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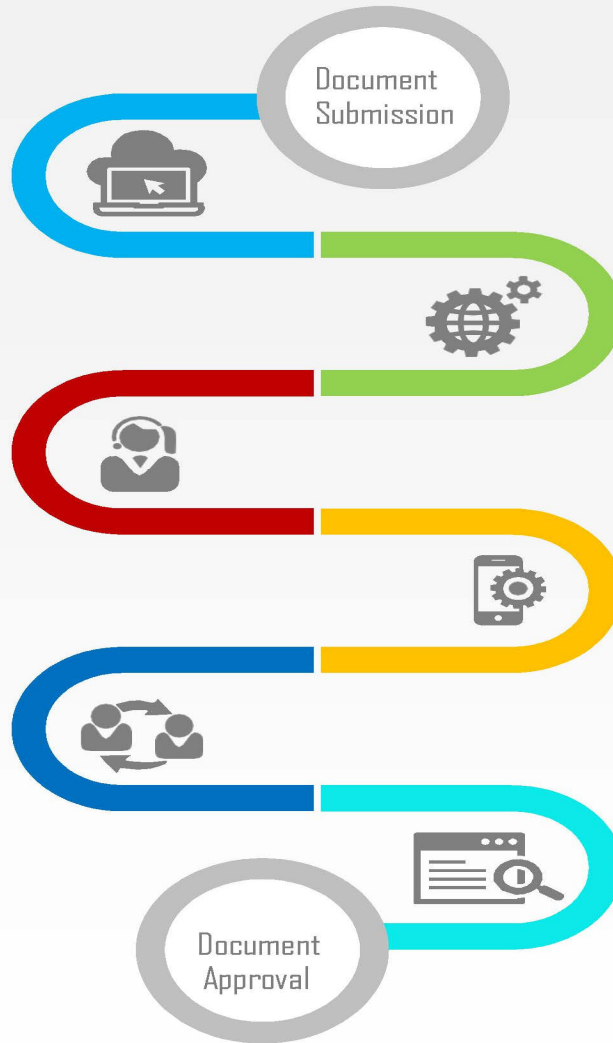
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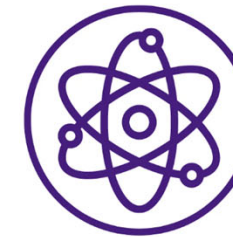
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Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of What [or] Doctor of Philosophy

in

The Department of [or] The Division of [or] The School of

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**A CLIMATOLOGY OF WET-BULB GLOBE TEMPERATURE
FOR THE SOUTHEASTERN UNITED STATES WITH
IMPLICATIONS FOR HUMAN HEALTH**

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Geography and Anthropology

by
Derek Trent Thompson
B.S., Western Kentucky University, 2015
M.S., Louisiana State University, 2018
August 2025

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Figure and Table Titles Must Match EXACTLY



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ABSTRACT

Soilless culture use is expanding as arable land and viable fumigants have decreased in availability. This has subsequently increased the demand for soilless substrates for container crop production. The primary component in most soilless substrates is *Sphagnum* peat moss, which is considered unsustainable due to the extensive time it takes to produce and the release of large amounts of carbon into the atmosphere during harvesting. Research into viable peat moss amendments to reduce reliance on this relatively non-renewable material has become a necessity. The most promising amendment that has been accepted in the horticulture industry as a viable amendment is wood fiber. However, there is still concern surrounding characteristics of wood fiber, such as nitrogen immobilization. Nitrogen immobilization is when microorganisms break down wood fiber by consuming carbon and utilizing nitrogen, which can cause plant nutrient deficiencies. This process can be influenced by many factors, including moisture, temperature, the processing method used for the wood material, and the tree species in which the wood fiber was derived from. To expand the research on wood fibers and how these different factors impact the biological stability of wood fiber substrates, the following thesis was conducted. Three projects were formulated to test wood fibers derived from six different tree species (*Abies concolor*, *Calocedrus decurrens*, *Pinus lambertiana*, *Pseudotsuga menziesii*, *Pinus ponderosa*, and *Pinus taeda*) and two different processing methods (disc-refining and hammermilling) under different moisture and temperature levels. The biological stability of the substrates was tested by assessing CO₂ respiration rates and microbial community abundance, and growth trials were conducted to evaluate plant health and development. It was concluded that tree species, moisture level, temperature, and wood fiber processing influence biological stability of substrates and crop health. A commercial 85:15 peat:perlite substrate amended with 30% (vol.) hammermilled

