

Winter 1-2015

CeTEAL News, January/February 2015

CeTEAL, Coastal Carolina University

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CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

News Highlights

January/February 2015

Special Issue on Accessibility and Universal Design



Wendy Woodsby assists a student.



LIFE students participate in campus activities.



Jean Bennett records audio for visually-impaired students.

Focus on Accessibility

Making educational resources accessible to all students is a growing concern on campuses across the U.S. CCU is working to ensure students have the access they need.

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Resources for Accessibility

Check out the Resources & Tips page for ideas and resources you can use to make course materials such as videos, images and PowerPoints more accessible to students.

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Upcoming Sessions

Interested in learning more about managing academic projects, improving online courses or developing a new graduate program? See what CeTEAL has to offer for spring.

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Offer a CeTEAL Session

Interested in sharing your expertise with fellow faculty? Contact CeTEAL if you are interested in teaching a session or leading a roundtable discussion.

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Inside CeTEAL

Making academic content accessible to all students is an important issue for legal and moral reasons. Learn about the sessions and resources CeTEAL offers to help with accessibility challenges.

Page 8

Accessibility and Disability Services on CCU's Campus

Wendy Woodsby, Accessibility Coordinator
Office of Accessibility and Disability Services

The Office of Accessibility and Disability Services has a mission to ensure accessibility to all students with disabilities. The office achieves this goal by granting

accommodations to students with documented disabilities as well as working with all departments on campus to ensure that every aspect of our campus is accessible.

Our main goal is to remove barriers that hinder the educational goals of students with disabilities. This may mean giving a student extended time on tests or ensuring that accessible desks are located in classrooms for students who need them. The Office of Accessibility and Disability Services offers a wide variety of services to make sure that our students with disabilities have access to everything on our campus that is available to those students without disabilities.

In 2007 the Office of Disability Services (as it was called at that time) was formed so that students could meet directly with the Disability Coordinator. As Coastal Carolina University has grown, the Office of Accessibility and Disability Services has expanded to include a staff of three including Wendy Woodsby, Accessibility and Disability Coordinator, Kristeen Mickey, Learning Specialist, and Barbara Sheffield, Administrative Assistant and Testing Coordinator.

Over the past eight years, the office has received many questions from faculty, staff, students and parents, and the most frequently asked questions are addressed below.

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Focus on Accessibility

Many students face challenges in accessing the resources they need to be successful in college. Whether the challenges are physical, intellectual or emotional, the faculty and staff at CCU play a crucial role in helping students overcome these hurdles.

Science and Society Benefit from More Scientists with Physical Disabilities

Contributor: Doug van Hoewyk, Associate Professor of Biology, College of Science

The benefits of increased diversity are well documented and apply to nearly everything in society: from universities to the workforce and from Wall Street to neighborhoods. The benefits of diversity also extend to science.

Science is driven by good ideas. Diverse groups of people bring diverse ideas, which promotes scientific achievements by broadening the “idea pool.” Imagine the limited potential of advancement if all scientists shared similar views that were shaped by homogenous life experiences. Therefore, broadening participation of underrepresented groups in science is a worthy goal for universities to share.

Unfortunately, one of the groups that is underrepresented in scientific disciplines is people with physical disabilities. Although it may be debated exactly why there is a paucity of scientists with physical disabilities, our nation’s leading scientific granting institutes (National Institute of Health and National Science Foundation) certainly agree that it is a priority to increase efforts to attract these qualified people into the sciences.

One of the objectives of my research program is to attract undergraduate students with physical disabilities into my lab. This initiative is partially facilitated by the National Science Foundation which provides stipends to CCU students who perform research with me during the summer. I actively recruit some of these top-performing students in partnership with the Office of Accessibility, but I also maintain that recruitment of students with physical disabilities into the sciences can employ a more passive approach. For example, removing barriers to science can start in the classroom by dispelling stereotypes. As educators, we can share how society has benefited from scientists who come from underrepresented groups by providing examples in our classrooms.

