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CeTEAL News, May/June 2018

CeTEAL, Coastal Carolina University

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Exploring Science Outside of Schools

Cathy Scott, assistant professor, foundations, curriculum and instruction, Spadoni College of Education

As the instructor of our elementary science methods course, I often have students from other colleges visit my office in hopes of taking the class so they can work with children and adults in the informal science education setting – in places such as zoos, museums, state parks and nature centers. These students have a love of science and want to share that passion for the environment with others! However, because the elementary science methods course is designed for those entering second through sixth grade classrooms, taking this course is not the best way to provide interested students with the teaching content and general information for informal science education that they need. The development of the new core provided an opportunity for me to develop a course that would not only benefit students interested in teaching in non-school settings, but also enhance the science content knowledge of our future teachers.

Historically, the Spadoni College of Education has had limited opportunities to provide courses in the core, due to the strict licensing and accreditation guidelines that we must follow to meet state teaching requirements. However, with the core now offering a broader range of courses to meet University requirements, creating the course EDUC 270: Informal Science Education became a great way to fulfill core requirements and fulfill my love of teaching about...

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Professional Development Opportunities

Looking for some new ideas to integrate into your teaching? CeTEAL is offering some new sessions that may help.

Applying Cultural Introspection to Teaching and Learning
Based on the work of Chavez and Longerbeam (2016), this session will apply a cultural lens to teaching and learning through the cultural frameworks of teaching and learning model. We will examine individuated and integrated instruction across eight concepts: purpose of learning; ways of taking in and processing knowledge; interconnectedness of what is being learned; responsibility for learning; time; role of the teacher; student interactions and sequencing. We will reflect on how our teaching is situated within the model.

Date: Wednesday, May 9, 2018
Time: 9 a.m.
Location: KRNS 210

Save the Lecture! Using Pauses during Lecture to Engage Students
Are you looking for a way to reinvigorate your lectures that doesn’t involve redesigning your entire course? This session will help you incorporate quick, simple-to-use activities that can be immediately applied in the classroom. Pauses during lecture can be used to get attention, focus/refocus, generate curiosity, build on prior knowledge, scaffold, connect to a topic, connect to other students, review, relieve cognitive load, retrieve information, review, reflect, celebrate accomplishments and bookend learning.

Date: Wednesday, May 9, 2018
Time: 11 a.m.
Location: KRNS 210

Group Work and Quality Feedback Made Simple with Microsoft OneNote Class Notebook
Providing individual students and groups with timely quality feedback is one of the single most important factors for improving student learning. Learn how you can utilize built-in features within OneNote Class Notebook to easily guide students through assignments, scaffold learning opportunities and provide quality feedback to immediately enhance the level of understanding and clarify misconceptions. You can create private groups for students to work in and check in with the groups to see time and user stamped contributions to ensure group collaboration. Use inking to draw or write over any existing file, or add audio to simply say what you mean. Better yet, embed a quick video tutorial on the student page for immediate, anytime assistance.

Date: Friday, May 11, 2018
Time: 9:25 a.m.
Location: KRNS 210

Assessment Institute
CeTEAL’s Assessment Institute will be offered this summer. The series will be offered on Thursdays at 1 p.m. starting on May 17. The required sessions and elective for the core curriculum and classroom assessment tracks will be offered.

To register for CeTEAL sessions, visit www.coastal.edu/ceteal and choose Register for sessions from the menu in the upper left corner.
Continuous Improvement of Core Courses

Denise Paster, coordinator of composition and associate professor of English; Edwards College of Humanities and Fine Arts

The core curriculum, as it has recently been redesigned, strives to “provide an educational experience in the liberal arts tradition that encourages and supports free inquiry, critical thinking, effective communication, and creativity.” To ensure that the classes offered in the core are in conversation with the intentions that drove its construction, a task force composed of members of the core curriculum committee and the director of the core curriculum (Drew Budner, Margaret Fain, Aggie O’Brien-Gayes, and Denise Paster) has created a review process to ensure that students are experiencing the core that was both proposed and approved by faculty.

This review process is meant to create the least amount of faculty work and administrative oversight while ensuring students are receiving a comprehensive experience as they complete the core curriculum—it is a process meant to stress alignment. As such, the core course review will not evaluate teaching, delivery, or course content. Instead, the process will simply ensure that core goal student learning outcomes are reflected in the syllabi and assessment tools used in core courses.

