

Please see below a table that summarizes the artifacts that support the application and a general statement that details the reason for inclusion.

<u>Artifact Title</u>	<u>Why Included?</u>
Sarah Hendrix Kuck CV 2015 Regents	Condensed CV
Sarah Hendrix Kuck Reflective Statement Regents	Reflective Statement
Student Letter of Support 1	Student Mentoring/Advising Activities
Student Letter of Support 2	Student Mentoring/Advising Activities
Student Letter of Support 3	Student Mentoring/Advising Activities
Ga. Govt. Review Pass Rates	Data showing success of nominee's students; course completion data
Kuck Grade Distributions Spring 2014	Data showing success of nominee's students; course completion data
Kuck Grade Distributions Summer 2014	Data showing success of nominee's students; course completion data
Kuck Grade Distributions Fall 2014	Data showing success of nominee's students; course completion data
eCore student evaluation Sarah Kuck	student satisfaction
Letter of support- Tom Ormond (VPAA)	Support of Chief Academic Officer
Letter of support- Wendy Kennedy (Dept. Chair)	Support of Department Chair
Letter of support- Jerry Merwin (eMajor academic lead)	Support of Academic Leader
Letter of support- Jim Yates	Support of colleague

Sarah Hendrix Kuck
135 Seahoy Drive
Leesburg, GA 31763
Phone: 229-894-9102
Sarah.Kuck@gmail.com

Education

- DPA, Doctorate Public Administration, Valdosta State University, 2010
 - Concentration: Public Sector Management
 - Dissertation: Online Versus Traditional Course Delivery Methods: Case Study of Darton College
- MSIR, Master of Science, Political Science, Troy State University, 2006
 - Concentration: International Relations
- B.A., Political Science, Georgia State University, 2002

Academic Experience

- **Associate Professor of Political Science, 2015-present, Darton State College, Albany, GA**
- **Assistant Professor of Political Science, 2011-2015, Darton State College, Albany, GA**
- **Instructor of Political Science, 2008 -2011, Darton College, Albany GA**
 - **Courses:** American Government, Global Issues, Introduction to Public Administration, World Problems, Organizational Leadership Capstone Seminar
 - Total Sections: 10 per year
 - Course delivery methodology: Online, Traditional, and Hybrid
 - **Service to Institution:**
 - **Committees:** Administration Committee, Auxiliary Committee, Honors Committee, Global Center Committee, Pay and Compensation Committee; QEP Committee- Literature Review, Online Education Committee, Faculty Senate, Commencement Committee, Adult Learning Committee, New Student Orientation Task Force, eMajor academic lead, Regents Advisory Committee for Adult Learning, Regents Advisory Committee for Political Science, New Learning Models Task Force, Adult Learning Consortium
 - **Division Subcommittees:** Comprehensive Program Review (Social Sciences), Clay Shoot Competition, Learning Objectives, Student Centered Faculty
 - **Leadership roles:** Prior Learning Coordinator, Honor's Program Recruiter, Home-school Coordinator, Online Lead Faculty- Political Science, Division Annual Fundraiser, Faculty Mentor, Faculty Senate, Academic Advisor- Political Science; Academic Advisor- Teacher Education, eMajor Academic Program Lead
 - **Other:** Government Guide Royalties donated to college foundation
- **Adjunct Instructor, 2007-2008, Darton State College, Albany, Georgia**
 - Courses: American Government, Global Issues
- **Adjunct Instructor, 2006-2008, Abraham Baldwin Agricultural College, Tifton, Georgia**

- Courses: American Government, Global Issues

Professional Experience

- **Constituent Services Specialist, 2003, Office of the Governor, Governor Sonny Perdue**
 - **Responsibilities**
 - Evaluated and responded to constituent concerns regarding budget and legislative issues
 - Tracked political issue trends and developed a standardized report
 - Organized political issues and further created templates for constituent correspondence
- **Intern, 1999, Congressman Jack Kingston, Statesboro District Office**
 - **Responsibilities**
 - Established initial communication with constituents
 - Evaluated constituent needs and properly referred their issue for resolution

Continuing Education

- Certificate of Achievement as Prior Learning Assessor, Council for Adult and Experiential Learning, DePaul University, 2012.
- Certificate of Mastery in Prior Learning Assessment, Council for Adult and Experiential Learning, DePaul University, 2013.
- Certificate of Completion for "Applying the Quality Matters Rubric", Quality Matters Program, 2013.
- Certificate of Completion for "Peer Reviewer", Quality Matters Program, 2014.
- Career and Education Advisor Certification, Council for Adult and Experiential Learning, Indiana University, 2015.

