



August 2018

Volume 6, Issue 1

# Journal for Academic Excellence

Welcome to Academic Year 2018-2019. For some of us it is hard to believe that we are almost nineteen years into the second millennium (depending on whether you count 2000 or 2001 as the first year). Time moves on. Some things about higher education never change, but for the most part, higher education is a place of constant change in ideas, expectations, challenges, technologies, and policies.

If you are new to Dalton State, this is your introduction to *The Journal for Academic Excellence*. This bi-monthly publication is designed to keep you informed about your colleagues' accomplishments and about opportunities and innovations for professional development in college teaching and learning.

*The Journal* is for all faculty and staff. Your contribution to this content is welcome.

In this first edition of the Volume 6, you will

find reflections on the methodology called "Reacting to the Past." Two of our history professors have used this relatively new collaborative teaching method, but its use is not confined to history, as you will read.

There are also announcements about conferences and the Affordable Learning Georgia Textbook Transformation Grant. Dalton State faculty have accomplished outstanding work with these grants, having been awarding fourteen of them over the past four years.

Our Instructional Technologist, David Brown, provides some helpful information about new tools for teaching, and as usual, we have news about some of the awards and scholarship that our faculty have achieved.

This journal is for you and by you. The next issue comes out in October, so send news and potential articles to [cae@daltonstate.edu](mailto:cae@daltonstate.edu).

## IN THIS ISSUE

Opportunities	pages <a href="#">2-4</a>
Faculty Achievements, Awards, and Accomplishments	pages <a href="#">5-7</a>
History Professors and Students "React to the Past"	pages <a href="#">8-14</a>
Instructional Technology News by David Brown, Instructional Technologist	pages <a href="#">15-16</a>

# OPPORTUNITIES

## Teaching Matters

**“First Things First: Preparing Students For Success”**

17th Annual Interdisciplinary Conference  
Thursday and Friday, March 7 & 8, 2019

### **About the Conference**

Teaching Matters is celebrating its seventeenth annual interdisciplinary conference in 2019 at Gordon State College on its main campus in Barnesville, Georgia. Presentations, Panel Discussions, and Posters focus on innovative and creative pedagogical methods, issues surrounding teaching and learning, and educational theories. The conference is open to all of those who have a passion for teaching, with conference events designed so that educators can share ideas and strategies that promote student success, student engagement, and active learning.

### **About this year's theme**

As educators, we all have one goal in common: student success. We do, however, go about achieving that goal in ways that speak both to our different disciplines and to our unique teaching styles. Whether they are first time on campus, returning, or transfer students, what is it that you believe sets up incoming students for success? In other words, when you begin planning for a new term, what elements are your “first things first?”

**Potential topics could include, but are not limited to the following:**

- Growth Mindset
- Purposeful Choice
- Syllabus Construction
- Understanding By Design
- How Learning Works
- Engagement/Engaged Learning Strategies
- First Year Courses
- Formative Assessment
- First Generation Students/Teaching GenZ
- First day (first week, first five minutes)
- Social Belonging
- Classroom Atmosphere
- Creating a Supportive Research Environment for Students
- Using Social Media to Create a Supportive Environment
- Gateway Courses

\$50 *early* registration fee. Direct any questions to the CETL Director, Dr. Anna Higgins-Harrell at [a\\_higgins@gordonstate.edu](mailto:a_higgins@gordonstate.edu) or at (678) 359-5095. All proposals are due January 18, 2019, at which time they will undergo peer review. Please download and complete the [submission form](#). Then, send completed individual and panel proposals to [TeachingMatters@gordonstate.edu](mailto:TeachingMatters@gordonstate.edu).

# OPPORTUNITIES

Proposal submissions are being accepted for the 2018 [Innovation in Teaching Conference](#) hosted by the College of Education at The University of Georgia. Held on October 19<sup>th</sup>, this one-day conference highlights inventive practices in higher education.

Our conference goal is to facilitate the sharing of innovative teaching practices and pedagogical approaches across educational domains. When we come together to address “what’s next” in education, we build networks that create a culture of excellence in education.

Proposals are being accepted through September 4, 2018, for our general sessions and poster presentations. Each hour-long general session is composed of a bundle of four 10-minute presentations with time allocated for Q&A. Additionally, all presentations are eligible for the [SoTL Emerging Scholar Award](#).

