



ACUE

Student Success
Through Exceptional
Teaching

Success and Equity through Effective Teaching

ACUE's mission:
Ensure student success and
equity through
quality instruction



ACUE



Inclusive Teaching for Equitable Learning

As educators, we can work to develop a deeper understanding of implicit bias, microaggressions, stereotype threat and imposter phenomenon in an effort to continuously improve our ability to create the inclusive and equitable learning environments that ensure every student has the opportunities necessary to succeed.

The five-module microcredential includes:

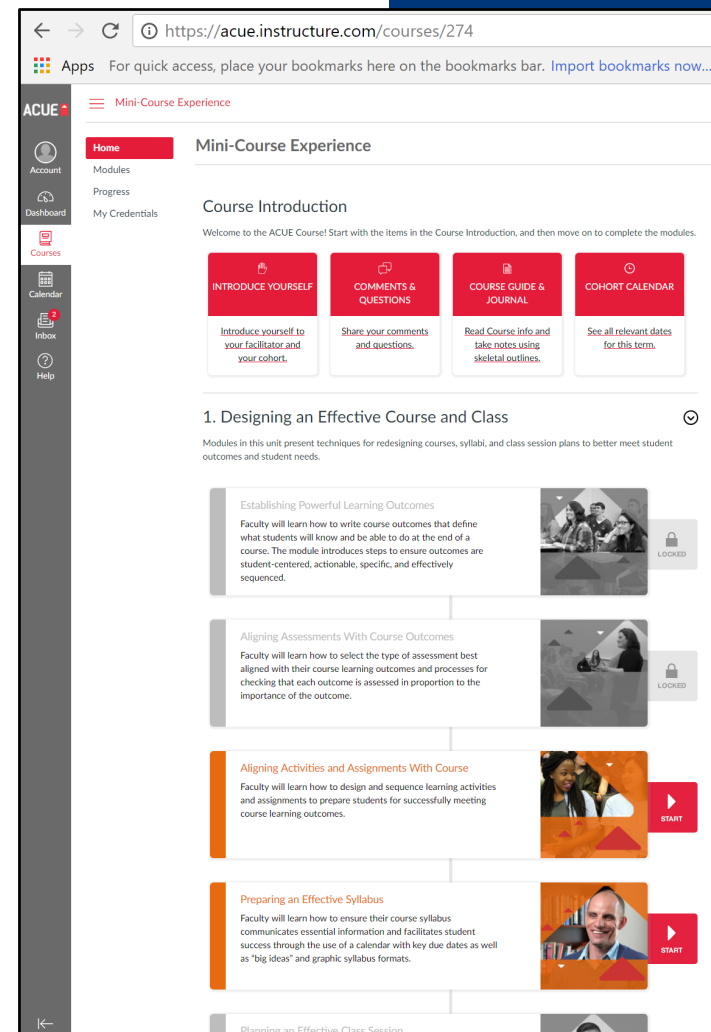
- Managing the Impact of Biases
- Reducing Microaggressions in Learning Environments
- Addressing Imposter Phenomenon and Stereotype Threat
- Creating Inclusive Learning Environments
- Designing Equity-Centered Courses



Online, asynchronous course

Design:

- Modular
- Video-rich
- Facilitated, collaborative cohort
- Implementation, reflection, refinement
- Evaluated by ACUE national readers
- ~3 hours a week for 8 weeks (reported by coursetakers)



The screenshot displays the ACUE Instructure LMS interface for a course titled "Mini-Course Experience". The browser address bar shows the URL "https://acue.instructure.com/courses/274". The page features a sidebar with navigation options: Home, Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area includes a "Course Introduction" section with four interactive cards: "INTRODUCE YOURSELF", "COMMENTS & QUESTIONS", "COURSE GUIDE & JOURNAL", and "COHORT CALENDAR". Below this is a section titled "1. Designing an Effective Course and Class" with a "LOCKED" status. The content is organized into a grid of modules, each with a description and a "START" button. The visible modules are:

- Establishing Powerful Learning Outcomes:** Faculty will learn how to write course outcomes that define what students will know and be able to do at the end of a course. The module introduces steps to ensure outcomes are student-centered, actionable, specific, and effectively sequenced. (LOCKED)
- Aligning Assessments With Course Outcomes:** Faculty will learn how to select the type of assessment best aligned with their course learning outcomes and processes for checking that each outcome is assessed in proportion to the importance of the outcome. (LOCKED)
- Aligning Activities and Assignments With Course:** Faculty will learn how to design and sequence learning activities and assignments to prepare students for successfully meeting course learning outcomes. (START)
- Preparing an Effective Syllabus:** Faculty will learn how to ensure their course syllabus communicates essential information and facilitates student success through the use of a calendar with key due dates as well as "big ideas" and graphic syllabus formats. (START)

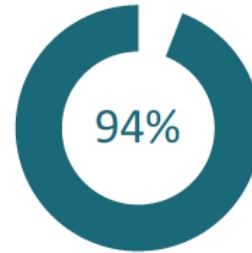
ITEL success in North Far North Regional Consortium

Faculty Engagement

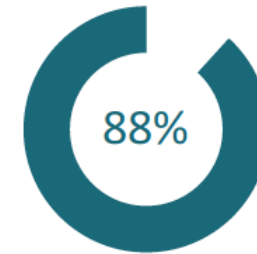
88% of course-takers would recommend the ACUE course to a colleague.



94% of course-takers report modules were helpful in refining their teaching practice.



88% of course-takers found the content relevant to their work.



Faculty Confidence Using Evidence-Based Practices

60%

increase in number of **course-takers reporting confidence using evidence-based inclusive practices**

33%
Reporting confidence before

93%
Reported confidence after



Follow-up materials

- Finalized schedule (September start)
- Email recruitment template and flyer
- Link to registration form
- Talking points
- View ITE L trailer [here](#)

Questions? Want to see the course?

Please contact Kim Middleton (kmiddleton@acue.org)