Presentations

- Kuck, Sarah (2010). "Online Versus Traditional Course Delivery Methods: Case Study of Darton College." Paper presented at the Georgia Political Science Association Annual Meeting.
- Kuck, Sarah. (2011). "Making Online Course Delivery in Higher Education More Effective for Adult Learners." Paper presented at the Georgia Political Science Association Annual Meeting.
- Kuck, Sarah (2011). "Online Versus Traditional Course Delivery Methods." Paper presented at the Gulf South Adult and Career Education Professional Development Conference.
- Peterson, Jim and Sarah Kuck (2013). "American Foreign Policy After the Arab Spring". Paper presented at the Georgia Political Science Association Annual Meeting.
- Kuck, Sarah (2013). "Innovation or Disruption in Higher Education" Panel participant at the Georgia Political Science Association Annual Meeting.
- Kuck, Sarah and Renita Luck (2013). "Applications for MOOCs at a State College" Paper presented at the Georgia Political Science Association Annual Meeting.
- Kuck, Sarah and Jim Peterson (2014). "Pulling Back from the Brink in 2014: Case Studies of the Civil Wars in Syria and Ukraine". Paper presented at the Georgia Political Science Association Annual Meeting.
- Luck, Renita and Sarah Kuck (2015). "Assisting Students Complete College Credit Utilizing Technology: A Case Study of the Georgia Government Review Course". Paper presented at the Gulf South Adult and Career Educationa Professional Development Conference.

- Merwin, Gerald and Sarah Kuck (2015). "eMajor's Bachelor of Science in Organizational Leadership: Overview of the Pragmatic Components". Presentation at the Georgia Summit.
- Peterson, Jim and Sarah Kuck (2015). "The Role of Outside Players in Civil Wars during the Last Five Years: Syria, Libya Egypt, Ukraine, and Yemen". Paper presented at the Georgia Political Science Association Annual Meeting.

Publications

- Digby, Michael, Clifton Wilkinson Jr., Roger Marietta, and Sarah Kuck. 2009. *The Georgia Government Guide*. New York: W.W. Norton
- Kuck, Sarah. 2010. "Online Versus Traditional Course Delivery Methods: Case Study of Darton College." DPA diss. Valdosta State University.
- Kuck, Sarah and Roger Marietta. 2011. *Darton College Georgia Government Supplement*. New York: McGraw-Hill.
- Kuck, Sarah and Roger Marietta. 2013. *Darton State College Georgia Government Supplement*. New York: McGraw-Hill.
- Peterson, James W. and Sarah Kuck. 2014. "Civil War in Ukraine: Ethnic Conflict, Authoritarian Leadership, and Outside Involvement". *Contemporary European Studies*
- Kuck, Sarah and James W. Peterson. 2014. "Pulling Back from the Brink in 2014: A Case Study of the Civil War in Syria". *Questions in Politics Vol.2*.

Awards and Honors

- Hugh C. Bailey Outstanding Doctoral Student, Valdosta State University, 2010.
- "Southwest Georgia Top Forty under Forty", 2012.
- Recognized as an Emerging Leader in Teaching and Learning, Georgia Political Science Association, 2013.
- National Institution for Staff and Organizational Development Award, 2014.
- Darton State College Teacher of the Year Award for Online Teaching, 2014.

Community Involvement:

- Member, First Methodist Church. Leesburg, Georgia
- Organize Annual Lee County Easter Egg Hunt 2013, 2014, 2015
- Volunteer, Lee County Daddy Daughter Dance 2010, 2011, 2012, 2013, 2014
- Volunteer, American Cancer Society Relay for life 2011, 2012
- Volunteer, American Red Cross
- Volunteer, First United Methodist Church Preschool
- Volunteer, Kinchafoonee Primary School

Dr. Sarah Hendrix Kuck
Reflective Statement

My experiences and theoretical explorations in higher education have shaped the way I view the online arena and online students. Through research, trial-and-error, and student feedback, my teaching strategies have evolved within the online classroom, and I have focused my efforts outside of the classroom to encourage student-centered policies and practices within higher education. The online arena encompasses a broad range of issues associated with student-centered topics including adult learning, prior learning assessment, structure of online courses and incorporation of new technologies, and my journey in higher education has touched on most issues associated with online learning.