Thoughtful lab design may also increase participation among students with physical disabilities. In this context, it is worth noting that scientists who are federally funded (e.g., NSF, NIH, etc.) can often receive additional support outside their budget to accommodate students who might benefit from improved ergonomics in the lab.

Lastly, CCU is continuing to improve the campus by adding new science buildings that contain research labs with more space. In my experience, it was extremely difficult to train students with physical disabilities in my old small research space, but my lab in the new Swain Science Building has greatly improved accessibility and has enabled the training of students with physical disabilities.

Science is driven by good ideas. Diverse groups of people bring diverse ideas, which promotes scientific achievements by broadening the “idea pool.”

--Doug van Hoewyk

Ultimately, increasing the number of scientists with physical disabilities may be better accomplished by establishing a more organized national network that serves both students and educators. The United Kingdom (stemdisability.org.uk) already has such a network in place, but let’s not wait for a “top-down” approach installed at the national level. Individual scientists, companies and universities can also take the lead to establish more grassroots efforts to increase diversity in the sciences.

Coastal Carolina University LIFE™ Program is an Inclusive Model

Contributors: Amy Miller, LIFE™ Program Coordinator; Zan Wiggins, Director of Biddle Center for Teaching, Learning and Community Engagement, Spadoni College of Education

The Coastal Carolina University LIFE™ Program offers students with intellectual

disabilities the opportunity to experience a postsecondary education with a highly inclusive model. The LIFE™ students are CCU students first and foremost. They live in the residence halls, attend as many CCU events as they want, join clubs, maintain university jobs, and experience all that CCU has to offer. In the academic realm, the LIFE™ students are enrolled in LIFE™ classes as needed, but they also audit classes of their choosing in all of the University colleges.

With a newly formed Advisory Board, the LIFE™ program hopes to grow in all aspects of Coastal Carolina University with emphasis on maintaining a high quality program that models itself on Feel the Teal. The University has warmly embraced our program and provides a supportive network for continued success. The various domains of the University have graciously agreed to serve on our Board in order to enhance the program and promote our program throughout the University setting.

Currently the LIFE™ program has 20 students from seven different states. We have three full-time staff: Amy Miller, LIFE™ program coordinator; Connie Jones, Mentor and Event Coordinator; and Sandra Saunders, Employment Coordinator. Zan Wiggins serves as the Director of the Biddle Center for Teaching, Learning and Community Engagement which houses the LIFE™ program. Debbie Kephardt serves as the Administrative Specialist for the LIFE™ program.

The CCU LIFE™ program is grateful to be a part of Coastal Carolina University. This opportunity to practice inclusion is truly a Feel the Teal moment. With the LIFE™ students involved in all areas of CCU, we can learn from each other.

Students with Disabilities at the University

Contributor: Dodi Hodges, Associate Professor of Special Education/Director of CeTEAL, Spadoni College of Education

Students with disabilities attending a university is a topic that is rarely discussed, although discrimination by organizations and

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Focus on Accessibility

Students with Disabilities at the University

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employers against qualified individuals based on their disability is prohibited under Section 504 of the Rehabilitation Act. Who are these students? How do they get into college? In pre-kindergarten to twelfth grade (Pk-12), there are 13 categories of students with disabilities, from learning disabilities to intellectual disabilities to physical disabilities to other health impairments, from ADHD to visual and/or hearing impairments. Not all disabilities are obvious or easy to detect. Students are diagnosed with a disability because the disability is impacting their ability to learn. The diagnosis in the Pk-12 educational setting is governed by the Individuals with Disabilities Education Improvement Act (IDEIA 2004-began as PL94-142 in 1975), Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act (ADA). Students who do not qualify for special education in Pk-12 and still require adaptations to learn are given a "504 Plan," which invokes the Section 504-Rehabilitation Act. The students who get services through 504 in Pk-12 are typically, though not always, those with medical issues or students with ADHD that need minimal adaptations to learn.

