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COOL Newsletter, Spring 2017

Coastal Office of Online Learning

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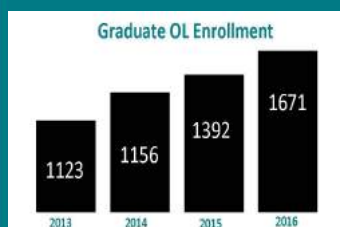
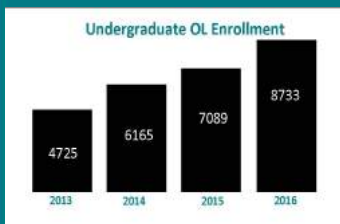
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Look at our growth!

Online Enrollment Data 2013-2016



From the Vice President

With the constant evolution of instructional technology, online instruction has become a predominant form of teaching and learning. There has been a consistent increase in the provision of distance education courses in four-year institutions and throughout middle and secondary schools across the nation. These varied forms of online learning may include synchronous internet courses using computer-based instruction; asynchronous online courses that allow students to log on to a course and work independently; hybrid courses that involve both online instruction and face-to-face instruction; and a variety of other instructional technologies that allow educators to design teaching and learning processes that are not constrained by time and space.

The Coastal Office of Online Learning (COOL) has diligently provided leadership and strategic direction to develop the online education course and program offerings at Coastal Carolina University. The developmental focus of these initiatives have emphasized academic integrity, quality, growth and innovation. Online program and course development has evolved through a faculty incentive program under COOL that has been well received. Online program and course quality assurance is facilitated through faculty professional development workshops in our Center for Teaching Excellence to Advance Learning (CeTEAL). As we continue to develop our online learning educational opportunities, Information Technology Services (ITS) will also evolve to accommodate infrastructure that promotes advanced online teaching and learning methodologies.

It is the coordinated efforts of COOL, CeTEAL and ITS that have allowed Coastal Carolina University to grow its offerings of online educational opportunities in ways that accommodate the changing landscape of education and maintain the highest level of academic quality and integrity. With all of this in mind, the following information outlines the progress we have made in the arena of online education:

- Online and hybrid programs increased from one to 12 with additional programs under development
- Annual online enrollments projected to be more than 13,000 by Summer 2017, nearly double 2012 baseline
- 77 COOL grants awarded to faculty since inception (2013)
- 100 percent of COOL grant completers (n=52) attended distance learning (DL) training sessions
- \$300K total startup funds from University board of trustees
- COOL grants are now sustainably funded by DL fees



Edward Jadallah
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Vice President for Online Education and Teaching Excellence
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Coastal Office of Online Learning



Mission Statement

The mission of Coastal's Office of Online Learning (COOL) is to advance the University's ability to offer high-quality and high-value online courses and programs targeting in-demand content areas aligned to the academic strengths of the University. Toward that end, COOL has been charged with the following:

1. Coordinate development of new online courses and programs.
2. Promote high-quality online and hybrid course design and teaching practices.
3. Advance online learning resources and facilities.
4. Market the Coastal Online brand and its programs.
5. Coordinate the support of online and hybrid learners and faculty.
6. Provide help-desk services to all instructors.

Current Online Programs at Coastal

Graduate

(M.S.) Information Systems Technology
 (M.Ed.) Instructional Technology
 (M.Ed.) Literacy (hybrid)
 (M.Ed.) Special Education
 (Ed.S.) Instructional Technology
 (Certificate) Business Foundations
 (Certificate) ESOL
 (Certificate) Online Teaching and Training

Coming Fall 2017!

(MBA) Business Administration

Undergraduate

(B.S.) Hospitality, Resort and Tourism Management
 (B.S.) Marketing
 (B.S.) Health
 (Certificate) Geospatial Technologies

Featured Online Program

Ed.S. in Instructional Technology

The Educational Specialist (Ed.S.) in Instructional Technology is a 30-credit, 100 percent online program designed for teachers and other professionals who have previously earned a master's degree (in any discipline) and are interested in extending their abilities to design, develop, implement, evaluate and manage technology to improve teaching and learning in schools, businesses, government, health care, military and other industries. Candidates who complete this curriculum will be well prepared for future graduate study at the doctoral level. Teaching certification is not required for admission. Certified teachers employed full time in S.C. public schools are eligible for special tuition rates as low as \$382 per credit hour and may qualify for M+30 pay after degree conferral.