My teaching philosophy is based on a constructivist theoretical perspective and the ideal of pragmatism. Teaching and learning are affected by the lenses through which individuals view the material; thus, learning is constructed by many layers of individual experiences. The constructivist theory inherently includes the notion that students bring their own knowledge into every learning situation; thus, their learning is directly impacted by their previous knowledge and life experiences. Learning is a life-long journey; as such, it is important that new material that is learned has a practical application to one's life.

Pragmatism included in a teaching philosophy implies that learners should be directed to see how theories have real-world applications. It is the connection of theory to practice that provides clearer meaning for many learners. A teaching philosophy that includes a constructivist theoretical perspective paired with pragmatism would view the role of the instructor as that of a catalyst in assisting students to learn and to foster the placement of new information into their existing framework and provide pragmatic applications to better illustrate distant theories into practical scenarios.

My teaching philosophy directly affects how I feel teaching and learning should take place and has directly impacted online teaching strategies. I teach an introductory course that focuses on the American government system. I have worked for the governor of Georgia as well as an intern for a federal congressman. I bring real-life experiences to lectures, coursework, and assignments in an attempt to illuminate in a practical way how the government works. Students tend to respond to and understand real examples of government in action as opposed to distant textbook scenarios.

In addition, I prefer student-centered teaching that focuses on discussion forums as an imperative part of the learning process. The student focus is more conducive to a constructivist theoretical perspective because it allows students to construct their own meaning of new material and to make relevant life applications. Students have the opportunity to bring their previous experiences and knowledge to the course and explain their own perspectives as well as explore

other perspectives and the online discussion forum tool lends itself precisely to this learning process.

In each of the classes that I teach, I attempt to encourage analytical thinking and real life applications to political and social questions. One assignment requires that students bring in political news stories that are relevant to the course topic, and they analyze the political topic from various different media outlets in an attempt to illustrate applications of political theories and topics. Students then post their findings and other classmates are allowed to view examples of media bias. Through this exercise, students also develop media literacy by critically analyzing media outlets in search of political bias, which is a critical, pragmatic skill.

A clear strategy for teaching and learning in the online arena must include the vast adult learning population. My passion lies in teaching and learning. It is fueled by the idea that all learning can have some pragmatic application and that we all create our own knowledge; our construction of knowledge is directly impacted by our previous life experiences. It is these basic ideals that combine to create my teaching philosophy and certainly have spurred interest in adult learning. Adult learning and adult degree completion are fields of study that I would like to continue to research. Specifically, adult learners have the capacity and desire to incorporate new information into existing paradigms, which makes them ready and capable to further develop analytical skills and practical applications. With proper exploration and a few considerations, higher education could be more conducive for the non-traditional, adult learner. I am also interested in furthering my research in online and traditional course delivery methods, which is a key arena for non-traditional students. Prior learning is an integral aspect of adult degree completion and the ability to research and implement a comprehensive prior learning program is a priority. Adult degree completion is an economically imperative issue that many states, especially Georgia, must continue to make a higher education priority.

Outside of the classroom, I am actively engaged in researching and acting as an agent of change for online education and adult learners in higher education. My passion for adult learners came out of research that focused on the pedagogical characteristics of distance education and spurred further interest in adult learners, which are a large consumer of distance education. Distance education and adult learners are two distinct interests that have guided many research presentations, conference attendances, certifications, and – ultimately - a desire to promote institutional change.

My research interests have focused on international comparative topics or more relevant to this purpose, the learning experience in higher education. In 2010, I presented “Online Versus Traditional Course Delivery Methods: Case Study of Darton State College” at the Georgia Political Science Association’s Annual Conference. In 2011, I presented “Pedagogical Characteristics of Online and Traditional Course Delivery Methods” at the Gulf South Adult and Career Education Professional Development Conference. At the 2011 Georgia Political Science Association’s Annual Conference, I presented “Making Online Course Delivery More Effective

for Adult Learners”. I co-authored and presented “Applications for MOOCs at State Colleges” and presented on a roundtable panel discussion “Innovation or Disruption in Higher Education” at the 2013 Georgia Political Science Association’s Annual Conference. In 2015, I co-presented “Assisting Students Complete College Credit Utilizing Technology: A Case Study of the Georgia Government Review Course” at the Gulf South Adult and Career Education Professional Development Conference, and co-presented “eMajor’s Bachelor of Science in Organizational Leadership: Overview of the Pragmatic Components” at the Georgia Summit. Each of the research efforts provided clear applications and strategies to improve the online experience for students. The analysis and application of online strategies remains an important focus of my personal research efforts in order to ensure that online students are receiving a quality education. In addition to research, I have taken advantage of professional certifications that have the ability to help the student population that I serve.