This year’s keynote will be Dr. Chris Dede, The Timothy E. Wirth Professor in Learning Technologies at Harvard’s Graduate School of Education. Dr. Dede also leads the adult capacity building strand of the *Reaching Every Reader* initiative at Harvard and MIT.

To learn more about the conference or to submit a proposal, please visit the [conference website](#). Questions can be directed to [Helene Halstead](#). All attendees benefit and contribute to the richness of this conference through networking and sharing their own fresh ideas. You do not have to be a presenter to attend the one-day conference. We want to see you there!

Many faculty attended the HIPS  
breakout sessions on August 9.

More professional development on course redesign  
to utilize High Impact Practices in your teaching is  
coming.

Look for announcements in your email.

Recordings of all breakouts can be found at  
[http://libguides.daltonstate.edu/technology/  
recordings](http://libguides.daltonstate.edu/technology/recordings)

# OPPORTUNITIES



## About

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### Textbook Transformation Grants

## Round Twelve: Due September 10, 2018

### Overview

The State of Georgia's budget includes funding to support a USG initiative, [Affordable Learning Georgia \(ALG\)](#), which focuses on reducing the costs of textbooks and the enhancement of [GALILEO](#), Georgia's Virtual Library and ALG's parent initiative. A key strategy is to provide grant-supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options. The Affordable Learning Georgia Textbook Transformation Grants are intended to:

1. Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in [GALILEO](#) and USG libraries.
2. Provide support to faculty, libraries, and their institutions to implement these approaches.
3. Lower the cost of college for students and contribute to their retention, progression, and graduation.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS



Dr. Susan L. Eastman, Assistant Professor of English, presented “How to Tell a [True War] Story: Tim O’Brien, Mark Twain and Meta-Fiction” for the “Celebrating the Work of 2018 Mark Twain Award Winner, Tim O’Brien” panel at the 48<sup>th</sup> Annual Meeting of the Society for the Study of Midwestern Literature on May 18, 2018.



Dr. Jie (Kevin) Yan, Assistant Professor of Technology Management in the Wright School of Business, recently published “The Freemium (Two-tiered) model for Cloud Services: Factors Bridging the Free Tier and the Paying Tier” in the *Journal of Information Technology Management*. His co-author is Robin Wakefield of Baylor University.



Dr. Hussein Mohamed, Associate Professor of Biology, and Alexander Allmon, Dalton State student, conducted a three-year research project on the effect of auxin-based herbicide (2,4-D) on various growth-stage developments of an invasive plant population of yellow toadflax (*Linaria vulgaris*) in the Dalton State greenhouse.

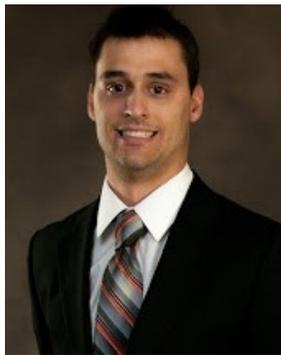
The research was published in the *Journal of Tissue Culture and Bio-engineering: JTCB-105* (2018, Vol. 01). In addition, this research was presented at the Association of Southeastern Biologists (ASB) Conference, Myrtle Beach, SC, in 2018.

Dr. Hussein Mohamed presented Dalton State College in the Course Hero Education Summit in Redwood City, California on July 27, 2018. Course Hero is an online library with over 20 million course-specific learning resources contributed by a community of educators and students as well as by Course Hero’s team of educational content specialists.

The theme of this year’s summit was “*Lessons in Teaching.*” Through workshops, lightning talks, panel discussions, and keynote speakers, educators had the opportunity to learn from one another and glean innovative, creative lessons they can apply in their own classrooms and communities.

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. Ellie Jenkins, Associate Professor of Music, had a full summer performing and teaching music. She instructed at the Athena Music and Leadership Camp, Reinhardt College (June) and the Carroll County Performing Arts Camp (June). She played in the Carroll Symphony Orchestra's July 4th Concert, and she played with Chamber Music Montana (July). At the 50<sup>th</sup> annual International Horn Symposium, Dr. Jenkins was an invited panelist on "The Musical Workplace," discussing her research into portrayals and opportunities for female horn players over the last fifty years.



