



Office of Academic Affairs

May 26, 2014

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

I am pleased to recommend Sheryne Southard as Clayton States' nominee for the Regents' Online Teaching Excellence award. Ms. Southard's name has become synonymous with excellence in online teaching on our campus. Whenever there is a need for someone to lead the development of online teaching policies or to train faculty on the best online teaching practices – Sheryne is always the first name to come to mind. For example, Ms. Southard pioneered the formation and development of the Academy for Online Course Development that has prepared more than fifty Clayton State faculty to teach effectively online. Even before starting the Academy, Sheryne was actively involved in shaping University policy and implementing a strategic plan for distance education.

Ms. Southard's credibility for training faculty and developing policies arose out of her reputation as an outstanding online teacher. She spent years developing her craft as an online educator. Her excellence in online teaching begins with meticulous attention to course design. One of her greatest assets as a teacher is her ability to view an online course from a student's perspective. She understands that students are often distracted by other demands in life, so they need to be engaged in the learning process. For example, she develops creative online discussions that use videos, role-playing, and real life case studies to pull students into the course. She also understands that students can become overwhelmed by trying to navigate a course on their own, so she develops easy-to-follow modules that students can flow through seamlessly. Within every course, she includes elements that accommodate the diverse learning styles of her students. She even integrates optional synchronous activities for those students who need to interact in real time with the instructor.

Many teachers would feel satisfied after learning to develop courses that successfully engage students and achieve high marks for student learning outcomes – but Ms. Southard is one who is always seeking to grow and employ new methods to reach students. This past year, Sheryne led the successful development of Clayton State's first self-paced online course. Her motivation to do so arose from her awareness that allowing students to learn at their own pace can shorten their time to graduation - which is an expressed goal of Complete College Georgia. For her efforts, Sheryne received an Honorable Mention Award at the 6th Annual Softchalk Lesson Challenge. This honor was particularly impressive in light of the 117 entries to the competition nationwide. And, even more importantly, her department is using the format she developed to create more self-paced courses.

The acceptance of distance learning by university faculty who primarily learned their discipline in a traditional classroom can be a slow and difficult process. Making the transition requires role models who demonstrate that effective online teaching upholds academic standards and engages students and faculty in ways that are as rewarding, or more so, as the interactions in a traditional classroom. Clayton State is fortunate to have such an evangelist for online teaching in Sheryne Southard. In addition to the impact she has had on her own students, Sheryne has influenced countless others by inspiring other faculty to become effective online teachers themselves. I can think of no one more worthy of the Online Teaching Excellence Award than Sheryne Southard.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Demmitt", written over a horizontal line.

Kevin Demmitt

Interim Provost and Vice President for Academic Affairs

REFLECTIVE STATEMENT ON TEACHING AND LEARNING

SHERYNE SOUTHARD

Introduction

As a legal studies professor teaching in the classroom environment, my teaching philosophy was to maximize student learning by conveying the content in a relatable manner; engaging the students; and motivating them to reach their full potential. Over a decade ago, my department head offered me the opportunity to develop my first online course. I found distance education appealing because of its ability to expand access to education and reduce barriers that might prevent very capable and qualified students from pursuing their academic goals. So I accepted the challenge and set out to implement the core teaching values from my traditional courses into the virtual classroom.

While developing my online classes, my chief objective was to create a dynamic and engaging learning environment tantamount to my face-to-face courses. Translating my same passion and enthusiasm for teaching to my online students was central to this goal. However, to design and deliver a successful online course, I recognized the importance of identifying the most significant challenges associated with the online environment in order to strategically design a course to overcome them. I viewed the online course from the student's perspective and identified two major hurdles. First, the separation of time and space in asynchronous courses is a natural impediment to student engagement and interaction. Second, the lack of professor immediacy and direct interaction reduces the instructor's access to instruct, direct and motivate the students. My quest to overcome these obstacles and create a high quality online learning environment drove my research and scholarship. As my online teaching evolved over the past decade, my web-based pedagogy and instructional strategies were guided by four cornerstone principles:

1. Incorporate Innovative Technology: "*LEARNING AND INNOVATION GO HAND IN HAND. THE ARROGANCE OF SUCCESS IS TO THINK THAT WHAT YOU DID YESTERDAY WILL BE SUFFICIENT FOR TOMORROW.*" BY WILLIAM POLLARD

To create a high level of student-content interaction, I employ a variety of technologies to bring the material alive. Quality online courses are a continuous work in progress. The courses evolve as new information emerges, more innovative technology develops, and new resources materialize. Students begin my class by viewing an orientation tutorial where I introduce myself and navigate the students through the course. This reduces the potential for confusion or frustration about where and how to start. Students next access the learning modules, which contain diverse multi-media content, such as videos to introduce the topic and narrated PowerPoint lectures to provide online students with the benefit of the lecture content enjoyed by the students in the classroom.

Students watch cartoon vignettes with content-rich material for fun and interesting variations of the instructional content. They also view relevant Internet video clips which give real world meaning to the learning content. Advanced presentation software with animation features is used to elevate the quality of the materials. Students are also able to participate in web-conferences to allow them to experience the synchronous interaction associated with the face-to-face courses. If software was readily available to project a 3-D hologram onto my student's desk like that which

appears in Star Wars, I would be the first to incorporate it to add another dimension to my learning content.

After viewing the instructional content, students watch my exam overview tutorial which outlines the test format and study tips for maximizing performance. This reduces the student's anxiety associated with not knowing what to expect on their first online assessment and it facilitates their preparation. In essence, my goal is to employ the use of videos, narrated lectures and animation to project myself into the virtual classroom to direct and instruct the students in the same way that I would if I were standing across from them in the classroom.

Given the high levels of technology in my courses, I strike a balance of simplicity so that students are not overwhelmed. Online students set aside time to work on their classes and a loss of that window of opportunity due to technology issues can stifle their progress. To prevent against this, I ensure that navigation of the technology is seamless and I implement proactive measures, such as contingency plans, alternative modes of access and troubleshooting resources. In addition, I maintain a more active professorial presence when new technology is introduced.

