

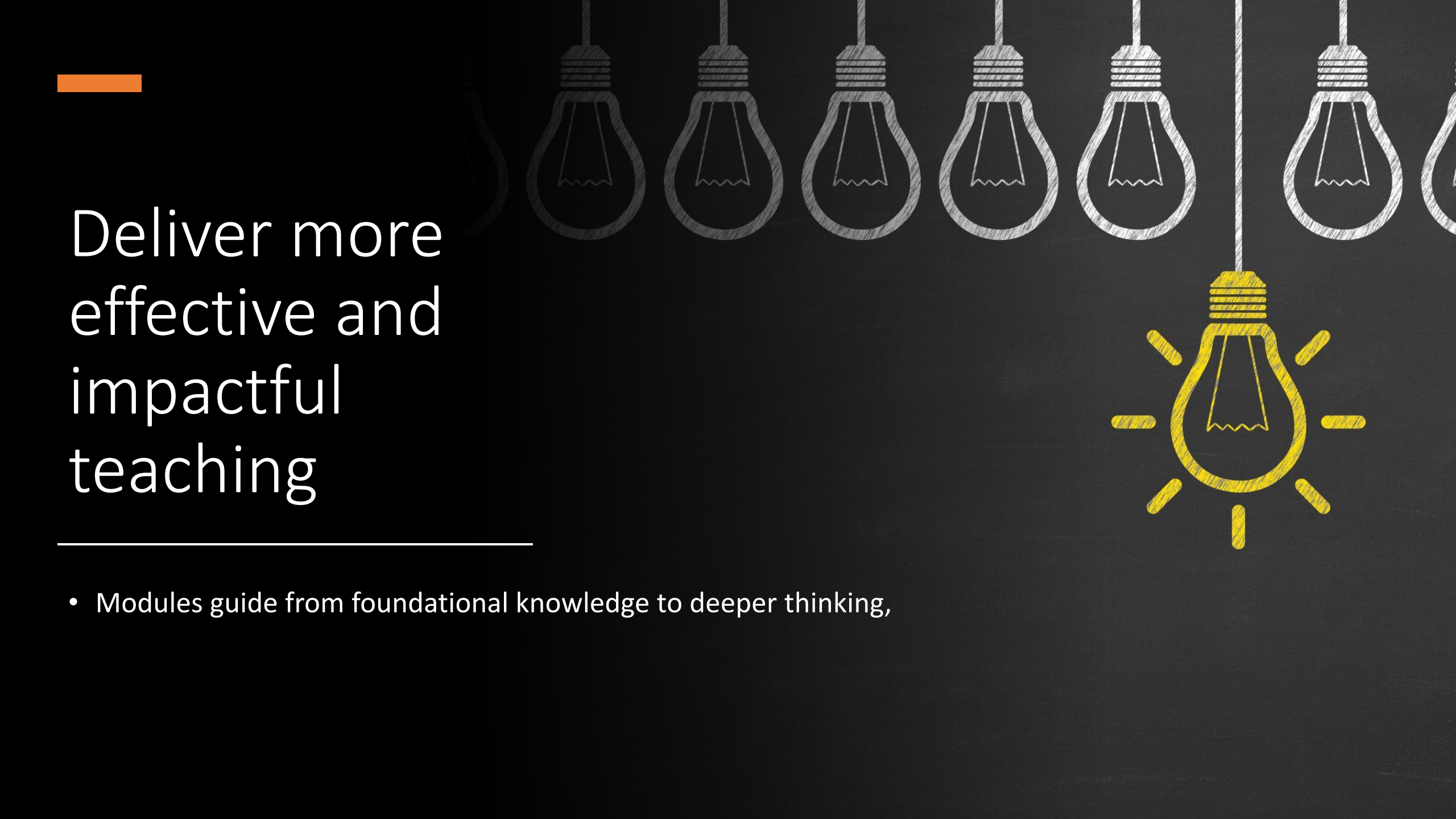


ACUE

Student Success
Through Exceptional
Teaching

Association of College and University Educators





Deliver more
effective and
impactful
teaching

- Modules guide from foundational knowledge to deeper thinking,



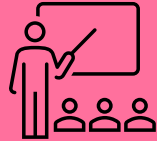
The Nation's Only Teaching Credential...