In higher education, we are governed by the Section 504-Rehabilitation Act and the Americans with Disabilities Act. Section 504 governs the adaptations for learning in our classrooms. Students with disabilities in higher education are typically students with a specific learning disability or those with ADHD. Either or both may require adaptations to assist them in learning. Students with specific learning disabilities have an average to above-average intelligence quotient (I.Q.) but process information differently from those who do not have a disability. You cannot see this disability, and it is not easily identified. For example, you may have students who ask the same questions over and over again, yet they follow written directions exceptionally well. You may have students who do not write notes during class because they "remember" what is said. Some students with learning disabilities need the book read to them (recorded), which allows them to hear the words and read them at the same time.

You are required by law (Section 504) to use the adaptations given to you by students in the first week of class. The Office of Accessibility and Disability Services has a process in place for students who need adaptations. Once the needed adaptations are determined, you may not change those adaptations, and you must implement the adaptations. That piece of paper the student hands to you is mandated by law. When you allow students extra time to complete a test, it is not cheating or unfair. These students have the ability to answer the questions accurately. It just takes them extra time to either take the jumbled words they read and straighten them out or to take the words they read, process the words, think of the answer, process the words to develop an answer, and then process the words into written words.

A question that often arises is, "What if the student does not produce any paperwork and claims to have a disability?" Though the student may have a disability, until they have that disability verified by the Office of Accessibility and Disability, you are not required to provide adaptations.

As a result, we recommend instructors make sure the adaptations are implemented, and then document when and how you implemented the adaptations. It comes down to doing our best to make our classrooms accessible to those students who can and will learn what we are teaching.

An Electronic Tool to Evaluate Accessibility of Web Pages

Contributor: Stephen Firsing, Assistant Professor of Health Sciences, College of Science

In 2008, the Worldwide Web Consortium published a document titled "Web Content Accessibility Guidelines: Version 2.0." In that document, the consortium wrote, "For the Web to reach its full potential for people with disabilities, web developers must commit to always designing with accessibility in mind. Failure to do so risks turning a revolutionary solution into yet another barrier in the lives of people with disabilities." In addition, the consortium outlined four main principles of web page accessibility: perceivable, operable, understandable and robust. Perceivable refers to a web page being accessible to the vision and hearing senses of the user, including those senses that are technologically assisted (e.g.,

screen reader). A web page is considered operable if the content can be operated or activated by the user through some electronic device (e.g., keyboard or mouse). A web page is considered understandable if the content is both available and readable to the user. Finally, robust refers to a web page being programmed to communicate with other commonly used technologies or software systems.

Fortunately, there is a free and easy to use electronic tool to evaluate the accessibility of web pages: the web accessibility evaluation tool (WAVE). It can be accessed at: <http://wave.webaim.org>.

WAVE was developed with grant funding from the U.S. Department of Education by the Temple University Institute on Disabilities. To use WAVE, users simply type a web page address into the tool and press enter. The tool automatically evaluates the accessibility of that web page and displays a summary report using 6 color-coded criteria: errors (red), alerts (yellow), features (green), structural elements (blue), HTML and ARIA (purple), and contrast errors (black). All findings are displayed both numerically and visually. Any errors detected by the tool indicate a potential barrier to content accessibility for users with disabilities.

Examples of accessibility errors WAVE detected on a recently tested website include: (1) a form control button did not have a corresponding label; (2) a form label was present, but it did not contain any content; (3) an image did not have alternative text; and (4) the language on the web page was not identified for the user. The tool detected an additional 27 alerts of potential barriers to user accessibility.

WAVE is administered by WebAIM (Web Accessibility In Mind). For more information about WebAIM, visit <http://webaim.org>.

Universal Design in Learning

Contributor: Jean Bennett, Instructional Designer, CeTEAL

Universal Design (UD), as pioneered by architect Selwyn Goldsmith's book "Designing for the Disabled," came about in the early 1960s. His concept was free access for disabled people. The dropped curb design was his notable contribution. UD in physical spaces has been beneficial for all people.

