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CeTEAL News, May/June 2016

CeTEAL, Coastal Carolina University

CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

Kinesiology Students Prepare for Post-Graduation Success

Greg Martel, professor and department chair of kinesiology, College of Science

The Department of Kinesiology prepares students for entry into a wide variety of physical activity, sport and therapeutic settings. Kinesiology means the study of human movement; thus, students who major in exercise and sport science (EXSS) can directly enter the fitness industry as a personal trainer or to work in corporate fitness settings. Most students actually plan to complete graduate study in areas such as physical therapy, occupational therapy, athletic training, physician assistant or cardiac rehabilitation, among others. With the competitive nature of getting into graduate school in mind, the department tries to focus on student preparation in terms of not only "hands on" skills, but also the necessities and expectations of students who are accepted into graduate programs.

With the growth of the EXSS major, the department has been able to develop laboratory and teaching spaces with state-of-the-art equipment for student learning. Regardless of students' future occupations, all should learn basic skills such as being able to take a blood pressure measurement and design an exercise prescription. However, students also need practice and training with regard to personal interaction and communication. Thus, many classes in the major involve some aspect of experiential learning, even those that do not have a dedicated laboratory

Greg Martel

A kinesiology student works with a client in the EXSS 415 personal fitness leadership class.

The Challenge of Preparing Students

Contributed by Colleen McGlone

One of the challenges of being an educator in the 21st century is preparing graduates for a dynamic and increasingly competitive job market. This has been a central construct within the curriculum...

Preparing Students for Careers in History

Contributed by Amanda Brian

History as a liberal arts major attracts students who are curious about the world and their place in it. Many U.S. presidents, world leaders, illustrious judges, hard-hitting journalists, business executives...

FYE Helps Students Gain Professionalism

Contributed by Karen Arnie

First-year experience classes in the Wall College of Business get students ready for college and the workplace. Although the "real world" is four years away, the Wall College integrates career-related...

Holding Students Accountable for Work

Contributed by CeTEAL staff

Do you sometimes struggle with holding students accountable for work in your class? Do you find yourself shifting assignment deadlines to accommodate student requests? Are you tired of doing...

CeTEAL™
Center for Teaching Excellence to Advance Learning
COASTAL CAROLINA UNIVERSITY

Opportunities for Faculty Development

Teaching Effectiveness Institute (CeTEAL Certificate Program) - New!
CeTEAL will offer a new certificate program, the Teaching Effectiveness Institute (TEI), during the week of May 9. The institute will focus on aspects of effective classroom teaching, such as planning lessons and courses, engaging students, managing the classroom, assessing student work and integrating technology.

Certificate Requirements
The Teaching Effectiveness Institute certificate requires the completion of ten sessions and a capstone project. Once you have completed the requirements, you will receive a Teaching Effectiveness Institute certificate (presented each spring semester by the president and provost).

Teaching Effectiveness Institute Overview session
In this session, we will review the requirements of the institute and complete a teaching self-assessment that will be used throughout the institute.

Fundamentals sessions
The following fundamentals sessions are required:

- Effective Teaching: Course Design and Preparation
- Effective Teaching: Classroom Instruction Methods
- Effective Teaching: Assessment Strategies
- Effective Teaching: Integrating Instructional Technology

Toolbox Sessions
Five sessions must be chosen from the "Effective Teaching" category on the CeTEAL training site. CeTEAL sessions categorized as "Effective Teaching" and completed within the three years preceding the completion date of the institute will be accepted. (Select courses from the Assessment and Evaluation category, applicable to the goals of the TEI, will be accepted at the discretion of CeTEAL.)

Teaching Effectiveness Institute Capstone (reviewed by committee using rubrics)

- Capstone Option 1: Classroom Innovation – Choose a new or innovative teaching strategy that you have not used in your classroom. Prepare a report or project to reflect on your prior teaching and to describe how this innovation changed (or will change) your teaching.

