

Journal for Academic Excellence

Sixth Annual Dalton State Conference on Teaching and Learning a Success

Center for Academic Excellence Dalton State College

A Division of the Office of
Academic Affairs

The mission of the CAE is to facilitate, support, and enhance the teaching and learning process at Dalton State College. The Center serves to ultimately improve student success and achievement of learning outcomes by promoting the creation of effective learning environments through the provision of resources and faculty development opportunities.

Faculty from six institutions in Georgia and from three out-of-state colleges participated in the campus' annual teaching and learning conference on March 20. In total, 81 attended to hear 30 presentations focused on high-impact practices in undergraduate education.

Half-way through, attendees gathered for a two-hour keynote address by Dr. Todd Zakrajsek, Associate Professor in the Department of Family Medicine. Entertaining and insightful, Dr. Zakrajsek motivated attendees to question commonly held ideas about teaching and learning.

Photos from the conference are found on pages 4 and 5, but they only tell half the story. As with most conferences, a great deal of the learning took place through networking and over lunch. In fact, CAE Director Dr. Marina Smitherman arranged lunch itself to be centered around the discussion of high-impact practices such as first-year experience programs, writing-intensive courses, capstone courses, and undergraduate research.

In regard to undergraduate research, this important high-impact practice was

realized on April 24 when students in the Schools of Liberal Arts; Science, Mathematics, and Technology; and Education took place in the Third Annual Student Scholarship Showcase.

Students in the Health Occupations, Social Work, and School of Business programs presented their research projects at different times during the last weeks of the semester. Photos from April 24 are on pages 6 and 7.

Students' topics ranged from an analysis of study abroad experiences in Costa Rica to a discussion of feminism in Greek mythology to an explanation of use of Dermestid beetles in forensics and natural history collections to a look at dynamical billiards in obtuse triangles.

The Center for Academic Excellence thanks the Dalton State College Foundation for its support of both of these functions, which enhance the educational experiences of our students and the professional development of the faculty, thereby meeting the mission of Dalton State.



A WORD FROM THE EDITOR

Why Teach Online

I am bombarded on the Internet with “Six reasons to eat asparagus” and “Twenty celebrities who have had tragic plastic surgery.” I think you know the drill. In that spirit (or a better one, I hope), here are my six reasons you should consider teaching online, if you aren’t doing so already.

1. Online education is not going away. Despite what people say, it’s not a fad. Even the earlier MOOC disasters have not dampened the enthusiasm for them—they have just led to new ways to use MOOCs.
2. As an online course developer and instructor, you still have academic freedom. At the same time, your course is up there in public for others to see and goes through peer review. Is that a problem? Why?
3. It’s a very good (read: HIGH) professional development goal.
4. The tools now are much better than they were—not only the learning management system your institution uses, but all kinds of Web 2.0 products. I started online teaching in 1998 and had to learn some html code—thankfully, that is no longer necessary to have a robust and media-rich course. Case in point: Collaborate LTI, a video conferencing tool embedded in D2L.
5. You can “teach” in your pajamas. Or more specifically, you can facilitate learning, conduct class and interact with your students in your PJs.
6. We have the supports here—you are not on your own as an online course developer and instructor. More exciting news on this front will be coming soon, so stay tuned—and seriously consider turning your upper division course into a hybrid or online one.

—Barbara G. Tucker

Fall Academic Calendar

Registration August 14

A and B Session Classes Begin August 17

Late Registration Add August 17-18

Drop, No Signature Required August 17-21

Classes Dropped for Nonattendance August 25

Labor Day Holiday September 7

B Session Classes End October 7

Fall Break October 12-13

C Session Classes Begin October 14

Last Day to Withdraw October 27

Thanksgiving Holiday November 25-27

A and C Session Classes End December 7

Final Exams December 8-14

Grades Due December 15 4:00 p.m.