- Endorsed by the American Council on Education (ACE)
- Evidence-based and statistically proven to increase retention and achievement, and close equity gaps
- Delivered in collaboration with our higher education partners
- Aligned with 25 core competencies outlined in the Effective Practice Framework[©]
- Delivered in a 100% online learning environment and available in microcredential format

Five Core Competencies



Designing an Effective Course



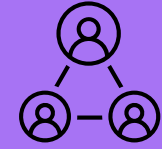
Establishing a Productive Learning Environment



Using Active Learning Strategies



Promoting Higher Order Thinking



Assessing to Inform Instruction and Promote Learning

"I have taken part in MANY diversity, equity, and inclusion trainings and workshops over the years and the ACUE credential program was by far the most educational and applicable to my teaching. Everything I learned was relatively easy to implement and incredibly impactful to my students and their experience in my classroom. I have heard there is a second ACUE program offering out there, and I only hope CHC takes advantage of this in the future because I would sign up in a heartbeat!" – CHC Faculty Member



What does it entail?

- 25 weeks
- 1 module per week
- 2-3 hours of work per module/week

Module Components

Introduction

Piques your interest and gets you thinking about and relating to the module topic.

Learning Objectives

States what you will learn as well as the practices you can choose to implement.

Opening Questionnaire

Connects module topics to your own knowledge, experience, and context.

Classroom Demonstration

Shows the effective practices recommended in the module being implemented by instructors from across the country in authentic classroom settings.

Technique Talk

Delves deeper into some of the practices with further explanation and supporting research.

Implementation Resources

Provides step-by-step guidance, course resources, and examples designed to help you implement module practices.

Common Challenges

Provides research-based clarifications and suggestions for addressing challenges.

Observe & Analyze

Showcases instructors using the practices at different levels of proficiency and provides opportunity to discuss the module practices more deeply with your colleagues.

Practice & Reflect I

Serves as the culminating activity where you implement a research-based practice that you learned about in the module and then reflect.

Practice & Reflect II

Provides an opportunity to think about what you learned, what you implemented, and what you may implement in the future.

Closing Summary

Reviews the module learning and congratulates you on your success.

References

Provides list of additional resources.

Foundational Knowledge to Deeper Thinking



Application and Reflection through 5 sections

Engage

Learn

Deepen Thinking

Practice & Reflect

Close Strong



Each Weekly Module

Piques interest via Preview and Follow up Questionnaire

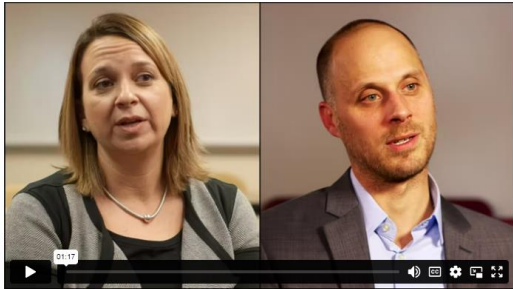
Coursework focuses on Course Demonstrations, Expert Insights (Testimonial), and Implementation Resources from the Demos

Post-work focuses on Challenges and Misconceptions as well as remedies

Discussion-based analysis of scenario-based skits

Reflect by implementation (Assignment)

LE1: Introduction



LE1: Learning Objectives

Rationale

Developing and delivering first-day activities that build community, engage students in relevant course material, establish course expectations, and model an active learning environment positively impact students' motivation, expectations, and grades (Bain, 2004; Lang, 2008; Nilson, 2010).

Learning Objectives

To lead a successful first day of class, we'll discuss techniques you can use to:

- 1. Be prepared**
 - Create an outline for your class session
 - Practice a short welcome
 - Arrive early to set up any technology equipment
 - Ensure students have copies of your syllabus
 - Develop an online orientation module
- 2. Build community**
 - Greet students as they walk into the classroom
 - Use an icebreaker
 - Allow students to pose questions anonymously
 - Post a Welcome Message

LE1: Course Demonstration

This video shows instructors effectively demonstrating the evidence-based practices presented in this module. Through this authentic classroom observation, you can begin to consider how you might implement these practices and techniques with your students.

The instructors featured in the video include David Beach, PhD, from West Virginia University; Chad Bauman, PhD, from Butler University; and Lori Ogden, PhD, from West Virginia University.

Watch additional classroom demonstrations on the following pages that cover how to plan for the first day, as well as activities you can implement on the first day such as [Syllabus Reacquaintance](#) and [Reciprocal Interviews](#).



LE1: Expert Insights

In this video, you'll hear Linda Nilson, a scholar in teaching and learning, discuss the specific nuances of and the research support for the teaching techniques and practices presented in this module.