The review period will begin in 2019-20 and will have a four-year rotation cycle. The course coordinator for each course offered within the core will submit a current syllabus (or a representative sample of syllabi) along with the associated core goal area course review worksheet. If a more detailed assessment description is needed to ensure course alignment with core goal outcomes, these documents will also be welcomed. In addition, course coordinators will provide the date of the last core goal assessment.

The core curriculum committee (or a select task force) will then review the submitted materials, focusing on the course syllabi and the core goal area course review worksheet to see how core goals are being addressed in a given course. Based on these materials, the committee will either re-certify a course within the core goal area or provide recommendations for improvements to address drift from alignment with the core goal area.

Creative Inquiry in the Core Curriculum

Margaret Fain, librarian and director of core curriculum, Kimbel Library and University College

Providing a foundation in the liberal arts tradition, the core curriculum is designed to promote inquiry, creativity and critical thinking. The latest iteration began in Fall 2017 with a renewed emphasis on critical thinking through skill development and content area exploration.

With this new emphasis comes new courses and new ways of approaching the core curriculum. The Spadoni College of Education introduced their first courses covering topics such as “Cyberspace, Tech, and Learning” in EDIT 106 and “Literacy in the Digital Age” in EDLL 200, as well as the innovative EDUC 270, “Informal Science Education.” While taught by education faculty, these courses are designed to expose noneducation majors to topics and issues that they might encounter in the workplace, as future Master of Arts in Teaching students, or as naturalists and park rangers.

The new core goal area focused on critical thinking offers students the opportunity to explore identifying, evaluating and formulating arguments through content ranging from economics to computer science to women’s and gender studies, in addition to philosophy, English, history and communication courses.

One of the main objectives of the core curriculum committee was to develop student learning outcomes that would allow for interdisciplinary content. It was hoped that faculty from different disciplines would work together to develop new courses that spanned disciplines either within or across core goal areas. VPA*103 Inquiring Minds: Topics, Ideas, and Expressions in the Fine Arts, brings together content and faculty from music, art and theatre to explore topics that resonate across these disciplines within the artistic expression core goal area. IDS*190 Interdisciplinary Approaches to Humanities and IDS*191, Interdisciplinary Approaches to Human and Social Behavior have been approved beginning in 2018-19 under the auspices of University College for respective core goal areas. The core curriculum committee welcomes new course proposals that will bring together faculty expertise and student interest to create engaging core courses that might span across not only disciplines but colleges as well.

Building innovative content and teaching in core curriculum courses is an element of the University’s strategic plan. Through their Teaching Effectiveness Institute and stand-alone sessions, CeTEAL offers faculty a variety of ways to explore best practices for effective teaching and innovation in course design, instruction, and technology. CeTEAL’s Assessment Institute now offers a core curriculum assessment track focusing on both creative and labor-saving approaches to evaluating student achievement in the context of core goal area student learning outcomes.

As all CCU students participate in the core curriculum, the core provides an opportunity for faculty and departments to showcase the passion and intellectual curiosity that drives teaching and research in their discipline while bringing students into scholarly conversations in the best liberal arts tradition.

CeTEAL has instructional designers to help you design your online or on-campus classes.

Contact ceteal@coastal.edu for more information or to set up an appointment.
Faculty Focus: Core Curriculum

Interdisciplinary Teaching in the Fine Arts

Amy Tully, associate dean and associate professor of music, and Easton Selby, chair and associate professor of visual arts, Edwards College of Humanities and Fine Arts

Before the new core adoption this past spring, most of the introductory courses in the fine arts included cramming in 2000 years of the history of music (and 500 years of music theory) into 14 weeks of a semester, with similar pedagogy practices occurring in visual arts and theater. Students often questioned the relevance of memorizing a dominant chord in music or knowing the final resting place of Picasso, and their ambivalence was reflected in their overall interest and final grades. Many of the faculty who taught in the core agreed with the students. One faculty member in visual arts went so far as stating, “This is the most boring course I have ever had to teach. I feel sorry for these kids.” In essence, the curriculum had grown stagnant. Then we, in the visual and performing arts, were introduced to the spirit of the new core — innovation and collaboration.