Dr. Corey Shank, who recently joined the Wright School of Business as Assistant Professor of Finance, published "DEEP Sleep: The Impact of Sleep on Financial Risk Taking" with John Nofsinger in April 2018. The article is available at SSRN: <https://ssrn.com/abstract=3017965> or <http://dx.doi.org/10.2139/ssrn.3017965>. This article also served as the basis for an article on Market Watch website (<https://www.marketwatch.com/story/doing-this-one-thing-could-make-you-a-better-investor-and-its-free-2018-08-14>)

Dr. Ronda Ford, part-time instructor in piano and flute, presented a masterclass on practice techniques to the Governor's Schools Flute Students at Middle Tennessee State University in June. In May her reviews of flute music were published in the peer-reviewed *Flutist Quarterly Journal*.



Ms. Stephani Womack, former Director of Career Services, was selected to write a case study for a new book, *Case Studies for Student Development Theory: Advancing Social Justice & Inclusion in Higher Education* (Routledge).

## DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. Baogang Guo, Professor of Political Science, recently received a unique honor. *Georgia Asian Times*, a community-based newspaper, presented this year's Georgia Asian Times' 25 Most Influential Asian American Awards on July 12, 2018. Dr. Guo was one of the recipients of this year's awards in the gala held at Sonesta Gwinnett Place, Duluth. The selection committee received a total of 180 community nominees for this award. Nominees must be those outstanding Asian American individuals "who have exhibited character necessary to lead, inspire, and challenge, and to influence."

The selection committee noted that "Dr. Guo is one of those rare professors who seamlessly blends scholarship, teaching, and student engagement, leading to substantial impact on Georgia's students, communities, culture, and economy." Especially noteworthy are his programs for study abroad to China, engaging 400 students and faculty members since 2005, as well as his abundant scholarship.

Congratulations, Dr. Guo.



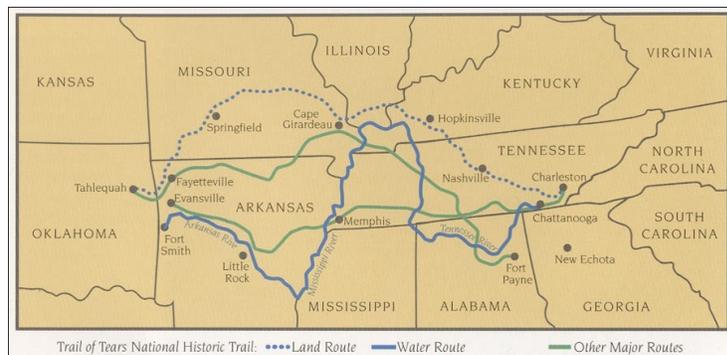
Dr. Aisha Meeks, Assistant Professor of Accounting in the Wright School of Business, has co-published with Dave Thompson, "Should Auditors of Nonpublic Companies Be Allowed to Provide Tax Services to Their Audit Clients?" This article appeared in *Accountancy Business and the Public Interest* and is available for view at <http://visar.csustan.edu/aaba/Thompsonand%20Meeks2018.pdf>

*The Journal for Academic Excellence* is also pleased to announce that Dr. Meeks was awarded the Excellence in Service Award from the Diversity Section of the American Accounting Association. This award was granted in recognition of her outstanding service to the section as the 2017 Midyear Meeting Co-Chair. Congratulations, Dr. Meeks.

# History Professors and Students

## React to the Past

This group of articles is spotlighting the teaching strategy called “Reacting to the Past.” This summer Dr. Mergel, Associate Professor History, and her students in Jeffersonian/Jacksonian History engaged in a Reacting to the Past project surrounding the Cherokee Removal. They invited other faculty to participate. Dr. Mergel, student Taylor Patterson, Dr. Nancy Mason of the Department of Communication, and Ms. Amy Burger of Roberts Library contribute to this issue to explain the experience and impact of “Reacting to the Past.” Also, Dr. Christian Griggs talks about his own use of this High Impact strategy in his history classes since attending seminars on the practice.