Spring 2014, I embarked upon my newest online course development project: a pilot version of a self-paced online course. I coined the term "SPOC" for the acronym of this relatively new and rare species of online course within the traditional University system. In this class students are afforded maximum flexibility with the elimination of all deadlines, other than the semester closing date. The goal was to create an attractive format for students from a scheduling perspective, but the absence of deadlines created a heightened potential for procrastination and non-completion. In the course development stage, my underlying premise was that the course must exemplify an ideal online learning experience to motivate the students to complete it in the absence of the intermittent deadlines.

To accomplish this goal, I lead a team in utilizing technology to create a high degree of robust content. In addition to each of the strategies previously referenced, I incorporated interactive quizzes, exercises, activities, and hotspots to vary the content delivery and improve engagement. We developed stop motion videos where static objects are brought to life and appear to move. I coined the term "Big Picture" for these videos as they are a short overview of the chapter to put the material in context. Props are used to illustrate the chapter highlights, such as Legos and dolls.

A SPOC learning module was submitted in the 2014 6th Annual Softchalk Lesson Challenge. The module placed 4th out of 117 entries from around the nation and received the Honorable Mention Award. We were very pleased with this award because the course is in the pilot stage and still in the development stage. We were even more pleased with the feedback from the pilot group. Student comments were tremendously positive. One hundred percent indicated they would enroll in another SPOC and numerous students are on a waiting list for the next SPOC. In light of the success of the pilot project, next semester I will lead a team in developing additional SPOCs covering all of Clayton State University's area "E" of the core curriculum.

2. Develop Meaningful Methods to Engage the Students in the Learning Process: *“TELL ME AND I FORGET, TEACH ME AND I MAY REMEMBER, INVOLVE ME AND I LEARN.”* BY BENJAMIN FRANKLIN

Another method of bridging the gap between the students and the content is to create meaningful interactions which promote interest and foster understanding. My major strategy to accomplish this goal is to develop creative role play simulations to provide the students with real world context and authentic activities that allow students to apply knowledge. For instance, I filmed a short video where several of my students acted out a unilateral contract scenario and each semester the online students assume the role of the actors and discuss the implications.

Another example is my “suspense model” threaded discussion posting assignment where students are motivated to participate in the discussion by a sense of intrigue in the developing story. Pertinent facts are delivered to the students at regular successive time intervals. All of the information is relayed via videos and cartoons. I conducted research of the pedagogical utility of this type of online discussion format with two colleagues and the findings from this project were recently published in a peer-reviewed journal (<http://www.westga.edu/~distance/ojdla/>).

One final example is my extensive corporation assignment where students form and operate a business. Students earn mock money for their corporation by making prudent decisions and correctly addressing the legal issues. I provide them with video and animation scenarios from which to select corporate activity which will impact their operations. After they make a selection, they receive a notice of whether the election worked to their benefit or detriment. I even infused humor into the assignment this past semester when I played a practical joke on each corporation on April Fools’ Day. After they posted their election, I reported that their latest decision resulted in a catastrophe which rendered them bankrupt. In the next paragraph, I informed them that it was joke as it was April Fools’ Day and I simply could not resist the temptation. Numerous students sent me emails and submitted discussion postings about how much they appreciated the humor and that it was the best practical joke. Corporation law is not necessarily a topic that students consider to be fun, so I felt a sense of accomplishment when several communicated that this was their favorite class.

3. Support and Motivate the Students with Strong Student/Instructor Interaction: *“PEOPLE DON’T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE”* BY JOHN MAXWELL

To reduce the potential for any student to feel disconnected and isolated, it is essential to cultivate a motivational environment. Therefore, I maintain a strong professorial presence with a high level of communication. Students receive rich and prompt feedback on assignments and assessments focusing first on positive aspects of their submission and then constructive input. These words in an online class have tremendous impact because they serve as the primary point of personal contact with each student.

I send personal congratulatory emails to students that earn high exam scores applauding their effort and performance. Students routinely express their appreciation for the unexpected email as indicated in the following student replies from this past semester:

- “Thank you Professor Southard I really appreciate that, you really made my day.”
- “Thank you so much Professor Southard, I really appreciate it!!! I have to continuously keep myself motivated. So thank you so much for giving me that motivational and encouraging boost to press on.”

- “Thank you so much for the email!!! I needed that !! :::)”

At the midpoint of the semester, every student receives their exact grade percentage and personalized comments about their status and progress in the class. For instance, “Solid work your current average is 78%. I noticed that you missed two discussion postings. Be careful not to miss anymore. You have the potential to raise your grade to a B. Email me if you need help”. These motivational comments show my concern and interest in their success. They also impress upon the students that I recognize them as individuals and not simply numbers in my class.

Another example of support is the three communication methods I utilize to help the students maintain the pace of the course. All course activities and assignments are posted in the GeorgiaVIEW calendar, on a printable syllabus schedule; and in a weekly email update. The weekly email update 1) recaps the previous week’s activities; 2) reminds them of the current week’s activities; and 3) announces the following week’s activities. These forms of communication assist the students in staying on track and planning their coursework.

4. Visualize the Content: “*A PICTURE IS WORTH A THOUSAND WORDS*” BY ARTHUR BRISBANE

Lastly, to compensate for the lack of classroom interaction, visualization of the instructional materials is important. A concept is always more interesting, intelligible and memorable when it is tied to a visual aid. Explaining to my students that in McLaurin v. Oklahoma State Regents a University attempted to segregate a black graduate student by making him sit in an adjoining room marked “reserved for colored” is much more vividly portrayed with an image depicting the same. I search out visual representations of the concepts. These images appear in virtual photo albums, time charts, lectures, and flashcards. Also, my GeorgiaView home page includes widgets and images to enhance navigation, layout and aesthetics.



Conclusion

One final quote resonates for me, “*WHO DARES TO TEACH MUST NEVER CEASE TO LEARN,*” BY JOHN COTTON DANA. The primary focus of my professional development, ongoing research and scholarship is web-based pedagogy to optimize the virtual learning experience. Through my research and experiences, my goal is to continuously improve. If I teach the same course more than once, it should be better each time. If I teach a new course, the principles learned from my previous experience should be incorporated into it. Distance education is a dynamic and changing learning environment where I am constantly learning and discovering ways to improve.

Even while developing this reflective statement, I have been inspired by the power of words and next semester I plan to incorporate inspirational quotes into each learning module so that my students will hopefully be motivated in the same fashion. Professors have a teaching platform to inspire a new generation. I am grateful to have a career where my vocation is a vacation.

