleges, parents of kindergarteners are deliberately and strategically choosing to hold their children out of school for an entire year or more to increase their child’s academic advantage and reduce the possibility of grade level retention. This presentation will increase awareness about ‘redshirting’ as an option to maximize student achievement.

Maxine Brown:

Effects of Vocational Training on Outcomes of Students with High Incidence Disabilities

The overall outcomes of students with high incidence disabilities are less favorable than those of typical students, or students with other types of disabilities (Murray, 2003; Williams-Diehm & Benz, 2008). Vocational training is a viable option for students whose interests lay outside academics. Effective transition planning is often a missed opportunity to negate factors contributing to poor postsecondary outcomes. The five studies reviewed in this paper, suggested improved outcomes for students with vocational experiences. Additionally, two of the studies indicated the earlier a student is introduced to vocational training, the more promising their outcomes.
Mandy Cranney and Dr. Cheryl Smith:

The Medically Fragile Child in the 21st Century Classroom Setting

Faculty from the School of Nursing and Teacher Education at Columbus State University are working collaboratively on a research project that may impact teachers for K-5th grades with students with disabilities in their classroom setting. The Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) require that States receiving federal special education funds include students with disabilities into classroom settings. This inclusion should blend all students together, regardless of medical conditions, and appropriate, supportive staff should be available to attend to the needs of the medically fragile child (MFC), with no financial impact to the parents. Because of this blending of students, teachers are finding that supportive staff needed to attend to the special needs of these children, are not always available and, as such, are having to perform medical procedures themselves for their medically fragile students. Many of these teachers have received little training, if any, to handle these new responsibilities in the classroom setting. The purpose of this research project is to gain information from teachers (K-5th grade) with MFC in their classrooms, regarding concerns and unmet needs for this special population, and, in turn, create specialized training modules. The training modules would be available to the teachers when these students are encountered in their classroom settings to provide insight and increase teacher self-confidence when managing the MFC’s learning environment. Thus far, a thorough literature review
regarding the MFC in the classroom setting has been conducted. Two focus group sessions were led that discussed MFC problem areas among K-5th grade teachers. IRB approval was obtained for this portion of the project. The next step is to create a survey to be administered to teachers in the Harris County School district. Once the results of the survey are collected and analyzed, teaching modules will be developed to meet the needs identified by the teachers. In this presentation, the graduate student will discuss her role in the research project and in the process of obtaining IRB approval and the collaborative involvement a graduate student has with faculty in a research study of this nature. Some pointers for other graduate students will be shared.

Almetia Strother:

Perspectives of Novice Assistant Principals: A Qualitative Study

This presentation will address the support mechanisms which could provide and ensure successful opportunities for novice assistant principals. Many research studies have focused on the impact of coaching and mentoring as it relates to school leadership and student achievement. However, the current literature is limited in regards to information related to 21st century skill supports for assistant elementary school principals. There is a wealth of information addressing the supports for principals but limited for assistant principals. Kaplan and Owings (1999) argued that the demands on principals today warrant sharing the responsibility of instructional leader with the assistant principal. The experiences of novice assistant principals can provide areas of need which will
provide opportunities for training in school leadership. Through the experiences of these school leaders, components of coaching and mentoring can be developed which will enhance the sustainability of assistant principals and further clarify their roles as 21st century leaders which is vital to the overall achievement of students and teachers. This paper addresses the following key questions: what are the lived experiences of novice assistant principals and can these experiences be supported with the components of coaching and mentoring to provide a strengthening of leadership’s skills along with 21st century leadership qualities? Through the design of a qualitative study, this research incorporates a phenomenological approach. The study includes interviews of four research participants from four different quadrants of an urban school division. The type of qualitative research used will be the grounded theory approach. Through the experiences, perspectives and situations of the participants, the researcher used a coded graphic design called a Wordle as an analysis tool. A written analysis of the interviews was also incorporated. This study can provide a discussion related to assistant principals and the impact of coaching and mentoring in sustainability their leadership positions along with the development of 21st century leadership skills. Future research could address the impact of coaching and mentoring in the decision making process of assistant principals and their collaborative efforts with teachers and immediate supervisors. Keywords: assistant principals, coaching and mentoring and, leadership skills Reference Kaplan, L. S., & Owings, W. A. (1999). Assistant principals: The case

**Hurston Pittman:**

Influence of Teaching Behaviors on Student Responses in a Recreational Sport Camp

