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CeTEAL News, September/October 2016

CeTEAL, Coastal Carolina University

COASTAL CAROLINA UNIVERSITY

CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

Students in Distress: 'The Double <u>R</u>'

Sara Peacock, assistant dean for student advocacy and intervention, Dean of Students Office

College students typically encounter a great deal of stress throughout their academic experience. Many students are able to successfully cope with the demands of college life; but for some, the pressure can become overwhelming and unmanageable. CCU's campus community depends on its faculty to detect and address student concerns through a two-part process known as "The Double R."

RECOGNIZE

Faculty members are typically the first people a student reaches out to for help. The safety and success of CCU's campus community relies on the ability of faculty to recognize signs of distress. The following behaviors are common signs of distress encountered in the classroom:

Physical signs
- Falling asleep in class or other inopportune times
- A dramatic change in energy level (either direction)
- Noticeable changes in hygiene or personal appearance
- Significant changes in weight (gain or loss)
- Frequent state of drug/alcohol intoxication
- Noticeable cuts, bruises or burns

Emotional signs
- Emotional outbursts (unprovoked anger or hostility; sobbing)

Navigating Interactions with Students

Kendall Irvin

Working in academics is demanding, and when students' emotional or psychological concerns manifest, it is easy to feel overwhelmed. In this article, we have included strategies to help faculty navigate...

Tips for Successful Online Teaching

Linda Lane

With more than 140 CCU classes being offered online for the upcoming Fall 2016 semester – including classes from all five colleges – there is a very good possibility that at some point…

Engaging Students on the First Day of Class

Matthew Tyler

A new semester is upon us, and you may be thinking about how to make the most of the first days and weeks of class. Recall your own experiences as a student. Did you want to feel a personal connection…

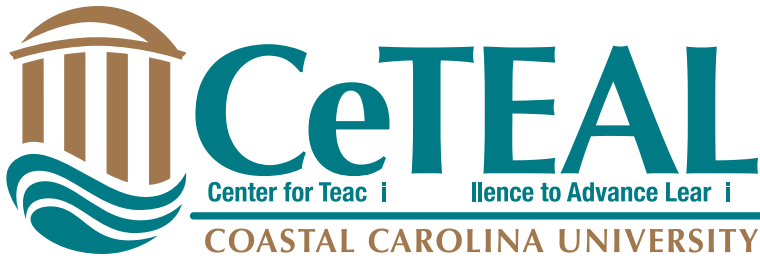### Why Badges Made Me a Better Facilitator

Jenn Shinaberger

Most of us remember the badges given out by Girl Scouts and Boy Scouts for completing a task or series of tasks. We may also recognize badges as part of many popular apps, such as fitness…

CeTEAL
Center for Teac i llence to Advance Lear i
COASTAL CAROLINA UNIVERSITY

Message from the Provost

Welcome to the 2017 academic year! CeTEAL continues to be a cornerstone for faculty growth and development in instructional design and delivery. Additionally, programming assists new faculty to make the transition to Coastal Carolina University and our strategic focus on teaching excellence.

I want to thank those of you who have participated and taught sessions in the past and encourage all faculty and staff to explore the opportunities. From confidential programming to assist in development and reflection to new faculty programming and QEP/EL opportunities, there is something for everyone at CeTEAL.

Ralph Byington, provost and executive vice president

Fall CeTEAL Institutes and Writing Circles

Teaching Effectiveness Institute (CeTEAL Certificate Program)
CeTEAL's Teaching Effectiveness Institute rolled out in May, and we have 24 faculty involved already. The institute focuses on aspects of effective classroom teaching, such as developing effective lessons, engaging students, managing the classroom, assessing student work and integrating technology.

Assessment Institute (CeTEAL Certificate Program)
CeTEAL's Assessment Institute is designed to meet the needs of those seeking more information on assessment, such as collegewide assessment coordinators, department chairs or faculty who are interested in classroom research. This program takes a hands-on approach and walks you through the process of developing an assessment plan.

Distance Learning Institute (CeTEAL Certificate Program)
Our Distance Learning Institute is designed to provide the basic information needed to build and manage successful online classes. In addition to a few required courses, the institute includes a variety of elective sessions to help faculty address areas of particular interest or concern.

Instructional Coaching (CeTEAL Certificate Program)
Instructional coaches provide a vital service by helping fellow faculty improve their teaching though an observation process that is strength-based and confidential. CeTEAL's Instructional Coaching program provides participants with a process and protocols for conducting classroom observations and providing constructive feedback and recommendations.