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Abstract

- 350 word maximum;
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Body (Chapters)

- **Each chapter starts on a new page;**
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- May be numbered or unnumbered;
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(avirulent) and their mutants using scanning electron microscopy (SEM);

- To evaluate the impact of specific chemicals bound to QsmR protein on the toxoflavin production of *Burkholderia glumae* strain 336gr-1; and
- To predict the ligand-binding sites on the QsmR protein of the virulent *B. glumae* strain 336gr-1 through in-silico analysis.

2.3. Materials and methods

2.3.1. Genome sequences, annotation and analysis

The genome sequences of *Burkholderia glumae* strains 336gr-1 and 257sh-1, which were sequenced previously by my laboratory (Lee et al. 2021), were retrieved from the NCBI database (<https://www.ncbi.nlm.nih.gov>). Sequence annotation was conducted utilizing the Rapid Annotation using the Subsystem Technology (RAST) server (<http://rast.nmpdr.org/>) (Aziz et al., 2008; Overbeek et al., 2014). The annotated protein set for each strain was utilized to predict various subsystem categories through a program that relies on protein functions. The identified

medical school. The narratives of the participants will provide an opportunity for scholars to learn from their experiences. The goal of this study is to provide understanding and encourage individuals in power to enhance the cultural relevance of the curriculum provided to future practitioners.

Keywords and Definitions

African American/ Black American

For this study, African American and Black American are used interchangeably to refer to a population of students in medical school. African American refers to a person of distant African ancestry, specifically the descendants of slaves brought to America between the 17th and 19th centuries (Agyemang et al., 2005). Black American refers to United States born adults who

Figures and Tables

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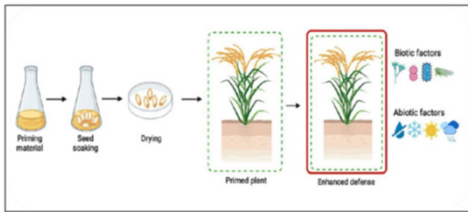


Figure 1.6. Seed priming overview.

One example is the biopriming of rice seeds using strains of *Bacillus*, *Serratia* and *Pseudomonas* in reducing the disease severity of *Magnaporthe oryzae* L. (Amruta et al., 2019).

Table 2. TOE and CEF used for the study

Item	Ton of Oil Equivalent(TOE) value	Carbon Emission Factor (CEF) value
Diesel	0.000845	0.837
Gasoline	0.000740	0.783
Electricity	0.000249	0.233

Source: Intergovernmental Panel on Climate Change (IPCC) 2006

Table 3. Corresponding respiratory rates and levels of activity for Laborers

Activity Level	Respiratory Rate (Breaths per minute)	Net Respiratory Rate (Breaths per minute)
Idle	12	0
Low	18	6
Medium	28	16
High	34	22
Intensive	40	28

Source: Int Panis et al., (2010) and Lauralee Sherwood, (2006)

4.1. Carbon Emissions

Carbon emissions generated during the project's construction phase are calculated and visualized

follows: 1 = terrible, 2 = unhappy, 3 = mostly dissatisfied, 4 = mixed (about equally satisfied and dissatisfied), 5 = mostly satisfied, 6 = pleased, and 7 = delighted. Scores on the BMSLSS are

Table 3. Descriptive Risk Cutoffs on the BESS-SF

Index	Descriptive Category					
	Normal Risk		Elevated Risk		Extremely Elevated Risk	
	Age	Score Range	Age	Score Range	Age	Score Range
Internalizing Risk Index	8-11	0-11	8-11	12-16	8-11	17-30
	12-14	0-12	12-14	13-19	12-14	20-30
	15-18	0-13	15-18	14-22	15-18	23-30
Self-Regulation Index	8-18	0-8	8-11	9-13	8-11	14-18
			12-18	9-12	12-18	13-18
Personal Adjustment Risk Index	8-11	13-24	8-11	8-12	8-14	0-7
	12-18	13-18	12-14	8-11	15-18	0-6
			15-18	7-11		

Source: Reynolds and Kamphaus (2015)

any predictive effects between *J* and *B* are mediated by *A* (Epskamp & Fried, 2018). An example of a partial correlation network can be found in Figure 1.