My passion for online instruction has extended beyond my classroom to impact the larger educational community through the Regents Award for Scholarship of Teaching and Learning, two award winning entries in national online teaching competitions; over twenty journal articles, conference proceeding and presentations; numerous contributions to online educational repositories; faculty online course reviews and mentoring; and service on national and university distance education committees.

**CONDENSED CURRICULUM VITAE
SHERYNE SOUTHARD**

Assistant Professor

SheryneSouthard@clayton.edu

Education

JD, Arizona State University, Tempe, Arizona, Law, 1993
BS, Nevada State University, Las Vegas, Nevada, Business Administration, 1990

Special Certifications and/or Designations

Course Leader Certification on Advanced Presentation Skills (November, 2010)

Honors/Awards/Grants

2014: Honorable Mention for the National Softchalk Lesson Challenge – Ranked 4th out of 117 entries across the nation based on the Quality Matters judging rubric.
2010: Regents Scholarship of Teaching and Learning Award - Recognition for excellence in scholarship of teaching and learning in Georgia.
2009: Pearson-Prentice Hall/AAfPE Online Teaching Competition Award. Awarded at the AAfPE 28th Annual National Conference
2013: Eli Grant – Recipient of grant for an Engaged Learning Innovations program.
2011: C.A.S.E. Grant – Recipient of grant for a Creative Activities and Scholarship Enrichment.

ACADEMIC EMPLOYMENT EXPERIENCE

2000-Present - Associate Professor at Clayton State University: Currently teach online, hybrid and traditional courses in the Legal Studies, Paralegal Studies and Bachelor of Applied Sciences programs. Research and publication interest in the areas of asynchronous distance education pedagogy, quality assurance standards, faculty training and online best practices.

COURSES TAUGHT/DEVELOPED

American Government	Computers in the Law	Legal Issues-Admin. & Tech. Managers
Business Organization	Intro. to Law and Ethics	Legal Research and Writing
Civil Litigation	Legal Document Processing	Special Topics & Problems

INTELLECTUAL CONTRIBUTIONS (Distance Education Related)

Refereed Journal Articles

Mooney, M. A., Southard, S., Burton, C. (2014). Shifting from Obligatory Discourse to Rich Dialogue: Promoting Student Interaction in Asynchronous Threaded Discussion Postings. *The Online Journal of Distance Learning Administration*, 17(1). Retrieved from:
http://www.westga.edu/~distance/ojdla/spring171/mooney_southerland_burton171.
Tidwell, M. V., Southard, S., Mooney, M. A. (2010). Assessing The Role of Individual Differences in Student Performance in Online Classes. *The International Journal of Education Research*, 5(2), 69-84.
html

Conference Proceedings

Southard, S., Mooney, M. (2013). *Synthesis of Macro and Micro Level Distance Education Standards*. Jekyll Island, Georgia: Distance Learning Administration Annual & Conference Proceedings.
Mooney, M., Southard, S (2013). *Call Me Maybe: Higher Education's Fledgling Romance with Social Media*. Jekyll Island, Georgia: Distance Learning Administration Annual & Conference Proceedings.

- Southard, S., Burton, C. Mooney, M. (2012). *Shifting from Obligatory Discourse to Rich Dialogue: Promoting Student Interaction in Asynchronous Threaded Discussion Postings*. Jekyll Island, Georgia: Distance Learning Administration Annual & Conference Proceedings.
- Southard, S & Bates, R. (2011). *The Evolution of Traditional Faculty through Distance Education Training?* Savannah, Georgia: Distance Learning Administration Annual & Conference Proceedings.
- Mooney, M. & Southard, S (2011). *Design and Delivery of Online Courses: Are We Playing Favorites?* Savannah, Georgia: Distance Learning Administration Annual & Conference Proceedings.
- Southard, S. (2010). *CLICK HERE to Start: A Consolidated Approach to Preparing Students for an Online Course*. Columbus, GA: Columbus State University College of Education and Health Professions. online.colstate.edu/dlconference/
- Southard, S. (2010). *Engaging the Student You Never See: Improving Student Engagement in the Asynchronous Online Environment*. Nashville, TN: International Society for Exploring Teaching and Learning. <http://www.isetl.org>
- Southard, S., Mooney, M. A. (2010). *Standardized Standards: A Comparative Analysis of Quality Assurance Standards in Distance Education and a Proposal for a Consistent Framework*. Nashville, TN: International Society for Exploring Teaching and Learning. www.isetl.org
- Tidwell, M. V., Southard, S., Mooney, M. A. (2009). *Assessing the Role of Individual Differences in Student Performance in Online Classes* (2nd ed., vol. 6, pp. 2). Ruston, LA: IABPAD Conference. www.iabpad.com/conference.htm

Trade Journal Articles

- Southard, S. (2014). In Rachles, Doris (Ed.), *Create Presentations with Visual Impact to Eliminate the PowerPoint Doldrums* (Vol. 5, Issue 2) edition of the AfpPE Bytes.
- Southard, S. (2013). In Rachles, Doris (Ed.), *Ensuring Academic Integrity in Online Courses*. (Vol. 4. Issue 2 (Spring/Summer 2013 edition of the Paralegal Educator. www.aafpe.org/
- Southard, S. (2013). In Rachles, Doris (Ed.), *Reinventing Information through the Visualization of Information*. (Vol. 4, Issue 3) edition of the AfpPE Bytes.
- Southard, S. (2012). In Rachles, Doris (Ed.), *Bridging the "Distance" in Distance Education* (Vol. 3, Issue 2 Spring 2012) to be reprinted in the Fall 2012 edition of The Paralegal Educator. www.aafpe.org/
- Southard, S. (2010). In Loretta Calvert (Ed.), *Student Engagement Strategies Virtual Classrooms* (2nd ed., vol. 24, pp. 2). Mt. Royal, New Jersey: The Paralegal Educator. www.aafpe.org/

Refereed Presentations

International

- Southard, S. (2010, October). *Engaging the Student You Never See: Improving Student Engagement in the Asynchronous Online Environment*. Presented at ISETL, Nashville, TN.
- Southard, S., Mooney, M. A. (2010, October). *Standardizing Standards: A Comparative Analysis of Quality Assurance Standards in Distance Education and a Proposal for a Consistent Framework*. Presented at ISETL, Nashville, TN.
- Tidwell, M. V., Southard, S., Mooney, M. A. (2009, April). *Assessing the Role of Individual Differences in Student Performance in Online Classes*. Presented at IABPAD, Dallas, TX.