Writing Circles
Writing Circles are more than just a time to get together and write. Each circle incorporates a process to complete a written document or presentation. The circles require a commitment from the participants to attend the sessions and complete the assignments given. Each participant is given an opportunity to develop ideas for a writing project and is provided with strategies and tools to help complete the project while receiving strength-based feedback from their peers.

Master Writing Circles
At faculty request, CeTEAL expanded its Writing Circle program to include a Master Writing Circle. The Master Writing Circle allows those who have "graduated" from a Writing Circle to continue to take advantage of the structure and process the circles provide.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

*As **your** faculty development center, CeTEAL strives to provide CCU faculty with opportunities for professional development to ensure quality instruction, innovative use of technology and successful professional advancement.*
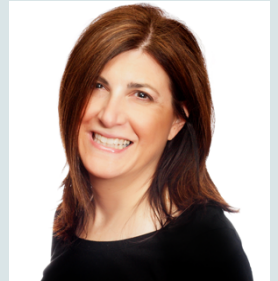
CeTEAL sessions are designed to support faculty goals, and our primary objective is to provide you with teaching, scholarship and leadership strategies that are evidence-based and collaborative. CeTEAL News is designed to share information and resources contributed by you and by your colleagues. If you would like to share your innovations in teaching and/or research by teaching a CeTEAL session or contributing to the CeTEAL News, please contact Tracy Gaskin at tgaskin@coastal.edu.

In this issue of CeTEAL News, faculty and staff share strategies for success related to teaching and to supporting student learning. We are fortunate to have articles from several of the offices around campus that work most directly with our students. Working with students is the most rewarding, and sometimes the most challenging, aspect of our jobs. We hope the information in this issue of CeTEAL News will be useful as you get started with the upcoming academic year.

*We encourage your participation in CeTEAL News and in our professional development sessions. CeTEAL is **your** faculty development center, and the more we work together and share our experiences and ideas, the more we all benefit.*
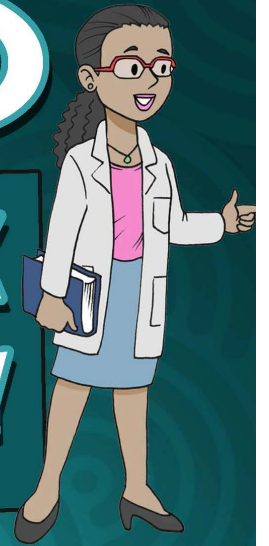
Thanks for everything Dodi! We will miss you!

–Jenn

TOP 10

QUESTIONS STUDENTS ASK CH4NT ABOUT FACULTY

COASTAL CAROLINA UNIVERSITY

WHAT ARE MY PROFESSOR'S OFFICE HOURS?

WHERE IS MY PROFESSOR'S OFFICE LOCATED?

HOW DO I CONTACT MY PROFESSOR?

IF THE PROFESSOR IS LATE, HOW LONG DO WE WAIT UNTIL WE LEAVE?

IF I SENT MY PROFESSOR AN EMAIL, HOW LONG DO I WAIT UNTIL I RE-SEND IT?

WHERE IS MY PROFESSOR'S MAILBOX LOCATED?

HOW CAN I TRACK MY GRADES IN THIS CLASS?

WHAT GRADING SCALE DO PROFESSORS USE? DO THEY ROUND UP?

WHEN/WHERE IS MY FINAL EXAM?

WHAT IS MY PROFESSOR'S ATTENDANCE POLICY?

*FOR ALL OF THESE QUESTIONS, WE REFER THE STUDENT TO THEIR COURSE SYLLABUS OR TO CONTACT THEIR PROFESSOR DIRECTLY.

TxT 843-234-3411 @CHANT_411 CHANT411@COASTAL.EDU

Faculty Focus: Strategies for Success

Navigating Interactions with Students

Kendall Irvin, psychologist, Counseling Services

Working in academics is demanding, and when students' emotional or psychological concerns manifest, it is easy for faculty to feel overwhelmed. In this article, we have included strategies to help faculty navigate interactions with students who are upset, troubled or even in crisis.

Remember, you never have to advocate for a student alone. Unfortunately, Counseling Services is typically too busy working with clients for us to leave the office to fetch students of concern. To assure students get the assistance they need, we encourage you to encourage students to use our services. Try saying, "Would you like to call now or would you prefer me to walk there with you?" Notice the double bind here that gently forces the student to be proactive.

