

**Center for
Academic
Excellence**

Dalton State College
A Division of the Office
of Academic Affairs

Journal for Academic Excellence

Teaching and Learning Conference Successful!

**Special points of
interest in this issue**

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Dalton State faculty and guests from several other colleges gathered on March 14 to share ideas about teaching and hear from one of the most sought-after speakers in instructional development, Dr. Elizabeth Barkley of Foothills College in California. A talented pianist, Dr. Barkley has also authored two books on student engagement and speaks throughout the country to college faculty.

Dr. Barkley spoke for three hours in the morning, and then the attendees broke for four sessions in the afternoon. Faculty from a variety of colleges held sessions on topics ranging from use of student response systems to research about faculty attitudes toward their own learning experiences.

"The conference was a resounding success," says Dr. Katie Pridemore, Director of the Center for Academic Excellence. "We had over 100 registrants from several institutions in Georgia and surrounding states. The faculty presentations were exceptional with lots of teaching and learning had by all!"

This is the fifth year that Dalton State has held this teaching and learning conference. It is always held in mid-March, and the conference has grown greatly in attendance and interest since its beginning in 2010.



Dr. Elizabeth Barkley

End of Year Activities

April 24, 6:00 p.m.

Student Leadership Awards
Banquet

April 25, 9:00 a.m.

Student Awards Convocation,
April 25, 12:30 p.m.

Spring Faculty Meeting

May 9, 7:00 p.m.

Spring Graduation



Faculty and Staff Recognition



Four faculty presented at the South Atlantic Modern Language Association Conference in Atlanta on November 8-10. English faculty Dr. Cecile de Rocher, Dr. Jonathan Lampley, Mr. Ryan Reece, and Dr. Lorena Sins held a panel discussion titled "The Graphic Novel: Why, Whither, Whence?" about the graphic novel in academe. Professor de Rocher moderated, and Professors Lampley, Reece, and Sins considered such questions: What is a graphic novel? What is its role in higher ed? What novels work best at your teaching level? How has reception of the medium changed? What do you expect for the future? What is single best graphic novel of all? The discussion between panel members and with members of the audience was lively and engaging.

DSC students – Manuel Aguilar, Brooklyn Cole, Stacy Hollifield, Jessica Layman, Rosi Lowry, Nanci Quintero, Kayla Weathers, and Daphne Wilkins – read their own creative works in a public venue, Antonio's Mexican Restaurant, on February 25. The reading was a teaching and learning event designed and implemented by Dr. Marsha Mathews for her course, ENGL 3100, Advanced Creative Writing, to foster collaborative learning beyond the confines of a classroom. Seven of these students are English majors.



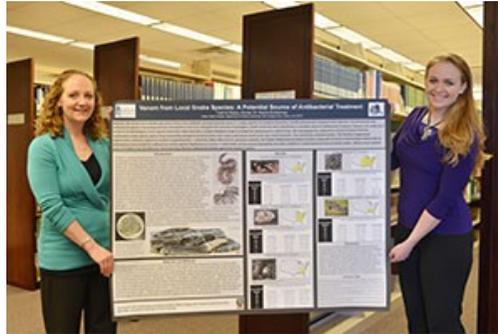
Ten students participated in the Creative Writing Student Showcase on April 15. Manuel Montelongo, Brooklyn Cole, Stacy Hollifield, Kayla Weathers, Hiram Coffey, Daphne Wilkins, Tanner Blackton, Joshua Beard, and Greg Ellis read from original works of poetry and fiction. The students were enrolled in Dr. Mathews' Advanced Creative Writing and/or Ms. Barbara Tucker's ePublishing class.



Faculty member Dr. Robert Clay and Dr. Leslie Harrelson joined Dr. Mathews and Ms. Tucker in reading original work as well.



Faculty and Staff Recognition



Dr. Marina Smitherman, Associate Professor of Biology, will be accompanying Biology student Faith Stokes to Washington, D.C. later in April. Ms. Stokes will present her research on the anti-bacterial properties of snake venom at the Council for Undergraduate Research's upcoming "Posters on the Hill" event on Capitol Hill in Washington, DC. Additionally, she and Dr. Smitherman have been invited to the White House. Faith's award-winning poster was one of 60 selected from 600 submitted to the Posters on the Hill competition; only a handful of the winning undergraduate researchers have also been invited to the White House.