In order to promote prior learning assessment as a rigorous and legitimate method to credential the existing knowledge of adult learners, I enrolled in DePaul University’s prior learning assessment program that is supported by the Council of Adult and Experiential Learning. I earned two levels of certification: Certificate of Achievement as Prior Learning Assessor and Certificate of Mastery in Prior Learning Assessment. These certifications enabled me to encourage a comprehensive prior learning assessment program to be implemented at Darton State College in 2014. In addition, I earned a Career and Education Advisor Certification from the Council for Adult and Experiential Learning through Indiana University in 2015, which has proven very helpful as the prior learning coordinator at Darton State College.

In the theme of prior learning assessment and applying the knowledge garnered from the certifications, I created a limited open online course (LOOC) for existing students who took POLS 1101 at another institution and did not satisfy the GA legislative requirement. The course has assisted students in receiving complete credit for POLS 1101 without duplicating their previous efforts or requiring any additional financial commitment.

In the area of online education, I serve as an institutional representative for quality matters, and have earned several Quality Matters certifications: Institutional Representative Certification, Applying the Rubric Certification, and Peer Reviewer Certification. The certifications assist me in serving as the online lead faculty member for political science and the online course designer for political science.

My past service to the College includes co-chairing the online education committee, chairing the adult learning committee, and serving as the prior learning coordinator. In addition, I currently serve as the eMajor academic lead for the organizational leadership program of study, and I have been actively involved in the collaboration process of Darton and eMajor. I have broader state and community commitments. I was appointed to serve on the Georgia Political Science Association’s Executive Board thru 2015 and serve as the Darton representative to the Adult Learning Consortium for 2012, 2013, 2014, and 2015. I was appointed to serve on the Regents’

Advisory Committee for Adult Learning for 2015 and 2016, and on the New Learning Models Task Force for 2014 and 2015.

I earned a Bachelor of Science in Political Science from Georgia State University, a Master of Science in International Politics from Troy State University, and a Doctorate in Public Administration with an emphasis in Public Sector Management from Valdosta State University. I am a full-time faculty member that teaches online and traditional courses, and I am an Associate Professor of Political Science at Darton State College.

My teaching philosophy, research, certifications, continuing education opportunities, and education have all focused on my desire to see students succeed. Though the path has been somewhat chaotic, the end goal has remained the same: to access the information and education needed to promote positive change in higher education through an online education methodology. I am convinced that online education is a legitimate methodology that is able to reach a student population that is otherwise unable to attain a higher education. There is a strong presence of adult learners in the online arena, and as such, they have unique considerations and require some additional insight to make certain that this population's needs are being answered. I have taken advantage of every opportunity afforded me to brush up my toolkit to ensure that my teaching craft is relevant to the changing needs of the student population that I serve.

Date November 3, 2015

Subject: Letter of appreciation for Dr. Sarah Kuck

Dear Dean Wendy Kennedy,

I am writing this letter of appreciation to tell you how much it has meant to me, to have Dr. Kuck as my advisor. First, I was undecided about what I wanted to major in to obtain a four year degree. I already have an Associate Degree In Criminal Justice from Darton College. And I have taken so many classes until I was unsure what I could use towards another degree. Dr. Kuck solved this problem for me by finding credits that could be used to obtain a bachelor degree. Dr. Kuck has been there when I just needed to talk, and when I was having trouble with one of my online classes, she immediately jumped in to assist with making sure that I could access the class and not get behind. Again, she has been a big help with making this a smooth transition back into the collegiate life. And she has always emphasized, her door will always be open to address any of my college needs. Dr. Kuck was instrumental in opening the first E-Class Writing Center so that we could have an area to write papers and work on the computer.

I have had the opportunity to meet a lot of people in my professional career as a former police officer and property manager. Dr. Kuck's professionalism, eagerness to help others, passion for her students, and caring spirit sets her apart from others I have encountered.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anthony Peters', with a large, stylized initial 'A'.

