



2018 - 2019

Faculty Excellence in Online Teaching Award

Diane Gregg, Ed.D.

Associate Professor, Library Media/Instructional Technology

John H. Lounsbury College of Education

Georgia College

March 1, 2019

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Faculty Excellence Award Application Form



Name: Diane Gregg

Rank: Associate Professor

Department: (CoE) Professional Learning & Innovation

Award applying for:

(Check one)

	Excellence in Teaching Award*
✓	Excellence in Online Teaching Award*
	Excellence in Scholarship & Creative Endeavors Award*
	Excellence in University Service*
	Excellence in Scholarship of Teaching & Learning Award*
	Department/Program Excellence Award^
	Irene Rose Community Service Award^
	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominations are due by November 17, 2018 to the college Dean.

College selectees notified by the college by December 3, 2018.

College nominees' final applications received by Center for Teaching and Learning (ctl@gcsu.edu) by March 1, 2019.



February 26, 2019

Excellence in Online Teaching Award Committee

Center for Teaching and Learning

Georgia College

231 West Hancock Street

Milledgeville GA 31061

Dear Excellence in Online Teaching Award Committee Members,

Please accept this letter in support of Dr. Diane Gregg's application for the Excellence in Online Teaching Award. I am familiar with Dr. Gregg's online teaching and I have been teaching online since 1990. I have also done research in this area, so I feel confident in being able to provide an informed assessment of her work. I will highlight three areas in this support letter (1) Dr. Gregg's strong commitment to quality online teaching and learning, (2) her effective and innovative online teaching practices, and (3) Dr. Gregg's extraordinary commitment to fostering the academic success of online students.

Strong Commitment to Quality Online Teaching

Teaching

Dr. Gregg teaches a variety of online courses in Educational Technology and Library Media. Each course is carefully prepared according to Quality Matters standards which is the industry standard for creating and maintaining quality course designs. As a nationally certified Quality Matters course reviewer, I had the opportunity to look at some of Dr. Gregg's online courses.

In her courses, the information is easy to find with headings such as "Start Here" so students can find key information like the syllabus at the start of the course, due dates, and contact information. Other headings such as "January Content" keep students on track as assignments become available. She also makes good use of announcements so students are never searching for what is due. Dr. Gregg also uses the announcements as a tool to provide additional resources and information items to assist with assignments. Blended throughout are eye-catching images that make the course look appealing. There is also an inclusion of many audio and video resources to supplement the text-based information.

Dr. Gregg's online discussions include carefully crafted prompts that invoke thoughtful responses by students and lead to student-to-student discussion, which is the sine qua non of high quality online discussions. I also find that Dr. Gregg puts a lot of time into responding to students. I often see short responses like "good job" by instructors but Dr. Gregg's were inspirational, provided additional concepts or resources to think about, and/or guided further learning. Often there are a couple of paragraphs of information in response to individual student discussions. I also noticed that all discussions led to higher-order thinking or critical analysis of information. Even the general introduction discussion at the start of the course is designed to build an online community of learners, and asks for thoughtful responses to questions such as **"What does children's literature mean to you professionally?"**

The course assignments in Dr. Gregg's courses are all standards-based, real-world activities designed to prepare students for the position they are seeking in instructional technology or library media. Each assignment has a detailed rubric so students know what is expected of them with the task. It is also evident that Dr. Gregg stays in close communication with her K-12 partners so that her students will complete assignments that support current practice in the field.

Dr. Gregg teaches courses such as Introduction to Instructional Technology for Teachers, Intermediate Instructional Technology for Teachers, Instructional Technology for Teachers, Foundations of Instructional Technology, Library Media/Instructional Technology Internship, Introduction to Computers & the Internet in Education, Selection & Utilization of Multimedia in Education, Computer-mediated Communication in Education, Software Evaluation and Curriculum Integration, and Instructional Design. Given this extensive work in the area of instructional technology, it is no wonder that her online teaching is of such a high quality. Dr. Gregg continuously engages in professional development for these and her Library Media courses and this also supports her online teaching.