On being the expert…
Students see faculty as experts in their respective fields, and consequently, you may feel pressured to have all the answers to their questions. But being stumped happens – you are a human, not a search engine – and it provides an excellent opportunity to model fallibility and grace under pressure. Such modeling teaches students how to navigate their own uncertainty and validates their vulnerability as learners. Try saying, "That's an excellent question, but off the top of my head, I don't have an answer for you. Why don't we both seek some answers, and we will revisit it next time?"

When a student disrupts class…
Nip this situation in the bud before other students and yourself become uncomfortable. If a student dominates class discussion – speaking over others, butting in on the lecture, or worse, arguing or insulting others – address it so the situation does not intensify. Try saying, "Your enthusiasm is appreciated, but out of respect for all learners in the class, we need to move along." If the disruptions continue, ask the student to stop and give a clear boundary. "Please be mindful of your peers and refrain from making comments. If you interrupt our lesson again, I will ask you to leave." If the student does not respect the boundary, enforce it. If you are comfortable doing so, ask the student to attend office hours for a more appropriately timed discussion or to address classroom conduct.

If a student's pattern changes drastically…
Check in! Chances are, something is going on. This could be as simple as a roommate conflict or as severe as substance abuse, sexual assault, etc. Check in with the student, but do not pressure them to open up. Try saying, "You don't seem like yourself lately, is everything OK?" If you are uncomfortable approaching students in this manner, that is OK too. Ask the student if they have someone they feel safe opening up to, and regardless of their answer, offer a referral to Counseling Services.

For more information on counseling services, visit www.coastal.edu/counseling.

Tip for New Faculty

Document everything you do. Make a note every time you are appointed to a committee, give a talk to a student group, receive a thank-you note from a student, etc. Keep your curriculum vitae up to date.

—Wes Fondren/Louis Keiner

Tips for Successful Online Teaching

Linda Lane, lecturer, Department of Recreation and Sport Management, College of Science

With more than 140 CCU classes being offered online for the upcoming Fall 2016 semester – including classes from all five colleges – there is a very good possibility that at some point in your career here at CCU, you will be asked to teach an online class. Consider the following tips that I have learned along the way to make it an easier process to prepare for an online class.

Communicate regularly with students
Sending a weekly email is key. One of the most mentioned items in my course evaluations has been the weekly email that I send to all students in the online course. This email allows me to set up the week's lesson, talk about assignments and give subtle reminders to those students who may need an extra "nudge." It also serves as an overall check to see how everyone is doing. Personally, I like to send the email out on Monday morning or afternoon; this seems to start the week off on a positive note.

Write instructions from the "student view"
Make sure to include specific instructions on how to do everything. When constructing the course, utilize the student view in Moodle – that way you can see exactly what your students will see when navigating the course. This allows you to give specific instructions on how to submit assignments, contribute to a discussion board, etc., so there is no confusion as to what is required.

Organize your class materials
Use weekly folders or similar means of organizing the course. I like to divide the course up into weekly folders, usually with one lesson (chapter) per week as a way of organizing the course. Each folder contains an introduction to the topic, lesson objectives, required reading, the accompanying PowerPoint, assignment links and any other information/resources students need for that week. Additionally, I invert these folders; meaning that the current weekly folder is always the top folder that students see when they access Moodle. This prevents students from having to scroll down the page to get to the current week's folder.

Consider the "pace" of the course
You need to think about the pace at which students progress through the course. The course I teach is not self-paced; as with many classes, lessons build on previous ones so I prefer that students to do not work that far ahead. To prevent this from occurring, I restrict the opening of each weekly folder; each week's folder is set to open at 11:55 p.m. Sunday evening. That way, first thing Monday morning students have access to begin work on the week's lesson. Once a weekly folder has opened, it remains open for the duration of the semester.

These are just a few of the lessons that I have learned along the way when it comes to constructing online classes. There are numerous resources available; the trick is to find what works best for your needs!

Faculty Focus: Strategies for Success

Engaging Students on the First Day of Class

Matthew Tyler, graduate assistant, CeTEAL

A new semester is upon us, and you may be thinking about how to make the most of the first few days and weeks of class. Recall your own experiences as a student. Did you want to feel a personal connection with your professor and classmates? Studies have shown that both students and professors desire a sense of connectedness. However, neither party truly understands that both groups share such a desire (Rubin, 1985).