Graduation December 18

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Faculty Receiving Promotion and Tenure

The following faculty members have been awarded tenure effective Fall 2015:

School of Health Professions

Donna Bledsoe

School of Liberal Arts

Jenny Crisp

Jackie Daniels

Jerry Drye

Christian Griggs

John Gullede

Sarah Mergel

James Wright

School of Sciences, Technology & Mathematics

Rich Hambrock

April Kay

Jason Schmurr

The following faculty have been awarded promotion effective Fall 2015:

School of Business

Fernando Garcia

School of Education

Sharon Hixon

School of Health Professions

Donna Bledsoe

School of Liberal Arts

Christy Ayars

Tammy Byron

Jenny Crisp

Jackie Daniels

Cecile de Rocher

Matt Hipps

Marsha Mathews

Keith Perry

Lydia Postell

Leslie Taylor

Seth Weitz

School of Sciences, Technology & Mathematics

Paula Allotta

David DesRochers

Rich Hambrock

Michael Hilgemann

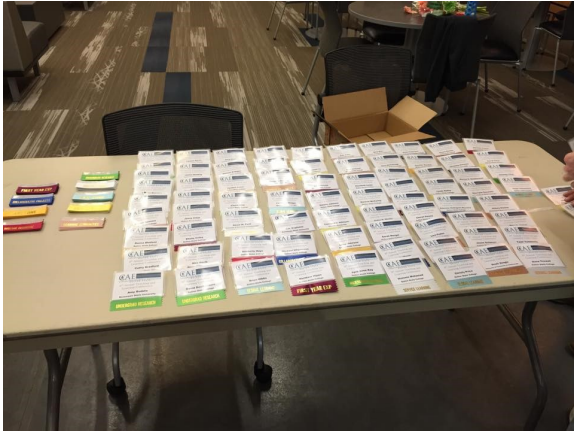
Jean Johnson

April Kay

Annabelle McKie-Voerste

Lirong Yu

SNAPSHOTS OF DALTON STATE SIXTH ANNUAL TEACHING AND LEARNING CONFERENCE



Ready to go!



Our friendly, faithful student interns!



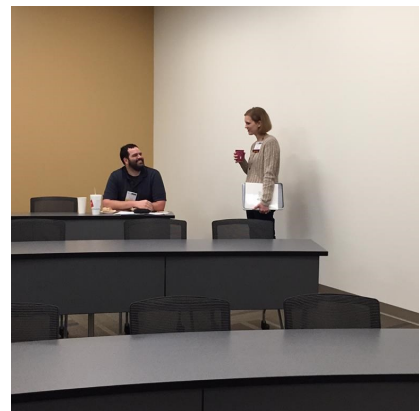
Cassandra Johnson of Shorter University and Jennifer Randall of DSC break out into conversation



DSC faculty Raina Rutti, Marilyn Helms, René Antrop-Gonzalez, Baogang Guo, and Natalie Johnson are joined by a student to hold panel on study abroad.



Marina Smitherman introduces keynote speaker Todd Zakrajsek



Colleagues David Veve and Tammy Byron of DSC chat



DCS's Jennifer Randall presents on integrating student-created study assignments within composition



DSC's Clint Kinkead and Jerry Drye discuss their upcoming presentation on humor and storytelling



Above and below: Keynote speaker Todd Zakrajsek interacts with the crowd and UTC's Richard Wilson and DSC's Marina Smitherman.



Dalton State's Interim President Dr. Margaret Venable welcomes the attendees



University of North Georgia's Ray-Lynn Snowden (center) discusses a teaching and learning topic with DSC's Tami Tomasello (right) and Sharon Beavers during a breakout in the keynote presentation

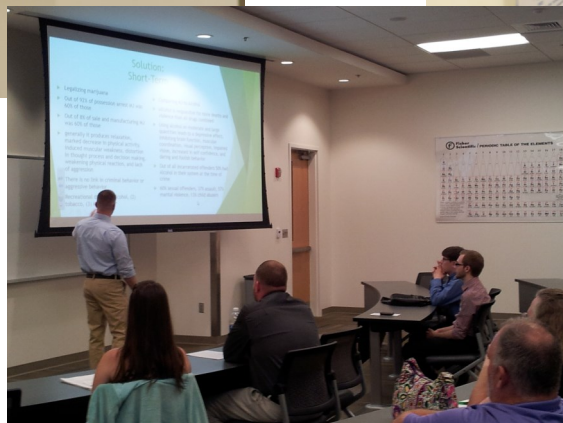
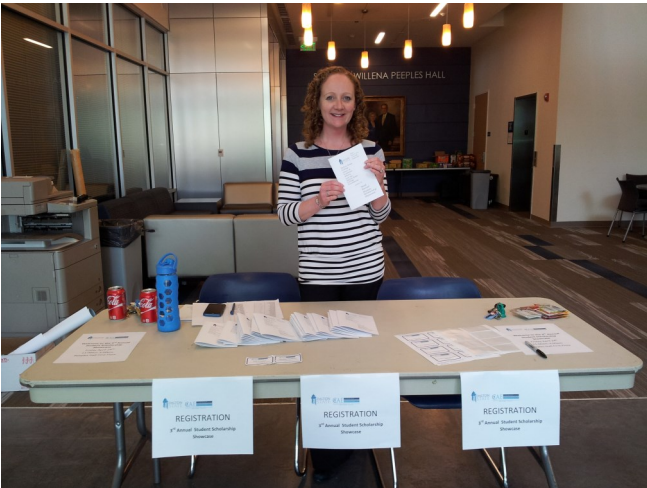