Service

In terms of service, Dr. Gregg serves as a member of the IDEAS Task Force Committee (campus D2L online learning). She also coordinates the Library Media/Instructional Technology internship, which involves interacting with school districts and private businesses throughout Georgia. Recently, Dr. Gregg used her expertise to perform an external review for Educational Technology Program at Midwestern State University. She is also involved in K-12 service that supports her online teaching such as serving as a chair or member of committees such as K-12 technology curriculum committees and program reviews. Dr. Gregg is also the Program Coordinator for the Library Media/Instructional Technology programs in the Department of Professional Learning and Innovation.

Scholarly Activities

Dr. Gregg supports her outstanding online teaching by continuing to engage in scholarship related to online instruction. Some examples include the following:

- Peck, Marcia and Gregg, Diane. "A Bridge Too Far? Online Learning Communities." 39th Annual Conference of Eastern Education Research Association (EERA) Hilton Head, SC (February 2016).

- Peck, Marcia and Gregg, Diane. "Connecting at a Distance." Conference on Technology in Higher Education. The Global Forum on Technology in Higher Education (GFHTE), Marrakech, Morocco (June 2015).
- Gregg, Diane E. (2014). "Beyond Bloom's Taxonomy: Preparing Students for Critical Thinking in this Digital Age." Southeast Regional Professional Development Center, Southeast Missouri State University, Cape Girardeau, MO (August 2014)

Participation in many other professional development opportunities and working on other scholarly projects keeps Dr. Gregg up to date with the latest technological tools for use in her courses.

Effective and Innovative Online Teaching Practices

Student Engagement

There is a lot of evidence of student engagement in Dr. Gregg's courses. For example, she has students create blogs, which research shows provides a high level of student engagement in areas such as taking writing assignments into the real world, encouraging collaboration and teamwork, and reviewing what was learned. Literature circles are another tool that Dr. Gregg uses to promote cooperative learning and student engagement. Research also suggests that literature circles are ways to encourage critical thinking, **open dialogue**, **creativity**, and allow students to take **ownership of their own learning experience**. Another effective, research-based pedagogical method Dr. Gregg uses is peer learning groups where direct interaction between students promotes active learning.

Students generally feel more comfortable and open when interacting with their peers and this method reinforces students' own learning through instructing others.

Student Satisfaction

For me, a big measure of student satisfaction is when students talk with me about an instructor and his or her courses in a positive way. I can attest to the fact that all I have ever heard about Dr. Gregg is supportive comments about the quality of her online instruction and the value of her courses when her students graduate and begin their work in Library Media or Instructional Technology. They comment on her consistent availability to help them with classes, her way of making challenging concepts easy to understand, and how she provides thoughtful feedback on assignments.

Effectiveness in Achieving Desired Learning Outcomes

In my role, I often focus on the big picture of how our graduates are doing in the schools. As such, I am confident that students are achieving the desired learning outcomes because of their success as they complete the program and begin working in the area. Again, the feedback from graduates is consistently positive and they feel well prepared because of Dr. Gregg's instruction.

Extraordinary Commitment to Fostering the Academic Success of Online Students

Development of Rapport with Individual Learners

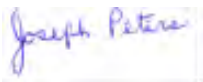
Georgia College is noted for the relationships it develops with its students and some faculty are better than others. I would rank Dr. Gregg as exceptional in this category. She is always available in her office for appointments, by email, by phone, and even through videoconferencing. Dr. Gregg has a way of relating student experiences with her own and building great relationships. If you look at her course introduction discussions, she puts students at ease and

Rapport Beyond the Virtual Classroom

In her letter for promotion, I noted that a hallmark of an outstanding teacher is the ability to mentor and how the ability to mentor is being recognized in higher education to a degree greater than in times past. Dr. Gregg has mentored numerous students over the years. Among them are, students selected as Media Specialists of the Year in a local school districts. Many others are practicing Media Specialists that readily acknowledge the role Dr. Gregg has in their lives.

In closing, I fully support Dr. Gregg's nomination for the Excellence in Online Teaching Award. She is a dedicated teacher who goes the extra mile to develop the highest quality courses, instruct and guide students, and use multiple research-based best practices to engage students and promote their learning. Please do not hesitate to contact me if I can be of further assistance in ensuring Dr. Gregg's successful receipt of this prestigious award.