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Universal Design in Learning

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The practice of UD in learning (UDL) benefits all students including students that receive accessibility accommodations. The Center for Applied Special Technology (CAST) is an organization that has designed a set of principles for curriculum development. The UDL principles include:

- Multiple means of representation to give learners various ways of acquiring information and knowledge;
- Multiple means of action and expression to provide learners alternatives for demonstrating what they know; and
- Multiple means of action and engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

These principles allow for developing courses that take into account the unique and various ways students learn.

Sheryl Burgstahler, director at DO-IT (Disabilities, Opportunities, Internetworking and Technology) at the University of Washington has developed guidelines to use when planning your instructional design. Consider these guidelines when developing or reorganizing your courses:

- **Class Climate.** Adopt practices that reflect high values with respect to both diversity and inclusiveness.
- **Interaction.** Encourage regular and effective interaction between students and instructor and ensure that communication methods are accessible to all participants.
- **Physical Environments and Products.** Ensure that facilities, activities, materials and equipment are physically accessible to and usable by all students and that all potential student characteristics are addressed in safety considerations.
- **Delivery Methods.** Use multiple, accessible instructional methods that are accessible to all learners.
- **Information Resources and Technology.** Ensure that course materials, notes and other information resources are engaging, flexible and accessible for all students.
- **Feedback.** Provide specific feedback on a regular basis.
- **Assessment.** Regularly assess student progress using multiple, accessible methods and tools and adjust instruction accordingly.
- **Accommodation.** Plan for accommodations for students whose needs are not met by

the instructional design. (Burgstahler, pp. 4-5)

The beauty of using UDL in developing courses is that both face-to-face and distance courses are better for all students. The implementation of UDL makes addressing accommodations that much easier as the majority of accommodations have already been covered.

References

Burgstahler, S. (2012). Universal Design in Education: Principles and Applications. Retrieved November 8, 2014, from http://www.washington.edu/doit/Brochures/PDF/ud_edu.pdf

CAST: Universal Design for Learning. (n.d.). Retrieved November 8, 2014, from <http://www.cast.org/udl/>

Accessibility and Disability Services on CCU's Campus

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Frequently Asked Questions about Accessibility and Disability Services

What Services do you provide?

The Office of Accessibility and Disability Services provides several types of accommodations for students with documented disabilities. We can offer them academic accommodations such as extended time on tests, recorded lectures, a distraction-reduced testing environment as well as many others.

We also have a Learning Specialist on staff, Kristeen Mickey. Kristeen does the academic coaching with students registered with our office. This is not a tutoring session, but she teaches them strategies on how to study, take notes, become organized and use good time management skills. Students with disabilities can make weekly appointments with her and come in for these sessions for the entire semester.

We have the Disability Testing Center in Kearns 106 with seven stations and three computers. Barbara Sheffield is our Testing Coordinator / Administrative Assistant. Our students can come here to take exams, quizzes and finals.

We also offer Assistive Technology (AT). We have the capability of getting most textbooks as eBooks which are compatible with most software used by persons with disabilities. AT in the testing center includes Kurzweil Firefly and ZoomText. Kurzweil Firefly is a screen reader for persons with Learning Disabilities

as well as some persons with low vision. This software will read anything on the computer including eBooks, documents from Moodle, or documents sent as email attachments. We also have computers in the library loaded with Kurzweil Firefly. ZoomText is a screen magnifier that can magnify the screen up to 20%. This is used by students who have low vision.

How does a student register with the Office of Accessibility and Disability Services?

In order for a student to register with our office, we require several documents that can be found on our departmental website (coastal.edu/disabilityservices) in a menu labeled "FORMS." The first document is the Registration Form completed by the student. The second is a verification form completed by a qualified individual who can diagnosis the student's disability. Please send the student to our office, and we will be happy to explain the documents needed.