National

- Southard, S., Burton, C. Mooney, M. (2013). *Incorporating Elements of Suspense to Facilitate Robust Online Discourse*, Presented at the Pennsylvania Society of Higher Education Virtual Conference.
- Southard, S. (2013, October). *Thinking Outside the Bus: Virtual Field Trips*. Presented at 32nd Annual American Association for Paralegal Education (AAfPE), Phoenix, Arizona.

- Southard, S and Mooney, M (2013, June). *A Synthesis of Macro-and Micro-Level Distance Education Standards*. Presented at the Distance Learning Administration Annual & Conference Proceedings (DLA) Jekyll Island, Georgia.
- Mooney, M. and Southard, S (2013, June). *Call Me Maybe: Higher Education's Fledgling Romance with Social Media*. Presented at the Distance Learning Administration Annual & Conference Proceedings (DLA) Jekyll Island, Georgia.
- Southard, S., Burton, C. Mooney, M. (2012, June). *Shifting from Obligatory Discourse to Rich Dialogue: Promoting Student Interaction in Asynchronous Threaded Discussion Postings*. Presented at the Distance Learning Administration Annual & Conference Proceedings (DLA) Jekyll Island, Georgia.

Regional

- Southard, S. (2011, March) Quality Distance Education, Panel participant at Southern Regional Education Board, Atlanta, GA
- Southard, S. (2010, September). *CLICK HERE to Start: A Consolidated Approach to Preparing Students for an Online Course*. Presented at Columbus State University College of Education and Health Professions, Columbus, GA
- Mooney, M. A., Southard, S., & Calvert, L. (2009). *Compliance with ABA Requirements for Content, Delivery, and Assessment of Online Courses*. Presented at American Association for Paralegal Educators (AAfPE), Atlanta, GA

Invited Presentations

- Southard, S. (2011, August). Web-Conference Presentations. Presented at the Course Leader Certification Seminar hosted by Georgia Tech University.
- Southard, S. (2011 January). Student-Centered Engagement Practices in the Asynchronous Learning Environment, Presented for the University System of Georgia Online Faculty Development Series. (The presentation is archived on the USG iTunes website for future use and training by USG faculty.)
- Southard, S. (2010, November). Scholarship of Teaching and Learning Research, Presented for the University System of Georgia Online Faculty Development Series.

SERVICE ACTIVITIES (Distance Education Related)

- July 2012 – Present: Online Course Policy Committee - This University committee is newly formed for the purpose of developing a University policy to ensure compliance the SACS requirements.
- January 2012 to Present: IT Strategic Planning Committee - Assigned to a subcommittee to research the development of a knowledge management system for the University.
- February 2012 – March 2012: eMajor Proposal Committee – University committee helped draft language to include in the University's proposal to administer the eMajor Program for the Board of Regents.
- September 2010 - 2011: Academy for Online Course Development Steering Committee - Developed policies, standards and procedures for the University's Academy for Online Course Development.
- August , 2010 - 2011: Distance Learning Committee - Developed and implemented the University's strategic plan for distance education and quality assurance plan.
- February, 2010 - June 2010: Online Course Guidelines Committee - Made significant contributions to the University's distance education quality assurance plan, including policies, best practices and training.
- October 2009 - Present: American Association of Paralegal Education (AAfPE) Distance Education Committee - Develop strategies and resources to support successful distance education in the legal/paralegal studies discipline.

SUPPORTING DOCUMENTATION OF ONLINE TEACHING AND EXCELLENCE

Access to Online Course Materials

SPOC (Honorable Mention Award): Go to www.softchalk.com, select "Showcase", Select "Challenge Winners", Select "Learn More", Scroll down to "American Government (Self-Paced), Sheryne Southard, Clayton State University"

SPOC Module: <https://www.softchalkcloud.com/lesson/serve/IJ965evLUcnGHy/html>

Lego Stop Motion: https://cidmedia.clayton.edu/SPOC_-_Chapter4HotPursuit_-_MP4_with_Smart_Player_%28Medium%29_-_20140222_11.06.36PM.html

Orientation Tutorial: https://cidmedia.clayton.edu/Tech_3115_-_Orientation_-_MP4_with_Smart_Player_%28Original_Size%29_-_20130721_02.57.27PM.html

Narrated Power Point Lecture: https://cidmedia.clayton.edu/Tech_3115_-_Module_2_-_Part_I_-_MP4_with_Smart_Player_%28Original_Size%29_-_20130721_10.30.40AM.html

Big Picture Stop Motion: <https://cidmedia.clayton.edu/video/southard/Forms%20of%20Government.html>

GeorgiaVIEW/Desire2Learn Homepage: Widgets have been created to visualize the layout. For easy navigation, the page is divided into three sections. The first column is administrative content; the second column is instructional content; and the third column is student assessment (assignment, discussion, exam, quizzes).

Orientation & Syllabus | ▾

Please Start the Course Here

Step 1: Read Syllabus
Step 2: Complete the Syllabus Quiz (Due by Jan. 21st at noon)
Step 3: Attend your scheduled webconference

Proposed Schedule | ▾

Module	Proposed Completion Date
1	January 15th
2	January 22nd
3	February 1st
4	February 8th
5	February 15th
6	February 22nd
7	March 1st
8	March 15th
9	March 22nd

Role Switch | ▾

Unit 1 - Foundations ▾

CHAPTER 1 - THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME

Module 1

CHAPTER 2 - THE FOUNDING AND THE CONSTITUTION

Module 2

CHAPTER 3 - FEDERALISM

Module 3

Unit 2 - Rights | ▾

CHAPTER 4 - CIVIL LIBERTIES

Module 4

CHAPTER 5 - CIVIL RIGHTS, EQUALITY and SOCIAL MOVEMENTS

Module 5.1

Module 5.2

Assignments | ▾

Assignment

Civil Engagement Project
Extra Credit Assignment

Discussions ▾

Chapter 2 Discussion
Chapter 4 Discussion
Chapter 5 Discussion
Chapter 9 Discussion
Chapter 10 Discussion
Chapter 12 Discussion

Exams, Quizzes and Test Re... | ▾

Exam 1

Chapter 1 Quiz
Chapter 2 Quiz

Exam 2

Chapter 1 Quiz
Chapter 2 Quiz

Summary of Student Evaluations Scores over a 6 year period: The following chart summarizes the student evaluation scores. These figures were calculated by averaging scores in the 20 areas of assessment for all courses taught. Scores are based on a scale of 0 (low) to 5 (high).