Respectfully submitted,



Dr. Joseph Peters

Dean, College of Education

Georgia College

220 Kilpatrick Education Center

Milledgeville, GA 31061

478-445-2518

Joseph.Peters@gcsu.edu



March 1, 2019

Dear Members of the Review and Selection Committee,

This letter is written to acknowledge the extraordinary graduate-level online teaching that is the hallmark of my colleague, Dr. Diane Gregg. Dr. Gregg is a champion of student-centered learning and demonstrates the ability to sustain high-quality, meaningful, fully online instruction of graduate students who include master's level candidates in Library Media and/or Instructional Technology. As well, Dr. Gregg regularly teaches fully online graduate level courses for students who soon become advocates for studying the content of "diverse, adolescent literature" with her in a very popular online course and who represent a cross-section of students completing advanced programs in our college.

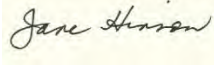
Dr. Gregg believes connecting with students is the first step in creating a positive, supportive learning environment. Dr. Gregg is "present" in the newer realm of online learning in ways that help her students know from the moment a course launches that they are not out in cyberspace left to figure out on their own the course delivery platform, its features, and a separate portfolio management system. She builds a personal relationship with each student, maintains contact and connection with each to document student progression through each course. She builds group discussion and interaction opportunities so that virtual communities are experienced as genuinely humanizing experiences through lively, spirited learning.

Dr. Gregg is a career educator and the qualities that made her an able and masterful school principal, school media specialist, and teacher translated seamlessly into her entry into higher education more than a decade ago. From that time forward, Dr. Gregg has been a pacesetter to bring her Library Media program fully online and accessible to students around the state. We are all so very proud that the M.Ed. in Library Media program is nationally recognized. Dr. Gregg serves as program coordinator and advisor and is the lead writer of documentation that gained national recognition for this program by the American Association of School Librarians (AASL), a division of the American Library Association.

Although online program graduates may be less likely to travel to campus for graduation ceremonies, it is common for Dr. Gregg's students to participate. They want the pleasure of meeting and greeting this educator with whom they have formed a lasting professional bond. Were you to visit Dr. Gregg's office, you would see pictures of her students proudly displayed. These are adult learners who know the positive impact and difference Dr. Gregg made in their professional lives.

I am excited for the possibility that Dr. Gregg's dedication to students and teaching excellence may be honored through selection for this award. I am certain she prizes the transformative learning experiences they share above all else.

Most sincerely,

A handwritten signature in cursive script that reads "Jane Hinson". The signature is written in black ink on a light yellow rectangular background.

Jane Hinson, Ed.D.
Professor, Foundations of Education

Office: 105 Kilpatrick Hall

Milledgeville, GA 31061

Telephone: (478) 445-6176

Email: jane.hinson@gcsu.edu

Condensed Curriculum Vitae

Education

Ed.D. 2007 Teaching & Learning Processes w/ specialization in Educational Technology; University of Missouri - St. Louis, St. Louis, Missouri; Dissertation: Principals and Library Media Specialists Working Together: A Case Study of One Elementary School

Professional Experience

2017-Present Associate Professor of Library Media and Instructional Technology; The John H. Lounsbury College of Education, Georgia College & State University, Milledgeville, Georgia

2011-Present Program Coordinator: Library Media/Instructional Technology, Department of Professional Learning and Innovation, The John H. Lounsbury College of Education, Georgia College & State University, Milledgeville, Georgia

2007-2016 Assistant Professor of Library Media and Instructional Technology; The John H. Lounsbury School of Education, Georgia College & State University, Milledgeville, Georgia

Research Interests

Children's, Young Adult, and Diverse Literature for Students and Educators
Information Literacy
Intellectual Freedom and Banned/Challenged Books

Teaching Interests

School Library Media
Children's, Young Adult, and Diverse Literature
Critical Thinking
Information Literacy
Intellectual Freedom and Banned/Challenged Books

Courses Taught

Instructional Technology for Teachers
Foundations of Instructional Technology
Information Technologies in the Media Center

Selection of Library Media
Information Sources and Services in the Media Center
Library Media/Instructional Technology Internship
Children's Literature in the Media Center
Young Adult Literature in the Media Center
Software Evaluation and Curriculum Integration
Critical Thinking: Growing Up with Literature
Instructional Design
Diverse Literature for Today's Schools

New Courses Developed

Children's Literature in the Media Center
Young Adult Literature in the Media Center
Critical Thinking: Growing Up with Literature
Diverse Literature in Today's Schools
Global Perspectives: What Traditional Literature Teaches Us about Self, Family, and the World—in process
Instructional Strategies and IT Integration—in process for Fall 2019

Presentations

Gregg, Diane and Brand, Shanda. Georgia College's College of Education Library Media Program (invited presentation). 2018 Human Resource Roundtable, Rock Hill Schools Central Office, 386 E. Black Street, Rock Hill, SC 29730. (May 2018).