After we have received all the documents from the student, the student will need to make an appointment with our office. During this appointment, we take about an hour to go over the documentation with the student and discuss the student's perception of how the disability affects them. We will determine if the disability significantly impacts a life function. After this discussion, if the student is eligible, the faculty notification forms will be filled out and given to the students so they can take them to their professors.

A student brought me documentation of a disability, what do I do with it?

If a student brings you documentation of a disability such as an IEP, 504, doctor's note or a psychological evaluation, please have them contact our office to make an appointment. We will read the documentation and meet with the student to decide if accommodations are required and, if so, what accommodations are needed. We may also ask the student for more documentation if what they have is not sufficient.

How do I know if they should receive accommodations in my class?

Any student that is registered with our office and has received accommodations for your class should have a Faculty Notification Form. This form lists every accommodation that the student should be receiving.

The students are informed by our office that they must take this form to their professor. The student and professor should discuss each accommodation and decide how those accommodations will be handled for that

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Accessibility and Disability Services on CCU's Campus

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particular class. The student is given three copies of this form for every class in which they receive accommodations. One copy is for the student's records. The second copy is for the professor to keep for the duration of the semester. The third copy is the copy we ask the professor to sign and the student to bring back to our office after the student and professor discuss each accommodation. If a professor does not understand or objects to an accommodation, he or she should contact our office so we can discuss the issue.

How does the office decide what accommodations are appropriate for each student?

We decide on accommodations based on the interview with the students and by reviewing all documentation that has been presented to our office. In many cases, we may need to ask for more documentation in order to clarify a question regarding the disability and the accommodation being requested. We have to see a significant impact on a life function in order for a disability to rise to the level that it requires accommodations. In other words, just having a diagnosis may not be enough to receive accommodations.

We also keep up with ADA guidelines and case law as they affect services that we provide. We are members of AHEAD, a professional organization of persons who work with students with disabilities at universities all over the country, and we attend conferences and webinars.

If testing accommodations are provided, does the student have to take the test in the Disability Testing Center?

No, the student does not have to take tests in the Disability Testing Center just because they have testing accommodations. If the professor and the student can come up with a plan that works for both parties in order for the accommodation to be given to the student, then the student has received the accommodation. Of course, if the professor and student cannot come up with a solution for the accommodation to be given, then we are more than happy to accommodate them in our testing center.

Please note that we are different from the Academic Testing Center which is located in the Coastal Science Center. That testing center can do make up tests for students who do not have disabilities; whereas, we only proctor students who are registered with our office.

I'm going to give a test that should take the students 20 minutes; I'm going to give them 40 minutes. Do I still have to give extended time?

Yes, extended time is based on the time allotted to all the students in the class to take the test.



Meet the staff from the Office of Accessibility and Disabilities: Kristeen Mickey, learning specialist, Wendy Woodsby, accessibility and disability coordinator, Barbara Sheffield, administrative assistant.

Why do I have to fill out those blue forms?

Those blue forms are Proctor Sheets containing information we need to schedule the student in the testing center. We require the student and faculty member to fill out the form completely. For example, it asks for a date and time of the test and the amount of extended time the student will need for the test. We go by these forms only, so if the professor does not put the correct times, the student will not receive the correct amount of time. We do not know how long everyone else in the class is getting to take the test, so we have to go by the proctor sheet. If the time allotted for the test is left blank, we have to give it back to the student to have it filled out correctly.

The times that students are allowed to schedule tests are 8:30 a.m. - 3 p.m. Due to our small staff and lack of extended hours, we do not schedule a test after 3 p.m. because it puts too much pressure on the student to finish by 5 p.m. We can make exceptions for a rare circumstance.

The proctor forms should be turned in to us five days before the test in order to ensure that we can accommodate the student. If we do not receive the proctor sheets in time, it may not be possible to accommodate the student especially during midterms and finals. Please note: it is the responsibility of the student to bring the proctor sheet to you. It is also their responsibility to return the completed form to our office five days before the test. The proctor sheet can be found on our website in the box labeled FORMS.