Semester	Year	Average
Spring	2014	4.77
Fall	2013	4.94
Summer	2013	4.58
Spring	2013	4.80
Fall	2012	4.77
Summer	2012	4.58
Spring	2012	4.71
Fall	2011	4.90

Summer	2011	4.88
Spring	2011	4.86
Fall	2010	4.83
Summer	2010	4.76
Spring	2010	4.53
Fall	2009	4.82
Summer	2009	4.62
Spring	2009	4.80
Fall	2008	4.81

Sample of Student Comments over a 7 year period: The following is a representative sample of student comments, which evidences a high degree of student satisfaction.

2014

- “Professor Southard is a treasure! I enjoyed her class immensely, even though I had no interest in the material. She is quick to respond to emails and is very enthusiastic about the course she teaches. I am excited to take her for future classes as I feel she has a genuine care and concern for her students.”
- “This was an excellent online course. The Professor was organized and I great benefited from her weekly learning modules and online lectures.”
- “Professor Southard is by far the best professor I have ever had at Clayton State... I really wish she taught more courses because I would definitely take them.”
- “Professor made this class so exciting. She responded quickly to all emails, always willing to help in any way”
- “I really like Professor Southard, and I immensely enjoyed her class. She made it fun and interactive.
- “Instructor was beyond awesome.”
- The layout of material and chapter outlines were the best I have experienced in an online learning environment. I also found the online lectures were very well presented.”

2013

- “Professor Southard was very engaging with this course and her students.”
- “She was very encouraging, especially at the start of the course, when she told me "it would be a lot of work to take 2 summer school courses, but that I could do it!" This was a great positive stimulus.”
- “I really enjoyed the outlines she created and posted for each chapter, because they highlighted the most important information from each chapter. The video lectures were very helpful also.”
- “Although, I am not interested in business, the instructor made it interesting and I did learn quite a bit.”

2012

- “I really didn't think I would like an online only course, but I really did enjoy this class, and liked that I could work at my own speed. This class was very interesting and I really enjoyed the assignments.”
- “I was apprehensive about taking an online class, but I found that the online format for this class was perfect for the subject matter.”
- “Mrs. Southard is an amazing professor. CSU is lucky to have her.”
- “She is very good at teaching in an online format!”

2011

- “I'm not a fan of online course and was disappointed that one of my required courses would be one, but this instructor changed my mind about the format. Despite the lack of actual face time, her instruction proved very informative and conducive to learning the material.”
- “One of the best professors that I have ever had!”
- “Professor Southard was a wonderful teacher and she made you feel like you mattered. She was willing to help you with any question or problem. I would take her class again if any I need is taught by her.”

- “Probably the best teacher at the school. Her writing is very clear and she never surprised us with any assignments or questions on a test we didn’t know. Her lectures online are great and actually enjoyable (incredible speaking voice).”

2010

- “Dr. Southard made this [pure] online class feel more like a hybrid class because she engaged the students in discussion about the subject matter.”
- “Excellent instructor. She needs to teach folks on the CSU campus how to do a successful [online course] and student do learn something online. Enjoyed it thoroughly.”
- “This was a great course. A lot of information to learn, but the online instruction was excellent. The ability to communicate with the instructor was the same quality as for classroom instruction.”
- “Good employees (instructors, in this case) are very hard to find. Prof. Southard is a great employee and it would be a great loss for CSU to lose her services”
- “Prof. Southard is the example of professionalism at its finest. She is the BEST instructor I have ever encountered in my academic career. She is THE model for instructors to follow.”

2009

- “As close to perfection as one can get. Almost to the point of intimidation, but that quiet expectation, I believe, is what compels students to go deep and do their best. The translation of complex issues into practical examples is the main reason I stayed in the course”
- “Great course. Professor is an excellent instructor. Here course materials are well-prepared and her online lectures are very helpful. They make the concepts being taught more clear than just reading the book.”
- “A very educational online class, one of the best I have taken”

2008

- “GIVE THIS PROFESSOR A RAISE! She did it right and earned her pay and then some. This is what all instructors should be like.”
- “A+ online learning. Great methods with online video of instructor lectures.”
- “The instructor was consistently on her game and made this a true online course with a vast variety of technology to help understand the material. Powerpoint, podcast, videos and notes. This has been the first course ever that has been truly an online environment. The instructor inspired a learning for the material and provided feedback in a timely manner and she was always there to answer questions in a timely manner.”

Student Letter of Commendation - Sent by a student to the Dean about her online course experience. Please note: King was Professor Southard’s last name at the time of this correspondence (Nov. 11, 2008).

Dear Dr. Bates,

I would like to express my deep appreciation for one of your staff members, Professor Sherry King. I recently had the opportunity to take Tech 3115 Legal Issues. In my time at Clayton State I have taken almost all online courses. These courses have not been true online courses, we did take the course online but the instruction was very much self-taught. Professor King has been the first course I have taken where she has strived to present a true online environment that echoes the classroom environment.