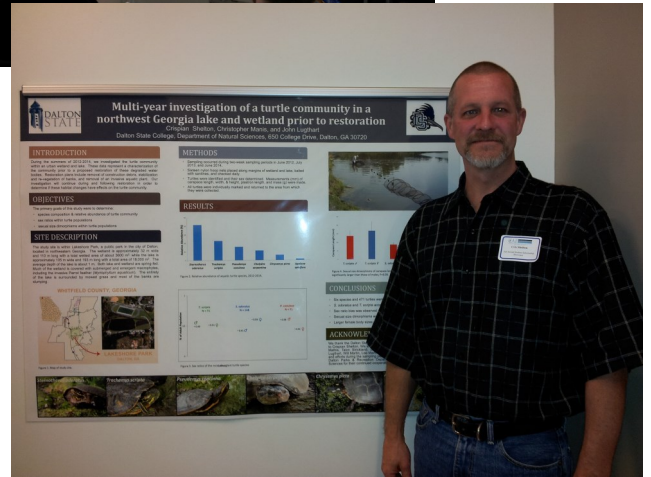
STUDENT SCHOLARSHIP SHOWCASE APRIL 2015

A high impact practice at which Dalton State excels is undergraduate research. On April 24, 58 students presented their research at Peoples Hall through speeches and poster sessions. Thanks to the Dalton State College Foundation for sponsoring the impressive showcase.

In the succeeding two weeks of the semester, students in the Schools of Business and Health Occupations presented their research in separate venues.

These candid photos fail to capture the excitement and learning that went on that day!





A Word from the Director



Dr. Marina Smitherman

Wow, what a year! A huge thanks to you all for your participation in CAE events and for your commitment and dedication to the Scholarship of Teaching and Learning. When I speak to other T&L Directors, they tell me they will put on a workshop and only have three people attend despite much larger faculty groups and significantly larger budgets.

In this issue of the *Journal* you will find a report on two extremely special days, our Sixth Annual Teaching and Learning Conference and our Third Annual Student Scholarship Showcase. The impact of these events reaches far beyond Dalton State. Following the conference in March, a colleague from another institution wrote to us stating that it was the “best teaching and learning conference he had been to in 44 years of teaching” and went on to ask whether we were hiring. That is nothing more than the power of people, our people.

At each and every event, I have observed a group of faculty that I am proud to call colleagues who continue daily to demonstrate their commitment to excellence in Teaching through participation in events, presentations, sharing their own experiences and being patient and

supportive of each other. In particular, personally I appreciate the support I have received myself as a new Director who only had a few weeks to get the year of events together and figure out what this job required. It has been a pleasure to serve such a dedicated group of faculty for this first year, and from the bottom of my heart I am truly grateful and proud to be a member of such an exceptional group of faculty.

In her heartfelt opening remarks for the Teaching & Learning Conference, our Interim President Dr. Margaret Venable praised the efforts and strides we are making to develop ourselves to serve the students as best we can. She talked about her own experiences with different teaching techniques, sharing “Over the years, I tried many methods and techniques to reach my students. I learned from my mistakes and occasionally had some successes. Before I left the classroom, I had “flipped” my classroom, although that phrase had not yet been invented. Yes, students CAN learn chemistry without a traditional lecture. In fact, I found they learned chemistry BETTER after I stopped lecturing. They became actively engaged partners in their learning instead of passive consumers. Attendance went up. Grades went up.”



She went on to add “I want to congratulate you for engaging in this important work of sharing your experiences and learning from others. We are all in this together. Our students, more than ever, need the best we can offer them to help them succeed....Teaching remains at the heart of all we do and we must constantly challenge ourselves to seek better ways to reach our students.”