On the first day, plan activities that allow students to get to know you and your expectations for the course. First, greet the students at the door as they walk in. This will help you establish a personable presence from the start. If you have access to a class roster with photos, you could attempt to address each student by name. When class begins, introduce yourself, your educational background and why you love teaching the particular course. Have your students engage in icebreaker activities that allow them to get to know each other.

Next, allow students the opportunity to get to know what is important to you regarding the course. You could do this by having students "interview the instructor." First, break the students into groups of four. One student will be the group spokesperson. Each group will develop three course-related questions to ask the instructor. One of the questions will be a guided question drawn from a hat that will incite class discussion. The other two are free choice. An example of a guided question could be: "What does the instructor want students to get out of this course?" or "What is the instructor's theory of learning?" (Foster and Hermann, 2011).

Beyond these introductory activities, plan to teach on the first day of class. Releasing your class early does not allow students to see your teaching style. Giving students an overview of the content that you will cover throughout the semester can help students take the class seriously from the start. Keep in mind that many students use the first week of class to "shop around" for a class that best meets their academic and personal needs.

References
Foster, D.A., and Hermann, A.D. (2011). "Linking the first week of class to end-of-term satisfaction: Using a reciprocal interview activity to create an active and comfortable classroom." *College Teaching*, 59(3), 111-116.

Rubin, S. (1985). "Professors, students, and the syllabus." *The Chronicle of Higher Education*, 56, 31-35.

Why Badges Made Me a Better Facilitator

Jenn Shinaberger, director of CeTEAL

Most of us remember the badges given out by Girl Scouts and Boy Scouts for completing a task or series of tasks. We may also recognize badges as part of many popular apps, such as fitness and activities apps, where individuals are rewarded for reaching milestones like number of steps, number of calories burned and number of active minutes. This same concept can be applied to professional development. Badges in professional development can serve as motivation and as evidence of participation or completion. This trend, called micro-credentialing, documents knowledge, skills and abilities.

In 2015, CeTEAL designed a badge program to use in our Writing Circle learning communities. In Spring 2016, I piloted the badge program with five participants in two writing circles. The Writing Circle program, designed around Wendy Belcher's book "Writing Your Journal Article in 12 Weeks," offers three levels of badges with four tasks in each badge. As participants complete and provide evidence for each level, a badge is awarded. For example, a badge is awarded for the task of sending a query letter to a journal.

Participants had mixed reactions to the badge program when it was introduced at the beginning of the semester. Some participants saw the badges as a motivational factor; others were skeptical. One interesting effect of the badging process was that tracking the progress toward badges made me a better facilitator for the Writing Circle. Many faculty join writing circle for the accountability and structured writing time during the semester. Tracking participants with the badge framework gave me a better sense of where each participant was in the class. I could then work directly with that faculty member or provide resources for her to complete a task toward a badge, reminding participants that they were close to completing a badge.

The badge program has helped me make Writing Circle more focused by defining more clearly what I am teaching and what specific knowledge, skill or ability a participant would take away each week. Faculty can use badges as a way to document their professional development and time spent with CeTEAL. Documentation can be used as part of annual reports or as part of the promotion and tenure process. Although some faculty still remain skeptical of the badge program, I consider our pilot test a success, and we will continue to add more badges to existing CeTEAL programs.

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Students in Distress: 'The Double R'

Continued from Page 1.

- Exaggerated personality traits (more withdrawn or more animated than usual)
- Expressions of hopelessness, fear or worthlessness
- Themes of suicide, death and dying in papers/projects
- Direct statements indicating distress, family problems or other difficulties
- Frequent, lengthy "ranting" or threatening types of emails

Academic signs
- Deterioration in quality/quantity of work
- A negative change in classroom performance
- Repeated absences from class
- Disorganized or erratic performance
- Continual seeking of special provisions (e.g., late papers, extensions, postponed exams, and projects)

REFER
Once a faculty member is aware of a student in distress, he or she should refer the student accordingly. A variety of resources are available to students, faculty and staff in order to provide the most effective and efficient response to concerns. The commitment of faculty to familiarizing themselves with these resources and referring students in need is invaluable to the continued success of our students and our campus community.

Faculty can refer a student and report concerns, as well as find more information about student distress and classroom disruption, on the "Student Advocacy and Intervention" page through the Dean of Students Office website: www.coastal.edu/deanofstudents/studentadvocacyandintervention/.

Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Tips for Getting Started with Moodle

Ashley Long, teaching associate, College of Science, and online learning systems administrator, Coastal Office of Online Learning

CCU uses the Moodle course management system to house digital course content. The following tips are provided to help faculty who are new to Moodle or have not used it recently.