Program Coursework (30 credits)

- EDIT 700: Principles of Instructional Design (3)
- EDIT 704: Technology in Curricula (3)
- EDIT 710: Instructional Technology Tools (3)
- EDIT 720: Psychology of Instructional Technology (3)
- EDIT 740: Product Design and Development I (3)
- EDIT 744: Graphic Design for Instruction (3)
- EDIT 750: Product Design and Development II (3)
- EDIT 760: Instructional Technology Leadership (3)
- EDIT 770: Field Experiences in Instructional Technology (3)
- EDIT 780: Seminar in Instructional Technology (3)

Spadoni College of Education

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M.Ed. Ed.S.

Instructional Technology

concentration

Affordable
Up to 50% discount

Accessible
100% online

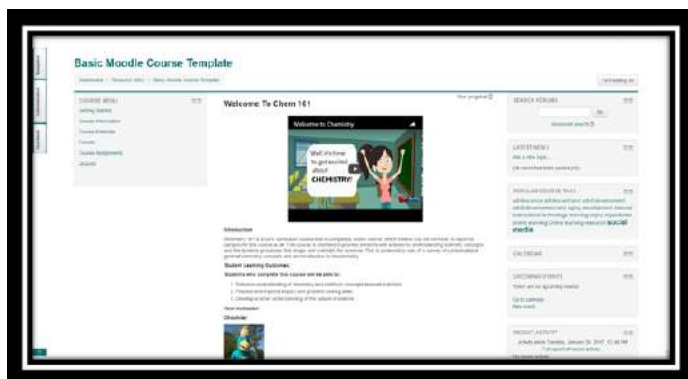
Accelerated
Complete in 12 - 18 months

Instructional Resources for Faculty

offers a variety of instructional tools to enhance faculty's online courses
ove student learning and engagement.



COOL has developed two course templates that may be used at your discretion within your courses. These templates have been added to the Resources area of Moodle for all faculty members. To request copies of these templates to be added into desired courses, use the Course Request tab in Moodle. Specify in the Course Title field of this form whether you desire the Basic Moodle Template (which includes the standard textual Moodle homepage) or the Advanced Moodle Template (which includes a new graphical layout for the Moodle homepage). You may request individual elements be copied over from either template rather than the entire template, as well. To learn more about our course templates, please see the [Course Templates Overview presentation!](#)



Additional Resources for Online/Hybrid Faculty

KIMBEL LIBRARY

Distance Learning Support

www.coastal.edu/library

Research Guides

www.libguides.coastal.edu



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Exemplary Courses

Courses designated as exemplary exceed standards set forth by the CCU Quality Assurance Inventory (QAI) tool used by the COOL unit for course evaluations. Courses receiving an Exemplary Course (EC) designation have been reviewed and improved during a COOL Course Development process, and demonstrate two or more characteristics that place their course above minimum online course expectations. Read more regarding the [COOL Course Development Grants and QAI](#).

MBA 631

Associate Professor Monica Fine developed MBA 631 keeping in mind that many of students who take online or hybrid courses are typically working full-time jobs and have families. They are looking for courses that will fit into their already hectic schedules. Fine utilized technology platforms, such as Moodle, Echo 360, Adobe Connect and Remind.com for her course, through a mix of technologies, outside content and her own content. Fine stated that her students reported satisfaction with the Echo 360 activities and checkpoints for the final project throughout the course. “Some students may be hesitant in the beginning to learn new technologies, but the MBA students really enjoy the flexibility of the course at the end. The structure is user-friendly but still requires their attention to different aspects since we all have different learning styles,” says Fine.

Course highlights:

- Implementation of the Moodle Advanced Template in a personalized manner in her MBA 631 course.
- Innovative and engaging use of external technology tools, such as Remind, within her course.
- Graphical depiction of class schedule, detailed schedule presentation to students is engaging, well-planned and innovative.



Monica Fine
Chair, Department of
Marketing and Hospitality, Resort and Tourism Management
Associate Professor of Marketing

Journalism 201

Assistant Professor Wendy Weinhold created a journalism course for a broad cross-section of communication students at all grade levels. One of the biggest challenges she faced in creating an online course was finding a way to stimulate dialogue among her students. By creating weekly forums that build on assigned textbook reading and also reading articles from the New York Times, students are able to answer a question connecting the two sources. Students were required to write a paragraph each week which would correlate the concept from a chapter to the NYT. They were also required to post two comments on their peers' posts. This allows students to engage with each other and to see how everyone connected the scope of reporting in the NYT and its connection to the class. Weinhold also utilized Moodle by creating a “Questions?” forum where students could pose questions and generate answers from other students. She found that most students have the same general questions, and this question forum helps alleviate the need for multiple emails back and forth between the instructor and the student.