Peck, Marcia and Gregg, Diane. "A Bridge Too Far? Online Learning Communities." 39th Annual Conference of Eastern Education Research Association (EERA) Hilton Head, SC (February 2016).

Gregg, Diane E. (2011). "Intellectual Freedom and Censorship: Are You Ready for a Challenge?" Diversity in Education Annual Conference, Fort Valley State University. Fort Valley, GA.

Professional Service and Scholarship

Service to the University

- College of Education's One Evaluation Task Force, Summer 2017-present
- University Senate Subcommittee on the Core Curriculum (SoCC), Fall 2016-Fall 2017
- Graduate Commencement Hooder, Spring 2014-Fall 2018
- Center for Teaching & Learning Director Search Committee member, Spring 2018
- President's Scholarship Competition Faculty Interviewer, Fall 2007-2017
- Student Judicial Board, College of Education Faculty Advisor, 2010-present

University, College, and Program Initiatives

- Ina Dillard Russell Library Faculty Fellows Project recipient—revise GC1Y Critical Thinking: Growing Up with Literature to incorporate Information Literacy-Based Learning, Fall 2016, Spring 2017; delivered updated course Fall 2017
- Special Professional Association (SPA)/NCATE Report-Library Media, Principle writer
- Nationally Recognized Library Media Program, American Library Association/American Association of School Librarians—2015-present

Local, State and National Involvement

- Incorporating Multicultural Literature in Your Media Center & Suggested Resources for Charlotte Nisbet, Media Specialist at Turner Woods Elementary School (Jones County)—Fall 2018
- External Reviewer for Educational Technology Program at Midwestern State University, Wichita Falls, TX—May 2016
- American Association of School Librarians/Bound to Stay Bound Travel Grant Application Reviewer—May 2015, 2017, 2019
- Georgia Consortium on Advanced Library Education 2013-2014, 2018-present—participating member
- “A Book That Shaped Me” Library of Congress National Book Festival Summer Writing Contest Judge for “rising” 5th and 6th grade essays—2013-2018

Professional Development

- CTL and Russell Library Workshop: Teaching Students How to Fact Check—Spring 2018
- CTL Workshop: Universal Design for Learning: How to Make Your Course Documents Accessible for All Learners—Fall 2018
- Watermark Training; for SMART reporting—Fall 2018

Professional Memberships

- American Library Association
- American Association of School Librarians
- Georgia Library Media Association

Reflective Statement

Teaching and Learning Philosophy

I am a facilitator in the teaching and learning process, an educator who just happens to spend the majority of my teaching time online. I am committed to fostering academic success for online students by developing rapport with individual learners in and beyond the virtual classroom. I connect student to content, naturally; but more important, I connect student to student in an effort to build and maintain a healthy online community as described by Collison, Elbaum, Haavind, & Tinker (2000). Essential components of this community are voice, tone, and critical thinking.

Voice gives me the ability to take the lead, facilitate, or stand aside as students take charge of their own learning. My tone alerts the online community to my role as analyzer, supporter, encourager, or inquirer. The use of critical thinking skills encourages students to focus their ideas, dig deeper, and explain thoroughly while remaining open to the ideas and explanations of others. I am intentional when I participate in a discussion or when I simply “lurk” during a conversation. Likewise, I purposefully develop online projects and activities that provide students with opportunities to construct their own knowledge, gather as peer learning groups, or seek out my input.

Strategies and Objectives as Applied to the Online Environment

My goal in every online course is for students to succeed. My instruction is standards-based ensuring each student is equipped with the knowledge and methods necessary to meet the challenges of educating 21st century learners and remain lifelong learners. For my students specifically, I implement standards set forth by the American Association of School Librarians (AASL), Technological Pedagogical Content Knowledge (TPACK), and Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

I provide students with projects and activities that engage them in real-world learning opportunities. I also utilize regular online discussions so students can build a community of learners, network with current and future experts in the field, and critically examine and apply textbook topics to their own teaching and learning situations. For instance, students develop literature blogs in which they model selection and evaluation of literature, promote the use of physical and virtual resource collections for leisure and learning, and demonstrate collaborative learning groups for teaching and learning.