Dr. Kris Barton, Associate Professor of Communication, accompanied student Kellie McClure to Albuquerque, New Mexico, to attend the Southwest Popular Culture Association in February, where they both presented papers. Ms. McClure presented, "Tweets and Tires: How Twitter is Influencing the World of NASCAR." Dr. Barton presented, "The Family Business: Bluths, Corleones, and the American Dream." Ms. McClure was a student in Dr. Barton's COMM 4602 (Mass Media and Society) course in Fall of 2013.

Two other students from that class presented papers at the Georgia Communication Association in February. Accompanying faculty members were Sarah Min, Instructor in Communication, Jerry Drye, Assistant Professor of Communication, and Barbara Tucker, Associate Professor of Communication. Casey Crook and Joshua Beard also shared work about the effects of mass media and pop culture. Casey's paper was entitled "'Beautiful Sublime Failure: An Examination of *The Venture Bros.* as a Portrayal of Contemporary American Culture." Joshua's paper was "Baby-faced Heels: How the WWE Uses Heroes and Villains to Take Over Pop Culture and Media."

At the Georgia Communication Association Conference, Jerry Drye and Barbara Tucker also co-presented with Paul Raptis of the University of North Georgia on the use of action research in the communication classroom. Barbara Tucker was also named President of the Georgia Communication Association for 2014-2016.

Congratulations to Dr. Marsha Mathews, Associate Professor of English, whose story, "Bus Ride to the City," appears in the current print issue of The Lost Angeles Review. The Raleigh Review published her poem "Kidnapping Mary" in its Winter/Spring 2014 print issue. Her poem, "Stuck" appears in Muse: An International Journal of Poetry, vol. 3, no. 2, in both digital and print formats. The digital version is accessible [here](#).

Ray Dales and Todd Phelps (not pictured), who both teach computer networking and service technology, have received recognition from Cisco Systems as **Advance Level Instructors**, placing them in the top 25 percent of Cisco Networking Academy instructors globally. They were recognized for their "impressive accomplishments and contributions" in the areas of participation in professional development opportunities, attention to student needs, and student performance.



IT'S NOT TOO LATE!

VOTE FOR ONE OF YOUR COLLEAGUES TO BE
 CAUGHT IN THE ACT OF GREAT TEACHING!

[Go to this link to Vote!](#)

Rage, Katie Pridemore, and Andy Meyer will visit the instructor and reward them with a unique mug, a plaque, and \$25 Amazon gift card, courtesy of DSC Athletic Department.



The Journal for Academic Excellence will now be publishing news about faculty accomplishments, presentations, awards, and publications. But we can't publish it if we don't know about it! Please send information and photos (if desired) to the editor, Barbara Tucker at

btucker@daltonstate.edu

Most of the notices here are about faculty in the Liberal Arts Building!
 Let's spread the wealth.

Students with Special Needs in General Physical Education: Implications for Teacher Education Programs Across Disciplines

Authors: Dr. Roben Taylor, Dalton State College; Dr. Ravic Ringlaben, University of Southern Mississippi; Dr. Rene Antrop-Gonzalez, Dalton State College

Abstract: This article seeks to draw specific attention to issues surrounding the full inclusion of students with disabilities in general physical education. To do this, the authors address six key issues: 1) the need for improved physical education for all students; 2) the present attitudes of teachers toward students with special needs in the physical education framework; 3) increasing student empowerment among students with special needs through meaningful participation in physical education; 4) parent roles in designing integrated physical education programs; 5) improved IQ for students with disabilities participating in physical education; and finally, 6) the need for advocacy for students with special needs. Implications for special and general education teachers are offered.