Course highlights:

- Provides online support for Netiquette within an online classroom aligned with best practices and QAI.
- Extensive and engaging use of the Discussion Forum which maximizes student engagement
- Use of RVD (Read-View-Do) model of course design that enhances students' comprehension of material.



Wendy M. Weinhold
Assistant Professor of
Journalism

Course Development Grants

Faculty Course Development Grant (COOL Grants)

The Coastal Office of Online Learning (COOL), sponsored by the vice president of distance learning and teaching excellence and the provost's office, manages the COOL Course Development Grant program for the campus. These grants are issued via a call for proposals in fall and/or spring terms and are awarded on a competitive basis. Specific academic disciplines or course formats may be specified in a CFP to assist the University in meeting strategic objectives.

Faculty who are pursuing a COOL grant will:

1. Have approximately one year of development time from start to finish of the grant process, but may complete early if desired.
2. Are required to attend at least two trainings focused on the effective use of the Quality Assessment Inventory (QAI) in course design, and on specific tools utilized in online instruction. Required courses include Distance Learning Applying the Quality Assurance Inventory and either an Echo360 Lecture Capture session or Accessibility session. See [CeTEAL's list of courses](#) to sign up.
3. Create their course in line with the QAI tool and will submit their course, once developed, to COOL for a formal, in-depth review process.
4. Upon completion of the formal COOL review, each faculty member will be provided with feedback from the reviewer, including any recommendations for updates to his or her course.
5. Upon final review of updates to the course, it will become certified by COOL, and faculty will receive a monetary incentive for completion of training and course developing accomplishments.

Faculty Marketing Grant (COOL Grants)

COOL marketing grants allow academic program areas to propose their needs for specific, prioritized marketing activity and justify the anticipated impact on online and hybrid program student recruitment and/or retention. These grants are focused on enhancing recruitment of appropriate students to programs; outreach and promotion in print and electronic formats; and face-to-face promotional opportunities for academic units. There is a maximum \$5,000 award per online program, and they are offered once or twice per academic year.

Coming Summer 2017!

Course Enhancement Grant (COOL Grants)

COOL is pleased to announce the first round of the Online Course Enhancement Grant program to enhance the development of high-quality online courses and programs for graduate and undergraduate students. This grant focuses on applying enhancements and updates to previously developed online courses. Course Enhancement Grants recognize the numerous changes that take place relating to online methodology within a short time frame, and empower faculty to meet the needs and objectives of their courses, the University's Strategic Plan, and the needs of the individual program. Focus is on enhancement of courses in the areas of accessibility, communication, interactivity, assessment and organization.

Meet the Staff

Staff Accomplishments!

Ashley Long completed Track I of the Training Institute for Emerging Leaders, Managers and Supervisors. The purpose of the institute is to strengthen the leadership and managerial process. In order to complete Track I, at least five professional development and three best practice sessions must be completed. Track I, titled "Leading Self," focuses on being self-aware, building relationships and improving performance management.

"For me, self-development is the major takeaway from Track I. There are a variety of trainings that allow you to analyze your professional behaviors, how you interact with others and how others perceive you as a supervisor," said Long.

The institute provides numerous, excellent managerial strategies for enhancing professional growth and development. Visit the [Office of Training, Development and Service Excellence](#) for more details on the program.



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Hiring in process!



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FROM THE DIRECTOR

So many exciting initiatives and developments have come out of Coastal and the Online Learning office over the last few months. I hope you have taken the time to look into our exciting new Basic and Advanced Moodle Course Templates, released during the Fall 2016 semester. The best thing about these new templates is that they will save you approximately 25 percent of your new course development time, so we encourage you to take advantage of them and tailor them to your needs. We've seen many faculty members begin incorporating these successfully into online, hybrid and face-to-face courses, and student feedback thus far has been positive. Students say these templates are helping them more easily navigate their courses which is one fantastic outcome for this initiative.

We're also excited to announce two new COOL Exemplary Courses, MBA 631 and JOUR 201, from the Wall College of Business and the Edwards College of Humanities and Fine Arts, respectively. We are incredibly proud to highlight these faculty members' exemplary course design and development work as a means to showcase the great strides our Coastal faculty are taking to meet the needs of our students. Congratulations to these faculty, as well as to their individual colleges and departments, for such a well-deserved honor and distinction.

Sherri Restauri, Director,
Coastal Office of Online Learning