- Capstone Option 2: Reflective Observations – Observe an instructional coach or a master teacher in their classroom and submit a reflection and analysis of the observation. Have an instructional coach observe you in your classroom and provide you with feedback. Submit a reflection and analysis of what you learned from the experience.

- Capstone Option 3: Classroom Research – Develop a research question/plan and methodology to apply to your classroom with the goal of a scholarly publication or presentation.

Check the CeTEAL website for the schedule of sessions. If you have questions about the institute, please contact Tracy Gaskin at tgaskin@coastal.edu. Register early; we have a limit of eight participants for the May program.

Register for sessions at coastal.edu/ceteal.

FROM THE DIRECTOR
Dodi Hodges, Ph.D.

Happy spring! In this issue of the CeTEAL News, we hear from faculty about preparing our students for their future careers. In its role as a liberal arts college, Coastal Carolina University prepares students for the careers they decide "fit" their passions.

As faculty, we hope to instill our students with a sense of professionalism and the understanding of what it takes to be successful in the world. Discussions about careers typically get started with faculty advisers in the junior year and are solidified in the senior year. Most of our students go into careers related to their major, but not always. At CCU, we prepare students to think, experience, apply and synthesize learning to meet their needs. Our hope is that CCU students are able to generalize the abilities and skills taught here to be successful throughout their postgraduate lives.

In this issue, faculty have shared some strategies for developing curricula and assignments to help students develop professionalism. The goal of these strategies is to help students find their way into the next phase of their lives, whether it is graduate school or a professional career.

We look forward to seeing you this summer! Please join us for our new Teaching Effectiveness Institute (read more about it on the left) beginning in May. We will have several opportunities to participate in the institute throughout the summer.

As always, if you wish to contribute to the CeTEAL News, please contact cetealnews@coastal.edu.

– Dodi

Faculty Focus: Preparing Students

The Challenge of Preparing Students for the Field

Colleen McGlone, department chair/professor of recreation and sports management, College of Science

One of the challenges of being an educator in the 21st century is preparing graduates for a dynamic and increasingly competitive job market. This has been a central construct within the curriculum for CCU's Department of Recreation and Sport Management. The department itself has embedded several key components as faculty work to meet the objectives of how to prepare students for life after college. As such, faculty have created a mission in which students frequently have to apply theory to practice through a variety of student engagement activities embedded throughout the department's curriculum. The program's curriculum exposes each student to a variety of professional development activities both within and outside of the traditional classroom setting. The intention of the curriculum is to afford students multiple ways to enhance their knowledge skills and understanding of the vast opportunities that are present in sport and recreation settings.

The department has specifically laid out career development elements in each year of the program. In order to achieve this goal, the program begins with engaging students in 15 hours of volunteer activities in the first foundation class of the curriculum. In this same class, students are taught how to write a cover letter and resume as well as how to begin developing a professional portfolio that highlights various skills and knowledge as they apply to each student's career choice. Sophomore students develop a career plan which includes finding real position announcements and performing a SWOT analysis on their own skills and professional attributes based on the series of desired employment positions they have collected. As juniors, students are required to engage in a minimum of 60 hours of practical experience with a cooperating recreation and/or sport

organization. In the first semester of the senior year, students take a one-credit professional development class in which they make the final touches to the professional portfolio they have been building since they entered the major, revise cover letters and resumes, complete graduate school applications, work on interviewing skills and review the networks they have built along the way. The program reemphasizes the professional behaviors and skills that employers and graduate schools desire. Finally, they complete the senior year with a 12-credit internship experience that lasts a minimum of 12 weeks during which they work a minimum of 480 hours in the sport and recreation field.