Anthony Peters

Date November 3, 2015

Subject: Thank you letter of appreciation for Dr. Sarah Kuck

Dear, Dean Kennedy

I am writing this letter of appreciation to tell you and the remaining Darton College family about my first encounter with Dr. Kuck. A friend and I, decided to enroll into the four year E-Class Program this fall. From day one, Dr. Kuck was instrumental in making our transition back into Darton College a memorable one. Dr. Kuck emphasized from our first encounter that her door will always be open to address any of our college needs. Dr. Kuck was also instrumental in opening the first E-Class Writing Center so that we could have an area to write papers and work on the computer.

I have had the opportunity to meet several people during professional career. However, Dr. Kuck's passion, drive, and caring spirit set her apart from others I have encounter.

Again, thank you for allowing such a beautiful spirited person to work under your tutelage.

Sincerely,



Keithen B Hall

To Whom It May Concern,

Dr. Sarah Kuck taught several of my online and in-class courses in my three years at Darton State College. As an online teacher Dr. Kuck is by far my top rated professor. The courses were always organized by sections and ordered in the way students are supposed to complete them. There was no question of when assignments were due, or in what order they were to be completed because it was very clear by the way she laid out the courses. Dr. Kuck would also grade assignments very quickly so we knew exactly what we made on an assignment within a short time after the assignment was completed. If I ever had questions about anything in the course I could email her and receive a response within a few hours of my email being sent. If there were ever a time that I needed an immediate response I could call her and she would answer my question almost immediately.

As a professor, online or in class, Dr. Kuck goes above and beyond to make sure her students understand what is expected of them, assists them with anything they need help with in the course, and truly cares about her students and their success. However, Dr. Kuck also has gone above and beyond for me as an advisor and mentor. When I was struggling to keep up with my course load at Darton, she encouraged me. When I had a hard time trying to choose (and stick with) a major, Dr. Kuck would help me by telling me realistically what to expect from each option. Dr. Kuck has been there to guide me through my educational experience and even through some personal experiences as well. I graduated from Darton State in May 2014 and she still stays in contact and makes sure I'm working towards my goals and not giving up when things get rough. I truly believe that Dr. Kuck deserves to be recognized and honored for her amazing abilities and dedication to her students.

Sincerely,

Kayla Bowden
(229) 869-7968
Kayla.campbell09@yahoo.com

Ga Government Review- Limited Open Online Course

Course designed to assist students to satisfy the Georgia Legislative Requirement, which corresponds to Georgia State Code 32-706. Prior to the implementation of the self-contained course prep and exam that are available as an online course, the pass rate was 40% at Darton State College.

Table 1.1 depicts the data collected of student success rates since the implementation of the self-contained, online challenge- exam preparation course.

Semester	Student Attempts	Students Passed the Proctored Challenge exam
Fall 2013	12	12
Spring 2014	27	15
Summer 2014	15	14
Fall 2014	28	25
Spring 2015	25	21
Summer 2015	4	2
Total	111	89
		80% pass rate

DARTON COLLEGE
Grade Distribution By Instructor
Spring 2014

Instructor	CRN	A	B	C	D	F	WF	W	IP	NR	P	I	V	Total
Kuck, Sarah	20162	3	5	4	3	4		3						22
American Government	20764	9	21	28	4	12	2	2						78
American Government	20771	17	4	3		7		1						32
American Government	20773	10	9	2	4	4	1	2						32
Intro to Public Administration	21090	4	3	1		1								9
American Government	21096	10	10	4	4	4		2						34
Instructor Total		53	52	42	15	32	3	10						207
Percentage of Total		25.0	25.0	20.0	7.0	15.0	1.0	4.0						

Summer 2014

Instructor	CRN	A	B	C	D	F	WF	W	IP	NR	P	I	V	Total
Kuck, Sarah	50366	2	1											3
American Government	50371	15	6	5	2	5								33
American Government	50374	13	6	6	2	2		2						31
American Government	50375	5	9	6	1	4								25
Current World Problems	50377	13	2		1	1		1						18
Instructor Total		48	24	17	6	12		3						110
Percentage of Total		43.0	21.0	15.0	5.0	10.0		2.0						

Fall 2014

Instructor	CRN	A	B	C	D	F	WF	W	IP	NR	P	I	V	Total
Kuck, Sarah	80030	5	8	4										17
American Government	80696	4	14	8										26
American Government	80697	15	17	24	7	12		7						86
American Government	80702	14	11	4		3								34
American Government	80703	17	5	3		6								31
American Government	80704	12	11	7		3								33
American Government	80705	12	9	3	3	7		1						45
Instructor Total		79	75	53	10	36		13						266
Percentage of Total		29.0	28.0	19.0	3.0	13.0		4.0						



Course Review and Reflection

SPRING 2015

Instructor: **Sarah Kuck**

Course and Section: **POLS-1101-04G - American Government**

Student Evaluation

Q4. Timeliness of Response (Did instructor answer course emails/discussion postings in a timely manner?)

