CHARLES A. HOLLENBECK, Ph.D., Ed.D.

Curriculum Design · Instructional Design · Learning Content Development

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Curriculum and instructional designer with 15+ years designing, building, and evaluating learning content for higher-education, secondary, and adult-learner audiences. Designed four complete courses and curricula adopted at institutional and system level, including a scaffolded Grades 9–12 writing sequence and two university courses still in use. Authored 104 asynchronous learning objects deployed across an eight-campus system, including a differentiated series for English-as-an-Additional-Language learners. Led distributed design and review teams of 8–12 instructors. Ph.D. in Interdisciplinary Studies; Ed.D. in Higher Education Leadership; Post-Master's Certificate in Curriculum and Instructional Strategy; textbook author (Kendall Hunt, 2026).

104	4	8	95.4%
asynchronous learning objects authored and deployed	full courses and curricula designed end to end	campuses and 16+ degree programs served	course pass rate among supported students

CURRICULUM & COURSE DESIGN

FTW 201 & FTW 202 — Secondary Writing Curriculum, Grades 9–12 | Critical Skills Academy, 2025

- Designed a full-scale, scaffolded two-course writing sequence integrating rhetorical strategy, argumentation, and structured writing development, sequenced for learner progression and classroom scalability across sections.
- Aligned course outcomes to college-readiness and workforce-communication standards.

ENG 2010 — Writing About Argumentation | Southern Utah University, 2021

- Designed and developed a new undergraduate course from proposal through delivery, grounded in classical rhetorical appeals and the analysis of bias, fallacy, and perception in argument.
- Course remains in the catalog and has been taught across multiple online sections since launch.

ENGL 250 — Technical Writing | West Coast University, 2019

- Designed and developed a technical writing course aligning outcomes with workplace communication requirements and applied learning standards for a professional-program student population.

English-as-an-Additional-Language Writing Guide Series | West Coast University, 2023–2024

- Co-developed a dedicated differentiated resource series with the institutional EAL Committee, targeting the writing needs of a substantially bilingual student population across eight campuses.

LEARNING CONTENT DEVELOPMENT & PROGRAM BUILD

West Coast University June 2018 – June 2024

Writing Center Coordinator · Library Administration · Multi-Campus (8 campuses)

- **Authored and deployed 104 asynchronous learning objects:** 83 self-paced writing guides and a 21-video FAQ library, built for independent student use and reused across 16+ degree programs from BSN through DNP, PharmD, OTD, and MBA.
- **Built a multi-campus academic support service from inception.** Launched the Paper Drop-Off Service across 8 campuses; logged 374 tracked submissions from 192 unique students, with one-third of users returning for additional support.
- **Developed the standardized assessment rubric** used for all service feedback, supplemented by inline commentary, ensuring consistent evaluation criteria across a distributed reviewer pool.
- **Built the instructor onboarding and training materials** for the review team and led a distributed group of 8–12 instructors, managing workflow design, quality control, and a 24–48-hour return standard enforced through workflow controls.
- **Measured outcomes and iterated.** Supported students passed the target course in 95.4% of tracked cases, with 77% earning A-range and 92% earning B-range or higher; 100% of surveyed users (n = 36) rated the service helpful and 25 of 25 respondents would recommend it, with zero negative responses.
- **Applied Lean Six Sigma, Agile, and PRINCE2 methods** to instructional workflow design, intake, and throughput management.

COURSE REVIEW, RUBRIC DEVELOPMENT & ASSESSMENT

- **Course Review Team, Written and Oral Communications** — Metropolitan Community College, Kansas City (2021–2022). Reviewed course materials, assignments, and instructional design for alignment with academic standards and stated learning outcomes; produced review findings for curriculum stakeholders.

- **Online Writing Specialist, Doctoral Admissions Essays** — Saybrook University, College of Integrative Medicine and Health Sciences (2021–2022). Evaluated doctoral admissions writing against structured rubrics in a high-stakes selection process.
- **Constructed Response Scoring Professional** — Educational Testing Service (2013–2014). Scored standardized written responses using calibrated rubrics under large-scale inter-rater reliability protocols.
- **Faculty development facilitation.** Designed and presented "Tips for Teaching ENG 1200," South University (2023), equipping instructors with strategies drawn from emotional intelligence, workforce readiness, and cognitive psychology.

TEACHING EXPERIENCE

Chamberlain University January 2026 – Present

Online Visiting Professor II of English and Humanities

- Deliver asynchronous undergraduate instruction within a national online program; support curriculum continuity and assessment alignment across standardized large-section LMS courses.

Southern Utah University May 2019 – February 2026

Online Adjunct Instructor of English

- Taught composition, rhetoric, argumentation, and research writing across multiple concurrent online sections; managed asynchronous course operations and assessment workflows.

Tompkins Cortland Community College (TC3) August 2012 – December 2025

Adjunct Full Professor of English

- Taught composition, communication, literature, research writing, and public speaking across online, hybrid, and in-person modalities over 13 years; contributed to curriculum development, assessment, and educational technology integration.

Additional faculty appointments: Eastern International College (2026–Present) · South University (2021–2025) · Bryant & Stratton College (2016–2024) · South College (2024) · University of Phoenix (2024) · Broome Community College (2013–2017) · Corning Community College (Visiting Instructor, 2013–2015)

EDUCATION

Ed.D., Higher Education Leadership · Rockhurst University 2026

Post-Master's Certificate in Education — Curriculum and Instructional Strategy · University of New England. Coursework: Technology within Inclusion Education; Teaching and Learning in Inclusive Settings; Instructional Leadership; Study Skills and Content Literacy Instruction; Connecting Reading with Writing for Success 2024

M.A., Government · Johns Hopkins University 2020

Ph.D., Interdisciplinary Studies — Humanities & Culture · Union Institute & University 2016

M.A., English (2011); B.A., English (2010) · SUNY Cortland 2010–2011

CREDENTIALS & INSTRUCTIONAL TECHNOLOGY

Authoring & Course Design: Articulate Rise 360 and Storyline · Canva · Microsoft Forms · LibGuides · LibWizard · Turnitin

Accessible Design: POUR principles (Perceivable, Operable, Understandable, Robust) applied to instructional design · QIAT and RIOT assistive technology evaluation frameworks · screen magnification, alternative input devices, text-to-speech

Learning Management Systems: Canvas · Blackboard Ultra · Brightspace · D2L · Moodle

Analytics & Productivity: Microsoft Excel · Power BI · IBM SPSS · Microsoft 365 and Teams · Google Workspace · Zoom

Teaching Credentials: Qualifi Level 5 Teaching English as a Foreign Language (168-hour) · Teaching Business English · Teaching English Online and One-to-One · CITI Human Subjects Research Ethics

Process & Project Management: Lean Six Sigma Master Black Belt · PRINCE2 7 Practitioner · Professional Scrum Master III · Professional Scrum Product Owner III · Professional Kanban II · IBM Enterprise Design Thinking Practitioner

Relevant Coursework: Teaching Writing (Johns Hopkins) · Blended Learning (Columbia) · Teaching in the Diverse Classroom (Cornell) · Distance and Online Learning (UNESCO) · Second Language Acquisition, Reading, Writing and Grammar (ASU)

PUBLICATION

Hollenbeck, C. A. (2026). *Objective: Analysis — Perception, Proofs, and Precision*. Dubuque, IA: Kendall Hunt Publishing Company.