Students also gain a great deal of experience from the RSM coursework. Students are exposed to situations in which they can expand on their ability to deal with interpersonal conflict and decision making, and they gain experience working in complex environments. By the end of the program, students have amassed more than 700 hours of out-of-the-classroom experience in which theory can be applied, tested and evaluated. This experience leads to a salient and engaging educational experience from which students are able show greater reflection, are more objective and less judgmental as they transition from their undergraduate journey.

Preparing Students for Careers in the Field of History

Amanda Brian, associate professor and department chair of history, Edwards College of Humanities and Fine Arts

History as a liberal arts major attracts students who are curious about the world and their place in it. Many U.S. presidents, world leaders, illustrious judges, hard-hitting journalists, business executives and famous entertainers were and are history majors. Even with such rich examples from John F. Kennedy to Carly Fiorina, from W. E. B. DuBois to Malcolm Gladwell, from Julia Child to Sacha Baron Cohen, students (and parents) may not see a direct link between the history major and a

career. Therefore, the Department of History has implemented several professionalizing strategies to help our students understand the incredible value of their degree.

Several years ago, I designed a one-credit, 200-level course devoted to exploring careers in history and adjacent fields, offering practical guidance on the job market and explaining graduate school options and application processes. The course has now grown to three credit hours to include student portfolios, job shadowing, alumni interviews and job searches. We are assisted in this work by our own professional organization, the American Historical Association (AHA), which provides career resources for undergraduates bound for such traditional careers in teaching, information management (archives and libraries), public history (museums and historic sites), cultural resources management, the law and business.

At Coastal, we also emphasize with our students – in UNIV 110, in required major courses, in advising sessions, etc. – how the skills that they acquire in the classroom with regards to research, analysis and writing translate into important commodities sought by many different employers. As department chair, I have sought to build and maintain ties with our successful alumni, publishing a student and alumni newsletter every semester, and their careers demonstrate that history majors enter diverse fields after graduation. We have history alumni working for production companies, in student affairs, as project managers, for state governments, as bank managers, on church staffs, as web designers, in sales and marketing, and in AmeriCorps.

The history department recently hosted its first alumni/student mixer to encourage majors to think about the diverse opportunities they can pursue and to build a network of human resources for generations of Coastal graduates. Career-minded undergraduates are increasingly seeking internship opportunities and the history department has cultivated local partnerships that serve our majors well. Students routinely intern at the Horry County Archives, the Horry County Museum, Huntington Beach State Park and the Horry County Solicitor's Office, and we have opened new internship opportunities this semester with the Horry County Planning and Zoning Department, which oversees historic preservation in the county.

Faculty Focus: Preparing Students

Experiential learning is certainly important for students building resumes and exploring options, and faculty members routinely offer independent studies designed to enhance students' research skills in preparation for a particular career path. We know the world is a big place, and we seek to improve our students ability to navigate it.

FYE Helps Students Gain Professionalism

Karen Arnie, academic adviser/first-year experience instructor, Wall College of Business

First year experience (FYE) classes in the Wall College of Business get students ready for college and the workplace. Although the "real world" is four years away, the business school integrates career-related experiences in UNIV 110B classes to help students develop the professionalism they will need in a competitive marketplace.

Personality tests, guest speakers and a career research assignment help students explore their options in business. Presentation skills are developed over the entire semester, with training and practice in the classroom that includes both impromptu and formal student presentations. Interactive class sessions on topics such as resume writing, elevator pitch development, email etiquette and basic business communication skills supplement internship and career exploration activities with guests like Ellen Ryan Hayward, internship coordinator for the Wall College of Business.

To develop their network, FYE students in UNIV 110B attend Wall Connections each fall, with opportunities to meet and hear inspirational business leaders from a wide variety of industries and settings. Many instructors share examples from their own career path and bring guest speakers to class to share insights and advice.

Students come dressed in corporate attire for a professional photo session with CCU photographers Judy Jones and Bill Edmonds in Laurel Hall. "We literally see our students transform," reports Frances Richmond, FYE instructor and Wall College of Business manager of advising. The student photos are used for their newly created LinkedIn profiles, a well-established social media site for professional networking.