The reorganization of the new core allowed many of the departments that teach introductory fine arts courses to think beyond the norm and create a class that proposes cross-discipline teaching that truly offers students an introduction to the fine and performing arts. We jokingly refer to the new course as a gateway in our minds. In the Edwards College, students can now find VPA 103: Inquiring Minds. VPA is an acronym for Visual and Performing Arts. In WebAdvisor, students will find multiple sections of this course offered with the majority co-taught among three instructors. We gave an informal survey at the end of the course to gather information on how the students liked the structure of the course, rotating instructors, thematic teaching and abbreviated content in the three disciplines. Comments from students were overwhelmingly positive, and included the following:

- “It allowed me to view performing arts from different viewpoints.”
- “You get instructors that are passionate about their subject and you get a general education in each subject, enough to interest you without being so much detail that people get bored.”
- “I liked having the three instructors because each one of them were different, which was nice to know and encounter. They all had different teaching styles, which I enjoyed.”

Of course, some students commented that the material seemed rushed or abbreviated, and some students preferred to get to know one instructor for the entire semester. These are certainly valid points, and there are sections of VPA 103 that are taught by one instructor. Despite the first-year flaws, our VPA 103 experiment has been a success. The faculty feel reinvigorated, and the students have enjoyed getting to know the visual and performing arts. In some cases, we have found students switching majors or adding a minor in the fine arts because of the course.

Take Advantage of Student Diversity in Core Courses

Tracy Gaskin, faculty development program coordinator, CeTEAL; teaching associate, College of Science

Teaching core courses may offer some challenges that you might not face in 300- and 400-level major courses. Core courses are often populated with a range of students from different majors and different academic levels. When ignored, this diversity has the potential to create problems; when engaged, it can provide creative teaching and learning opportunities. So how can you take advantage of the diversity in your core courses?

Gather information about your students.
Take a few minutes to review your course roster in WebAdvisor. You can learn a lot about your students, including their major, their academic level and their academic successes (dean’s list, president’s list). Post a quick survey at the beginning of the semester to learn more: what level of experience or interest do they have in your subject matter, what unexpected skills might they bring to the class, what are their career goals, etc. Have students introduce themselves in class or online and ask them to talk about themselves. As you collect information about your students, begin to think about ways to use the information to transform your class.

Build successful groups.
Use what you know about your students’ academic abilities, majors, interests and/or experiences to create groups for discussions, classwork or projects. You might set up groups so that more experienced students can provide additional support to the newer students or more motivated students can

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Take Advantage of Student Diversity in Core Courses

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Encourage academically challenged students. You might create groups with a mix of majors to help broaden the conversation and bring in diverse perspectives. Recognize your students’ range of abilities and understand that an individual student’s abilities might not be tied to his or her academic level—some freshman are as skilled as most seniors.

Diversify your assignments.

Use your understanding of your students’ diversity to design your course activities. Based on the variety of majors your students represent, you might differentiate your assignments to provide opportunities for students to integrate knowledge from their majors with information from your core course. Try providing students with opportunities to complete authentic “real-world” assignments that relate to their majors or future career goals. Students may be more motivated to learn information that relates to existing interests.

Integrate peer review opportunities.

Assigning students in a diverse class to review each other’s work can have multiple benefits. Students from different majors can offer each other differently informed perspectives. Students with more years of academic experience can help new students learn how to be successful at the college level. Finally, peer review allows students to expand their understanding of the material by seeing how their classmates process and integrate and with their own knowledge and experiences.

The key to using the teaching strategies mentioned in this article is to get to know your students. Not only will you be better able to overcome the challenges of a class with wide variety of students, you will be able to make that diversity work for you…and your students.

Exploring Science Outside of Schools

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Science in non-school settings. My graduate school research focused on herpetology (the study of reptiles and amphibians) programs for young children, and I spent my summers and weekends teaching at the Greensboro Science Center while working in the public schools. I also spent time working on the North Carolina Zoo’s Field Trip Earth website, devoted to helping teachers prepare for zoo field trips with their students. Working in the informal science education world allowed me to learn both key factors for instructors to keep in mind (for instance, did you know that individuals generally only spend three to five seconds readings signage at exhibits?) as well as the types of information to present to keep people engaged and excited about learning!

Because my new course would focus on teaching and how to design instruction to inform the general public, the core goal focusing on human and social behavior was the most appropriate fit for the course. As I thought about what students would do in the course, I wanted to be sure that they learned a combination of science content and appropriate pedagogy for working in a non-school setting. When one works in a zoo, museum, or other informal science education site, the knowledge that you share with the public can be either very broad, such as sharing general physiological information about elephants, or site-specific, such as sharing specific species of turtles and salamanders that can be found at a nature preserve. Teaching in an informal science site can be much more challenging than the classroom, due to the freedom of space (and hazards) not found within classroom walls, and the broad range of interests and age levels that visit such places. Due to these factors, students also have to learn how to present scientific information in factual, but brief and age-appropriate ways. The best way to do this in both school and informal settings is through experience—for example, having participants touch models of skulls, pet snakes and other creatures, and play games that teach scientific content.