Students with disabilities are first and foremost students. Inclusion today provides opportunities for socialization and friendships to develop. Access should not be denied based on disability or any sole characteristic alone. Students with disabilities have the right to attend the same classes as their friends, neighbors, and families. This right provides a sense of belonging and the opportunity to become a valued member of the school and community. The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) is one of the nation's most significant federal laws relating to the education of children. This law was passed in 1975 (as PL 94-142) amended in 1997 and again in 2004 and is now referred to IDEIA. IDEIA seeks to protect and improve the education of all students, focusing on students with disabilities and providing specialized services to ensure that all students receive a free and appropriate education. IDEIA not only seeks to grant equal access for students with disabilities, but also provides additional safeguards guaranteeing that students with disabilities are to be educated to the maximum extent with students who do not have disabilities.

Beginning in July of 1998, Congress required statements describing how a student's disability affects his involvement in the general education curriculum to be included in all individual plans for students with disabilities. This is known as an Individual Educational Plan (IEP). The statement of services in the IEP must also include a statement of the supplemental aids and services that will be provided for the student and a statement of the

program modifications and supports for school personnel that will be provided for the student's involvement in general education and participation in extracurricular and nonacademic activities. [20 U.S.C. Sec. 1414(d)(1)(A)(i)&(iii).] Hence, this article seeks to draw specific attention to issues surrounding the full inclusion of students with disabilities in general physical education. To do this, I will address five key issues: 1) the need for improved physical education for all students; 2) the present attitudes of teachers toward students with special needs in the physical education framework; 3) increasing student empowerment among students with special needs through meaningful participation in physical education; 4) parent roles in designing integrated physical education programs; 5) improved IQ for students with disabilities participating in physical education, and finally, 6) the need for advocacy for students with special needs.

Physical Education for All

Separate is not equal. If something is offered to all students it must be accessible to all students. Access should not be denied based on disability or any characteristic alone. Students with disabilities have a right to be afforded the same opportunities as students enrolled in general education, specifically physical education. The National Curriculum for Physical Education (NCPE) 2000 featured a comprehensive statement in relation to the needed improvement for inclusion of students with disabilities in physical education classes. The NCPE is calling for unified blending of students without disabilities enrolled in general physical education

and those students with disabilities for more meaningful educational and physical educational opportunities. In fact, in 2008, Maryland passed the Maryland Fitness and Athletic Equity Act ensuring, according to Fine (2009), that students with disabilities would no longer serve as just spectators, but would have the same right to access athletic opportunities at all Maryland schools. Therefore, physical education teachers are to ensure that all students with or without disabilities have the chance to succeed, whatever the needs and potential barriers may be.

Physical education teachers and school leaders are charged not only with finding and following teaching strategies that are appropriate for all students today, but also with creating structured physical education. Everhart, Diamond, Stone, Desmond and Casillio (2012) suggest that general physical education plays a major role in influencing the academic achievement of students with disabilities. According to their study, students with disabilities who engaged in physical activity showed consistent improvement in academic work. Another issue of concern facing physical education teachers, according to Green and Smith (2004), is the question of how to accurately assess the physical ability of students with disabilities. In the revised NCPE (2004), students are required to be able to perform activities in order to meet specific assessment criteria. Green and Smith (2004) further report there are many underlying problems in the area of the assessment of students with disabilities and the physical ability assessment standards required in the NCPE. These authors state that students with disabilities are oftentimes excluded from typical school experiences in physical education because of the importance that NCPE places on achievement, skills, and performance. More research is needed to solve this problem of accurate assessment of physical ability in order to meet the demands set forth by the NCPE.

Teacher Attitudes Towards Students with Special Needs in Physical Education

Inclusion is a key philosophical belief that all students, including those with disabilities, belong in equivalent classrooms as their same age peers without disabilities. Attitudes toward individuals

with disabilities, according to Ringlaben and Griffith (2008), are often charged with prejudice, including false cognitions, negative affect and behavioral ignorance, thus restricting students with disabilities active participation in school and community life. Smith and Thomas (2006) indicate the need for inclusion of students with special needs to be educated in inclusive classrooms with their peers is still a major issue. Inclusion continues to draw national attention from policy makers and researchers. In their study, Smith and Thomas (2006) investigated the interrelationships and issues with the inclusion of students with special needs and disabilities in the physical education classroom. Smith and Thomas (2006) discovered a disparity between physical education for the typically developed student and those with special needs regarding physical education. These researchers examined the feelings of teachers and students regarding inclusion, both inside and outside of the physical education framework.