**“Game Master”**  
**Dr. Sarah Mergel**  
**Associate Professor of History**



This summer, I decided to incorporate a Reacting to the Past game on Cherokee Removal in a course on Jeffersonian and Jacksonian America (1800-1848). I saw students play a game in Christian Griggs’ course on the British Empire last summer, and I appreciated how involved the students became in learning the texts and working with one another to solve problems. Students subsequently asked me if we would reenact in any of my classes. At first, I hesitated because I did not have any experience with the games.

When I started to plan the course, I realized just how much work I had to do to prepare lectures and how little time I really had to write them. I began to worry, and then it hit me—maybe I could incorporate a reacting game. I looked to see if any content appropriate games had been published, leading me to *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty*. I added the book to my reading list. In planning the course, I saved myself some time by not having to prepare as many lectures. Nevertheless, learning the game took a little more time than I expected.

The biggest challenges as a first-time “game master” were ensuring I had enough participants to effectively play the game and figuring out how all the pieces of the game fit together. In terms of participants, to make up the numbers I reached out to faculty. Marjorie Yambor, Nancy Mason, Jeff Stanley,

Cecile de Rocher, Amy Burger, and Brian Hilliard graciously gave of their time to make this interactive learning experience possible for our students. The students and I could not have done the game without them.

In terms of understanding the game, the instructor manual warned me that the participants might try to devise a solution where everyone “won” the game. Sure enough, my students moved in that direction on Day One before I realized it was happening. I managed to regroup and slow them down a little bit so we could continue to debate the issues for a little bit longer, although not quite as long as I had originally planned.

Ultimately, I am glad I incorporated a Reacting game into this course, and I would do it again. As the game master, just watching events unfold in the classroom was not easy to do. However, it was worth the moments of panic to watch the participants work through issues that have a direct bearing on their lives even today since much of Northwest Georgia was Cherokee land before removal. Students learned more about the questions and challenges removal posed through the game than I could have conveyed to them through a lecture or even a traditional discussion of text. Therefore, it was a useful tool for allowing students to learn from one another.

## Library Faculty Participant

Ms. Amy Burger

Roberts Library



This summer, I volunteered to participate in a *Reacting to the Past* game for Dr. Sarah Mergel's history class. I had little background knowledge of the subject (Cherokee removal from the Southeast), but 200 pages of reading material, and a documentary's worth of preparation later, I was ready to play. Here's how it went:

*Andrew Jackson runs the first game session, a meeting at the Hermitage. My character is not present, but once participants have spoken, observers will vote on the outcome of the debate. We are deciding whether sovereignty for the Cherokee Indians means rights to the land on which they live, or self-governance (elsewhere). I'm well-to-do Cherokee landowner Jacob Adair, one of a group of Indeterminates, Cherokee who have yet to be swayed by any of the arguments presented by each of the three factions.*

*Jackson, his lackey John Schermerhorn, and Georgia Governor Wilson Lumpkin make up one faction, which represents government interests. They want the Cherokees' land (what remains, after much of it has already been seized). Both other factions are Cherokee: the Treaty Party has already agreed to leave the land, while the National Party is adamant that we stay.*

*My character has a backstory: while he wants to stay, he knows removal to the West may be inevitable. If appropriately bribed, I am to vote in favor of leaving. I am burdened with the knowledge of what actually transpired, and since my character's wife and children are already in Arkansas, I'm open to bribery—even though John Ross keeps giving me dirty looks,*

*and Thomas Dreadfulwater, a fellow Indeterminate, and George Lowery, of the National Party, have been appealing to what I know, in principle, to be true: that it's not right to force the Cherokee off their land.*

*Staying put won't be effective though, because Jackson is refusing to enforce the Supreme Court ruling that says we have a right to stay, and Georgia wants the land. I doubt Governor Lumpkin would obey federal orders even if they were given. Our neighbors continue to encroach on our property, resorting increasingly to violence, and I don't expect them to give up.*

*I'm a little outspoken during the next two game sessions, which are meetings of the tribal council, but I think we should leave, because the threats closest to us are most immediate, and at least we'd have time to prepare for a new start. The inevitability of our situation affects most other voters; we wrap up game play a day early by signing a treaty to leave.*

Overall, I found *Reacting to the Past* an effective and engaging way to learn about historical events. Participants were able to grapple with the roles of different historical figures and the underlying factors at play. The suspension of disbelief was needed (Andrew Jackson was a petite girl, for example), but it didn't matter—having actual people embodying the historical actors made the lesson really impactful. That we were playing on the very land contested in the game made the stakes seem even more real.