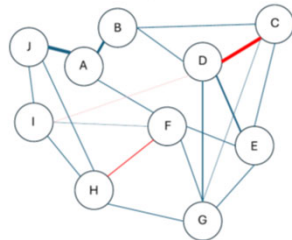


Figure 1. Example of a 10-Variable Partial Correlation Network Structure. Note: Letters A-J represent assessors used in a hypothetical network analysis and are referred to as the "nodes" of the network. The lines that connect the nodes, also called "edges," represent partial correlation coefficients between any two nodes that are connected. Blue edges represent a positive correlation between two nodes, whereas red edges represent a negative correlation between two nodes. Additionally, edge weight (i.e., thickness) represents the strength of partial correlations (i.e., the thicker the edge, the stronger the correlation).

Recently, network analyses have been utilized for research of suicidal thoughts and

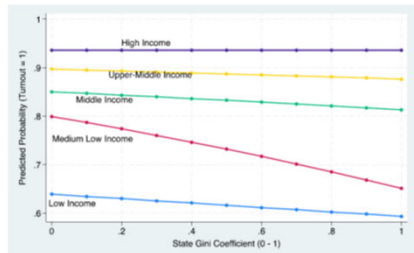


Figure 6.1. Predicted probabilities of self-reported voter turnout as a function of state income inequality, by income group. Note: The graph values are for CANES measures of self-reported voter turnout (turnout = 1) and Mark Frank's (2005, 2009) compiled state Gini coefficient measures (1974 - 2020).

Table 8.1. Modes of political participation ranking of CANES alternative dependent variable measures

Participation mode	Initiative required	Skills/Resource demand	Group cooperation
Influence vote	Little	Little	Little
Wear button	Little	Some	Some
Attend meeting/rally	Some/much	Great	Some/much
Political donation	Great	Substantial	Much/great
Work for campaign	Substantial	Substantial	Substantial

Independent variable: State income inequality. My primary independent variable is income inequality measured at the state level. I utilize the Gini coefficient as my main *state income*

Landscaped Figures and Tables

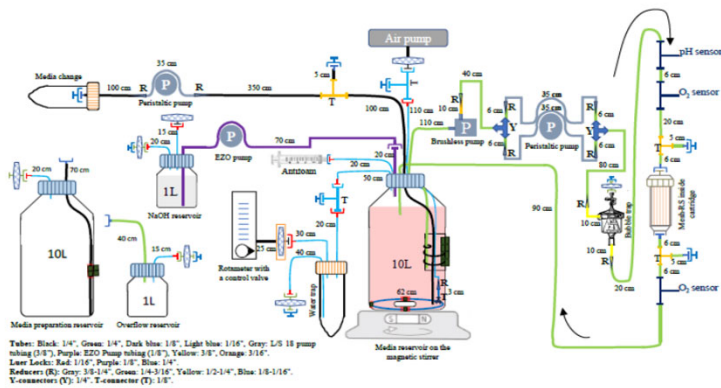


Figure 3.3. Schematic of the experimental configuration utilized in this study. The overflow reservoir is just used in the setup running stage for collecting overflows from the RS washing, setup priming, and cell seeding procedures and is removed from the setup later. The media preparation reservoir is used during experiment initiation and media change steps as a reservoir for fresh media and for collecting old media from the bioreactor during the media change procedure.

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Table 4.2. Gamification Referenced in Literature

Author (Year)	Education Method	Teaching Style	Names Teaching Style/Learning Theory
Adams & Makramalla (2015)	Attacker-centric gamification	Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Alqahtani & Kavakli-Thorne (2020)	CyBAH	Investigative, Performative, Technological	Yes (situated learning theory, "constructivist" - cognitive learning theory, "game-based" - performative teaching style, technological teaching style, "inquiry learning" - investigative teaching style)
Arachchilage & Hameed (2017)	Self-efficacy gamification	Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Bahrmi et al. (2019)	Make my phone secure!	Investigative, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Bakon & Baggili (2023)	Cybercompetitions	Deliberative, Performative, Technological	Yes ("gamification" - deliberative teaching style, performative teaching style, technological teaching style)
Bhardwaj (2019)	Cyber Air-Strike	Expositive, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Chothia et al. (2017)	Story based cyber-security education VM	Individualistic, Investigative, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Deeb & Hickey (2019)	Escape the Room game	Expositive, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Filippidis et al. (2022)	Cyber Hygiene	Associative, Deliberative, Performative	Yes ("gamification" - deliberative teaching style, performative teaching style)

(table cont'd.)