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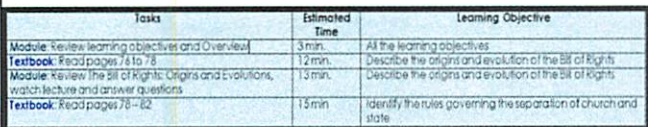





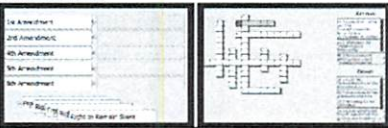
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Sincerely,

Results of Survey of Student Feedback on Self-Paced Online Pilot Course (Spring 2014) – demonstrates course components and student satisfaction.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	<p>The pictures and visual presentation of the content was useful and helped me learn the material.</p> 	-			23%	77%
2.	<p>The module planners with the tasks, estimated completion time and associated learning objective useful.</p> 	-	-	23%	15%	62%
3.	<p>The short animations lectures and illustrations were useful and helped me learn the material.</p> 	-	-	8%	15%	77%
4.	<p>The short animation introductions and conclusions were interesting and useful.</p> 	-	-	8%	15%	77%
5.	<p>The online lectures helped me learned the material.</p> 	-	8%	-	38%	54%
6.	<p>The short biography and other videos were useful and helped me learn the material.</p> 	-	-	8%	30%	62%
7.	<p>The flashcards were useful and helped me learn the material.</p> 	-	8%	8%	15%	69%
8.	<p>The practice exercises were useful and helped me learn the material.</p> 	-	8%	15%	15%	62%
9.	<p>The "Big Picture" illustration at the beginning of several chapters were useful and helped me learn the material.</p>	-	-	8%	30%	62%

Access to Online Course Materials

SPOC (Honorable Mention Award): Go to www.softchalk.com, select “Showcase”, Select “Challenge Winners”, Select “Learn More”, Scroll down to “American Government (Self-Paced), Sheryne Southard, Clayton State University”

SPOC Module: <https://www.softchalkcloud.com/lesson/serve/IJ965evLUcnGHy/html>

Lego Stop Motion: https://cidmedia.clayton.edu/SPOC_-_Chapter4HotPursuit_-_MP4_with_Smart_Player_%28Medium%29_-_20140222_11.06.36PM.html

Orientation Tutorial: https://cidmedia.clayton.edu/Tech_3115_-_Orientation_-_MP4_with_Smart_Player_%28Original_Size%29_-_20130721_02.57.27PM.html

Narrated Power Point Lecture: https://cidmedia.clayton.edu/Tech_3115_-_Module_2_-_Part_I_-_MP4_with_Smart_Player_%28Original_Size%29_-_20130721_10.30.40AM.html

Big Picture Stop Motion: <https://cidmedia.clayton.edu/video/southard/Forms%20of%20Government.html>

GeorgiaVIEW/Desire2Learn Homepage: Widgets have been created to visualize the layout. For easy navigation, the page is divided into three sections. The first column is administrative content; the second column is instructional content; and the third column is student assessment (assignment, discussion, exam, quizzes).

Orientation & Syllabus |

Please Start the Course Here

Step 1: Read Syllabus
Step 2: Complete the Syllabus Quiz (Due by Jan. 21st at noon)
Step 3: Attend your scheduled webconference

Proposed Schedule |

Module	Proposed Completion Date
1	January 18th
2	January 25th
3	February 1st
4	February 8th
5	February 15th
6	February 22nd
7	March 1st
8	March 13th
9	March 22nd

Unit 1 - Foundations |

CHAPTER 1 - THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME

Module 1

CHAPTER 2 - THE FOUNDING AND THE CONSTITUTION

Module 2

CHAPTER 3 - FEDERALISM

Module 3

Unit 2 - Rights |

CHAPTER 4 - CIVIL LIBERTIES

Module 4

CHAPTER 5 - CIVIL RIGHTS, EQUALITY and SOCIAL MOVEMENTS

Module 5.1

Module 5.2

Assignments |

Assignment

Civic Engagement Project
Extra Credit Assignment

Discussions |

Chapter 2 Discussion
Chapter 4 Discussion
Chapter 9 Discussion
Chapter 10 Discussion
Chapter 12 Discussion

Exams, Quizzes and Test Re... |

Chapter 1 Quiz
Chapter 2 Quiz
Exam 1
Exam 2

Summary of Student Evaluations Scores over a 6 year period: The following chart summarizes the student evaluation scores. These figures were calculated by averaging scores in the 20 areas of assessment for all courses taught. Scores are based on a scale of 0 (low) to 5 (high).

Semester	Year	Average
Spring	2014	4.77
Fall	2013	4.94
Summer	2013	4.58
Spring	2013	4.80
Fall	2012	4.77
Summer	2012	4.58
Spring	2012	4.71
Fall	2011	4.90

Summer	2011	4.88
Spring	2011	4.86
Fall	2010	4.83
Summer	2010	4.76
Spring	2010	4.53
Fall	2009	4.82
Summer	2009	4.62
Spring	2009	4.80
Fall	2008	4.81

Sample of Student Comments over a 7 year period: The following is a representative sample of student comments, which evidences a high degree of student satisfaction.

2014

- “Professor Southard is a treasure! I enjoyed her class immensely, even though I had no interest in the material. She is quick to respond to emails and is very enthusiastic about the course she teaches. I am excited to take her for future classes as I feel she has a genuine care and concern for her students.”
- “This was an excellent online course. The Professor was organized and I great benefited from her weekly learning modules and online lectures.”
- “Professor Southard is by far the best professor I have ever had at Clayton State... I really wish she taught more courses because I would definitely take them.”
- “Professor made this class so exciting. She responded quickly to all emails, always willing to help in any way”
- “I really like Professor Southard, and I immensely enjoyed her class. She made it fun and interactive.
- “Instructor was beyond awesome.”
- The layout of material and chapter outlines were the best I have experienced in an online learning environment. I also found the online lectures were very well presented.”

2013

- “Professor Southard was very engaging with this course and her students.”
- “She was very encouraging, especially at the start of the course, when she told me “it would be a lot of work to take 2 summer school courses, but that I could do it!” This was a great positive stimulus.”
- “I really enjoyed the outlines she created and posted for each chapter, because they highlighted the most important information from each chapter. The video lectures were very helpful also.”
- “Although, I am not interested in business, the instructor made it interesting and I did learn quite a bit.”

2012

- “I really didn't think I would like an online only course, but I really did enjoy this class, and liked that I could work at my own speed. This class was very interesting and I really enjoyed the assignments.”
- “I was apprehensive about taking an online class, but I found that the online format for this class was perfect for the subject matter.”
- “Mrs. Southard is an amazing professor. CSU is lucky to have her.”
- “She is very good at teaching in an online format!”