Regular weekly discussions contribute greatly to my students’ understanding of the content as well as to the feeling of community. I ask them to respond to my initial discussion prompt; but they also must reply at least once to a classmate. These discussions, usually based on textbook readings, call for students to consider content, outside research, personal experience, and peer input as they respond. I work hard to compose questions and prompts that lead to critical thinking—applying what they know to real world situations, analyzing new information and drawing conclusions, synthesizing content in order to propose alternative ways of thinking,

and evaluating ideas in search of best practices and quality work. Below is an example of the content and style of my discussion prompts.

EDIT 6266 Diverse Literature for Today's Schools
Gender, Sexuality, and Literature Discussion

I've been reminded this week of my last year as principal at one of the elementary schools in a small rural town where our boys went to school, where we attended church, and where, after being there for over 20 years, were still considered "new comers." This is where people were born, lived out their lives, and were buried. They lived in a community that reflected their lifestyles, their beliefs, and their culture. No more. No less.

But in those last few years of my public school career, change came to town. The transient population grew as did free and reduced lunch numbers. The student population grew as families joined the community choosing to live there rather than the nearby, larger city where many adults worked.

One day a family came to our school office wishing to enroll their daughters. This family had two dads. Office staff was gracious. Classroom assignments were made. The girls were welcomed. But some faculty members didn't quite know what to do with the dads. This was something new--different from anything else they'd ever experienced.

As the school year progressed, so did the family's involvement in the school community. And so did the acceptance of their being part of special events and everyday activities. It was my pleasure to work with that family throughout the school year and it was my commitment to make sure they were welcomed and involved. If I'd still been in the school library, I would have wanted to have books--appropriate to the understanding of 4th and 5th graders--that reflected families of all kinds; books that reflected the family with two dads.

One of my resources had this to say. "In order to have empathy and to understand the experiences of others, we must know their stories (Follis, 2013)." This brings the concept of "windows and mirrors" to the forefront this week. How can we use literature to build empathy within ourselves as well as our students (or those for whom we are responsible)? And how can we use literature to promote understanding of others? Do you have any specific books or experiences to share?

The backbone of my online courses is availability and networking. I am speaking of the rapport I build between myself and my students and the network of support I initiate and foster between classmates. I am available to my students before the term begins, I maintain contact throughout the course, and stay in touch well after students complete their programs of study. I also encourage students to work together and seek out the advice and support of each other. In this way, I continue to contribute to a growing network of educators who call on each other when questions arise or when they need professional support and encouragement. These are the connections I am most proud of. Below is a current example of staying connected.

Jennifer Gay, M.Ed. Educational
Technology-Library Media December 2011

Tue 10/2/2018 11:17 AM
Hi Dr. Gregg,

I hope you are continuing to inspire media specialists with your expertise. My principal has started a specialist's degree with Georgia College, and after speaking with him about his program, I felt a wave of nostalgia for the days I was completing my Master's work with you. I want to express again how so many of our assignments paved the way for me to be the educator I am today, and how our work continues to inspire me on my career path.

I am still working in Henry County as a leader of our Personalized Learning initiative, now five years in the works. I do have a possible job opportunity on the horizon that would get me back to my passion for library media and instructional technology as an Academic Technology Coordinator, so it will be interesting to see what's next in my professional journey.

How are things with the Library Media program at GC? From glancing through the website, it looks as if it has grown since I was there – fantastic! Media Specialists are often key players in personalized learning work, so if you know of any opportunities to shape future educators and media specialists, I am passionate about sharing our work.

Take care, and hope to hear from you soon!

Jennifer Gay

Personalized Learning Lead
Luella High School
Henry County Schools

Summary of Innovative Teaching Artifacts or Practices to Promote Student Success

Kochtanek and Mathews (2002) reported that technology adopters could be categorized as being “bleeding edge, leading edge, in the wedge, or trailing edge.” I do not claim to be the most innovative online teacher; I do, however, implement online course delivery tools that are consistent with expectations in the field, understanding of my students’ technology comfort levels and digital accessibilities—which places me somewhere on the “leading edge.” And I provide a bit of “bleeding edge” from time to time to stretch both my students’ and my capabilities. Following are examples of artifacts/practices used to promote student success in my online courses.