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Appendices

- **If there is only one Appendix, it is labeled APPENDIX;**
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References

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References

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[Sample vita]

VITA

Susan Mary Alford, born in Topeka, Kansas, worked as a newspaper reporter for several years in Oklahoma after receiving her bachelor's degree from the University of Kansas. She began to work as a volunteer for local and national political campaigns. As her interest in politics grew, she decided to enter the Department of Political Science at Louisiana State University. Upon completion of her master's degree, she will begin work on her doctorate.

33

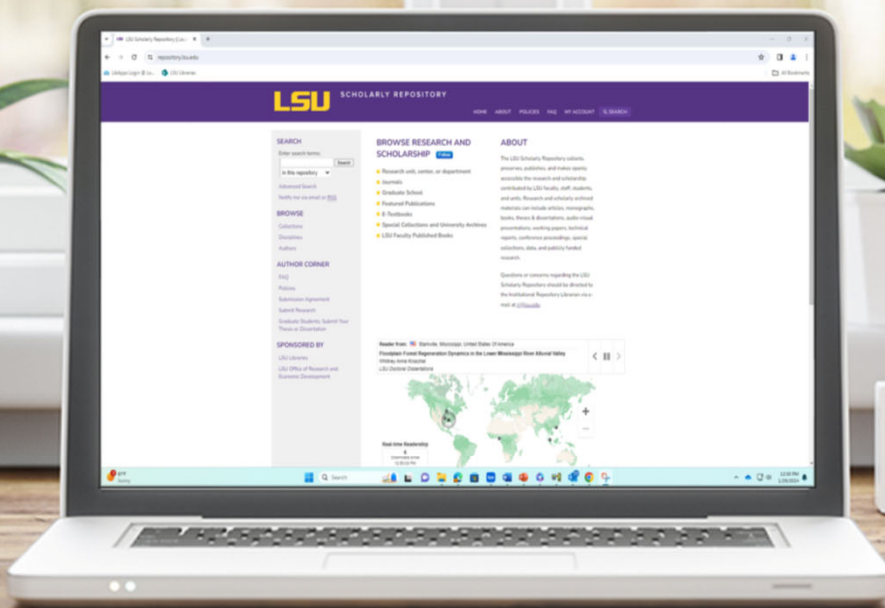
Vita

- **One or two biographical paragraphs, written in third person;**
- **Alternatively, may include a curriculum vitae.**

Now You Are Ready!

1. Convert to PDF;
2. **Review your document!**
3. Make sure your department has submitted all required paperwork to the Graduate School (Thesis/Dissertation Approval Form, Graduate Defense Results);
4. Upload your document in the correct repository – thesis for master's and dissertation for doctoral.

Submitting Your Document to the LSU Scholarly Repository



LSU's Institutional Repository

- LSU Scholarly Repository (formerly LSU Digital Commons)
- Hosted by Elsevier
- Primarily hosts
 - Electronic theses and dissertations (ETDs)
 - Faculty publications
 - Archival Materials
 - The Gumbo (LSU Yearbook)
 - LSU General Catalog
 - Academic Journals



Creating An Account

- Visit <https://repository.lsu.edu>
- Click 'My Account' → 'Sign Up' (located under 'Create New Account')