Requesting Courses in Moodle
To gain access to the course shells for the courses that you will be teaching, you can request them using the "Faculty Course Request Form" located at the top of the Moodle page or from this direct link: www.coastal.edu/forms/moodle/courseRequest.html. If your course name and section is listed on the form, you can select it or you can manually type in your course and section number. If you have previously taught the course and would like content transferred into the new course, select the "Previous course" template option and choose the semester that you previously taught the course.

Setting Your Course Format
You can access your course settings for a particular course by going to the Course Administration block and choosing "Edit Settings." These settings will allow you to modify your course format. The default format in a course is the weekly format, but you can change the format to a topics format.

- Weekly Format – The course is organized into weekly sections dated by the system starting from the first day of the semester.
- Topics Format – The course is organized into topic sections that you can name.

You also have the ability to choose the number of weeks/sections to display in the course.

If you are looking for layout options for the course, you can choose to have all the sections of the main course page listed on one page, or you can choose to have one section per page by changing the course layout setting.

Emailing Your Students from Moodle
You have the option to add the Quickmail block to each Moodle class. The Quickmail block allows you to send email to your students. To add the Quickmail tool, turn editing on, and then select "Quickmail" from the Add a Block dropdown list (on the lower left side of the main class page). When composing a new email, select student names from the Potential Recipients list and click "Add" to move them to the Selected Recipients box. After sending the email, you can refer back to your sent emails by going into View History.

Editing the Main Course Page
To modify the main course page, click the "Turn editing on" button located in the top right hand corner of the course. This will give you editing functionality for all the course items. Within each section in the course, you will see an option to "Add an activity or resource." This option will allow you to add items, such as quizzes, assignments, folders, files, attendance and forums to the course page.

In the event that you need to rearrange items on the course page, you can drag and drop the item to the new location by using the move icon to the left of each item.

The Moodle system is managed by the Coastal Office of Online Learning (COOL). To learn more about COOL, visit www.coastal.edu/online. For more information about Moodle, visit www.coastal.edu/moodle.

For information on Moodle training opportunities, visit www.coastal.edu/ceteal. For more information on how to use Moodle, visit libguides.coastal.edu/moodlefaculty.

TEAL TIPS

Style, grammar and punctuation tips from the University editor (editor@coastal.edu or extension 6524)

Coastal Carolina University uses The Associated Press Stylebook as the guideline when proofing materials; however, we do have our own set of rules that we follow and have been known to bend the rules from time to time on a case-by-case basis. That set of rules can be found here: www.coastal.edu/universitycommunication/brandstandards/standards.html.

Academic degrees
When referring to academic degrees, the preferred style is bachelor's degree; master's degree. When the formal degree (e.g., Bachelor of Arts degree, Master of Science degree) is used, it should be capitalized as indicated with no possessive apostrophe. When abbreviating formal degree names, use periods after the letters (B.A., B.S., Ph.D., Ed.S.) with the exception of the MBA (no periods). Also, associate degree is not possessive.

Examples: Ph.D.   Ed.D.
 Psy.D.   LL.D.   Ed.S.

Majors, minors and subjects are lowercase except for languages. Examples: This semester, she is taking history, calculus, English and Spanish.

Academic departments
When referring to academic departments: Capitalize when using the full, formal name of a department. This is the preferred form. Lowercase other forms.

Examples:
- the Department of History
- the Department of Marine Science
- the history department
- the marine science department

Do you have resources or tips you would like to share? Send them to Tracy Gaskin at cetealnews@coastal.edu.

CeTEAL Faculty Development Schedule

To see our complete schedule, visit www.coastal.edu/ceteal.

Effective Teaching

Creating Effective Mini-lectures to Promote Active Learning
Sept. 1, 10:50 a.m.

Teaching Effectiveness Institute Overview
Sept. 1, 12:15 p.m.

Enhancing Your Course by Including Service Learning
Sept.1, 3:05 p.m.

Effective Teaching: Course Design and Preparation
Sept. 8, 12:15 p.m.
Sept. 12, 1 p.m.

Case-Writing Circle: The Whole Academic Package (Week 1)
Sept. 9, 1 p.m.

Effective Teaching: Integrating Instructional Technology
Sept. 19, 1 p.m.

Case-Writing Circle: The Whole Academic Package (Week 2)
Sept. 23, 1 p.m.