100% Students who agreed/strongly agreed Respondents: **7**

84% Average of all eCore courses in subject area

Q6. Commitment to success (Did the instructor play an active role in student success?)

100% Students who agreed/strongly agreed Respondents: **7**

87% Average of all eCore courses in subject area

Q24. Overall Effectiveness (Did the instructor teach this online course effectively?)

100% Students who agreed/strongly agreed Respondents: **7**

89% Average of all eCore courses in subject area

Teaching Behavior

Instructor welcomes each student individually on the discussion board.

Instructor engages students with 5 - 7 substantive responses on the discussion board each week.

Instructor consistently calls students by name on the discussion board.

Student Success

Your Student Success rate is **80%**

Average of all eCore courses in subject area is **80%**

Student Success Rates in comparable Face-2-Face courses range from **84%** to **63%** at Affiliate Institutions

Your withdrawal rate is **3%**

Department Withdrawal Average is **5%**

Your Course Completion is **97%**

Instructor consistently reaches out by phone/email to at-risk students (missing assignments, failing, etc.)

Course withdrawals represent no more than 15 percent of the course population OR are consistent with departmental average.

Overall Review Reflection

Comments: **Excellent all around.**

In Progress:

High Performing:



OFFICE OF THE
VICE PRESIDENT FOR ACADEMIC AFFAIRS

November 24, 2015

Members of the special Regents committee for online teaching:

I am writing to nominate Dr. Sarah Kuck, Darton State College, for the Regents Teaching Excellence Award for Online Learning. The information contained within the nomination packet and summarized below will provide persuasive evidence Dr. Kuck does indeed satisfy the basic criteria for the award including: a strong commitment to quality online teaching and learning evidenced in teaching and scholarly activities; effective and innovative online teaching practices that have led to marked increases in student outcomes; and the demonstration of an extraordinary commitment to foster academic success of online students. To that end, I whole -heartedly support Dr. Kuck's nomination for this very prestigious award.

Dr. Kuck has taught online and traditional courses at Darton State College since 2007 and is currently an Associate Professor of Political Science. In the online environment, Dr. Kuck has garnered a great deal of respect from her colleagues and administrators for her leadership in this modality and successes both as an online instructor and researcher of best online practices. Evidence of Dr. Kuck's research activity include, but is not limited to, presentations at the: 2010 Georgia Political Science Association's Annual Conference, "Online Versus Traditional Course Delivery Methods: Case Study of Darton State College"; 2011 Gulf South Adult and Career Education Professional Development Conference, "Pedagogical Characteristics of Online and Traditional Course Delivery Methods"; and 2011 Georgia Political Science Association's Annual Conference, "Making Online Course Delivery More Effective for Adult Learners". In addition, Dr. Kuck co-authored and presented "Applications for MOOCs at State Colleges" and presented on a roundtable panel discussion "Innovation or Disruption in Higher Education" at the 2013 Georgia Political Science Association's Annual Conference.

Dr. Kuck's service and commitment to the institution, and specifically online education, includes the following: Online Education Committee, Adult Learning Committee, New Student Orientation Task Force, eMajor academic lead, Regents Advisory Committee for Adult Learning, New Learning Models Task Force, Adult Learning Consortium, Prior Learning Coordinator, and Online Lead Faculty-Political Science.

Furthermore, Dr. Kuck has achieved the following certifications that demonstrate her desire to improve upon her online education knowledge and skills: Certificate of Completion for Applying the Quality Matters Rubric; Quality Matters Program, 2013, Certificate of Completion for Peer Reviewer; Quality Matters Program, 2014; and Career and Education Advisor Certification, Council for Adult and Experiential Learning, Indiana University, 2015. In her field of expertise, the certifications assist Dr.

Kuck in serving as the online lead faculty member for political science and the online course designer for political science.

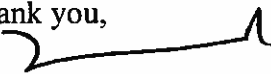
Dr. Sarah Kuck's service to Darton State College includes membership on the online education committee, chairing the adult learning committee, and serving as the prior learning coordinator. In addition, Dr. Kuck serves as the eMajor academic lead for the organizational leadership program of study, and has been actively involved in the collaboration process of Darton and eMajor. Dr. Kuck has broader state commitments serving as Darton State College's representative to the Adult Learning Consortium for 2012, 2013, and 2014.