The purpose of this study was to examine the effects of inexperienced teacher behaviors on student physical activity levels in a recreational camp setting. The study focused on the specific behaviors of providing adequate cues and demonstrations to students to promote MVPA levels of physical activity. The study was conducted over five, twenty minute, physical activity settings. An inexperienced teacher (four years teaching as para-professional in elementary physical education) conducted the activities, and the students ranged from kindergarten to sixth grade. The teacher provided permission to participate before the study began. The QMTPS (Qualitative Measures of Teaching Performance Scale) observation tool was used to record the data on both the teachers’ behaviors and the students’ responses. The results of the study showed that demonstrations can improve MVPA (moderate to vigorous physical activity) levels in students being taught in a recreational camp environment. The results also showed a strong link between adequate cues and high levels of MVPA responses from the students. In instances where demonstrations were not provided, MVPA levels of the students dropped around 40%. Further research is needed to test the link between adequate cues, with no demonstrations, and student responses. It is still unclear on
how key a factor cues are in the role of student learning. For less experienced teachers who may not have proper knowledge of a given skill or activity, demonstrations should provide an increase in student physical activity levels and on-task behaviors.
Panel Chair: Jason Kennedy, jkenned1@my.westga.edu  
University of West Georgia  
Discussants: Dr. Gregory Domin, gdomin@columbusstate.edu  
Columbus State University

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
</table>
| Harry Potter: A Story of Humanistic Value and Christian Morality for Adolescents | Mary Kate Chapman  
Master of Arts - Liberal Studies  
Clayton State University  
marykate.chapman@gmail.com |
| The Lifeworld, Idealism and Phenomenological Research: A Postmodern Methodologist Digs Around in Husserl. | Marcus Johnson  
Elementary and Social Studies Education  
University of Georgia  
anmarky@uga.edu |
| Similar Differences: A Compatibilist View of the Common Core Debate in the Study of Mystical Experience | Will Simpson  
Religious Studies  
Western Kentucky University  
william.simpson600@topper.wku.edu |
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Affiliation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Decisions: Lessons From Topology</td>
<td>Russell Waller</td>
<td>Mathematics</td>
<td><a href="mailto:rwaller@math.fsu.edu">rwaller@math.fsu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Robyn Waller</td>
<td>Philosophy</td>
<td><a href="mailto:rar09h@my.fsu.edu">rar09h@my.fsu.edu</a></td>
</tr>
<tr>
<td>The Mutual Epistemology of Polanyi and Buber: The Dissolution of the Subjectivity-Objectivity Dichotomy in Contemporary Inquiry Methodology.</td>
<td>Patrick Whitehead</td>
<td>Psychology</td>
<td><a href="mailto:pwhite@westga.edu">pwhite@westga.edu</a></td>
</tr>
<tr>
<td></td>
<td>University of West Georgia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Abstracts

Mary Kate Chapman:

Harry Potter: A Story of Humanistic Value and Christian Morality for Adolescents

The Harry Potter series by J.K. Rowling continues to create a massive amount of controversy because of the “questionable” themes represented within the text. Witchcraft and sorcery are the themes society calls into question, which are activities that many sects of Christians believe to be evil and highly inappropriate for the adolescent reader. Alan Jacobs, English professor at Wheaton College, contends that Christians believe Harry Potter books make magic funny and charming, which is the opposite of their religious beliefs (36). He further explains the mentality of many Christians: “Such novels could at best encourage children to take a smilingly tolerant New Age view of witchcraft, at worst encourage the practice of witchcraft itself” (36). According to the American Library Association, this highly controversial book series is on the Top 100 Banned/Challenged Books list from the year 2000-2009, and the challenging and banning continues today. While many religious groups forbid themselves and their families from reading this type of literature, others see it as a fantastic way to illustrate to adolescents, as well as adults, how to live with humanistic value and morality. Some readers go as far as to say that the book series has changed their life on a spiritual level, which in fact makes them closer to God (Genzy 2012). This life-change for readers makes logical sense due to the series’ close relation to the Bible as well as Christian themes and
characteristics. The entire Harry Potter series illustrates a standard of morals and values that act as an important teaching tool for adolescents, whether they affiliate with Christianity or not. These morals become evident as Harry and his friends show characteristics of bravery, loyalty, strength in moral decision-making, and act on what will help the greater good, not just themselves. The magic within the text is a creative, non-obtrusive way to facilitate a world of meaning for adolescents. It is not a means to turn the next generation into witches or sorcerers. Christian groups who wish to ban this book because of its lack of moral value and connection to Christ should think outside of their religious box and open up to this life changing, Biblical parallel, and morally sound series.