2011

- “I’m not a fan of online course and was disappointed that one of my required courses would be one, but this instructor changed my mind about the format. Despite the lack of actual face time, her instruction proved very informative and conducive to learning the material.”
- “One of the best professors that I have ever had!”
- “Professor Southard was a wonderful teacher and she made you feel like you mattered. She was willing to help you with any question or problem. I would take her class again if any I need is taught by her.”

- “Probably the best teacher at the school. Her writing is very clear and she never surprised us with any assignments or questions on a test we didn’t know. Her lectures online are great and actually enjoyable (incredible speaking voice).”
2010
- “Dr. Southard made this [pure] online class feel more like a hybrid class because she engaged the students in discussion about the subject matter.”
- “Excellent instructor. She needs to teach folks on the CSU campus how to do a successful [online course] and student do learn something online. Enjoyed it thoroughly.”
- “This was a great course. A lot of information to learn, but the online instruction was excellent. The ability to communicate with the instructor was the same quality as for classroom instruction.”
- “Good employees (instructors, in this case) are very hard to find. Prof. Southard is a great employee and it would be a great loss for CSU to lose her services”
- “Prof. Southard is the example of professionalism at its finest. She is the BEST instructor I have ever encountered in my academic career. She is THE model for instructors to follow.”
2009
- “As close to perfection as one can get. Almost to the point of intimidation, but that quiet expectation, I believe, is what compels students to go deep and do their best. The translation of complex issues into practical examples is the main reason I stayed in the course”
- “Great course. Professor is an excellent instructor. Here course materials are well-prepared and her online lectures are very helpful. They make the concepts being taught more clear than just reading the book.”
- “A very educational online class, one of the best I have taken”
2008
- “GIVE THIS PROFESSOR A RAISE! She did it right and earned her pay and then some. This is what all instructors should be like.”
- “A+ online learning. Great methods with online video of instructor lectures.”
- “The instructor was consistently on her game and made this a true online course with a vast variety of technology to help understand the material. Powerpoint, podcast, videos and notes. This has been the first course ever that has been truly an online environment. The instructor inspired a learning for the material and provided feedback in a timely manner and she was always there to answer questions in a timely manner.”

Student Letter of Commendation - Sent by a student to the Dean about her online course experience. Please note: King was Professor Southard’s last name at the time of this correspondence (Nov. 11, 2008).

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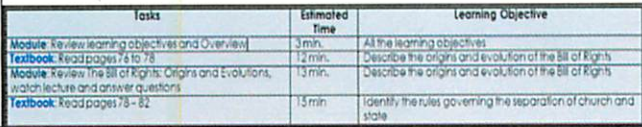
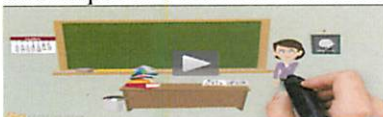





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10	The self-paced course was attractive to me because it offered:					
11	Flexibility	-	-	-	-	100%
12	Attractive Schedule Option	-	-	-	15%	85%
	Engaging Course Content	-	-	-	15%	85%
	I would enrolled in another self-paced online course in the future	-	-	-	-	100%

Representative Sample of Student Open-ended Comments on Pilot Program

- I absolutely loved my self- paced online class! It was engaging, fun, and I learned a lot! The thing I loved most about the class was the short videos and games. I also enjoyed the fact that the class mirrored the book we had for the class, reinforcing the material we would read in certain chapters in many different ways. I'm only taking online classes at my college so I would hope that there could be a lot more self- paced classes in the future so that I may finish school at Clayton State and enjoy my time doing so.
- Very cool and efficient choice. I was able to complete the course material in half the time, which allowed me to focus my time on my major related courses.
- This was my first course at Clayton State University. I enjoyed the layout of this course. I hope to have more options of courses like this in my future at Clayton State. I thoroughly enjoyed this class. I am a full-time employee and a mother of three boys. Going back to school seemed impossible. This self-paced course was exactly the type of course I needed. I was able to complete my work after the children were in bed or on the weekend. I hope to have many more options of Self-paced Online Courses while attending Clayton State.
- I thoroughly enjoyed this self-paced course because it allowed me to learn at my own pace and focus on harder chapters using more time so I believe I learned more. I would love to take another one in the future (next semester, lol).
- I have enjoyed taking this class due to the fact I did not feel rushed to get assignments done. I think this type of class is a great idea, especially with my work schedule. Thank you
- I really enjoyed this online course, because I was able to work at my pace and learn more through practice exercises. I would highly recommended any student to participate in the self-paced online course
- The self-paced online course really was enjoyable. There were times that I needed to focus on my other classes so I didn't feel as if I needed to focus on this class and that was extremely nice. I would definitely enroll in another online class that was self-paced. I like learning on my own and on my own time.
- Self- paced helps when you have a very busy schedule. It is perfect for a single mom with work and school - Its perfect for my schedule.

Annual Evaluation Scores over a 10 year period (Based a maximum score of 800 in the areas of teaching, service and scholarship)

Year	Score
2013	789.5
2012	722(During this period, diagnosed with breast cancer & underwent surgery, radiation and chemo)
2011	723* (During this period, on bed rest for 2 months, hospitalized for 1 month & maternity leave for 3 months.)
2010	785
2009	750.5
2008	767
2007	770
2006	780

2005	770
2004	762.5

Selected Faculty Development Sessions Attended (out of 58)

2013: USG Symposium on New Models, MOOCs and Beyond, Atlanta, Georgia
 2013: Teaching Professor Technology Conference, Atlanta, Georgia
 2013: Distance Learning Administration Annual Conference, Jekyll Island, Georgia.
 2012: Repurposing Course Syllabus for an online course, Clayton State
 2012: Dot Net Nuke (DNN) Content Management System, Clayton State

Student Mentoring/Advising Activities

My support for students extends beyond the classroom. I strive to offer quality educational and career advisement to students. The following chart reflects my advisement load, which has doubled over the past seven years:

Year	Number of Students	Year	Number of Students
2014	59	2010	56
2013	69	2009	49
2012	65	2008	29
2011	61	2007	25

I have organized field trips to the Dekalb County Small Claims Court. I also supported students throughout the University by serving as a planning committee member and presenter for the Annual StartSmart Conference. This mandatory freshman student conference is designed to prepare students for success. In addition, I am devoted to mentoring and assisting students in their endeavors. Over the past decade, I have provided deserving students with support in the form of letters of recommendation for law school, graduate school, job references and scholarships. The following chart summarizes the letters of support provided over the past three years.