In developing the course, I chose to make “modules” that lasted one to two weeks per topic. The use of modules allowed me to cover the types of information and presentation that would be pertinent to a zoo, versus a state park, versus an after-school program. In each module, students integrated the content with teaching methods. For instance, in our focus on environmental education, we discussed issues relevant to the Grand Strand (overpopulation of deer, the impact of human activity on the environment), then students went through Project Wild training to learn how to teach these topics to individuals ranging in age from children to adults. When we discussed the challenges of working in a state park, students volunteered at Huntington Beach State Park’s Halloween Festival. Allowing students to be engaged in the activities helped them to experience what the public does at each site, and encouraged them to look at each scenario from the perspective of an instructor. Having students engaged in different science experiences—whether at a site, geocaching, or doing a mark-and-recapture turtle study at Wall Pond—enabled us to label the course as an experiential learning (EL) course, a goal for our education program.

Overall, developing this course was challenging when trying to ensure that core goals were met, but it was also rewarding. I developed a course that I was passionate about and could focus on content that I’d had limited opportunities to teach. I would encourage faculty to consider developing new courses for the core that allow you to delve into your passions, with the following tips:

- Be clear in how your course meets your goal. I started with the idea that my course would fit in the scientific core goal, but realized later that since I focused more on pedagogy, human and social behavior was more appropriate.

- As you develop the course, be thinking about how you can meet core assessment guidelines with one of your assignments. You will be required to create and document one assessment in the class that aligns with the core, so it’s better to plan ahead rather than trying to work it in later.

- Don’t forget to consider how your course might meet EL requirements! It’s definitely easier to do this paperwork all at once, rather than have the course approved and submit the EL proposal at a later date (When you have an EL course, don’t forget to apply for EL funding. Find information at www.coastal.edu/academics/experientiallearning/resources.)

- Be sure to talk with your colleagues in other colleges who might have similar interests. I found it helpful to speak with colleagues in the College of Science to make sure that I was not duplicating efforts and to determine if the class would be of interest for their students.

- Finally, call the registrar’s office to get your course number and prefix approved (and to make sure it is not a duplicate number) before submitting your proposal.
Moodle Upgrade Expected for Fall

Pending final review and testing, Moodle will be upgraded to version 3.2 before the fall semester begins. The LearnMoodle server housing practice courses should be upgraded in mid- to late summer, allowing faculty to practice using the new system and to build courses for the fall semester. If all goes well, Moodle 3.2 should be rolling out for use in all fall courses in mid-August.

Moodle 3.2 should provide improvements in the user experience and the look of the course interface. Tool functionality should not change much, but some new features may be added. In order to get ready for the changes, be sure to pay attention to announcements from ITS and the Coastal Office of Online Learning (COOL) about the timing of the upgrade. Once the upgrade is available on the LearnMoodle server, CeTEAL will begin to offer training on the upgraded Moodle system.

Keep in mind that even though your existing courses can be uploaded into the new system, you may need to make small changes to update your course layouts.

Tips from the Promotion and Tenure Panel

In April, CeTEAL hosted the annual promotion and tenure panel consisting of a collection of faculty from different career points and promotion paths. The panel addressed frequently asked questions about the promotion (nontenure) and the promotion with tenure processes and offered advice on issues such as what to include in the file or binder that is submitted for review.

Some of the top tips to faculty included:

- Read the faculty manual to increase your understanding of the expectations for faculty. Make it clear when you go up for review, which year of the faculty manual you are following.
- Find out what is expected for promotion or promotion and tenure in your college and/or department as soon as possible.
- Start the process of collecting information for your file now and build as you go. Do not procrastinate; it is easy to forget what you have accomplished.
- Engage in continuous improvement of your teaching. Review your course evaluations and pay attention to student feedback. Have someone come in and observe your class. Show that you are putting effort into improving yourself as an educator.
- Make your binder or electronic file (depending on your college) as clear and easy to understand as possible.
- If you have a large amount of materials to include, consider making a summary binder with the most important information and a larger binder containing supporting documents.
- When you write your letter to accompany the binder or file, remember that you are making a case that you have met the requirements to move up. Support the conclusion you want the committee to reach. Tell a story.
- Be consistent. Inconsistency is a red flag. It helps to be very specific about your course plans. Make your argument clear and easy to understand.
- Be a good team player. Participate in shared governance, but try not to get overwhelmed with service.

