Application for the Certificate of Excellence for Teaching Online (CETO)

Are you a faculty member who wants to learn how to create inclusive learning environments which foster student belonging and academic success? Are you interested in trying new methods to re-engage post-pandemic students? DSI CLEAR invites you to apply for CETO, a community of practice where instructors will learn to apply inclusive, evidence-based teaching practices to their online and hybrid courses. The goal of this seven-module course is to build instructor rapport, more autonomous learning environments, and opportunities for all students to engage in the learning process, leading to increased student participation, retention, and success.

The CETO cohort will move through the course together to build a dynamic community of practice. Participant engagement will take place in Canvas and via the Packback discussion platform, Teams, and in the virtual or face-to-face meetings. In addition, you will have opportunities to share with and learn from your fellow UNT colleagues.

CETO Course Outline

Weeks	Module title	Module description
1-2	High Rapport Engagement Strategies	Building rapport with students in online courses can cultivate belonging and has been linked to higher retention (Cartee, 2021; Glazier & Skurat Harris, 2020; Parrish et al., 2021). We will begin the first week by applying high-engagement practices in online courses that build instructor presence. Instructors will write engaging weekly announcements and record a welcoming video for their course.
3-4	Inclusively Engaging Content	Content that is culturally responsive and accessible in more than one mode can impact student success and belonging (Addy et al., 2021). In the second module, instructors will create multimodal, culturally responsive content for their online course.
5-6	Learning Activities that Empower Students with Choice	Learning activities can be designed to give learners multiple opportunities to "fail forward" and improve with each attempt (Addy et al., 2021; Meyers, et al., 2019). In the third module, instructors will design multimodal assignment options that help students successfully achieve course learning outcomes.
7-8	Engaging Discussions for all Learners	Discussion can improve academic performance, promote interaction between students, and encourage autonomy and belonging (Batra & Klein, 2021; Cho et al., 2020; Glass et al., 2022). In the fourth module, instructors will self-evaluate the discussion policies in a course, design engaging discussion questions, and write engagement expectations.
9-10	Assessments that Engage	Assessments that invite the demonstration of learning in uniquely authentic ways can increase student success and retention (O'Neill et al., 2021). In the fifth module, instructors will have an opportunity to design an authentic, multimodal assessment for a unit-level objective and design a rubric for their course.
11-12	Feedback that Fosters Growth	High quality feedback can lead to higher academic achievement, greater mental health for students, and increased engagement with coursework (Dweck, 2017; Kroper et al., 2022; Nalipay et al., 2021). In the sixth module, instructors will apply evidence-based feedback practices that employ growth mindset, connect students to their career goals, and engage students in dialogue around their learning.
13-14	Reflective Growth of Instructional Practice	There are many opportunities to collect data about instruction over the course of the semester. In module seven, instructors will develop a tool to collect student feedback mid-semester which can help improve end-of-semester student evaluations.

Additional CETO Participant details:

- Participants who receive a score of 80% or higher will receive a $1,500 Professional development stipend which will be sent to departments upon completion of the course, in addition to earning a CETO Micro credential and digital Certificate.
- Participants will be asked to commit to approximately 3 hours per week for the duration of the semester.
- CETO is a hybrid learning community with synchronous meetings and is not self-paced or asynchronous.
- Participants will be asked to choose a modality track.
- CETO will launch with an orientation the week of August 26. Exact date TBD.
- The application will close on April 22nd. Only 45 participants will be enrolled in the cohort.
- Participants will be notified of their acceptance no later than May 10th.
- Department chair signatures will be required on all participant applications.
- Participants will be asked to participate in a UNT DSI study on faculty development modality.

Please email the completed application to **faculty.development@unt.edu** no later than April 22nd, 2024.

1. Applicant name: _____

2. Email address: _____

3. UNT ID # (*Not EUID*): _____

4. Professional title: _____

5. Academic department: _____

6. College: _____

7. Years teaching: _____

8. Years at UNT: _____

9. How many CLEAR events have you attended in the past 18 months?

   _____

10. Please list the courses you will teach in the Fall 2024 semester, including modality (face-to-face, hybrid, or online):

    _____   _____   _____
    Course # / Modality   *Course # / Modality*   *Course # / Modality*

    _____   _____   _____
    Course # / Modality   *Course # / Modality*   *Course # / Modality*

11. In which modality would you like to attend CETO? Please note that you can only choose one mode and will be expected to attend in the same modality each time.
    - ❑ Hybrid: Asynchronous online & synchronous in-person on Denton campus
    - ❑ Hybrid: Asynchronous online & synchronous on Zoom
12. Do you plan on using the Packback discussion tool in your class(es) in the 2024 Fall semester?

    - ❑ Yes

    - ❑ No
13. Why do you want to enroll in the CETO course?

    _____

    _____

    _____

14. Would you like to be added to the DSI CLEAR Faculty Development Teams channel to be notified of future events?
    - ❑ Yes
    - ❑ No
15. What is your t-shirt size?
    - ❑ S
    - ❑ M
    - ❑ L
    - ❑ XL
    - ❑ 2XL

_____   _____

Instructor signature   *Date*

_____   _____

Department chair signature   *Date*

References

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