Effective Teaching: Classroom Instruction Methods
Sept. 26, 1 p.m.

Effective Teaching: Assessment Strategies
Oct. 3, 1 p.m.

Assessment/Evaluation

Assessment Institute Overview
Sept. 21, 1 p.m.
Sept. 29, 9:25 a.m.

Providing Students with Meaningful Feedback
Sept. 22, 12:15 p.m.

Assessment Institute: Developing Assessment Goals and Plans
Sept. 28, 1 p.m.
Oct. 6, 9:25 a.m.

Distance Learning

Distance Learning Institute Overview
Aug. 26, 8 a.m. **(Early)**
Sept. 8, 6 p.m. **(Evening)**

Distance Learning – Applying the Quality Assurance Inventory to Your Online Class
Sept. 2, 8 a.m. **(Early)**
Sept. 15, 6 p.m. **(Evening)**

Managing Your Online Workload
Sept. 9, 8 a.m. **(Early)**
Sept. 22, 6 p.m. **(Evening)**

Finding Accessible Content and Resources for Your Online Class
Sept. 16, 8 a.m. **(Early)**
Sept. 29, 6 p.m. **(Evening)**

Technology/Moodle

Moodle Gradebook (Basics)
Sept. 1, 8 a.m. **(Early)**
Sept. 12, 6 p.m. **(Evening)**

Echo360 Video Lecture Capture
Sept. 7, 3 p.m.

Finding Video Resources for Your Course through Kimbel Library
Oct. 7, 9 a.m.

Monday Moodle Drop-in
Monday Moodle Drop-ins will be held each Monday of the fall semester (except days the University is closed) from 8-9:45 a.m. in KRNS 210. Drop-in with your Moodle questions.

Leadership/Service

Instructional Coaching - Observing the Class
Aug. 31, 1 p.m.
Sept. 1, 9:25 a.m.

Instructional Coaching - Holding the Post-Observation Conference
Sept. 7, 1 p.m.
Sept. 8, 9:25 a.m.

Effectively Using Electives to Satisfy the Core
Sept. 8, 3:05 p.m.

New Faculty Seminar: Civility in the Workplace/ Shared Governance
Sept. 9, 3:30 p.m.

Instructional Coaching - Writing the Report
Sept. 14, 1 p.m.
Sept. 15, 9:25 a.m.

Effective Academic Advising: It's More than Just Picking Out Classes
Sept. 15, 12:15 p.m.

New Faculty Seminar: Who to Call: Making Student Referrals
Sept. 23, 3:30 p.m.

Study Abroad Proposal Writing Circle (Week 1)
Oct. 11, 1:40 p.m.

New Faculty Seminar: Cheating and Plagiarism/ Academic Dishonesty
Oct. 14, 3:30 p.m.

Study Abroad Proposal Writing Circle (Week 2)
Oct. 18, 1:40 p.m.

Scholarship/Research

Research Using Kimbel Library's Discover!
Sept. 9, 3 p.m.

Sessions by Request

Our session catalog is available in the CeTEAL office in KRNS 216 or on our website: www. coastal.edu/ceteal.

If you are interested in a session in our catalog that is not currently on our schedule, please let us know. We are happy to schedule sessions to fit faculty requests when possible.

Individual Consultations

CeTEAL staff can meet with you for individual consultations by appointment. We are happy to assist you with instructional design, instructional technology, distance learning, teaching strategies, etc.

To make an appointment, email us individually, or contact us at ceteal@coastal.edu.

If you are interested in teaching a session through CeTEAL, contact Tracy Gaskin at tgaskin@coastal.edu.

CeTEAL Services and Resources

Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Instructional Observations for Classroom Teaching

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Jenn Shinaberger.

Quality Assurance Reviews for Online Classes

For faculty who are seeking to develop quality online courses, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University's distance-learning policy and/or the Quality Matters nationally recognized rubric. For more information, contact Jean Bennett.

Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.

- **Teaching Effectiveness Institute**
- **Online Course Design Coach**
- **Instructional Coaching**
- **Assessment Institute**
- **Distance Learning Institute**

CeTEAL Online Resources

- **CeTEAL website:** www.coastal.edu/ceteal
- **Moodle Guide for Faculty**: libguides.coastal.edu/moodlefaculty
- **Associated Faculty Orientation**: libguides.coastal.edu/afo
- **Contingency Instruction Resources**: libguides.coastal.edu/contingency

CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter or have news you would like to share, please contact Tracy Gaskin at cetealnews@coastal.edu.

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