All completed tests will be scanned into the computer, and you will receive an email with the test attached on the day of the test. We

ask that you fill out the proctor sheet to let us know if you would like the hard copy of the test placed in campus mail or if you or a designee will be picking the test up from our office. Also, please include your office address if you wish for us to return the test to you via campus mail. We have found many of the offices listed in the campus directory to be incorrect.

Can I send a student who is struggling in my class to the Office of Accessibility and Disability Services?

Yes, you can send any student to us, but if they do not have a documented disability, they will not be able to register with our office or receive services. We will talk to the student, and if they are not a student with a disability, we will work with them to get them in touch with the proper resources on campus. If they are a student with a disability, then the process of registering them for services will begin.

Sometimes students think they might have a disability such as ADD or a learning disability. If this is the case, please have them contact our office. We do not test on campus, but we can give the student names of local psychologists in the area.

What is academic coaching and can any student receive it from your office?

Academic coaching is not tutoring. It is a service we provide to students registered with our office. They can meet with the Learning Specialist, Kristeen Mickey, once or twice a week to go over learning strategies. The main topics for academic coaching are time management, organization, study skills, test-taking skills, concentration/memory skills and how to take notes.

Academic coaching is a tool we use to try to increase their general academic skills in order for them to be more successful in the classroom.

What about students who have broken arms or legs or other temporary disabilities?

Students with temporary disabilities may be sent to our office as well. We can provide scribes for tests, copies of notes, accessible furniture and many other accommodations while they have this temporary disability. Please note that we do not offer transportation of any kind nor do we give temporary or handicap parking tags.

How can we contact your office? Where are you on campus?

You can go to our website at coastal.edu/disabilityservices where all of our contact information is listed. Our office number is 843-349-2503.

Resources & Tips to Support Accessibility

In this special issue of the CeTEAL News, we are including resources and tips for making your online content more accessible. If you have teaching tips, technologies or ideas you would like to share, please email them to cetealnews@coastal.edu.

Resources & Tips

Digital Media Accessibility Guidelines

As you have seen throughout this newsletter, it is important to ensure that digital media resources are accessible to users with disabilities. Please use the resources below to learn more:

NCAM's Accessible Digital Media Guidelines
ncam.wgbh.org/invent_build/web_multimedia/accessible-digital-media-guide



Accessibility for Microsoft Office Documents

- **Office 2010:** www.microsoft.com/enable/products/office2010/default.aspx
- **Office 2013:** www.microsoft.com/enable/products/office2013/default.aspx
- **Office 365:** www.microsoft.com/enable/products/office365/default.aspx



Accessibility for Adobe pdf Documents
www.adobe.pdf/products/acrobat/pdf-accessibility-wcag-508-compliance-standards.html
 (free trial available)



WebAIM: Website Accessibility in Mind
webaim.org



Video Accessibility

Adding captioning and/or transcripts to your videos can help make the content more accessible to all users. The easiest way to include captioning and transcripts is to find videos that already include these resources. Some sources for captioned videos include:

- **Films on Demand, through Kimbel Library**
Most videos include captioning and transcripts.
- **TED Ideas Worth Sharing (ted.com)**
Most videos include transcripts and subtitles (sometimes in multiple languages).
- **YouTube (youtube.com)**
Many YouTube videos are captioned, and YouTube will automatically caption videos you upload, though you will need to make corrections.
- **ScreenCast-O-Matic, Camtasia**
These screen-capture programs allow you to add captions to your videos.

Tips for Making Your Content Accessible

The list below contains easy things you can do to make your course content accessible.

Link to online versions of journal articles through Kimbel Library or other sources. Screen readers are not able to read articles scanned into pdf format.

Check with Kimbel Library and your textbook publisher for electronic versions of required books. Many publishers offer ebook versions of textbooks that include additional accessible resources.

Organize content in your documents so it is easy for screen readers to follow. When using Microsoft Word, PowerPoint or other similar tools, use the built-in heading fonts to organize the content. Screen readers can navigate using the text headers.