After, the FYE class is completed, Wall College of Business students continue their career development activities using campus resources and through professional development activities (PDAs): workshops, seminars and programs offered each semester by the Wall Center for Excellence. Students are required to complete a minimum number of approved professional development activities for B.S.B.A. graduation requirements.

Holding Students Accountable for Work

CeTEAL Staff, Center for Teaching Excellence to Advance Learning, Spadoni College of Education

Do you sometimes struggle with holding students accountable for work in your class? Do you find yourself shifting assignment deadlines to accommodate student requests? Are you tired of doing the extra work created by these issues? One of the frustrations often expressed by faculty is the issue of holding students accountable for turning in work that is complete and on time. Faculty report that students often do not follow instructions and do not take deadlines seriously.

One question we often hear from faculty attending CeTEAL sessions is, "How do I get students to follow directions for assignments?" Although there is no fool-proof answer, we offer the following suggestions:

- Make sure your instructions are clear to students by having a student worker or someone outside your field review them for clarity.

- Provide a rubric to help students understand how the instructions relate to their grade. Provide an opportunity for students to self-assess an assignment based on the rubric to help them understand how the rubric applies.

- Provide examples of completed work – the good, the bad and the ugly. It does not need to be an example of the actual assignment – something similar will do.

- Give your directions throughout the course, so students learn your general expectations.

Another question we often hear in CeTEAL is "How can I handle students who do not turn their work in on time?" Obviously there is more than one way to respond to this situation, and the answer depends on who you ask. Some strategies offered by various faculty:

- Make sure you are giving students enough time to complete the work. If you assign something on Monday with a Wednesday due date, you may have students who just do not have time to complete the work by the deadline.

- Set a strict policy that you will not take late work and hold firmly to that policy. Make sure to provide yourself a way to manage legitimate excuses for missed work.

- If you do allow late work, be very specific about the consequences and apply the consequences fairly and consistently. Some faculty will take an assignment late for a reduced grade, such as 10 points per day. Others offer to accept late work for half credit.

- Some faculty will allow a one-time "late pass" for each students. Others might drop

Students in first-year experience classes in the Wall College of Business have the opportunity for a professional photo session with Judy Jones and Bill Edmonds. Pictured (left to right): Will Burns, Geoffrey Maxberry, Paul Wedel, Tori Bostick, Laura Mary, Eric Pesola.

Faculty Focus: Preparing Students

Stress Awareness Week Sessions Provide Useful Strategies

CeTEAL Staff, Center for Teaching Excellence to Advance Learning, Spadoni College of Education

During our Stress Awareness Week in April, CeTEAL hosted several sessions designed to help participants find ways to recognize and manage the stressors in their lives.

Charmaine Tomczyk, project director in the provost's office, shared tips for navigating stressful relationships, especially those in the workplace. Tomczyk walked us through several exercises to help us identify the stressors in our professional lives and relationships and to help us find ways to manage those stressors.

Ron Green, assistant professor in the philosophy and religious studies department, shared the science supporting the benefits of mindfulness meditation. Green provided information on what brain imaging and psychological testing tell us about mindfulness meditation and helped us understand how it can benefit us.

Petra Sanders, director of education at Carolina Improv, conducted a workshop using improvisation techniques to help us relax our minds, focus our thoughts and communicate more effectively. Her techniques for building the energy in a room can be translated easily to the classroom. The laughter and focus generated by this session provided immediate stress reduction.

We learned several techniques for reducing the chatter in minds from Steve Madden, faculty ombuds. He helped us understand how detrimental our "mental noise" can be and how to focus our minds on the present. This session provided an excellent opportunity for faculty to ask questions and to discuss and share ideas.

Other sessions offered practical strategies and tools for streamlining and organizing our processes and projects and for using technology to manage daily stressors.