I couldn't agree with this statement more. And I would like to add a personal story to illustrate what I believe the role of the Center is. When I was in elementary school, I observed that girls were able to practice soccer, but not play in matches with the boys, so I helped start a team not because I believed that every girl should play soccer but that every girl should have the opportunity to if they choose to.

The Center is not here to tell you what to do in your own classroom, but to provide you with the opportunities to learn about something new. If you decide you would like to try something new, the Center is here to support you along the way. If there is ever anything you read or hear about that you would like the opportunity to learn more about, please contact the Center and we will do our best to see it covered for you.

This year we have gone from 0 to 60 at lightning speed. We launched many new

programs and held over 80 events. We have explored what High Impact Practices means to us at Dalton State and shared our experiences thus far. None of this would have been possible without the help of the CAE Leadership Team, the Faculty Development and Welfare Subcommittee of the Faculty Senate and many of you who have offered your time and service in support of the Center's initiatives. A huge thank you in particular to Barbara Tucker, Jenny Crisp, Matt Hipps, Raina Rutti, Chris Wozny, Elizabeth Lucht, and John Asplund, who each made major contributions to this year's programs.

Our theme next year will be centered around how we can best support our expansion of High Impact Practices on campus, in particular undergraduate research and through including new technologies. The Center's programming will include a focus on academic advising.

Have a fantastic summer and I look forward to seeing you in Fall 2015 for another fantastic year.

Onwards and upwards,

Marina

Faculty and Staff Recognition



Cheryl Owens, Assistant Professor of Nursing, earned her Doctorate of Nursing Practice degree from Georgia College and State University in December 2014. Her program required a translational project, which is research that can translate into health care practice. The project's title was "Evaluating Student Health Needs at Dalton State College." Dr. Owens also received the Outstanding Doctor of Nursing Practice Student Award.



Dr. Jenny Crisp, Assistant Professor of English and QEP Director, gave two presentations at the Georgia Association for Developmental Education state conference on March 26-27, 2015: "Automated Writing Evaluation as a Tool for Self-directed Learning" and "Transforming Developmental English for Long-Term Success: Dalton State College's QEP."

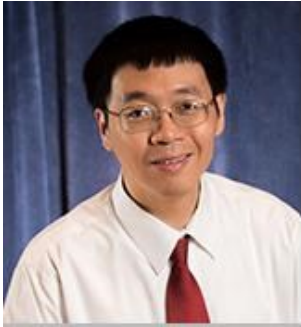


Dr. Christy Price, Professor of Psychology, was recently recognized by the website *Online Colleges* as one of the most awarded professors in the State of Georgia.



Barbara Tucker, Associate Professor of Communication, completed her Ed.D. degree in Adult Learning and Organizational Leadership at UGA in April. Her dissertation was an action research case study on the role of self-directed faculty development in an open-access college environment.

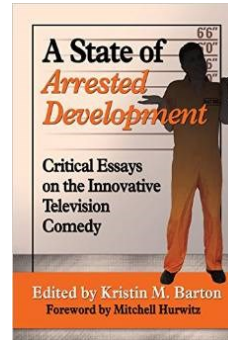
Faculty and Staff Recognition



Dr. Thomas Ngo-Ye, Assistant Professor of Management and Information Services in the School of Business, presented two research papers at the Eighteenth Annual Conference of the Southern Association for Information Systems (SAIS 2015), Hilton Head Island, South Carolina. (March 20, 2015 - March 21, 2015). These two papers are also published at the *Peer-Reviewed Academic Conference Proceedings: Proceedings of the Eighteenth Annual Conference of the Southern Association for Information Systems* (SAIS 2015). The citations of these two papers are as follow.

Ngo-Ye, T. L. (2015). In Johnathan Yerby (Ed.), *Microsoft Visual Basic for Applications (VBA)/ Macro* (pp. 1). Hilton Head Island, South Carolina: *Proceedings of the Eighteenth Annual Conference of the Southern Association for Information Systems* (SAIS 2015). [Link](#)

Ngo-Ye, T. L., Baxter, J. T. (2015). In Johnathan Yerby (Ed.), *Faculty Informal Self-learning and Ways to Engage Students* (pp. 1-6). Hilton Head Island, South Carolina: *Proceedings of the Eighteenth Annual Conference of the Southern Association for Information Systems* (SAIS 2015). [Link](#)



A State of Arrested Development: Critical Essays on the Innovative Television Comedy, edited by Dr. Kris Barton, has been published by McFarland and Company of North Carolina. The volume explores how the popular television show dealt with issues of race, poverty, wealth, environmentalism, and family relationships. Dr. Barton is Associate Professor of Communication and Chair of the Department of Communication. It is available at [Amazon](#) and other booksellers.