The screenshot displays the top navigation bar of the LSU Scholarly Repository website. The header includes the LSU logo, the text 'SCHOLARLY REPOSITORY', and a menu with links for HOME, ABOUT, POLICIES, FAQ, MY ACCOUNT, and a SEARCH button. Below the header, there are two main sections: a search bar on the left and a login/sign-up area on the right. The search bar includes a text input field for search terms, a 'Search' button, and a dropdown menu set to 'in this repository'. Below the search bar are links for 'Advanced Search' and 'Notify me via email or RSS'. The left sidebar contains sections for 'BROWSE' (with links to Collections, Disciplines, and Authors) and 'AUTHOR CORNER' (with links to FAQ, Policies, Submission Agreement, Submit Research, and Graduate Students: Submit Your). The right section is titled 'LOGIN' and contains an 'Email address:' field with the value 'tdunkin@lsu.edu', a 'Password:' field with masked characters, a 'Remember me' checkbox, and a 'Login' button. Below the login fields is a link for 'Forget your password?'. To the right of the login section is a 'CREATE NEW ACCOUNT' section with the text 'You will need to create an account to complete your request. It's fast and free.' and a 'Sign up' button. A large blue arrow points from the 'Sign up' button in the 'CREATE NEW ACCOUNT' section towards the 'Sign up' button in the 'CREATE NEW ACCOUNT' section.

LSU SCHOLARLY REPOSITORY

HOME ABOUT POLICIES FAQ MY ACCOUNT SEARCH

SEARCH

Enter search terms:

Search

in this repository

Advanced Search

Notify me via email or [RSS](#)

BROWSE

[Collections](#)

[Disciplines](#)

[Authors](#)

AUTHOR CORNER

[FAQ](#)

[Policies](#)

[Submission Agreement](#)

[Submit Research](#)

[Graduate Students: Submit Your](#)

LOGIN

Email address:

tdunkin@lsu.edu

Password:

.....

Remember me

Login

[Forget your password?](#)

New Email Address? Please log in and choose [Edit Profile](#) on your [My Account](#) page to update your contact information or customize your password.

CREATE NEW ACCOUNT

You will need to create an account to complete your request. It's fast and free.

Sign up

Account Registration

Please complete this form to create your user account. Use proper casing for names and institution as these fields may be displayed for publication purposes. BePress neither sells nor rents contact information to third parties.

Password requirements:

- ▣ at least 8 characters
- ▣ at least 1 upper case letter
- ▣ at least 1 lower case letter
- ▣ at least 1 number
- ▣ at least 1 special character (e.g., !@#)

You will receive an email confirmation shortly.

**** LSU will deactivate your affiliated e-mail address one year after graduation; use a personal e-mail address in order to receive readership reports/updates**

Required fields are marked with an *:

Email address *

First/Given Name *

Middle Initial

Last/Family Name *

Suffix

Institutional Affiliation Please enter the full name of your institution.

Password *

Re-enter Password *

List the institution as **“Louisiana State University and Agricultural and Mechanical College”**; “Louisiana State University”, “Louisiana State University Baton Rouge”, and “LSU” are **incorrect**

Submitting the Document

- Visit the Graduate School's Thesis and Dissertation Preparation page at https://www.lsu.edu/graduateschool/students/theses_and_dissertations.php
- **Step 7** will instruct you to submit your document at the appropriate clickable link
- Once you click the appropriate link (see below), you will need to complete the LSU Scholarly Repository submission form.