Tips for Creating a Learner-Centered Class

Creating a learner-centered class, in which students have more input, can improve student engagement and motivation. The following ideas are easy ways to add some learner-centered features to your class:

Give students a voice. If students have a say in class policies or planning such as cellphone usage, due dates, discussion topics, etc., they are more likely to feel invested in the class. Try using the Moodle Choice or Feedback tools to ask students about their preferences.

Give students a choice. Provide opportunities for students to choose how they show evidence of learning. Choices help increase student interest and address issues of diverse learning preferences. For example, allow students to choose whether to write an essay, make a video, design a concept map or infographic, etc. Give students flexibility in choosing questions to answer or topics to address. Do an internet search for “choice board” to get some ideas of how you might design choices for students.

Facility Tips to Improve End-of-Course Evaluations

Ask for Feedback
Consider adding a mid-semester feedback survey to your class. Make the survey anonymous, and ask students what parts of the class help and/or hinder their learning. Use the results to update your course or address student concerns.

Get Organized
Having an organized syllabus and an organized course helps students keep on track. Student success and satisfaction will be higher when students know what to expect and can plan ahead. Being organized is easier for you too.

Make the Content Relatable
If you are teaching a core course or other subject course for non-majors, try offering activities that help students relate the course content to majors. For example, ask business students to look at environmental topics from an economic perspective.

Be Firm, but Flexible
Create firm policies about due dates, class participation and other course business. With policies to refer to and student fairness as a goal, you can eliminate the need to negotiate with students and avoid creating awkward situations.

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.
## Accessibility

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<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes</td>
<td>May 16, June 19, June 29, July 19</td>
<td>11 a.m., 10 a.m., 2 p.m.</td>
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## Assessment/Evaluation

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<tbody>
<tr>
<td>Understanding and Building Assessment Rubrics for Core Courses</td>
<td>May 5, June 13, July 31, Aug. 8</td>
<td>2 p.m., 11 a.m., 11 a.m., 9 a.m.</td>
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<tr>
<td>Rubrics Simplified</td>
<td>June 12</td>
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## Distance Learning

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<tr>
<td>Distance Learning Institute Overview</td>
<td>May 7, 9 a.m.</td>
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<td>Distance Learning: Course Organization</td>
<td>May 7, 10 a.m.</td>
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<td>Distance Learning: Activities and Assessment</td>
<td>May 7, 11 a.m.</td>
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<tr>
<td>Distance Learning: Ensuring Quality</td>
<td>May 7, noon</td>
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<tr>
<td>Working with Student Groups in Your Online Class</td>
<td>May 7, 1:30 p.m.</td>
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<tr>
<td>Curating Content and Resources for Your Online Class</td>
<td>May 7, 2:30 p.m.</td>
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<td>Distance Learning: Building Community</td>
<td>May 8, 9 a.m.</td>
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<td>Distance Learning: Universal Design</td>
<td>May 8, 10:30 a.m.</td>
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<tr>
<td>Survey of Tech Tools for Teaching Online</td>
<td>May 8, noon</td>
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## Special Topics

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<th>Topic</th>
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<tr>
<td>Reacting to the Past Workshop—Trial of Galileo</td>
<td>May 10, (all day)</td>
<td>8:30 a.m. to 4:30 p.m.</td>
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## Technology

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<th>Topic</th>
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<tbody>
<tr>
<td>Moodle Gradebook Drop-in</td>
<td>May 2</td>
<td>4-7 p.m.</td>
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<tr>
<td>Moodle Gradebook (Basics)</td>
<td>May 3</td>
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<td>Creating a Stress-Free Moodle Gradebook</td>
<td>May 4</td>
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<tr>
<td>Building a Multimedia Lesson Using the Lesson Tool in Moodle</td>
<td>May 16</td>
<td>3 p.m.</td>
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<tr>
<td>Using Moodle Tools for Peer Review</td>
<td>May 21, 10 a.m.</td>
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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 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.

Professional Development and Consults for Departments
CeTEAL is available to work with individual departments to arrange professional development opportunities tailored to the department’s needs. In addition, we can assist with assessment planning, curriculum mapping, scholarship of teaching and learning, and training for departmental classroom observation processes. To request any of these services, contact Jenn Shinaberger or Tracy Gaskin.

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.
- Instructional Coaching
- Teaching Effectiveness Institute
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Institute
- Instructional Technology

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.