On March 29, Marsha Mathews presented a paper, “‘Happy Hills of Song:’ Mountains in the Lyrics of Obscure Dalton, Georgia, Poet Robert Loveman,” at the Thirty-Eighth Annual Appalachian Studies Conference, at East Tennessee State University, in Johnson City, Tennessee. In his heyday, this turn-of-the-century author, who published numerous collections of poetry, experienced a surge of interest when celebrity Al Jolson made famous the song “April Showers,” based on Loveman lyrics.

Marsha was interviewed in *Speaking of Marvels: Interviews about chapbooks, novellas, and other shorter forms*, 12 February 2015. [Link](#).

Faculty and Staff Recognition



Several of Dr. Nancy Mason's classes participated in and excelled at the American Association of Teachers of Spanish and Portuguese annual Spanish Composition Contest for college and university students this semester. This contest is for undergraduate college students at all levels: beginner through advanced, as well as native and heritage speakers.

In Level I (R) (Spanish 1001), one student earned Superior (the highest honor), two students earned Excellent (second highest honor), and three Notable, in addition to the two recognized for their participation. In Level II (OE) (Other Experience), one student earned Superior and three students earned Excellent. In Level II (R) (Spanish 1002) one student earned Excellent, while 3 earned Notable, and five were recognized for their participation.



Dr. Robert Clay, Associate Professor of Mathematics, presented "What is the shape of the reflectors of your car headlights?" at the Annual Georgia Perimeter Conference at Newton Campus, February 2015. Dr. Clay also participated in "The Mathematics and Statistics National Think Tank" hosted by Cengage Learning in New Orleans during February 2015.

Dr. Clay's versatility was also shown in that his poem "To Jorge Luis Borges" has been accepted into the collection at the Borges Museum (run by Borges' widow Maria Kadoma) in Buenos Aires, Argentina. Pictured below is Dr. Clay's daughter, Kristin Clay (right), presenting a copy of *Tributaries* that contains the poem to Ms. Kadoma's personal secretary.



Putting the Pieces Together: Creating Connections through Study Tours

Abstract: Connections help students systematically analyze, synthesize, and communicate information. Experiential learning helps students make connection, to bring classwork into context and personally experience, observe, and apply critical thinking skills. Study tours are a form of experiential learning that actively engages students in the learning process, giving them the opportunity to see theory in action. If structured properly, these tours also help students identify, understand and interrelate information that aids them throughout their lives and careers. This paper explores the advantages of study tours and the methodology used to create successful study tours within higher education.

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Introduction

Connections are the glue that holds our lives together. Merriam-Webster defines connections as the act of connecting two or more things ("Connections." 2014). As an instructor, there are many ways to form links or connections with students, to help them systematically analyze, synthesize, and communicate information. Experiential learning, the process of developing knowledge, values, and experiences outside of the traditional classroom, is widely touted as a way to accelerate connections with student knowledge (Bart, 2012). Study tours are just one form of experiential learning that allows students to bring classwork into context, to personally experience and make observations and apply critical thinking skills that aid students throughout their lives and careers. This paper explores the advantages of study tours and the methodology used to create successful study tours within higher education.

Why Study Tours?

In higher education, general education requirements and often program accreditation

guidelines impress the importance of student understanding of social, political, and physical influences affecting historical change. There are two methods or models of learning often used to impart this knowledge. The first, the traditional didactic model of learning, focuses on the instructor. Knowledge is typically delivered through lectures or story telling to students who listen and take notes, accepting content on faith. When taught with the didactic approach alone, students often simply memorize and duplicate information.

While didactic knowledge is important, effective instructors should expand teaching with experiential learning. The content and process of experiential learning is distinct from traditional didactic methods. Experiential learning is problem centered, based on the student as primary participant. This active form of learning requires independent thinkers, but is not new. Some of the greatest Greek and Chinese philosophers of the Fourth Century B.C. are credited with observations that still ring true today:

“Their using the language of knowledge is no proof that they possess it.” - Aristotle

“I hear, I know.