Use alternative text for images and objects in documents or web pages. Screen readers can read alternative ("alt") text to identify the content of an image.

Try putting your content in html format and use numbered lists and heading tags to organize content. Moodle offers the Page tool and the Book tool for creating course content pages in html format.

Check with your textbook publisher for transcripts for publisher videos. Sometimes publishers will make these resources available, and it never hurts to let them know there is a demand for these resources.

Provide transcripts or captioning for narrated PowerPoints. Use a script when you narrate your PowerPoints and then post your script as a transcript for the narrated PowerPoint.

Use high contrast to distinguish text from the background of your documents, and do not rely on color to organize or transmit information. Remember, not everyone sees color the same way, and some people cannot see color at all.

If you use tables, keep them simple. Use a heading to introduce the table. Avoid using tables within tables. Make sure the table makes sense when read from left to right, row by row.

Other Resources

AHEAD Association on Higher Education and Disability
<https://www.ahead.org/>

ATHEN Access Technologist Higher Education Network
<http://athenpro.blogspot.com/>

IMS Global Learning Consortium
<http://www.imsproject.org/>



CeTEAL Faculty Development Schedule

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

Assessment & Evaluation

Introduction to the Assessment Institute: A CeTEAL Certificate Program
Jan. 20, 1:40 p.m.
Jan. 23, 2 p.m.

Assessment Institute: First Steps
Jan. 27, 1:40 p.m.
Jan. 30, 2 p.m.

Advising

Effective Academic Advising: It's More Than Just Picking Out Classes
Jan. 30, noon

Student Advising Panel Discussion
Feb. 13, noon

Leadership and Service

Project Management for Academia
Jan. 13, noon

Proposing and Developing a New Graduate Program
Jan. 28, 4 p.m.

Writing Circles

ABD Writing Circle - Introduction
Jan. 14, noon

Master Writing Circle 11 - Introduction
Jan. 12, 3:00 p.m.

Master Writing Circle 12 - Introduction
Jan. 15, 3:05 p.m.

ABD Writing Circle - Week 1
Jan. 21, noon

Developing Short-term Study Abroad Program Writing Circle 1-FA14
Jan. 22, 1:40 p.m.

Master Writing Circle 12 - Introduction
Jan. 22, 3:05 p.m.

Master Writing Circle 11 - Week 1
Jan. 26, 3 p.m.

Innovative Technology

Best Practices for Using Clickers in the Classroom
Jan. 22, 9:25 a.m.
Feb. 20, 1 p.m.

3-in-30: Communication Tools for the Classroom
Jan. 23, 1 p.m.

Using Twitter in Your Course(s)
Jan. 26, 1 p.m.

Distance Learning

Designing Effective Online Discussions
Jan. 12, 1 p.m.

Building a Course Tour
Jan. 13, 3:05 p.m.
Feb. 25, 1 p.m.

10 Ways to Make your CourseMore Accessible
Jan. 14, 1 p.m.
Jan. 27, 3 p.m.

Communication Musts in an Online Classroom
Jan. 28, 1 p.m.

Teaching Effectiveness

Techniques and Tools for Facilitating Team Formation and Process
Jan. 16, noon

Book Talk - How to Apply *Make it Stick* in the Classroom
Jan. 16, 4 p.m.

Incorporating a LIFE™ student into Your Classroom
Jan. 20, 10:50 a.m.

Streamline Your Grade Calculations
Jan. 23, 10 a.m.

Library

Building Effective Research Projects: Using the Library
Jan. 26, 10 a.m.
Feb. 10, 1:40 p.m.

Moodle

Introduction to Moodle
Jan. 9, 1 p.m.
Jan. 21, 3 p.m.

Moodle Organization
Jan. 9, 2 p.m.
Jan. 12, 3 p.m.

Moodle Gradebook
Jan. 9, 3 p.m.
Jan. 16, 2 p.m.
Feb. 5, 12:15 p.m.