We would like to thank everyone who participated in Stress Awareness Week, especially the presenters from outside CeTEAL who were willing to take the time to share their unique perspectives with faculty. If you are interested in offering a session through CeTEAL, contact Tracy Gaskin at tgaskin@coastal.edu.

Kinesiology Students Prepare for Post-Graduation Success

Continued from Page 1

component. For example, the curriculum is designed in a way that allows students to be introduced to new skills in the EXSS 350 Exercise Physiology Laboratory class, to practice and be tested on these practical skills in the EXSS 385 Exercise Testing and Prescription Laboratory class, and then apply these skills to actual clients in EXSS 415 Personal Fitness Leadership.

In the senior level EXSS 415 class, students are required to recruit an exercise client, interview the client regarding medical history and fitness goals, test the client's current level of fitness, design an exercise plan based on test findings and goals, then instruct the client on proper exercise techniques. This process allows students to learn, practice and improve skills over time.

Another important aspect of preparing students for success in their future careers involves the departmental internship program. EXSS 490 Seminar in EXSS is essentially a "pre-internship" class that helps students locate and plan for their capstone internship, uses class time to develop resumes and interview skills, and stresses the importance of necessary qualities such as professionalism and punctuality.

The EXSS 495 Internship is the capstone for students, requiring 350-450 hours in a professional or clinical setting. Since many graduate programs and high-level certifications require students to have prior practical experience before applying or taking a certification exam, the internship provides this opportunity to complete the necessary hours and gain "real world" experience. In addition, students make connections to local professionals who may end up writing letters of recommendation for the student.

In summary, the Department of Kinesiology strives to prepare students for future success not only with specific knowledge and skills related to kinesiology, but also with critical skills and qualities that will be necessary regardless of their chosen career path.

Kinesiology students gain experience in hands-on laboratory classes.

Holding Students Accountable for Work

Continued from Page 4

the lowest grade or two. (You might offer these options without telling the students up front to prevent them from using up their free passes.)

• Consider offering students a choice of due dates. Allowing flexibility may give students a sense of control over their work. For example, you might select a couple of days of the week and allow students to choose which day their work will be due.

We often debate the effects of being strict or flexible with our expectations of student work. Flexibility can be effective when we want students to feel a sense of involvement and control. On the other hand, if we are meant to be preparing students for graduate study or careers, should we prepare them for the fact that deadlines must be met? If you have an opinion about this issue, or if you have techniques to share, contact us at cetealnews@coastal.edu.

Resources &Tips

Quick Tips for the CCU Website Redesign

Tips provided by Anne Monk, digital content manager, Information Technology Services

Website Text

- Use a single space between sentences.
- Align all text and tables to the left.
- Do not use a serial comma except when necessary for clarification.
- Use hyphens (instead of parentheses or periods) for telephone numbers.
- Do not type the word "telephone" or "email" prior to the actual number or email address: use 843-349-0000 or person@coastal.edu. However, if the word email is necessary within general text, it is one word with no hyphen.
- Avoid using courtesy titles (Dr., Ms., Mr., Mrs.). Instead of a courtesy title, it is OK to add the terminal degree after the name of a person, such as David A. DeCenzo, Ph.D. The sole exception is the use of Dr. when referring to those holding an M.D. degree.

Website Links

When adding links in text using the Insert/Edit Link option (chain tool on horizontal edit menu top left), please make sure to do the following:

Adding a section link

If you want to add a link to another section on coastal.edu, highlight the text where you want the link to be embedded and select the Insert Section icon (fifth from right on bottom row of edit toolbox). Select the section from the site map that appears on the screen. Then select the highlighted chain icon and a window will open. If the link is to another section on CCU's website, the "Target" field on the General Properties dropdown should remain in the default setting – Open in This Window/Frame.

Adding an email link

If the link is directed to a CCU email, the prefix mailto: must precede the email address. When you insert an email address in the Link URL field, T4 will automatically ask if you want to add the required mailto: prefix. Select OK.