I see, I remember.

I do, I understand.” - Confucius

In following centuries, the value of experiential learning was not lost. Marcel Proust, Piaget, Carl Rogers, Maria Montessori, John Dewey, William Glasser, and in more recent times, David Kolb, all sang its praises.

“We don’t receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us.” - Marcel Proust

“We Learn...

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss

80% of what we experience

95% of what we teach others.”

- William Glasser

Planning for educational travel within higher education is often thought of as a political process that directly reflects on the institution, as well as the planner who considers the needs of the learner in this process (Younes & Asay, 2003). Preparing students to be critical thinkers has strong support among people from the various disciplines that comprise our pluralistic society. Educational travel fits this realm of preparation within the higher education curriculum. Study tours also provide learners an appropriate means to address various learning styles (Younes & Asay, 2003).

Designing the Study Tour

While students in disciplines such as art history, architecture, interior design, and the arts have traditionally use study tours to enrich class work, instructors in other disciplines must remem-

ber that the rationale for study tours consists of providing students with the opportunity to go beyond the classroom, to collaborate with each other, and experience diversity via hands-on experiences in addition to being guided by a text. Whether it is studying businesses and the social development of important financial centers or forest inventory and carbon measurement, study tours can connect ideas, employ inventive methodology, and produce positive student outcomes.

Content

When exploring the idea of a study tour, possible locations must first be considered. The choice of tour content/sites is very important. For example, if a tour is focused on historic architecture, interiors, and decorative arts, areas with prominent architecture of historical significance are scouted. A few examples of possible domestic architectural study tours might be.

Domestic tour examples:

Natchez/New Orleans, Richmond/Williamsburg, Chicago, Miami/Key West, Asheville/Biltmore, Charleston, Savannah, Lancaster PA, Washington, D.C., San Francisco, or New York

On the other hand, The world now demands a global perspective of college graduates, irrespective of their major. Students must have knowledge and comfort with the interdependent world in which we now work. An international tour focusing on global business, could look toward the goliaths of finance. A few examples of possible international global business tours might be:

International tour examples:

London, Hong Kong, Singapore, Tokyo, Zurich, or Seoul

Setting the Itinerary

Once a general destination is chosen, a preliminary itinerary should be set to sites of interest. In many instances, tours of prominent attractions in the area or other culturally significant venues are also added since immersing student in the culture is important. Examples of other venues

might include a night at the theater, a carriage tour, or a group dinner at a noted restaurant. If available, tours should be contracted through local professional guides. Be inventive. If you are planning an architectural study tour, book stays in historic hotels when financially and logistically possible, to enrich the experience.

Budgeting

When first exploring the idea of a study tour, possible locations must be considered. Domestic short-term programs (3-5 days) hold increasing popularity with numerous students since many have limited financial resources and are working their way through college. With this in mind, costs at \$500 or below, based on a four-person/room occupancy, are appealing to students. Extended (2-4 week) or international study tours can be offered more infrequently, for example, every three to four years, to allow students time to save for the typical \$3000-\$6000 expense.

Marketing the Tour

Next, a brochure is developed for marketing purposes. Brochures should incorporate a list of included sites/programs, the dates of trip, costs per person, payment schedule, and of course enticing pictures of sites to be seen, etc. (see Figure 1).

Corresponding Course

Students embarking on a study tour must have an appropriate level of knowledge. For this reason, it is a good idea to require all full-time students to register for a corresponding 3-hour course. The course should take a three phase approach incorporating pre-tour, on tour, and post-tour activities as suggested by Porth (1997). Therefore, the following guide serves as an example for assessment.

Students must:

Conduct Research on a topic relevant to the study tour (pre-tour)

Create a presentation to orally communicate research to class (pre-tour)

Personally experience and participate in all prescribed site visits, lectures, debriefing sessions, etc. arranged during the time of travel. (On tour)

Keep a written and visual journal of all course travel days. (On tour)

Create a written and graphic journal that reflects on the significance of tour events. (Post-tour)

Pre-tour Student Research and Presentations

Pre-tour activities, such as student research and presentations, discussions on expectations, travel tips, etc., allow students to feel comfortable with what to expect, they get to know fellow travelers (Gordon & Smith, 1992) and cover theoretical content as an active participant (see Figure 2).