Marcus Johnson:

The Lifeworld, Idealism and Phenomenological Research: A Postmodern Methodologist Digs Around in Husserl.

Can a Nietzschean nominalist wander down the trail from his cave above the clouds, beyond good and evil, encounter a community built upon essences and teleology, dig around in familiar, if somewhat sedimented ideas, and put them to a new use in his own project of meaning-construction? The answer, it seems, is yes, and serves as the starting point of this essay, which discusses how Edmund Husserl’s work in phenomenology can be taken up and considered anew from the perspective of thinkers who are happiest wandering around in the works of Nietzsche and Foucault. The lifeworld is invaluable in recognizing or at least in positing that all human meaning is built up from materials that are lying around in the world which we find
ourselves inhabiting. The lifeworld can thus be a very useful tool for methodologists conceptualizing the constructed nature of data. However, even though the metaphor of the lifeworld can be put to fruitful use beyond the boundaries of the traditional phenomenological research community, there are concepts within Husserl’s work which cannot stand even a generous postmodern reading. Thus it is argued that only if the ideas of essence, stable identity, the notion that phenomena present themselves, and other concepts associated with German Idealism and Rationalism are left behind, can phenomenology, as a research methodology, continue to assist in the productive construction of human meaning, born of the ever-shifting ground of the lifeworld.

Will Simpson:

Similar Differences: A Compatibilist View of the Common Core Debate in the Study of Mystical Experience

The study of mystical experience is an endeavor that has been approached in many ways. One unresolved issue in the study of mystical experiences is whether or not there is a particular type of experience underlying the traditionally religious interpretations, which can be termed “mystical.” In this paper, the author posits that the foundational claims of both the common core view and the social constructivist view of the nature of mystical experiences are not theoretically incompatible. The common core belief that anomalous, or “mystical,” human experiences are cross culturally accessible can be reconciled with the social constructivist claim that all experience is mediated by the experiencer’s conceptual framework. Recent
experimental models based on common core views have been successful in research regarding psychology of religion. However, social constructivist philosophical critiques, which call into question the veiled supernatural theism of past claims to universal mysticism, should be addressed. The dichotomy between the experimental successes of common core research and the social constructivist philosophical critiques suggests the need for a resolution between the two schools of thought. The possibility of evolutionarily adaptive cognitive patterns and the bidirectional relationship between cognition and physiology allow for universally accessible, but still cognitively mediated, experiences. The author draws on research in neurophysiology, psychology of religion, and evolutionary psychology in elucidating the possibility of theoretical reconciliation between these two apparently mutually exclusive views.

**Russell Waller and Robyn Waller:**

*Free Decisions: Lessons From Topology*

The aim of this paper is to challenge philosophical incompatibilist accounts of free actions. Incompatibilists hold that if determinism is true of a world, then no one ever acts freely in that world. We take determinism to be the thesis that a complete, true description of the laws of nature and the state of the world at a time entails all other truths about that world. By quantifying time as the real numbers (or a bounded subset of the real numbers if we do not suppose time to be eternal) and considering the state of a world at any fixed time as a general topological space, we are able to represent that world as a function from the real numbers into the topological space.
We apply basic topological arguments on these functions and the worlds they represent by taking the point in time at which a decision is made as being the limit point of the set on which two such functions agree. This allows us to determine the continuity or discontinuity of such functions by examining the state of the world at the point in time when this decision is made. In this way we establish that a function corresponding to a world in which agents act freely must be continuous. We then turn to incompatibilist accounts of free action: We argue that given standard assumptions made by incompatibilists about the nature of decision-making, any world that features the type of agency required on such accounts is either a discontinuous world or one that violates a central incompatibilist assumption. Hence, any incompatibilist account that relies on these standard assumptions about the nature of decision-making fails.

**Patrick Whitehead:**

The Mutual Epistemology of Polanyi and Buber: The Dissolution of the Subjectivity-Objectivity Dichotomy in Contemporary Inquiry Methodology.