Adding a link to an external website

If you are linking to an external website, the "Target" field can direct to Open in New Window, the second selection in the drop-down menu. This way the CCU website will remain visible on the user's screen.

For ADA compliance, be sure to fill in the third field in the drop-down "Title" with an appropriate directive for the link (an ADA reader will read what in this field verbatim, so avoid the use of ampersands (&) (spell out "and") and other punctuation, if possible. Examples of directives to add in the Title field are "Link to Student Accounts" or "Email to Anne Monk." This directive should replace the (often lengthy and including percentages) path that is generated in this field when a link is present.

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 can be found here: coastal.edu/universitycommunication/brandstandards/standards.html.

- Don't use the % symbol, write out percent with a space after the number: 88 percent.
- Dashes, hyphens, what's the difference?
  - ‣ Hyphen: a joiner used to avoid confusion. Consider this:
    - The small business man traveled to France.
    - The small-business man traveled to France.
  - ‣ Dash: used to denote an abrupt change in a sentence, an emphatic pause or a series within a phrase. It has a space on either side of it and is longer than a hyphen.
    - Through her long reign, the queen and her family have adapted – usually skillfully – to the changing taste of the time.
    - He listed the qualities – intelligence, humor, conservatism, independence – that he liked in an executive.
- Always use "curvy" quotation marks, like those seen around the word curvy, as opposed to straight quotation marks or apostrophes. Usually quotes and apostrophes will come in straight when you are copy/pasting from another source. To fix your quotes, do a find/replace all in Word or delete the straight ones when you see them and type in a new, curvy one.
- Speaking of apostrophes, the majority of the time an apostrophe denotes ownership.
  - ‣ The ball belongs to Mark. It is Mark's ball.
  - ‣ The scores of the students. They are the students' scores.

  The rest of the time, apostrophes bring two words together to form a contraction:
  - ‣ It is joins to become it's: It's Mark's ball.
  - ‣ Do not joins to become don't: Don't steal Mark's ball.

Blogs

Moodle Maven

The *Moodle Maven* blog contains tutorials and tips for instructors using Moodle. The blog offers handy how-tos for specific Moodle tasks and helpful ideas for using Moodle more efficiently. Find the blog at moodleista.wordpress.com.

Recommendations

Do you have a favorite blog that helps you with teaching, research, technology, etc.? We would love to share it. If you have a blog to recommend, please send the name of the blog and why you recommend it to cetealnews@coastal.edu.

CeTEAL Faculty Development Schedule

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

Assessment/Evaluation

How to Write Student
Learning Outcomes
May 9, 1 p.m.
May 17, 2 p.m.

Rubrics Simplified
May 9, 2:30 p.m.

Aligning Course Activities
to Student Learning
Outcomes
May 10, 1 p.m.

Distance Learning

Distance Learning Institute
- Overview
May 17, 9 a.m.
June 7, 2 p.m.
June 29, 2 p.m.

Distance Learning -
Course Design and
Preparation
May 17, 10 a.m.
June 14, 2 p.m.
June 29, 2 p.m.

Distance Learning -
Applying the Quality
Assurance Inventory to
Your Online Course
May 17, 12:30 p.m.
June 21, 2 p.m.
July 20, 2 p.m.

Creating a Distance
Learning Syllabus
May 18, 9 a.m.

Course Design: The First
Week of Your Online Class
May 18, 10:15 a.m.

Organizing Your Distance
Learning Course
May 18, 12:30 p.m.

Managing Your Online
Workload
May 18, 1:45 p.m.

Accessibility: Ways to
Make Your Online Course
Accessible
May 18, 3:15 p.m.

Course Design: Creating
Learning Guides
May 19, 9 a.m.

Survey of Tech Tools for
Distance Learning
Instructors
May 19, 10:15 a.m.