- **EDIT 6275 Instructional Design—[Peer Learning Groups](#)** (University of Tennessee Teaching and Learning Center). Students were provided with four individual exploration experiences: Face-to-face Instruction Observation; Inquiry, Analysis, and Learners; Objectives and Assessments; and Collaboration, Partnerships, and Programs. Students self-selected a small group for each exploration experience during which they were asked to share their own ideas, plus suggestions and support for the explorations of others in the group. Assignment guides, rubrics, and support materials were provided as well as small-group online discussion forums. I was available for individual input as well as small group discussions.
- **EDIT 6598 Diverse Literature in Today’s Schools—[Literature Circles](#)** (Seattle University Literature Circle Resource Center). The conclusion to the assignment guide, in essence, is an overview of the activity: “This Literature Circle Experience is a process—multiple learning opportunities that you will complete individually and with your peers. You can select the group that best suits your situation and you have your small group, your peers, to help you process and think through the literature and the issues it addresses. This simulates real-world experiences in the workplace and in life. You will invest a great deal of time and effort into this literature circle; but the benefits will be worth it!”
- **EDIT 6262/6264/6266 Literature courses—[Blogging](#)** (Edutopia, The George Lucas Foundation). Silvia Rosenthal Tolisano (2014) stated that blogging is about authentic writing in digital spaces for a global audience. It makes learning visible. In my three literature courses, students create and post regularly to a content-related blog. They are also able to view and participate in the blogs of their classmates. I provide links to my own blogs thereby modeling construction, content, and visual elements of blogs. I provided those blog links for you here: <http://dianechildrensliteraturereadinglog.blogspot.com/>, <http://ya-lit-school-libraries-diane.blogspot.com/>, <http://diverselitdianegregg.blogspot.com/>.

February 21, 2019

TO: The Excellence in Online Teaching Award Committee

RE: Dr. Diane Gregg, Ed.D.

I am writing this letter to express my unwavering support of Dr. Diane Gregg for the Excellence in Online Teaching Award. As I arrived in the Professional Learning and Innovation Library Media M.Ed. online program in 2015, I knew I possessed the passion for library sciences, but I lacked an understanding of what it took to be a professional in the field. I was extremely fortunate that I was able to be mentored, advised, and instructed by Dr. Gregg as she fostered a classroom environment that not only nurtured my passion but gave me practical skills to learn the profession. Perhaps the most astonishing aspect of this feat was that she was able to do it in an online platform. As a wife and mother of three, I was convinced that my only option to receive an advanced degree was via an online platform, but I was nervous about this type of education as all my past experiences were in the traditional learning setting. Dr. Gregg immediately quelled all my fears and proved to me that quality education can take place via technology and distance learning.

When I think back to registration for each semester, I would always seek classes where Dr. Gregg was listed as the instructor of record. This was due in large part to the way she organized each course; her depth of knowledge related to the field; and her targeted assignments with specific standards, objectives, and goals for each course. However, I can state without hesitation that the primary reason I would choose Dr. Gregg's courses over others, was her ability to design courses with the learner in mind and seamlessly integrate the curriculum into the online platform. This is a unique skill that puts Dr. Gregg in the upper echelon of online education with respect to her colleagues.

Dr. Gregg would also allow students input in their studies by allowing them to choose assignment topics and technology platforms. Thus, I was motivated to align my assignments with professional development interests. This was of great benefit to me personally because at the end of my studies I had completed a professional portfolio that I was able to use in interviews to show my knowledge, skills, and abilities and continue to build upon in my professional career.

I cannot begin to express in these few words the profound impact Dr. Gregg has had on me as a student and professional. I continue think of Dr. Gregg as a mentor and routinely reach out to her for guidance and advice as I navigate this ever changing and diverse landscape. I am confident that there are many qualified professors for this award, but I cannot imagine they are any more deserving than Dr. Gregg. This award would reflect the excellence in her commitment to online education, and as a former student, it is my honor and privilege to play a small part in her receiving this professional recognition.

Sincerely,

Nicole Harris, M.Ed.

Georgia College and State University Alumni 2004, 2017