The unlikely combination of philosophers provides a unique reconsideration of epistemological commitments in contemporary schools of science. The dual tacit epistemology of Polanyi has given cogency to the humanistic ontology of relationship of Buber; and the extended and compelling examples of the latter have given life to the former. Polanyi’s (1966) tacit knowing requires a shift of ontological positing from the anonymous observer of a naturalistic scientific persuasion (i.e., third personal) into the conscientious scientific observer of a phenomenological persuasion (that is, first
personal), wherein Polanyi may found leaving ontological realism behind. This shift in ontological responsibility may be taken up through Buber’s (1958) being-as-relating criterion for knowing and being; i.e., where Buber’s ontology and epistemology (1964) are found mutually unfolding. The processes of proximal and distal tacit awareness that Polanyi outlines promotes an inquiry process that esteems being-as-relating; the scientist must participate in scientific inquiry. Polanyi’s differentiation between proximally obtained knowledge and that of the distal is as subtle and insightful as Buber’s distinction between the Primary relationship (I-Thou) and the other (I-It). These differentiations represent ontological continuums, not dichotomies—as in the subjectivity-objectivity duality. When taken together, the epistemologies of Polanyi and Buber defend a process-focused inquiry—a shift from reductive quantitative methodologies to those qualitative and phenomenological.
## Index of Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Email</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed, Touhid</td>
<td>Columbus State University</td>
<td><a href="mailto:ahmed_touhid@columbusstate.edu">ahmed_touhid@columbusstate.edu</a></td>
<td>24, 26</td>
</tr>
<tr>
<td>Allen, Douglas</td>
<td>Columbus State University</td>
<td><a href="mailto:dallen33462@gmail.com">dallen33462@gmail.com</a></td>
<td>42, 43</td>
</tr>
<tr>
<td>Barnett, Earl</td>
<td>Columbus State University</td>
<td><a href="mailto:barnett_earl@columbusstate.edu">barnett_earl@columbusstate.edu</a></td>
<td>24, 27</td>
</tr>
<tr>
<td>Brown, Cynthia</td>
<td>Virginia State University</td>
<td><a href="mailto:cbrown5979@aol.com">cbrown5979@aol.com</a></td>
<td>57, 59</td>
</tr>
<tr>
<td>Brown, Maxine</td>
<td>University of Georgia</td>
<td><a href="mailto:tyrmat02@uga.edu">tyrmat02@uga.edu</a></td>
<td>57, 60</td>
</tr>
<tr>
<td>Butcher, Tina</td>
<td>Columbus State University</td>
<td><a href="mailto:butcher_tina@columbusstate.edu">butcher_tina@columbusstate.edu</a></td>
<td>57</td>
</tr>
<tr>
<td>Caldwell, Cristina</td>
<td>Columbus State University</td>
<td><a href="mailto:caldwell_cristina@columbusstate.edu">caldwell_cristina@columbusstate.edu</a></td>
<td>50, 51</td>
</tr>
<tr>
<td>Chapman, Mary Kate</td>
<td>Clayton State University</td>
<td><a href="mailto:marykate.chapman@gmail.com">marykate.chapman@gmail.com</a></td>
<td>66, 68</td>
</tr>
<tr>
<td>Church, Warren</td>
<td>Columbus State University</td>
<td><a href="mailto:church_warren@columbusstate.edu">church_warren@columbusstate.edu</a></td>
<td>50</td>
</tr>
<tr>
<td>Cranney, Mandy</td>
<td>Columbus State University</td>
<td><a href="mailto:craddock_mandy@columbusstate.edu">craddock_mandy@columbusstate.edu</a></td>
<td>57, 61</td>
</tr>
<tr>
<td>Davis, Charlotte</td>
<td>Columbus State University</td>
<td><a href="mailto:davis_charlotte1@columbusstate.edu">davis_charlotte1@columbusstate.edu</a></td>
<td>10, 12</td>
</tr>
<tr>
<td>Domin, Greg</td>
<td>Columbus State University</td>