On-tour Lectures

While on tour, local guides provide informal lectures that broaden student experiences of the sites. These lectures can be on the bus as traveling to a site or on site. Debriefing sessions are also held, as soon as possible, after site visits. They allow students to discuss and reflect on what they experienced, benefit from the observations of others and clarify points of confusion as supported by Clark-Murphy & Boffey (2004). Faculty or staff must be present to ensure that appropriate theoretical links are made.

Post-tour Student Journals

John Dewey (1938) thought that education should serve not only as a means of acquiring information, but also as a way to bring learning to our everyday actions. Journals provide students with a way to do just that. Journaling allows students to record thoughts, reflections, personal opinions, and even hopes or fears. (Hiemstra, 2001) It is in the process of self-monitoring or reflecting that Zemelman, Daniels, and Hyde (1993) believe the most powerful learning occurs. Journals require students to make connections between course content and the material they are viewing outside of class (Conner-Greene, 2000).



They create opportunities for students to think about what they are learning, how it effects their lives and the world around them. For example, architectural study tours incorporate numerous visits to architecturally significant sites. Sketches and photographs are often required with student reflection in student journals. This written connection requires students to think, learn, write, sketch, and photograph the significance of their experiences, i.e., to put thought behind the process. In doing so, they become better learners, and hence as they move into professional practice, they will become better designers, teachers, and family life educators (see Figure 3).

Conclusion

While study tours are foundational for some majors, the technique can be used in most majors. The positive response from post tour evaluations proves that students gain invaluable experience and knowledge. Even though these courses require a lot of preplanning and recruitment of students, the benefits and rewards far outweigh the difficulties. Study tours are fun and educational, especially when they are interdisciplinary in nature. It is important that institutions continue to develop tours that are appealing and accessible to a broad range of students (Donnelly-Smith, 2009). Through this unique teaching technique, students can enhance exploration of their field of study, expand their comprehension of a broad spectrum of knowledge, and bring this awareness back into the classroom. After all, opening doors to a better understanding of the world is a primary function of higher education. Study tours are a positive situation for all involved. They help students make connections. They help them find a new self-confidence that allows them to put the pieces of their knowledge, their career and their lives together.

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Table 1: Sample Study Tour Budget

	Four /Room	Three/Room	Two/Room
Coach (\$2900/25 people* = 116) (bus holds 47)	\$116.00	\$116.00	\$116.00
Hotel (double - \$110/night including tax)	\$83.00	\$110.00	\$165.00
2 to Room: \$55 x 3 nights = \$165			
3 to Room: \$36.66 x 3 nights = \$110			
4 to Room: \$27.50 x 3 nights = \$83			
Tours (per person):			
Smith-McDowell House	\$7.00	\$7.00	\$7.00
Asheville Trolley Tour	\$20.00	\$20.00	\$20.00
Grove Park Tour	0	0	0
Historic Montford Walking Tour	\$20.95	\$20.95	\$20.95
Biltmore Candlelight Tour	\$40.00	\$40.00	\$40.00
Audio Tour	\$8.00	\$8.00	\$8.00
Biltmore House - Back of House Tour	\$14.00	\$14.00	\$14.00
SUBTOTAL	\$308.95	\$335.95	\$390.95
Guides: (\$309 room x 3 instructors = \$927/25 students = \$37 charge to make guide fees inclusive)	\$37.00	\$37.00	\$37.00
Driver: (\$330 room/25 = \$13.00 + \$4tip = \$17 charge to make driver accomodations inclusive)	\$17	\$17	\$17
Snacks distributed during bus ride (\$100/25 = \$4)	\$4.00	\$4.00	\$4.00
Cushion	\$10.00	\$10.00	\$10.00
GRAND TOTAL	\$376.95	\$403.95	\$458.95
Optional Brunch at Deer Park Restaurant at Biltmore	\$30.00	\$30.00	\$30.00



Join the (your university name and department of here)
For a study tour of

SAVANNAH, GA



November 14-17



Cost:
4 to a Room: \$495
3 to a Room: \$550
2 to a Room: \$630
Based on 25 participants

Payment Schedule:
Sept 3: \$200
Oct 1: \$200
Nov 1: Remaining Amount
All Deposits are non-refundable

For more information contact:
Dana.Woody@utc.edu
(423) 425-4459



(departmentName)StudyTour(year)
TENTATIVE ITINERARY
SAVANNAH
November 14-17

Thursday, November 14th
12:00 PM Load and Board Bus at Hunter Hall
12:30 PM Depart Chattanooga
Dinner en route
7:30 PM Arrive at Springhill Suites
8:30 PM Meet in lobby for Carriage Tour
9:00 PM Historic Savannah Carriage Tour
Meet at Hyatt on Bay St.