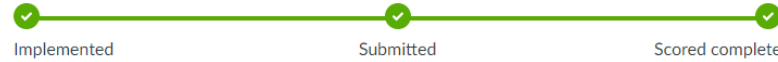


Linda Nilson, PhD
Higher Ed. Education Expert & Author
Clemson University



LE1: Practice & Reflect I - Reflection Assignment

Scored: 10/14/2022, 4:01:50 AM



✓ Your reflection assignment has been scored complete.

Practice(s) implemented

Primary practice: Post a Welcome Message

Secondary practice(s): Present a mini-lesson, Send a First Day email before the start of your online course

[Feedback](#) [Rubric](#) [View Submission](#)

Welcome to the course, Christopher. You have clearly explained how and why making students feel welcomed sets the tone for an engaged learning environment and understanding of the course format, making you more approachable. Your reflection for the module Leading the First Day of Class is complete. I look forward to reading future submissions.



Category	Working Guide	Your Reflection
What practices did you implement?	<p>Meets: Identify the practice(s) and either explain why you selected them or thoroughly describe the steps taken to implement them.</p> <p>Exceeds: Add both an explanation of why you selected the practice(s) and thoroughly describe the steps taken to implement the practice(s).</p>	<p>Practice Name: Posting a welcome message</p> <p>Why: One of the simplest methods to connect with students is by introducing yourself and the course. To avoid any any myths or concerns about the instructor, their methodology, and the course itself.</p> <p>Steps: Using a previous PowerPoint presentation on the course orientation, I created a small welcome presentation that is posted on canvas as the home page, but also is a message that goes out as the first announcement and through the enrollment system at least 2 weeks prior to the course beginning.</p> <p>Optional:</p> <p>Why: Research has shown that when students feel they are part of an academic community where they matter and feel secure and supported, they are able to better engage in course as well as take ownership of their learning. Berry, 2020; Lobo/Travis 2020.</p> <p>Steps: Early in my academic career, I spent significant amount of time in having an opening set of remarks for the first day of class, which always ended up in questions outside the topics I considered important. To address this,</p>
How did your use of the practice(s) impact your students?		<p>continue to receive feedback from students collected additional data to reinforce the first iteration of welcome message)</p> <p>Meets: There how your use of the practice(s) impacted your students</p> <p>Rather than decreasing the quantity of questions, a larger surge in quality feedback during our first day of class, more so as a constructive criticism, as students would feel more comfortable and continue to establish themselves in an inclusive environment where they felt their "stupid" questions were not such and their input was valued.</p> <p>Additional evidence has been collected through now hundreds of emails providing positive feedback about their first day experience. Overall, students felt at ease and better connected to the instructors and their classmates.</p> <p>Exceeds: (How only this impact that alone)</p> <p>As requested in the extra credit work to provide input outside of the content provided, students became more creative in their input for items that would benefit or help them succeed in the classroom and build from other students' responses in the class.</p> <p>Reading from the combination of welcome message open LMS (both in schedule and exploration), students' comments were released as they could see and access all the information that could use their curiosity as well as concerns likely due to being exposed to a class they envisioned.</p>



Let's see some
samples!

DEI

Inclusive Syllabus Updates

CRAFTON HILLS COLLEGE		Syllabus 1.1 01/17/23 → 05/23/23	Microbiology 102 – Introductory Microbiology Microbiology 150 – Medical Microbiology
0.00 CONTENT	1	Introduction	
0.01 WELCOME	0.01a	Welcome Everyone! As you know, Microbiology is world-renown for being the one course topic that deals with all the gross, disgusting, tiny cooties, that are mostly trying to take over the planet and possibly make you severely ill/sick/diseased/dead. And though this may be partially true, here you will learn that there is a lot more to microscopic life, mostly beneficial, as well as a constant reinforcement that what you don't know CAN cause you harm, as well as others. For you to succeed, we will spend ample time focusing on material that has direct application, rather than just reading from a slide or a textbook. I hope that you will join us for one of the most challenging courses and engage in a discussion that will train you to become a well-rounded healthcare professional – and still have fun while doing so.	
	0.01b	It is important to note that Microbiology is not limited to anyone. The knowledge and training presented in this course is designed to be inclusive: all students are welcome regardless of race/ethnicity, gender identities/expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality, and other diverse identities that we each bring to class. Your success at CHC and in Microbiology is enhanced by the innovation and creativity that inclusive classrooms bring; this relies on the participation, support, and understanding that you all bring, so I encourage you to participate and share your views, while being aware that this is a learning environment, thus, we are all expected to engage in a respectful manner and with the regard and dignity to others.	
0.02 PROMISE	0.02a	Science is only as good as its data... its input...you! More input means stronger learning – and a classroom is only as rich as its culture and diversity. You, yes you, will make our course a more supportive and engaging place to learn by understanding the perceptual, institutional, and psychological processes that impact the ways humans interact with each other. I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization, and know that this is a Brave Space (not necessarily a safe space - often misinterpreted as comfortable – as we will be discussion topics that are harsh and are not subject to opinion or feelings). CHC and our course support an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength.	
1.00		Course Organization	
1.01 COURSES	1.01a	Introductory Microbiology Spring '23 – Microbiology 102 (4 Units) [1284/1286]	
	1.01b	Medical Microbiology Spring '23 – Microbiology 150 (5 Units) [1288/1290/1276/1280]	