<td><a href="mailto:gdomin@columbusstate.edu">gdomin@columbusstate.edu</a></td>
<td>9, 48, 66</td>
</tr>
<tr>
<td>Garcia, Melinda</td>
<td>Our Lady of the Lake University</td>
<td><a href="mailto:jigsawmg@hotmail.com">jigsawmg@hotmail.com</a></td>
<td>15, 17</td>
</tr>
<tr>
<td>Gill, Kimberly</td>
<td>Columbus State University</td>
<td><a href="mailto:gill_kimberly1@columbusstate.edu">gill_kimberly1@columbusstate.edu</a></td>
<td>10</td>
</tr>
<tr>
<td>Gullo, Daniel</td>
<td>Columbus State University</td>
<td><a href="mailto:gullo_daniel@columbusstate.edu">gullo_daniel@columbusstate.edu</a></td>
<td>42</td>
</tr>
<tr>
<td>Guth, LuMarie</td>
<td>Columbus State University</td>
<td><a href="mailto:guth_lumarie@columbusstate.edu">guth_lumarie@columbusstate.edu</a></td>
<td>11, 13</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Email</td>
<td>Pages</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------</td>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Hackett, Tom</td>
<td>Columbus State University</td>
<td><a href="mailto:hackett_paul@columbusstate.edu">hackett_paul@columbusstate.edu</a></td>
<td>15</td>
</tr>
<tr>
<td>Harris, Malika</td>
<td>Columbus State University</td>
<td><a href="mailto:harris_malika@columbusstate.edu">harris_malika@columbusstate.edu</a></td>
<td>36, 38</td>
</tr>
<tr>
<td>Husainy, Shahriar</td>
<td>Columbus State University</td>
<td><a href="mailto:husainy_shahriar@columbusstate.edu">husainy_shahriar@columbusstate.edu</a></td>
<td>24, 29</td>
</tr>
<tr>
<td>Johnson, Marcus</td>
<td>University of Georgia</td>
<td><a href="mailto:anmarky@uga.edu">anmarky@uga.edu</a></td>
<td>36, 66, 69</td>
</tr>
<tr>
<td>Keller, Troy</td>
<td>Columbus State University</td>
<td><a href="mailto:keller_troy@columbusstate.edu">keller_troy@columbusstate.edu</a></td>
<td>50</td>
</tr>
<tr>
<td>Kennedy, Jason</td>
<td>University of West Georgia</td>
<td><a href="mailto:jkenned1@my.westga.edu">jkenned1@my.westga.edu</a></td>
<td>42, 43, 66</td>
</tr>
<tr>
<td>Leibold, Michelle</td>
<td>Austin Peay State University</td>
<td><a href="mailto:kmichelleleibold@gmail.com">kmichelleleibold@gmail.com</a></td>
<td>42, 45</td>
</tr>
<tr>
<td>McAfee, Kimberly</td>
<td>Columbus State University</td>
<td><a href="mailto:mcafee_kimberly@yahoo.com">mcafee_kimberly@yahoo.com</a></td>
<td>11, 13</td>
</tr>
<tr>
<td>McKoon, Joshua</td>
<td>Georgia State Senate</td>
<td><a href="mailto:josh.mckoon@senate.ga.gov">josh.mckoon@senate.ga.gov</a></td>
<td>5, 8, 47</td>
</tr>
<tr>
<td>Miller, Nigel</td>
<td>Columbus State University</td>
<td><a href="mailto:miller_nigel@columbusstate.edu">miller_nigel@columbusstate.edu</a></td>
<td>36, 39, 57</td>
</tr>
<tr>
<td>Naciuk, Marisa</td>
<td>Columbus State University</td>
<td><a href="mailto:naciuk_marisa@columbusstate.edu">naciuk_marisa@columbusstate.edu</a></td>
<td>50, 52</td>
</tr>
<tr>
<td>Nallaparaju, Pavan</td>
<td>Western Kentucky University</td>
<td><a href="mailto:pavankumar.nallaparaju104@topper.wku.edu">pavankumar.nallaparaju104@topper.wku.edu</a></td>
<td>24, 31</td>
</tr>
<tr>
<td>Nerone, Amy</td>
<td>Columbus State University</td>
<td><a href="mailto:amynerone@aol.com">amynerone@aol.com</a></td>
<td>15, 19</td>
</tr>
<tr>
<td>Pittman, Hurston</td>
<td>Columbus State University</td>
<td><a href="mailto:pittman_hurston@columbusstate.edu">pittman_hurston@columbusstate.edu</a></td>
<td>58, 64</td>
</tr>
<tr>
<td>Plagge, Mark</td>
<td>Columbus State University</td>
<td><a href="mailto:plagge_mark@columbusstate.edu">plagge_mark@columbusstate.edu</a></td>
<td>25, 32</td>
</tr>
<tr>
<td>Raimondo, Alessandro</td>