Moodle Intensive Saturday
Jan. 10, 9 a.m. - 1 p.m.

Moodle Testing
Jan. 15, 1:40 p.m.

New Faculty

Effective Academic Advising: It's More Than Just Picking Out Classes
Jan. 30, noon

New Faculty Seminar: Interpreting Student Evaluations
Feb. 20, 3:30 p.m.

Upcoming Programs

ABD Writing Circle
We offer our ABD Writing Circle every other year for faculty who are working on completing their dissertations. The ABD circle starts in January and continues throughout the semester. To learn more about the ABD Circle, contact Dodi Hodges at ceteal@coastal.edu.

Distance Learning Institute

We will offer the sessions needed to complete our Distance Learning Institute throughout the semester. For more information on this program, visit coastal.edu/ceteal/programsandinstitutes.

Assessment Institute

We offer our Assessment Institute each spring semester starting in January and continuing throughout the semester. For more information on this program, visit coastal.edu/ceteal/programsandinstitutes.

If you have questions, contact Tracy Gaskin at tgaskin@coastal.edu.

Inside CeTEAL

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

Welcome back to a new semester and a new calendar year! We hope you are rested and ready to begin! This issue of the CeTEAL News is dedicated to the students with



disabilities in our college classes. This issue covers the adaptations needed for students with disabilities that you do not see, such as Specific Learning Disabilities and ADHD, and the students from our LIFE™ program.

We have several sessions scheduled for adapting your classroom, and we have worked closely with Wendy Woodsby to put this issue together. We have sessions scheduled in the next couple of months on how to make your face-to-face, online and hybrid classes more accessible. Zan Wiggins is

providing a session on working with students in the LIFE™ program as well.

Accessibility can be a very confusing topic. Most of us think about accessibility in terms of accessing knowledge to improve thinking skills, problem solving and learning. In this issue, we address making your classes accessible for students with a variety of mild disabilities and for students in the LIFE™ program with mild to moderate intellectual disabilities.

As you begin your classes this semester, don't forget to ask your students if they are working with the Office of Accessibility and Disability, and then get their paperwork with the adaptations you will be required to apply for these students. Attend our sessions to learn ways of making your classes accessible and the session with Zan to earn more about incorporating LIFE™ Program students into your classes.

Have a great semester,

Dodi

Accessibility Resources in the Moodle Guide for Faculty

As part of our Moodle Guide for Faculty, CeTEAL has included a page of resources related to accessibility of computers, digital documents and online course content. The site includes links to information such as:

- a Standard 508 checklist that may help clarify the Standard 508 requirements,
- campus accessibility resources such as the Office of Accessibility and Disabilities,
- instructions for providing test accommodations in Moodle.

Keep checking this site for updates as software changes over time. If you have any suggestions for resources we might add to the site, please email Tracy Gaskin at tgaskin@coastal.edu.

View the Moodle Guide for Faculty at libguides.coastal.edu/moodlefaculty.

Are you interested in teaching a session for CeTEAL?

We are always looking for faculty and staff to share their expertise. If you are interested in sharing a new technology, successful teaching strategy, quality online course design or other topic of faculty interest, please contact Tracy Gaskin at tgaskin@coastal.edu or Jenn Shinaberger at jshinabe@coastal.edu.

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To contribute to the
 CeTEAL newsletter, email:
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CeTEAL Advisory Board

The CeTEAL Advisory Board meets quarterly to review CeTEAL activities, plans and policies. The members are active participants in assisting the center with teaching, scholarship and leadership sessions, seminars and other events such as New Faculty Orientation and the New Faculty Seminar Series.

Louis Keiner - College of Science
Margaret Fain - Kimbel Library
Malvin Porter - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Adviser

CeTEAL Online Resources

- * coastal.edu/ceteal
- * libguides.coastal.edu/moodlefaculty
- * libguides.coastal.edu/af0
- * libguides.coastal.edu/contingency