Canvas Living Syllabus

SLOs

Expressive
ASL

Receptive
ASL

Community
Interaction

Community
Diversity

Course Topics

- **Vocabulary:** the five sense and feelings associated with each, color ranges, onomatopoeia, travel, world records, and Deaf History.
- **Grammar:** Advanced facial expressions and mouth morphemes, Role shifting, sequencing, temporal modifications of verbs, spatial agreement, surrogacy, personification, anthropomorphism, and classifier use.
- **Presentation:** Sign production & clarity, Speed & fluency, smooth transitions
- **Registers:** Formal and Informal
- **Structures:** Presentations and Storytelling

- ASL and Deaf Culture Immersion
- Deaf Community Norms
- Needs of the Deaf Community
- Hearing people's "place" within the Deaf Community

- **Various Deaf Identities:** hearing status, language use, social circles, and political perspectives on deafness.
- **Contemporary issues** facing the Deaf community in the United States
- **History:** Deaf famous people and their contributions to d/Deaf people throughout history.

Assignments

- ASL Practice Videos
- Conceptually Accurate ASL Translations
- SOAR
- Deaf Famous Person Biography Project

- Snapshots
- TWA worksheets
- POA

- Deaf Events
- Deaf Movie Project

- Snapshots
- Deaf Famous Person Biography Project

Sample Weekly Schedule for ASL 104

Because this is a short-term/fast-paced 4-unit hybrid class, you will be completing approximately three new lessons per week and spending approximately 24 hours on your course work. This course is the equivalent of taking two 4-unit classes simultaneously, since our time together is cut in half (we only have 8 weeks). The schedule below will provide you with an idea of how you should structure your week in terms of studying, learning, and homework completion. Since we meet on Thursdays, this schedule will begin on Thursday and go through the following Wednesday.

Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Zoom Class @ 10am-12:50pm (3 hrs.) • Review content from the previous weeks' lesson/modules (1 hr.) 	<ul style="list-style-type: none"> • New lesson #1 (4 hrs.) 	<ul style="list-style-type: none"> • Study concepts and vocabulary presented in the first lesson (2 hrs.) 	<ul style="list-style-type: none"> • New lesson #2 (4 hrs.) 	<ul style="list-style-type: none"> • Study concepts and vocabulary presented in the second lesson (2 hrs.) 	<ul style="list-style-type: none"> • New lesson #3 (4 hrs.) 	<ul style="list-style-type: none"> • Study concepts and vocabulary presented in the third lesson (2 hrs.) • Review all lessons (1 hr.)



MY TEACHING PHILOSOPHY

I believe a world with greater acceptance, will benefit the human race. I want to inspire students, and open their eyes to a community they may have never known existed. I believe learning American Sign Language and Deaf Culture will make us a more well-rounded society and provide a stronger foundation for intercultural interactions that take place every day, as well as help bridge the gap between hearing and Deaf communities. I want to empower students to "find their voice" in this "silent" language, as well as introduce them to a possible new passion, and future career opportunities.



WHAT YOU CAN EXPECT FROM ME

1. I will provide you with a clear, organized course that is designed to ensure you meet our course outcomes in a meaningful manner.
2. I will provide a variety of assignments to ensure your learning needs are met.
3. I will be actively present in your learning.
4. I will provide a supportive and safe environment for you to share and discuss ideas with your peers.
5. I will reach out to you when I sense that you need support.
6. I will treat you with dignity and respect and be flexible to support your individual needs.
7. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.
8. Is there anything else you would like to add to this list?



WHAT I WILL EXPECT FROM YOU

1. You strive to be an active participant in this course and strive to meet due dates.
2. You will maintain an open line of communication with me so I understand how to support you.
3. You will contact me if you have a concern with meeting a due date.
4. You strive to regularly contribute to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas.
5. You will treat your peers with dignity and respect.
6. You will do your best to have patience with technology. There will be hiccups, expect them. We will get through them together.
7. You will give yourself grace. Expect to make mistakes. You are human and you are stressed.
8. Is there anything else you would like to add to this list?