<td>Columbus State University</td>
<td><a href="mailto:raimondo_alessandro@columbusstate.edu">raimondo_alessandro@columbusstate.edu</a></td>
<td>48</td>
</tr>
<tr>
<td>Ramsey, Anne</td>
<td>Columbus State University</td>
<td><a href="mailto:ramsey_anne@columbusstate.edu">ramsey_anne@columbusstate.edu</a></td>
<td>48</td>
</tr>
<tr>
<td>Rudolph, Heather</td>
<td>University of Georgia</td>
<td><a href="mailto:hrudolph@uga.edu">hrudolph@uga.edu</a></td>
<td>42, 45</td>
</tr>
<tr>
<td>Short, Rebecca</td>
<td>Columbus State University</td>
<td><a href="mailto:short_rebecca@columbusstate.edu">short_rebecca@columbusstate.edu</a></td>
<td>25, 33</td>
</tr>
<tr>
<td>Simpson, Will</td>
<td>Western Kentucky University</td>
<td><a href="mailto:william.simpson600@topper.wku.edu">william.simpson600@topper.wku.edu</a></td>
<td>66, 70</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Email</td>
<td>Pages</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Soja, Morgan</td>
<td>University of North Carolina Greensboro</td>
<td><a href="mailto:mcsoja@uncg.edu">mcsoja@uncg.edu</a></td>
<td>25, 35</td>
</tr>
<tr>
<td>Stephan, Mary</td>
<td>Illinois State University</td>
<td><a href="mailto:mary.e.stephan@gmail.com">mary.e.stephan@gmail.com</a></td>
<td>10, 37, 40</td>
</tr>
<tr>
<td>Strother, Almetia</td>
<td>Virginia State University</td>
<td><a href="mailto:almetia3@yahoo.com">almetia3@yahoo.com</a></td>
<td>57, 61</td>
</tr>
<tr>
<td>Summers, Wayne</td>
<td>Columbus State University</td>
<td><a href="mailto:summers_wayne@columbusstate.edu">summers_wayne@columbusstate.edu</a></td>
<td>36</td>
</tr>
<tr>
<td>Taylor, Jesse</td>
<td>Columbus State University</td>
<td><a href="mailto:jtaylorgeo@gmail.com">jtaylorgeo@gmail.com</a></td>
<td>50, 53</td>
</tr>
<tr>
<td>Waller, Robyn</td>
<td>Florida State University</td>
<td><a href="mailto:rar09h@my.fsu.edu">rar09h@my.fsu.edu</a></td>
<td>67, 71</td>
</tr>
<tr>
<td>Waller, Russell</td>
<td>Florida State University</td>
<td><a href="mailto:rwaller@math.fsu.edu">rwaller@math.fsu.edu</a></td>
<td>67, 71</td>
</tr>
<tr>
<td>Whitehead, Patrick</td>
<td>University of West Georgia</td>
<td><a href="mailto:pwhite@westga.edu">pwhite@westga.edu</a></td>
<td>42, 67, 72</td>
</tr>
<tr>
<td>Williams, Drew</td>
<td>Columbus State University</td>
<td><a href="mailto:williams_drew@columbusstate.edu">williams_drew@columbusstate.edu</a></td>
<td>49</td>
</tr>
<tr>
<td>Williams, Lynette</td>
<td>Columbus State University</td>
<td><a href="mailto:lynettewilliams5@hotmail.com">lynettewilliams5@hotmail.com</a></td>
<td>15, 19</td>
</tr>
<tr>
<td>Woodall, Jessica</td>
<td>Columbus State University</td>
<td><a href="mailto:raybon_jessica@columbusstate.edu">raybon_jessica@columbusstate.edu</a></td>
<td>50, 54</td>
</tr>
<tr>
<td>Zhang, Yu</td>
<td>Florida International University</td>
<td><a href="mailto:yzhan050@fiu.edu">yzhan050@fiu.edu</a></td>
<td>16, 21</td>
</tr>
</tbody>
</table>
Thank You to all of our 2012 Sponsors:

Executive Sponsors:

Mediacom®
the power to simplify

Regions

Contributing Sponsors:

Columbus State University
The Graduate School

Communicorp

Columbus, GA
CHAMBER OF COMMERCE
What progress has preserved.

Columbus State University
Social Research Center

United States Chamber of Commerce
ACCREDITED®
The First 5 Star Chamber in Georgia

Scholarship Sponsors:

Columbus Water Works
Serving our Community
Protecting the Environment

Columbus, GA
CONVENTION & VISITORS BUREAU
What progress has preserved.

Wingate by Wyndham

TIC
FEDERAL CREDIT UNION

Five Star

Ray's MOTORSPORTS
3610 River Rd. Columbus, GA. 706-327-9441
"Everybody Saves at Ray's!"