7. Complete LSU Scholarly Repository Submission Form

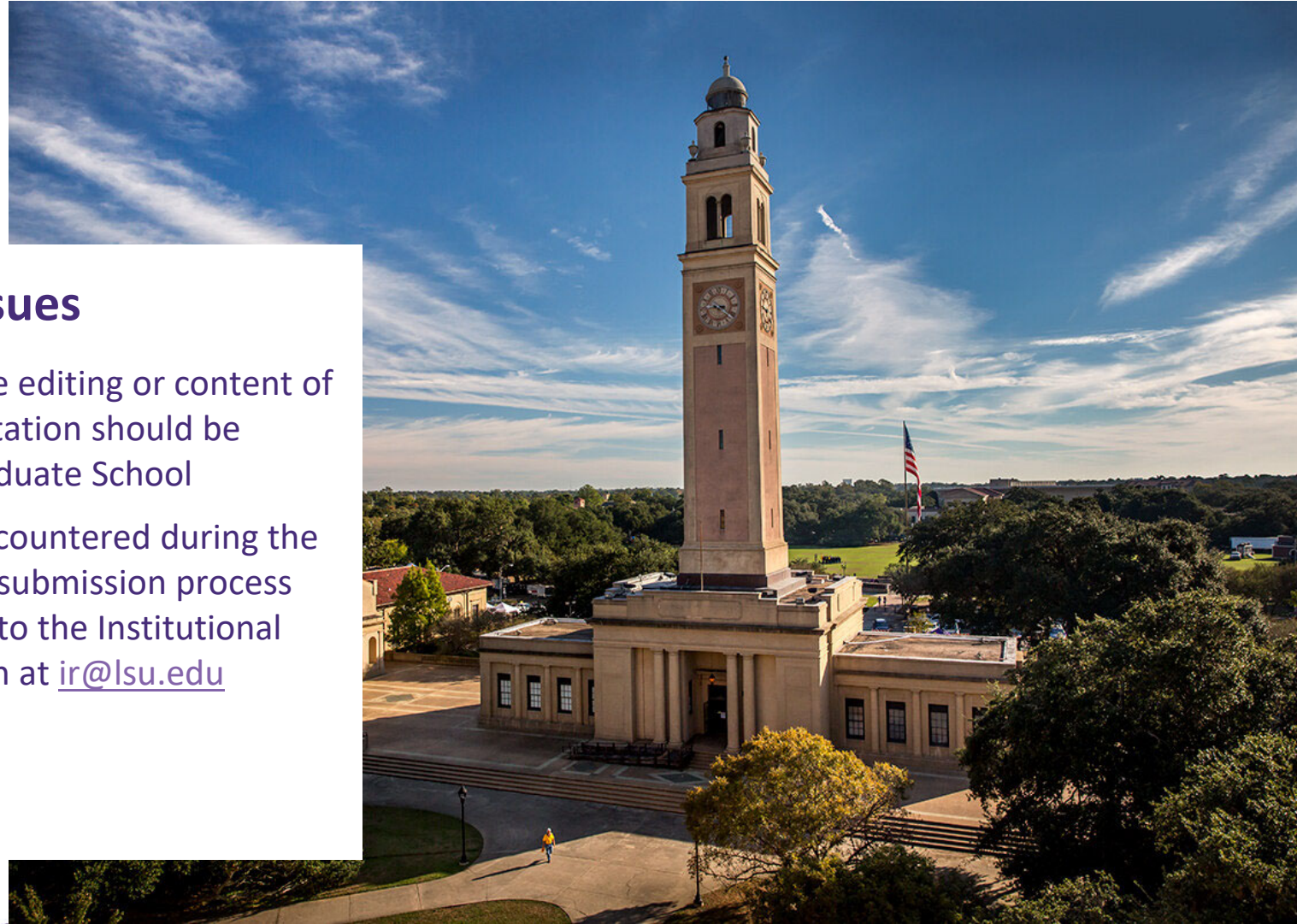
Select the appropriate submission link below to complete the LSU Scholarly Repository submission form.

[SUBMIT YOUR THESIS](#) [SUBMIT YOUR DISSERTATION](#) [SUBMIT YOUR MAJOR PAPER](#)

Following the approval of your document, you will need to decide whether you would like to release it to the public immediately or, if you plan to publish all or part of it, restrict access to it for a period of one, three, or seven years. You may also elect to restrict access to LSU email addresses only.

Completing the Submission Form and Using Correct Metadata

- The **title** should be entered using **HEADLINE CAPITALIZATION**. For example: “Why Mike the Tiger Is the Best Mascot in the Nation”
- The **Author** field should auto-populate since you are logged into the LSU Scholarly Repository
- Input your LSU e-mail address in the **LSU E-mail Address** field
- **Semester of Graduation** should be written as such: Fall 2024, Spring 2025
- **Degree** field: Indicate your actual degree that you are earning: Master of Arts (MA), Doctor of Philosophy (PhD)
- **Department** field: Make sure you indicate the current **full name** of the department
 - I.e., *Department of French Studies; Cain Department of Chemical Engineering; Rucks Department of Management*
- The document that you upload to the LSU Scholarly Repository must be in a .pdf format.
- Indicate specific embargo period for your document
 - Options are: Release Immediately, 1 Year, 3 Years, 7 Years



Thesis/Dissertation Issues

- Issues regarding the editing or content of the thesis or dissertation should be directed to the Graduate School
- Technical issues encountered during the thesis/dissertation submission process should be directed to the Institutional Repository Librarian at ir@lsu.edu

Contact Information:

Trent Dunkin, MA, MLIS
Institutional Repository Librarian
Scholarly Publications and Analytics
LSU Libraries
(225) 578-4194
tdunkin@lsu.edu

Questions ?