This study's general consensus reflected that inclusion of all students with special needs was unrealistic and simply too difficult for many students with severe disabilities. Interestingly, too, was the finding that a teacher's gender affected attitudes towards individuals with disabilities. In other words, in many cases, female professionals demonstrate more positive attitudes than their male counterparts.

Winnick (2005) reports most teachers view inclusion as a means to provide both special and regular education students an "equal opportunity" to participate in physical education by allowing all students to perform the same skill with no modification of the skill – just an attempt to perform. The concern here is by providing students with special needs the "same" opportunity as students without disabilities, teachers are not making fair assessments. Students with disabilities have the right to participate in physical education with appropriate modifications regardless of their degree of disability or ability. These students have the right to be included in all activities by taking active roles and being valued by the physical education teachers.

Gafni, Hutzler, and Zach (2005) revealed most

teachers believe inclusion was effective but do not know how to specifically help students who had disabilities. Students with learning disabilities are being included in physical education lessons now more than they were in the past five years.

However, one concern teachers expressed was the safety of students with disabilities while participating in physical education. The authors' reported findings supported the belief that students with disabilities who do take part in physical education are often treated as an outsider by their peers.

It was also noted that students with educational needs were sometimes restricted or excluded from competitive team sports that tend to form the heart of physical education curricula. Physical education teachers tend to have a very competitive nature and most are more focused on team sports. This type of background breeds reluctance in teachers, making it very difficult for them to change their philosophical belief in reference to including students with disabilities who may be unable to compete in team games. Physical education teachers not only have to construct lessons that will include students with special needs but also consider the effect it will have on the learning and experiences of the other students in their class.

Aufderheide, Knowles, and McKenzie (2001) stress that physical education teachers need more appropriate training and preparation in how to strategically include all students if these students are to be successful, contributing members of the physical education classroom and team. According to these researchers, one of the main reasons physical education teachers hesitate to include students with special needs in lessons is due to their lack of knowledge of how to strategically address the needs of this population of learners. As a result, these teachers lack the confidence to include students with disabilities, thereby resulting in inadequate physical education opportunities. In other words, inadequate professional training leads to inadequate opportunities for students with special needs. Thus, general issues of inclusion are explained to classroom teachers but not targeted specifically toward physical education. More detailed instruction targeting the inclusion of children with special needs could be one of the most successful ways to improve the degree to

which teachers are able to involve these students in physical education.

Teachers who possess low self-efficacy expect failure in an inclusion setting and would rather avoid the problem than seek resources to confront it. Therefore, it appears that teachers with low self-efficacy tend to see students with disabilities as a threat rather than a challenge for their professional performance. If a teacher possesses self-efficacy, they do not perceive themselves as unable to cope with the expected norm and may perceive the situation as challenging. Knowledge acquisition of how to work with students with disabilities and methods needed for including them is expected to increase perceived self-efficacy.

Increasing Student Empowerment through Physical Education

According to Fitzgerald, Jobling, and Kirk (2003), students with disabilities perceive themselves as inferior when compared to students enrolled in general physical education. During activities involving team participation, students with disabilities were either minimally involved or left out of the activity altogether. Being treated differently establishes feelings of inadequacy and self-doubt in student with disabilities as well as separation in the area of physical education. According to this same study, students with disabilities are often reported as being able to learn the necessary skills and fitness activities, but are unable to perform in team situations during the actual game. These same students frequently become very confused and frustrated when unable to compete alongside their class peers.