**Student Participant, Taylor Harrison**  
**History Major**



It is hard to imagine the thought process one might have while negotiating a situation that would affect every person in a nation. How did India decide its government while working towards independence? Why did the Cherokee Nation sign a treaty to move west? “Reacting to the Past” is a series of role-playing games that provide students a new way to understand a moment in history. Students are assigned a historical figure who was involved in the event. Then students use primary sources and information about the character to play the game. Each student had a set of objectives that they try to accomplish to help them win. The game has no set winner or loser; it all depends on how the character is interpreted.

Dalton State College has allowed me to participate in two Reacting games. The first game, *Defining a Nation: India on the Eve of Independence, 1945*, revolved around the development of India’s new government after declaring independence. The second game, *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty*, involved the Cherokee Nation as they debated the decision to sign a treaty and remove to the West.

During our experience in *Defining a Nation*, students played a character who was of a different religion, such as Hindu, Muslim, or Sikh. Students debated about how the people would be represented while debating the possibility of a new country, Pakistan. Students were required to think differently and adopt a new way to process the information because during the game, a student is no longer a student, but a member of a totally different society. This game was very difficult. Even though some of the students were a part of a group, each student still had different objectives that did not completely match with the entire group. The players worked on writing a constitution and electing a president. The games do not have a clear outcome; there are many different paths that could be taken. The most surprising part of the game was the class’ decision to elect a member of the “Untouchable” caste, or Dalits, as the new president.

*Red Clay* revolved around the National Party and the Treaty Party debating about the Cherokee’s relocation to the West. Students worked together to obtain votes to either stay or go. This Reacting game was extremely interesting because the setting is so close to the Dalton area. Before removal, the Cherokee Capital was in New Echota, which is today near Calhoun, Georgia. The Dalton area is close to many Cherokee sites, such as the Chief Vann House and Ross’s Landing, and students felt more connected to the situation.

The games allowed students to be a part of these situations and made the students think differently. The beginnings of the games were normally a little stressful, but as the students become more comfortable with each other and with rules of the game, the debates grew very heated. This made the students work together to find the best solution. It helped students practice debating and using teamwork to obtain a goal. Students are assigned their historical figure and occasionally the historical figure does not match the student’s viewpoints. This required the students to go outside of their comfort zones and try to relate with their historical figures. At the end of both games, the class had an overview of the game and learned about the real event. It was interesting to see how different or how similar the outcome was. Overall, the games were very fun and introduced a new way of learning about a moment in history. The participation of the entire class helped make this an educational and overall enjoyable experience.

## Faculty Participant

Dr. Nancy Mason

Assistant Professor of Spanish



I grew up at a time when Western movies were popular and all the kids in my neighborhood spent countless hours playing "Cowboys and Indians."

Sometimes the Indians were "good" and sometimes not. The American Indian was always portrayed as a being outside of the white man's culture. In movies, the men rode horseback. The women lived in teepees. The children played with sticks around their settlements.

This summer I was astounded to find that this was not a complete or entirely true portrayal of the native American. The re-creation of the council meetings of the Cherokee required participants to take the part of Cherokees who, in historical reality, did not fit the Hollywood stereotype.

I was asked to take the part of a Cherokee who owned a tavern and ran a ferry boat! Needless to say I had to adjust my thinking to portray someone who was more LIKE me than he was DIFFERENT. (This is not what I expected when I entered the game). The experience gave me a new perspective of the situation of the Cherokees before the Trail of Tears and a bitter reminder of the toll it took on the people who were forced to leave their homeland and move West.