Embargo or Withholding Period

- Thoughtfully consider, **if;**
- Thoughtfully consider, **how long-1,3,7 years;**
- Consult with your professor, if necessary;
- Consider present and future publications;
- Please select the period you want/need when uploading.

Review and Approval of Your Thesis/Dissertation

- **The editors will review each page and section of your document. The document will be compared with the guidelines contained in the *Thesis and Dissertation Handbook*.**

Common Mistakes

- **Use of colons instead of periods after figures, chapters, and table numbers;**
- **Inconsistent spacing;**
- **Inconsistent formatting/changing fonts;**
- **Lone subheadings at the bottom of a page;**
- **Incorrect page size;**
- **Incorrect margins;**
- **Tables/Figures are outside of the margins.**

Review and Approval of Your Thesis/Dissertation

- **After a thorough review, your document will be returned for necessary revisions;**
- **Revisions are to be returned within 24 hours;**
- **The sooner you submit your document, the sooner it can be reviewed and approved.**

Review and Approval of Your Thesis/Dissertation

- **Please** don't wait until the uploading deadline to submit your document. As soon as you have defended and satisfied your committee's corrections, you may upload your final approved document.



Fall Calendar 2025

Candidates for degree should access the Application for Degree form before the deadline at https://www.lsu.edu/graduateschool/students/grad_student_forms.php

Month	Date	Event
August	15	International Student Orientation
	20	New Graduate Student Orientation
	25	Classes begin, 7:30 a.m.
September	1	Labor Day holiday begins, 7:30 am
	2	Classes Resume, 7:30 am
	3	Final date for dropping courses without receiving a grade of "W," 4:30 p.m. deadline
	4	Final date for adding courses for credit (including 8000 & 9000) & making section changes, 4:30 p.m. deadline. Final date for submitting change to pass/fail grading or audit.
	4	Note: It is suggested that documents be uploaded at least two (2) weeks prior to this date to ensure approval by the September 4 deadline. Final date for Degree Only* resolution of editors' requested corrections to theses & dissertations & registration, 4:30 pm. All degree requirements must be met: final defense reports, document approval forms requested by the document editor, Survey of Earned Doctorates completion certificates, & Declaration of Co-Authors (if applicable) Also, departments must submit final defense reports for non-thesis students by 4:30 pm.
	5	Final date for submitting to the Graduate School Application for Degree to be awarded at fall commencement, 4:30 p.m. deadline
	5	Final date for submitting to the Graduate School Request for Final defense (comprehensive exam, thesis/ dissertation defense) for degrees to be awarded at fall commencement, 4:30 p.m. deadline. Note: All final defense requests must be submitted 3 weeks prior to the date of the defense, but no later than September 5th.
October	16-17	Fall Holiday (tentative)
November	3	Thesis & Dissertation Uploading deadline. All theses & dissertations of the current semester's graduates must be committee approved & uploaded to the Graduate School's Digital Commons site by 4:30 pm In addition, all degree requirements must be met: final defense reports, document approval forms, Survey of Earned Doctorates completion certificates, & Declaration of Co-Authors (if applicable) forms must be received by the Graduate School on or before this date. Dissertation Title Deadline: Any changes to dissertation titles turned in after this date will not be reflected in the commencement guide at graduation.
	7	Final date for dropping courses and final date for resigning from the University, 4:30 pm, deadline
	24	Final Resolution of Editors' Requested Corrections to Theses & Dissertations. All final revisions requested by the editor must be uploaded to Digital Commons by 4:30 pm Also, departments must submit final defense reports for non-thesis students by 4:30 pm
	26	Thanksgiving Holiday begins, 12:30 pm
December	1	Classes resume, 7:30 am
	6	Classes end, 10:00 pm
	8-13	Final examinations
	16	Final grades due, 9:00 am, deadline
	18	Commencement

Revised 4/2025

Graduate School Calendar

- November 3rd
Uploading deadline;
- November 24th -
Date for Final Resolution



We are Here to Help You

- Email
- Phone
- Zoom
- In-Person

Coming Soon

- Virtual Office Hours

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kimberpeters@lsu.edu

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