In this same study, the authors observed students with learning problems engaging in physical education through a task-based approach implemented by their physical education teachers. The design evolved as the sessions unfolded. After a session was finished, an evaluation was conducted to decide how to approach the next session. This evaluation allowed these researchers to be responsive to students and develop tasks that came from students' interests and reactions to tasks. Value was also placed on student communication to the researchers, thereby allowing students to be active participants in society and express their

own personal thoughts and views. Finally, these students were made to feel that what they had to say was valued by this group of researchers. The task-based approach provided a safe setting in which students with disabilities would have the space to explore and learn more about themselves and others. Encouraging individual reflection and shared discussion also resulted in increased confidence and empowerment of students with disabilities.

Furthermore, students diagnosed with emotional and behavioral disorders (EBD) presented teachers with a significant challenge regarding inclusion. These students typically do not perform well in team-based activities, which tend to be competitive in nature. According to Green and Smith (2004) and Moon and Renzaglia (2001), students with disabilities, such as learning disabilities, tend to cause less problems during physical education classes than students identified as having emotional and behavioral disorders although this group did function more efficiently during individualized activities.

According to Azrin, Ehle, and Vinas (2007), physical activity used as reinforcement for classroom calmness worked amazingly in the lives of two 13-year-old boys diagnosed as Attention Deficit/Hyperactivity Disorder (ADHD) and moderate intellectually disabled. These students' ADHD was of the combined type, both hyperactivity/impulsivity and inattentiveness. Both boys went to a public school and were enrolled in a special education class designed for students with severe emotional and intellectual disabilities. Their special education classroom setting was small, consisting of only 13 students, a teacher, and one assistant. The assistant's primary concern was in managing the two boys' constant restlessness and hyperactivity. One of the two boys was on medication for his disorder. The classroom behavior management plan was based on positive reinforcement and utilized a token economy or 'point system' with reinforcers being given at the end of the week from a "point store."

The teacher in this study reported no change in behavior regardless of strategies utilized in the classroom. According to the researchers, this

teacher described these students with ADHD as extremely disruptive to the class causing much confusion and chaos, thereby hindering the learning of everyone in the classroom. A baseline recording was taken of the boys' inattentive and restlessness during their normal classroom activity. The class period was divided into one-minute recording intervals. Two independent observers recorded both students' activity. The mean percentage of inattentive restlessness intervals was 95% and 90%. The intended reinforcer was an opportunity to play in the recreational area.

Over a four-day period, the boys went through a behavioral shaping period in a separate room. Words of praise were given, such as "You're sitting so still," "You are paying close attention to the tasks," among other praise words. At the end of the designated response duration, the boys were allowed time to play in the recreational area as reinforcement for appropriate behavior. After this behavioral shaping procedure, the boys returned to their classroom to participate in the scheduled instructions of the class. The boys could earn two five-minute activity periods, the first after 15 minutes of calmness and the second after an additional 15 minutes. The results indicated that engaging in physical activity was an effective reinforcer for the two boys and after individual shaping, resulted in improved classroom conduct and calmness.

Parent Roles in Designing Integrated Physical Education Programs

A parent is a child's first teacher. Parents are familiar with habits, skills, and abilities. Parental involvement is essential for children with disabilities to receive a successful education. According to Downing and Rebollo (1999), parental roles in the education of children with disabilities have broadened. Particularly noteworthy, as reported by these authors, is children who are involved in programs that have established supportive home-school relationships in both integrated and adapted physical education have reached more advanced levels of achievement in school than students in school without comparable programs. The authors distributed a 21 question survey to the parents of students with physical disabilities. The results

indicated parents ranked the items on the survey in terms of how important each was perceived relative to its contribution to their child's physical education program. Parents chose class size as the most critical factor for their child's successful integration in a physical education program. Higher parental responses indicated that class size, teacher, parent, administrative support and interest, physical health, and motivation were the most important factors for successful implementation of an integrated physical education program.

This group of parents suggested that cognitive skills were less important factors for physical education placement. From this study, parents demonstrated an understanding of the need to decrease class size, in both general and integrated physical education classes. They also voiced their concerns regarding teacher preparation issues and support of education for students with disabilities. Parents preferred basing physical education placement decisions predominantly on psychomotor skills over academics, which has remained a contentious issue for professional physical educators since the inception of the integration initiative. Based on these results, further study of the roles of parents in the education of their students with disabilities seems warranted, especially in regard to their perspectives on methodologies for constructing integrated environments that positively affect social skills. It is suggested that parents of these students be encouraged to become more active in the educational process of their children and that they be afforded more opportunities through training programs, advocacy, and other cooperative arrangements to do so in the future.