Year	Student	Purpose of Letter of Recommendation
2014		Law School Application
2013		Law School Application
2013		Law School Application
2013		Scholarship Application
2012		Graduate Business School Application
2011		Law School Application
2011		Scholarship Application
2011		Job Reference
2011		Job Reference
2011		Criminal Justice Graduate Program Application

Below are two recent emails received from students this year concerning their acceptance into law school.

Sent: Thursday, February 13, 2014 3:03 PM

To: Sheryne Southard

Subject: Law School Update

Hi Professor Southard!

I hope this semester is going well for you. I wanted to give you an update on my status. I have been officially accepted to [REDACTED] School of Law!

I want to thank you again for writing me the recommendation letter as well as everything you have taught me while I was at Clayton State. I truly appreciate

it! I know that the knowledge will serve me well as I go through law school and go on to become a lawyer.

Thanks again!

Sent: Friday, April 25, 2014 11:29 AM

To: Sheryne Southard

Subject: In Need of Help

Hello Professor Southard,

I know it's been awhile and I only had a couple online classes with you, but your opinion would really help guide my decision. I was accepted into [REDACTED] School of Law almost immediately upon graduation.... Yesterday, I got accepted into [REDACTED] School of Law ... Please help ;)

Thank you so much,

American Bar Association Program Review Comments – My online courses were reviewed by the ABA seven years ago. The following comment evidences their impression of the rigor of the class at that time. The course will be reviewed again as a part of the program's re-approval next year.

“A close review of the syllabi and observations of the online class in progress reveal that the courses are equivalent to courses offered in a traditional format—perhaps more challenging. The class operates with strict deadlines, requires regular interaction, and presents the material in many different ways, to accommodate all learning styles. Student surveys indicate a high degree of satisfaction with the online and hybrid classes.”

Quote from 2007 ABA Review Committee

Data Showing Success of the Nominee's Students

The following chart summarizes the graduates over the past four years and pursuits after graduation.

	2010	2011	2012	2013
# of Total Graduates	52	63	75	67
# of Graduates Continuing their Education (e.g. Law School)	15.4%	7.9%	18.7%	7.5%
# of Graduates Working as a Paralegal	26.9%	27.0	12.0%	23.9%
# of Graduates Working in Another Capacity in the Legal Field	9.6%	15.9%	24.0%	14.9%
# of Graduates Working in Another Field	17.3%	33.3%	20.0%	28.4%
# of Graduates Seeking Employment	7.7%	7.9%	13.3%	17.9%
# of Graduates Not Seeking Employment	5.8%	1.6%	1.3%	2.9%
# of Graduates Unable to Contact	17.3%	6.4%	10.7%	4.5%

The certificate program is designed to take 2 years to complete. In 2012-2013, 77% finished in 2 years. The job placement rate for students who completed this program in 2012-2013 is 55%.

Leadership Role and Contributions to Excellence of Online Instruction at the University

Excerpt from Course Evaluation Review – Conducted audits of the 63 online courses within the Humanities and Social Sciences Departments. My comprehensive review covered the areas of introductory materials, learning objectives, assessments and measurements, resources and materials, learning engagement, course technology, learner support, and accessibility. My final report contained a summary, together with an evaluation rubric of their performance in each category. In addition, I worked with several faculty members on implementing the recommendations into their courses. The following is an excerpt for one course review.

Summary:

ORGANIZATION: The online learning platform is well-organized. The homepage contains links to the getting started module, six weekly content modules, grading rubrics and the schedule. The getting started module includes useful information to prepare the students for the course, such as the course overview, syllabus, schedule, syllabus quiz, virtual roll call assignment, getting acquainted discussion activity, and netiquette web link. Each content link contains descriptive annotations to facilitate navigation for the students. The detailed syllabus includes all of the information necessary for an online course, as recommended in the Arts and Sciences online course syllabus template. Furthermore, it includes a comprehensive schedule that outlines the deadlines for the entire semester.

INSTRUCTIONAL CONTENT: The instructor utilizes the announcements, email, assessment, calendar, chat, discussions, goals, learning modules, and web links features in the learning management system. The weekly learning modules contain PowerPoint slides and diverse exercises, such as threaded discussion postings, assignments and quizzes.

STUDENT EXPERIENCE: Each week students view the PowerPoint slides and complete discussion postings, assignment quizzes, or examinations. The final grade is based upon submission of these four items. A descriptive grading rubric is published to advise the students of the grading criteria. Student/student interaction is fostered through threaded discussions and chat sessions. Student/instructor is fostered through announcements and emails.

Suggestions: Consider diversifying instructional materials by adding multimedia elements, such as web links, internet video clips, web conference sessions or instructor narrated PPT.

Training

Facilitated a six session online faculty training and course development project. Coordinated the project and led the review committee in creating the compliance standards. Held two workshops at the completion of the project to assist faculty with developing their courses. Met individually with 18 Arts and Sciences faculty members to provide them with assistance and developed sample items to facilitate the course development process for all participants.

Technology Showcase

Organized an Arts and Sciences Instructional Technology Showcase and lunch to allow the college faculty to exchange instructional development ideas to enhance their online, hybrid and traditional courses. Below is the email invitation to the College:

To: College of Arts and Sciences (FT Faculty)

Subject: Technology Showcase: Idea for Invigorating Your Online, Hybrid or Traditional Course with Web-based Resources

Hello Arts and Sciences Colleagues,

If you are interested in fresh ideas to invigorate your course with web-based resources, please attend this session Tuesday, October 5th from 11:15 to 12:30 in T224. We will discuss approaches for creating more robust course content, such as interactive materials, learning object repositories and podcasts. Please email me by Wednesday, September 22nd, if you have a method to showcase of how you created engaging course content. We will also discuss the resources available in our College to help you develop these materials for your class.

Everyone is welcome. These ideas are not limited to online or hybrid online courses. They can easily be combined as a web-enhancement of a traditional face-to-face class and uploaded to your home page. **Don't miss this opportunity to see interesting approaches used by your colleagues, commandeer them and pass them off in your class as your own.** I hope to see you there. Sherry