Finding Accessible
Content and Resources
for Your Online Course
May 19, 2 p.m.

Building a Framework for
Your Distance Learning
Moodle Course
(Workshop)
May 20, 8:30-11:30 a.m.

Technology/Moodle

Moodle Gradebook
Drop-in
May 6, 10 a.m.-1 p.m.

Echo360 Starter Pack
May 19, 12:30 p.m.

Moodle Gradebook
June 6, 9 a.m.
June 6, 5 p.m.

Moodle Testing
June 7, noon
June 7, 5 p.m.

Scholarship/Research

Focusing Your Academic
Plan - Telling Your Story
May 16, 9 a.m.
June 27, 9 a.m.

Building Your Professional
Portfolio for Promotion
and Tenure
May 16, 1:30 p.m.
June 27, 1 p.m.

Writing Circle 18 -
Introduction/Week 1:
Designing a Writing Plan
May 25, 10 a.m.

Master Writing Circle 16 -
Introduction/Week 1:
Designing a Writing Plan
May 25, noon

Writing Circle 18 - Week 2:
Starting Your Article
June 1, 10 a.m.

Master Writing Circle 16 -
Week 2: Starting Your
Article
June 1, noon

Effective Teaching

Teaching Effectiveness
Institute Overview
May 9, 9 a.m.
June 6, 2 p.m.
June 30, 2 p.m.

Effective Teaching:
Assessment Strategies
May 9, 10 a.m.
June 13, 2 p.m.
July 14, 2 p.m.

Effective Teaching: Course
Design and Preparation
May 10, 9 a.m.
June 20, 2 p.m.
July 21, 2 p.m.

Making Your Lectures
More Effective
May 10, 10:45 a.m.

Developing a Course Plan
May 10, 2:30 p.m.

Effective Teaching:
Classroom Instruction
Methods
May 11, 9 a.m.
July 11, 2 p.m.
July 28, 2 p.m.

Building an Inclusive
Classroom
May 11, 11 a.m.

Classroom Motivation and
Management
May 11, 1 p.m.

Active Learning to
Enhance Lectures
May 11, 2:30 p.m.

Effective Teaching:
Integrating Instructional
Technology
May 12, 9 a.m.
June 27, 2 p.m.

Integrating Technology
into an Existing Lesson
May 12, 1 p.m.

Evaluating Technology for
the Classroom
May 12, 2 p.m.

Using Exam Wrappers
and Assignment
Wrappers to Promote
Student Reflection
May 13, 9 a.m.

Using Mid-semester
Feedback to Improve
Your Course
May 13, 10 a.m.

Transform Your Students
From Passive to Active
Learners
May 13, 11 a.m.

Leadership/Service

Effectively Using Electives
to Satisfy the Core
Curriculum for Transfer
Students
May 16, 3 p.m.
June 20, noon

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 Dodi Hodges or Jenn Shinaberger.

Quality Assurance Reviews for Online Classes

For faculty who are seeking to develop quality online courses, including those who are going through the process to receive a COOL grant, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University's distance-learning policy. 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 coastal.edu/ceteal.

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

CeTEAL Online Resources

- **CeTEAL website:** 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, please contact Tracy Gaskin at cetealnews@coastal.edu.

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CeTEAL ADVISORY BOARD

The CeTEAL Advisory Board meets twice a year to review CeTEAL activities, plans and policies.

Brett Simpson - College of Science
Associate Professor, Physics and Chemistry

Margaret Fain - Kimbel Library
Librarian/Director of Core Curriculum

Malvin Porter - Spadoni College of Education
Assistant Professor, Leadership, Technology and Foundations

Marvin Keene - Wall College of Business
Professor, Finance and Economics

Denise Davis - Spadoni College of Education
Academic Adviser

Denise Paster - Edwards College of Humanities and Fine Arts
Assistant Professor, English; Coordinator of Composition