Improved IQ Scores for Students with Disabilities Participating in Physical Education

The fitness level of individuals with disabilities is normally lower than that of non-disabled persons. Yet, it is conceivable to assume students with disabilities could reap the same benefits as students enrolled in general physical education if effective programming were implemented. Research by Moon and Renzaglia (2001) has described a positive relationship between improvements in fitness level and improvement in IQ, self-concept, and peer relations as indicated by

standardized tests, self-reports, and questionnaires. These researchers found that a ten-week program increased IQ by 25% in an experimental group that participated in physical education activities as a substitute for all academic subjects.

Perritt (2008) conducted a study showing a positive relationship between learning a physical activity and improving self-concept. These researchers found that a group of 14 adolescents with intellectual disabilities improved significantly on post-test scores of a personal rating scale after a five week skiing program. For example, the magnitude of success in learning to ski was positively and significantly related to the amount of change in self-concept. Until recently most physical education programs for the intellectually impaired have emphasized perceptual-motor skill development rather than physical fitness. As a result, many nonfunctional gross and fine-motor activities have been instructed at the expense of typical skills that comprise fitness and sports activities.

Chow and Frey (2005) conducted a study to examine the relationship between body mass index, physical fitness, and motor skills in students with mild intellectual disabilities. Evidence shows that a high body mass index negatively affects motor performance and physical fitness in students without intellectual disabilities. A large group of students with mild intellectual disabilities participated in the testing. Fitness testing was conducted within the first three months after school started and motor testing was conducted the following three months. Height and weight measures for the calculation of body mass index were obtained from school records.

Students were classified according to body mass index as normal, overweight, and obese. Students completed the following five activities: (1) one-minute sit-up (muscular endurance), (2) isometric push-up (muscular strength), (3) sit and reach (flexibility), (4) six- to nine-minute run/walk test (cardiovascular), and (5) triceps and calfskin fold measure. From the testing, 97% of the students were classified as obese. Body mass index had a small, negative influence on aerobic performance and muscular strength in students with mild intellectual disabilities. Overweight and obese

students performed worse on the six- to nine-minute run than those with normal body mass index values. Students with intellectual disabilities perform poorly on other fitness measures like muscular strength and flexibility when compared to peers without intellectual disabilities.

Advocacy for Students with Special Needs

According to Lantz, Sullivan, and Zirkel (2000), several recommendations apply to interscholastic athletics, field trips, and similar school activities. School officials should work with athletic associations to promote the development of sound waiver policies. Schools need to require athletic associations to support the best interests of all students by implementing a program that would involve students with disabilities. Schools should play an active role in forming committees comprised of administrators, teachers, coaches, parents, community members, physicians, and students. These committees' responsibilities would be to consider the requests from students with disabilities for modification of programs. The committee's decision should be based on the severity of the disability, checking to see if the rules exclude students because of a disability, and the impact an accommodation would have on the integrity of the program.

Teachers are allowed to make most of the lower stakes decisions concerning their students. To ensure that equal participation in physical education is achieved, special education teachers must continue to work closely with general education teachers to safeguard this basic right of the pursuit of health and happiness for all. Researchers are urged to reflect on the opinions of students affected by inclusion policies in physical education classrooms. Research should begin with the students' interests as the heart of the study. Future research should seek ways to better prepare and inform teachers and school personnel how to effectively teach and include students with disabilities in physical education. Individuals stirring the debate to include students with disabilities in physical education should consider the inadvertent consequences that such action might have on all students involved. Future research should explore more completely the consequences of the long-term

process of inclusion within physical education and the important role of the teacher.