Inclusion

Rubrics to Checklists (Microbial Assays)

Lab	Submit for Lab Report [LR] in your LM and LN (Points)	Content for Lab Practical [LP]	P	Organisms (/ = alternative organism used)
14	Yes, LM + LN: Drawing and Measurements; LM: Drawings (2) + LN: Drawings (2), Labels (2), Measurements (2)	All theory, protocols, and purpose.	8	<i>B. megaterium / subtilis</i> + <i>S. epidermidis / aureus</i>
15	Yes, LM + LN: Drawing and Measurements. LM: Drawings (1) + LN: Drawings (1), Labels (1), Measurements (1); Table 15-1 (1); Definitions (3)	All theory, protocols, and purpose.	8	<i>K. pneumoniae</i>
16	Yes, LM + LN: Drawing and Measurements. LM: Drawings (4) + LN: Drawings (4), Labels (4), Measurements (4); Definitions (7)	All theory, protocols, and purpose.	23	<i>E. coli</i> + <i>K. pneumoniae</i> / <i>M. smegmatis</i> + <i>B. megaterium / subtilis</i> + <i>S. epidermidis / aureus</i>
17	Yes, LM + LN: Drawing and Measurements. LM: Drawings (1) + LN: Drawings (1), Measurements (1)	All theory, protocols, and purpose.	4	<i>B. megaterium / subtilis</i>
18	Yes, LM + LN: Drawing and Measurements. LM: Drawings (2) + LN: Drawings (2), Labels (2), Measurements (2)	All theory, protocols, and purpose.	8	<i>M. smegmatis</i> + <i>A. faecalis</i>

Nursing @ Hospitals (Clinical Rotation) – Pain Management

Goals + Desired Outcomes Checklist			
Patient	Will Ambulate	Unassisted with Crutches	By Discharge
<input type="checkbox"/> Subject (1)	<input type="checkbox"/> Verb (1)	<input type="checkbox"/> Conditions or Modifiers (1)	<input type="checkbox"/> Criterion (1)



Productive Video Checklist

✓ CHECK OFF APPROPRIATE CRITERIA

- I thought hard about meaning and chose signs that were conceptually accurate.
- I made sure all signs were produced clearly and with appropriate parameters.
- I looked up signs I was unsure about and confirmed w/my teacher or ASL tutor.
- I reviewed ASL word order and made sure my signs followed ASL grammar.
- I asked myself "How can I SHOW this?" and applied appropriate classifiers to ensure visual ASL (not wordy ASL).
- I glossed out my script and included notes where I needed to role shift and added in other grammatical features.
- I recorded a draft and specifically watched my NMM and speed/fluency.
- I made more notes and practiced a lot.
- I followed all filming formatting guidelines (background, clothing, lighting, camera angle & frame, clarity)
- Presentation is within time requirement
- I submitted BEFORE the due date & time.

NOTES

Song

- Choose a song you like (you will listen to it approximately a million times).
- Choose a song that is not too fast or too slow. Think about your ASL level and time requirements.

Lyrics

- Write (or print out) the lyrics to your song. Leave space between lines.
- In a different color, write out the meaning to each line or stanza.

Translate

- Think about the meaning of the lyrics and choose the conceptually accurate signs to match this meaning. Use classifiers and visual ASL to SHOW the song in a visual form.
- Write out a gloss interpretation of how you will sign each line.

Music

- Listen to the music and pair your gloss, to the beat of the music. You may need to shorten or expand certain parts to match the rhythm.

Practice

- Listen to your song on repeat while reading your ASL gloss. Do this one thousand times a day (or maybe a little less).

Film

- Set up your camera in landscape more, far enough away that your audience can see just above your head and all of your torso (minimum). Stand close enough where we see your hands clearly.
- Take as many "takes" as you need be satisfied with your performance and earn yourself the grade you desire, based on the grading criteria and checklist.



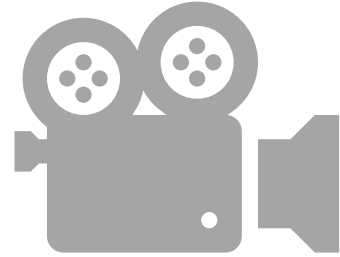
ACUE

Student Success
Through Exceptional
Teaching

Pros



All online
(Canvas)



Very short
videos



Practical
Applications



Ample time to
complete

Cons



RECREATIONS



JUSTIFICATION-
HEAVY

Thank you

**Breanna Andrews
And
Chris Olivera**