In her academic discipline, Dr. Kuck created a limited open online course (LOOC) for existing students who took POLS 1101 at another institution and did not satisfy the GA legislative requirement. The course assisted students in receiving complete credit for POLS 1101 without duplicating their previous efforts or requiring any additional financial commitment. This initiative has the net effect of ensuring students move efficiently through their program of study.

As evidence of Dr. Kuck's respect across campus, in 2014 the institution presented her with the Darton State College Online Teacher of the Year. This award was given for her tireless commitment to online education and the students she serves. Additionally, it was testament to the respect Dr. Kuck has garnered by faculty and staff at Darton State College.

In conclusion, and without reservation, I present you Dr. Sarah Kuck as a candidate for the Regents Teaching Excellence Award for Online Learning. In my estimation, Dr. Kuck more than satisfies the requirements for the award. If you require any additional information, please do not hesitate to contact me.

Thank you,



Tom Ormond Ph.D.
Interim Provost & VPAA
Darton State College



BUSINESS/SOCIAL SCIENCE DIVISION

November 3, 2015

Dear Members of the Board of Regents Selection Committee,

It is seldom that one has the distinct pleasure of recommending a person of the caliber of Dr. Sarah Kuck. I have known Sarah for the last seven years. During this time, she has served as an instructor, assistant professor and associate professor of political science at Darton State College. In every interaction with her, I have found her to be exemplary in her character, her work, her scholarship and her conduct.

Sarah sets high standards for herself and for those with whom she interacts. Dr. Kuck not only has a command of her subject matter but also a level of expertise in pedagogy that places her above the average faculty member. She consistently engages students to allow them the opportunity to think critically, to answer the "what is", "why", and the "how to" about topics. Dr. Kuck is also actively engaged in the college through her work on numerous committees including but not limited to faculty senate and the online learning committee as well as committees at the system office. She has worked tirelessly to ensure Darton's presence within the adult learning consortium and has been an integral part of the eMajor effort.

Dr. Kuck is also actively engaged in research. Her research interest include online education and adult learners. Her passion in these areas has led to several important and noteworthy changes at Darton State College. These changes include the creation of an adult learning resource center, the creation of a limited open online course, and the creation of a comprehensive prior learning assessment program.

Dr. Kuck's focus has always been her students. She spends countless hours advising students about what courses to take, how to prepare for exams, and how to navigate the college experience. She is compassionate and understanding while at the same time, demanding and exacting. She is well respected by her students. Even former students often return to visit with Dr. Kuck for mentoring and advice as they move forward in their education and career.

Dr. Kuck is an effective teacher, a proficient advisor, a prolific communicator, and a leader. It is with great pleasure that I recommend Dr. Sarah Kuck for the Online Teaching Excellence Award. She exemplifies the characteristics that this prestigious award embodies. If I can be of further assistance, do not hesitate to contact me.

Sincerely yours,

A handwritten signature in cursive script that reads "Wendy K. Kennedy".

Wendy K. Kennedy

Chair Business & Social Science, Associate Professor Teacher Education
Dartton State College wendy.kennedy@darton.edu



Adult Degree Completion & Military Programs

1500 N. Patterson St.
Valdosta, GA 31698-0001
USA

Voice: 229.253.2873
FAX: 229.249.4948

<http://www.valdosta.edu/amp/>

November 4, 2015

Regarding: Dr. Sarah Kuck's Nomination for Regents' Teaching Excellence Award for Online Teaching

Awards Committee

Dear Committee Members:

I write to provide support for the nomination of Dr. Sarah Kuck for the Regents' Teaching Excellence Awards for Online Teaching. I have known Dr. Kuck since 2007 and believe that she is an excellent candidate for this award. The first criteria listed for the award states: (Nominees) "Are strongly committed to quality online teaching and learning, as evidenced by teaching and scholarly activities designed to advance the quality of online teaching and learning." I served on the committee that oversaw her dissertation research that resulted in the final project, "Online versus Traditional Course Delivery Methods: Case Study of Darton College." Her project was well-designed and expertly executed, contributing to Dr. Kuck's selection for the Hugh C. Bailey Outstanding Doctoral Student Award in 2010.