Friday, November 15th
Breakfast (included) on your own in hotel
8:30 AM Meet in lobby
9:00 AM SCAD Historic Preservation
11:00 AM Arrive at Mercer Williams House
11:10 AM Group 1
11:25 AM Group 2
1:00 PM Lunch at Gryphon Tea Room
2:30 PM Architectural Walking Tour – Chippewa Square
4:15 First African Baptist Church

Free time for everyone – Dinner on your own

Saturday, November 16th
Breakfast (included) on your own in hotel
Depart Hotel
8:30 AM
9:00 AM Harper Fowlkes House
10:30 AM Owens Thomas House
11:30 AM Davenport House
1:00 Lunch at the Pirate's House

Free time for everyone - Dinner on your own
Savannah Live (optional)

Sunday, November 17th
Breakfast (included) on your own in hotel
Board Bus for Chattanooga

Figure 1: Sample Tri-Fold Marketing Brochure (front & back)

Study Tour Research Report

INTD 1900 (0) Interior Design Study Tour: Savannah, GA
Fall 2013

For your research report you will choose one of the following points of interest in regard to the Fall Study Tour to conduct research on. Visuals should be an important part of your report.

- The research report presentation should last 8-10 minutes and be constructed in PowerPoint or Prezi (app). Please note that more time IS NOT AVAILABLE! All research should be thoughtful and well designed and written.
- Along with your report presentation, a well written and well designed a page flyer should be constructed that summarizes important points about your topic. Flyers should be constructed in color and organized graphically. PLEASE WATCH SPELLING!!! Also make sure that you include your names and class information somewhere on the brochure.
- A documented list of at least 3 references should be included in the flyer and the digital presentation.
- A printed copy of your flyer and an appropriately labeled CD (in CD case with designed cover and label) containing your digital presentation should be presented to the professor before giving your oral presentation.
- Visuals (digital pictures, videos, etc...) should accompany your presentation in order to clarify points. Be sure to check the quality of your pictures and the availability of the type/font used on classroom equipment before giving your presentation. All research project presentations must use the classroom's smart podiums.
- No late work is accepted. It is better to turn in a partially completed project for some credit on the due date, than to turn in a completed project late and receive no credit.
- Research projects will be completed in groups of two. Topics may not be repeated and professionalism is expected.

Study Tour Reflective Journal Project

INTD 1900 (0) Interior Design Study Tour: Savannah, GA
Fall 2013

The Study Tour Journal Project will be formatted in the form of a digital scrapbook/reflective journal. The student should:

- Gather information about the places that will be visited before leaving on the tour.
- While on the tour gather brochures and other information, save ticket stubs, logos off shopping bags, etc.,
- Photograph and/or sketch things of significance (especially design/architectural significance).
- Each day make a reflective journal entry about the significance of the things that you are going to see, saw or participated in that day. This should go way beyond an itinerary. Comment on design/architectural impressions, importance to your studies, etc... Please note that this documentation includes our days of travel. So, you could be commenting on your anticipation of the trip, etc. while we are traveling to and from the destination.
- Compile all info in a digital journal using PowerPoint or NoteLedge (an App). You choose the layout and page size with respect to the content.
- An appropriately labeled CD (in jewel case with designed cover and label) containing a copy of your digital journal and your digital photos from the trip (only appropriate ones) to be turned in to the professor on the due date in your schedule.
- Be creative, but also be neat and somewhat professional.

Evaluation:
Grades will be based on thoroughness, creativity, and reflection.

	Possible Points
Day 1	
Documentation	10
Journal Entry	10
Day 2	
Documentation	10
Journal Entry	10
Day 3	
Documentation	10
Journal Entry	10
Day 4	
Documentation	10
Journal Entry	10
Format	10
Neatness	10
Total	100

Figure 2: Sample Research Project Assignment

Figure 3: Sample Journal Project Assignment



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 attempt to have c

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 btucker@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.