## MORE INFORMATION ABOUT

**“REACTING TO THE PAST” can be found at**

**<https://reacting.barnard.edu/reacting-home>**

From the website:

**“*Reacting to the Past (RTTP)* consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills. Reacting roles, unlike those in a play, do not have a fixed script and outcome, so while students will be obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches, or other public presentations; and students must also pursue a course of action they think will help them win the game.”**

## Why I Chose to Use “Reacting to the Past”

Dr. Christian Griggs

Associate Professor of History



In January 2016, I attended the *Reacting to the Past* Winter Conference at UGA full of skepticism. DSC had received funding to send a few faculty members to the conference, and I was selected as the historian of the group. I had never heard of *Reacting to the Past* and had little interest in playing games as part of a class, but I went anyway. I maintained my skepticism until I began playing my first *Reacting* game, which was the focus of the conference. The game put students into an engaging historical setting, one that demanded a thorough knowledge of the period while also requiring students to interact with each other, debate, and give speeches. I legitimately enjoyed it and expected my students would as well.

Since that first experience with *Reacting to the Past*, I have attended the conference a second time, willingly, and have implemented *Reacting* games in both my survey and upper-division courses. From my perspective, they have been remarkably successful. Students have been engaged in history, they have debated and discussed challenging historical works (including Locke’s *Two Treatises of Government* and Plato’s *Republic*) in a way I thought impossible for our students, and they have come to class excited and interested in history. By the end of these courses, their perspectives on history have changed. They know how an understanding of history helps explain who we are today. Rather than leaving the class with random facts and dates, they take with them a comprehensive knowledge of key periods and issues in history.

Teaching *Reacting* games has not been easy. While students lead the game sessions, moving me into a background role, the amount of work to help the games succeed is much higher than a traditional class. The first challenge is convincing students that the game will be worth it. This type of class is very different

and students are naturally skeptical, much as I was. Not everyone has been convinced, either. Some have dropped the class quickly; others remain somewhat aloof throughout the course. Tremendous effort is also required to help students understand difficult historical writing, without which they would struggle in the games.

Furthermore, once a game begins and students take the lead, anything can happen. This unpredictability has forced me to stay on top of everything going on in class, ensuring that students stick to their roles, answering their questions, and introducing new historical developments at appropriate times.

I was surprised at the amount of work that was required for running a *Reacting* game, but the benefits make the extra effort worthwhile. The moment when I saw the value of these games was when I caught students in the hallway after class planning their strategies for the next game session. They were engaged at a level I had never seen before in my history students. I knew I had found an approach to teaching that was working, one that I would need to continue to pursue and develop.

The engagement of each class varies, but the outcomes from every game have been beyond what I experienced in my traditional classes. While the focus of *Reacting to the Past* is history, games have also been created that deal with government and politics, science, literature, art, and other areas, with additional games in constant development. Using *Reacting* games has been overwhelming rewarding, both for my students and for me as a professor.

# Instructional Technology News

by David Brown

## Virtual Reality and Gaming in the Classroom

Virtual Reality is gaining popularity in higher education and nearly every program at Dalton State can benefit. VR is being used to treat mental illness, discourage distracted driving in college students and help public speaking students gain the courage to speak in front an audience. With VR psychology students can experience the world of schizophrenia first hand. History students can experience 2<sup>nd</sup> century Rome or tour a Civil War battlefield. VR also gives students the chance to experiment without “messaging up.” For example, nursing students can practice administering an IV on a patient in VR without worrying about injuring the patient.

There are several ways you can use VR or gaming in your class. You can ask your students to use inexpensive VR goggles such as Google Cardboard that require use of a phone with an app. Some faculty use sites such as <https://classflow.com/creating-virtual-field-trips/> to create their own virtual field trip. Another option is to use a VR system such as Oculus Rift that includes goggles, computer and sensors.

At Dalton State we have created a VR libguide, <http://libguides.daltonstate.edu/vr>, with links to VR apps and articles about VR. If you are already using a VR or gaming site let us know and we will post your site to the libguide. We also hope to have a VR room in the library where students and faculty can experience VR in a safe environment.

## Form and Survey Tool in Office 365

Are you looking for a free survey tool with unlimited questions? Your Office 365 email account gives you access to a “Forms” app that



*David O. Brown*

*Instructional Technologist*

can be used to send surveys. Simply log into your email, click on the “waffle” symbol and choose the Forms icon. Results are tallied in easy to read graphics and there no limits to the number of questions.