More recently, Dr. Kuck and I have served on the Curriculum Leadership Committee (CLC) for the Organizational Leadership degree program that is part of eMajor, the USG collaborative for delivery of online degree completion opportunities. Dr. Kuck is an able and active member of this committee and has taken a key role in planning the rotation of teaching duties among the affiliate institutions and the long-term course offerings. She also volunteered to serve on a sub-committee that will review course content and design to ensure quality of the offerings in the program.

I also know that she has participated in a variety of professional development activities, such as attending USG Adult Learning Consortium conferences, participating in training provided by the Council for Adult and Experiential Learning, and serving on the USG New Learning Models Task Force. In summary, Dr. Kuck is a committed professional who specializes in online instruction and is eager to find ways to improve her teaching. I strongly support this nomination and believe that she will be a great representative for Darton State College.

Sincerely,

Gerald Merwin

Digitally signed by Gerald Merwin
DN: cn=Gerald Merwin, o=Valdosta State
University, ou=Adult & Military Programs,
email=gamerwin@valdosta.edu, c=US
Date: 2015.11.04 11:52:50 -05'00'

Gerald A. Merwin Jr., Ph.D., Director
Professor of Public Administration



BUSINESS/SOCIAL SCIENCE DIVISION

December 7, 2015

Dear Members of the Regents' Award for Excellence in Online Teaching Committee,

I am pleased to recommend Dr. Sarah Kuck as Darton State College's nominee for the Regents' Award for Excellence in Online Teaching. I have known Sarah for many years at Darton and have become quite familiar with her teaching style over the last several years.

In order to put her online teaching ability in the proper context I need to first present my observations of her classroom teaching style. I became knowledgeable of Sarah's classroom teaching methods over several semesters through a Comprehensive Classroom Review project that I participated in with her that she co-developed. One part of this process was a peer observation of her lecture by me in which I focused on what was working, what wasn't, and suggestions for improvement. During the last twenty minutes of the class time she left the room and I asked the students for their perspectives. What made this part of the exercise especially valuable was the way the questions to the students were phrased. I did not ask, for example, what the students liked or disliked about her teaching. After all, a student may "like" an aspect of an instructor's teaching because it is simply enjoyable, and not necessarily effective. Rather, it was asked "What did the instructor do that helps you in the learning process?" and "What can be improved?" Also, it was not sufficient for only a single student to make a comment for it to be recorded. Rather, all student comments had to be voted on by the class as a whole. Only if a majority of the students agreed would the comment be recorded.

The comments from the students were the following. The students appreciated that she explained concepts in easy terms, that she used examples from their own lives, and that she engaged the students in a warm and welcoming way. The students also stressed that the pace of her presentation was sufficiently slow for them to grasp the ideas and that she made sure that they understood a concept before moving on. I observed that the students actively participated and that they seemed genuinely happy to be in her class. My overall impression was that Sarah was able to build a rapport with the students and that the students were motivated to succeed based on this positive relationship.

It was clear that Sarah was a first-class instructor in the classroom. However, it was unclear to me at the time the extent that these methodologies, especially the warm rapport that she was able to create, could be translated to the "cold" environment of an online course.

Recently I was granted access to the online version of the same course that I had previously observed. The results were remarkable.

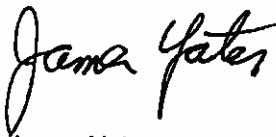
Whether the interaction between Sarah and the students was through comments in the grade book, replies on discussion boards, or through news item postings, her style was consistently engaging. Like any good online instructor, Sarah provided frequent feedback to her students using these tools. What made her comments remarkable, however, was the positive and encouraging tone that she consistently used. Whether the evaluation of the student's work was positive or showed the need for constructive criticism, Sarah always couched her comments in a framework that made the student feel valued. Her

comments included statements on her enjoyment from reading the assignment, encouragement when a student was faltering, acknowledgement and congratulations on accomplishments outside the course, and even her laughter at a student's wit.

Moreover, this building of rapport with the students extended to the assignments themselves. Many of them asked students to relate the material to some aspect of their own lives or upbringing. While many online instructors may have similar assignments, what makes Sarah's approach compelling is her feedback. She conveys that these assignments are important to her because they help her to better know the student. The expression of such interest in a student, especially one in a community college, is a powerful motivator.

Please accept my highest recommendation for Dr. Sarah Kuck for this award.

Sincerely,

A handwritten signature in black ink that reads "James Yates". The signature is written in a cursive style with a large, prominent initial "J".

James Yates

Assistant Professor of Economics

Darton State College