Implications for Students with Disabilities, Physical Education, and Teacher Education Programs

The Individuals with Disabilities Education Improvement Act (IDEIA), Public Law 108-466 (2004), states that physical education is a required service for students between the ages of 3 and 21 who qualify for special education services because of a specific disability or developmental delay. The term special education means specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability, including: instruction conducted in the classroom and instruction in physical education. These specially designed programs are outlined in students' Individual Education Programs/Plans (IEP). Therefore, physical education services, specially designed if necessary, must be made available to every student with a disability receiving Free Appropriate Public Education (FAPE). Physical education for a student with disabilities must be developed along three components: physical and motor fitness, fundamental motor skills and patterns, and skills in individual and group sports.

Thus, the implication of IDEIA's laws is to integrate all students within instructional and extra class programs and to individualize the instructional strategies and activity areas to support students with disabilities. Unfortunately, multiple barriers can stand in the way of fitness and leisure for students with disabilities. Many general education students have a chance to exercise in physical education classes and on the playground at recess. However, these opportunities for fitness and leisure are limited for children and adolescents with disabilities. For students with disabilities to be successful in general physical education, teachers must take a proactive role in creating inclusionary opportunities. When students with disabilities are included in general physical education, it provides opportunities for friendships to develop and academic skills to improve. Students with disabilities want to have friends, enjoy activities, and be included like everyone else.

While the main focus of this article has centered on the intersections between students with special



needs and in/equitable access to physical education, the ideas presented here have significant and clear implications for teacher education programs across all disciplines. For example, given that most teachers are desirous of all students learning, they report less than adequately prepared to do so (Ringlaben & Griffeth, 2008). This lack of teacher efficacy is not limited to physical education teachers but to most general education teachers. Therefore, there exists a strong need for teacher education programs to not only conceptualize and implement introductory foundation courses in special education that raise consciousness around the sociopolitical and historical principles of this field, but to also prepare students well concerning the pedagogical principles and methods that center on teaching students with special needs. Moreover, these courses must not be taught in isolation but across disciplines in order to insure that all teachers are confident in their knowledge and dispositions when working with students who have special needs.

Finally, there is a strong connection between the extent to which teachers are well prepared to work with students with special needs and the degree to which they in turn are able to empower their students to advocate for themselves, as they also work to raise consciousness among policy makers, their elected officials, and their neighbors regarding their enhanced life chances and equitable access to structures of opportunities. Until all teacher education programs align their rhetoric with their actions, students with special needs across disciplines will continue to suffer the consequences of school spaces that render them invisible and not worthy of being fully humanized. Hence, it is the moral obligation of teacher education programs to embark on these important journeys of justice for students with special needs, their parents, and the communities in which they are situated.

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About the website Tubechop.com?

It allows you to very easily cut portions of YouTube videos. Just insert the YouTube video URL, indicate the minutes and seconds marks where you want the portion to start and stop, and Tubechop creates a separate URL for the cut portion, which you can then put into a PowerPoint or in D2L.

Like the old commercial said, Try it, you'll like it!



A Word from the Director

It is with mixed emotions that I write this piece to let you know that I will be resigning as the CAE Director at the end of the Spring 2014 semester.



Katie Pridemore

I have truly enjoyed serving as the CAE Director for the past 3 semesters.

However, an opportunity has presented itself and I have accepted a math faculty position at an institution in my home state of Florida which begins Fall 2014.

Thank you to all the wonderful faculty and staff who have helped me along the way. In particular, I'd like to thank Barbara Tucker, Susan Burran, Jenny Crisp, Orenda Gregory, Mike Hilgemann, Matt Hipps, Christy Price, and Marina Smitherman for serving on the CAE Advisory Committee.

I am certain that the CAE will stay strong and continue to grow and flourish in the coming semesters.

Thank you all!

**REVISED DEADLINE FOR SUBMISSIONS TO THE
JUNE PROCEEDINGS EDITION OF
JOURNAL FOR ACADEMIC EXCELLENCE:**

MAY 12

Put your presentation in publishable format, using APA 6th edition. It will appear in the June edition of the *Journal*.

See following page for full submission guidelines.

Since the presentations were juried, the papers will be accepted without review by the panel. However, they might be edited as needed.

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.