## Readspeaker TextAid

ReadSpeaker TextAid is a new language translation and accessibility tool available to all DSC faculty, staff, and students in GeorgiaVIEW. This popular new tool can translate into five languages including Spanish, Chinese, French, and German and then read the translation out loud in the native language. There are numerous accessibility features in TextAid such as a read-a-loud calculator, line-by-line highlighting for reading, and a conversion of text to MP3 tool. ReadSpeaker TextAid can be easily accessed in any GeorgiaVIEW course under GeorgiaVIEW and Campus Resources.

## Accessibility

All DSC faculty should now have at least **one** accessible syllabus for fall semester and should be using the accessible syllabus template for guidance. Section 508 of the ADA also requires that all faculty use captions

when showing videos. This fall we will be offering workshops on how to find captioned videos and how to create captions for videos that do not have captions. You can view our fall workshops at the Instructional Technology Libguide at <http://libguides.daltonstate.edu/technology>

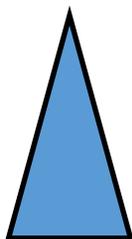
### Checklist for Designing an Online Class

The Online Education and Assessment Committee has developed a tool to help DSC faculty know if their online course meets minimum requirements for a well-organized and clear online course. This checklist is based on Quality Matters and best practices in online education. The checklist is a first step in helping online faculty move toward creating an optimal learning experience for the online students. All DSC faculty can access the checklist at <http://libguides.daltonstate.edu/de>

## Publishing in

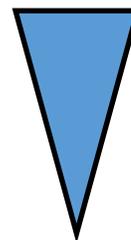
### *The Journal for Academic Excellence*

This publication belongs to the faculty and staff of Dalton State. It seeks to highlight your professional accomplishments and publish your original scholarship.



We look for three types of articles:

- ◆ Those about your achievements, awards, publications, and presentations (news, in other words);
- ◆ Explanations of how you use innovative practices in your teaching, specifically High Impact practices;
- ◆ Scholarly articles, which go through a three-person peer review and should focus on the scholarship of teaching and learning in higher education.



The next page contains Submission Guidelines.

## **Journal Submission Guidelines and Editorial Policies**

### 1. Faculty members (and professional staff) may submit the following:

- Book reviews on scholarly works on higher education administration or issues, college teaching, or adult learning published within the last two calendar years.
- Scholarship of Teaching and Learning research. This is defined as a study in which an activity, strategy, approach, or method that reflects best practices or evidence-based research is tried in the classroom. The faculty member sets up an intervention, executes it, and assesses the impact, employing quantitative or qualitative methods. Articles should indicate that IRB process was followed where applicable, with documentation.
- Literature review that synthesizes, in a relevant and interesting way, the evidence, theory, and/or research on a particular aspect of higher education, college teaching, adult learning, brain research, etc. Professional staff could write about issues in student services or advising, for example.
- Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory-based approach to interpreting the incident or phenomenon.
- Articles should have applicability across disciplines.

### 2. Style Sheet

- Submissions should be in APA VI format and Times New Roman 12 pt. font. Use APA guidelines in terms of margins. The writer should try to preserve his or her anonymity as much as possible. The editor will redact the name of the writer from the document's title page before sending to reviewers.

### 3. Review Process

- The submissions will be peer reviewed by three faculty members, whose identity will be known only to editor and not to each other. One member of the review committee will be a faculty member in general discipline represented in the article, one will be a faculty member with an advanced degree in education, and one will be drawn from the advisory committee or other volunteer reviewers.
- Articles will be returned to the writers in a timely manner with an indication of rejection; conditional acceptance (revise and re-submit, with suggestions for doing so), and accepted (possibly with request to edit or make minor changes). A rubric will be used for assessing the articles. It will be available to potential submitters upon request. If none of the members approves the article, it will be rejected. If one of the members approves the article, it will be considered a conditional acceptance. If two approve it, it will be returned for the necessary editions and published when finished. If three approve it, it will be published as is or with minor corrections.

### 4. Submissions should be sent as Word files to [cae@daltonstate.edu](mailto:cae@daltonstate.edu)

### 5. Published articles will appear in the *Journal for Academic Excellence*, which will be available on the Center for Academic Excellence's website and thus accessible by Internet searches.