Understanding Training Tracks- District and Local LMC Level

DDEC- **Online Training Academy Dates- Local LMC Training Cohorts/Entry Levels and LMC Training Cohorts**
BEOI- **Becoming an Effective Online Instructor** (4-5 Week Course)
POMP- **Online Mentoring Program** (4 months- Aligning your course to the CVC-OEI Rubric)
LPOMP- **LMC Version is 3 Months Long**

DATES	Class	Instructors	Completed
June 3 – June 25	BEOI (online)	BEOI Anne & Monica	
July 15 – August 9 -	BEOI (online)	Penny & Kat	
Sept. 9 – Oct. 4 -	BEOI (online)	Anne & Courtney	
Oct. 7 – Nov. 1	BEHI (hybrid)	Laurie &	
Jan 6 – 17, 2020	Beginner's Guide to Canvas	Kat	
March 2 – 27, 2020	BEOI	Mike & Laurie	

DATES	Class	Instructors	Completed
August	Mentor -3 month Begin	TBA	
September			
Oct			
Nov	Mentor-3 month conclude		
December	Submit Courses		December 15th, 2019
Deliverables	District Team Review		January, 2020

DATES	Class	Instructors	Completed
January	Fast Track Courses through Mentoring Process	TBA	
February	Mentor 3 month begin		
March			
April			

May	Mentor-3 month conclude		May 25th, 2020
Deliverables	Submit Courses to District Team for Review		June 1, 2020

Suggested language for CVC-OEI grants

SAMPLE LANGUAGE TO SUPPORT FACULTY DEVELOPMENT THROUGH LOCAL PEER ONLINE COURSE REVIEW AND MENTORING PROGRAM. Note that the number of courses could be increased for larger campuses or decreased for smaller campuses.

The language is designed to work for all three tracks; but can/should be refined once the campus determines the desired track.

Peer Mentoring and Review Program

This program fosters improved, visible and equitable pathways for new and existing online programs that meet workforce, general education, and other student needs by mentoring, supporting and incentivising teaching faculty. Components include mentors who work with teaching faculty, supported by instructional designers and student workers, to improve quality of instruction, interaction, and success, particularly with underrepresented groups. Each team member is compensated at appropriate rates for up to 40 hours per course for faculty and mentors, and 20 hours per course for instructional designers and student workers, for up to 40 courses. (ADJUST THIS NUMBER according to college size and project goals.) Additionally, 40% release time or comparable payment for a faculty or staff coordinator is needed to ensure leadership, continuity, and quality. Stipends of approximately 5 hours per course are needed for faculty who review courses prior to submission to CVC-OEI. This nascent program, which is collaborative among all three campuses in the 4C District, is sustainable over time at a .25% scaled-back level as pent-up demand will be met. Total estimated budget for this segment: $150,000.

PEER ONLINE MENTORING PROGRAM

Concept:

Establish a peer mentorship and review program that supports instructors to design and teach engaging and intuitive online courses that align to the OEI Course Design Rubric and fosters success for all students.

Overview:

Mentor and mentee will collaborate over three months to prepare a course to align with the OEI Course Design Rubric. The mentorship process will include online instruction on the foundations of effective online course design and regular bi-monthly meetings with the mentor to review, discuss, and implement these concepts. At the conclusion of the three months, the faculty mentee submits the course for review to a districtwide group that includes one member from each campus and district. Approved courses are submitted to the OEI.

Objectives:

Work collaboratively with instructors to complete the following:

Demonstrate and implement practices in intuitive course navigation and design.

Demonstrate and implement practices in effective student/faculty and student/student interaction.

Demonstrate and implement practices in effective assessment.

Demonstrate and implement throughout practices in accessibie, equitable course design.

Outcomes:

Faculty Mentees develop a clear understanding of the OEI Course Design rubric, as assessed in the modified POCR class.

Faculty Mentees implement improvements in their class to align it with the OEI Course Design Rubric.

Faculty Mentees submit their class for review to the OEI and inclusion in the OEI Course Exchange.

Online Instructional Modules for the OEI Course Design Rubric:

The existing @ONE Peer Online Course Review course will be modified to shorten length, focus outcomes, and incorporate accessibility and cultural responsiveness into each module. Additional media, such as video tutorials, produced by different campus faculty will personalize and clarify difficult-to-understand concepts.

Compensation/Incentives and Obligations:

Mentors volunteer to work with faculty for a minimum of four hours per month over three months, in a minimum of two sessions spread out no further apart than every two weeks. Mentors earn a stipend of $500.

Mentees agree to complete monthly modules in the modified POCR class, meet with mentors for a minimum of four hours per month over three months, in a minimum of two sessions spread out no further apart than every two weeks. During this period, mentees agree to implement improvements in their classes to align them with the OEI Course Design Rubric. Mentees agree to submit their courses for review by the districtwide review team, and to submit to the OEI when the course is approved for submission. At submission to the OEI, mentees receive a $500 stipend.

Becoming a Mentor:

Mentees may decide to join the team of mentors working with the next cohort of faculty.

Mentorship Structure:

Introduction: Kick-off mentorship program with districtwide group to introduce mentorship process and online instruction on the OEI Course Design Rubric.

Module/Month 1: SECTION A, Navigation and Accessibility

Mentee completes Section A of modified POCR class to become familiar with the rubric and how it is applied.

Mentor provides initial feedback on the Mentee's online course using Section A in POCR class.

Using that feedback, Mentees makes adjustments to online course.

Mentor and Mentee meet two weeks later at mutually agreed upon time to discuss, coach, adjust and implement.

Module/Month 2: SECTION B, Interaction and Accessibility

Mentee completes Section B of modified POCR class to become familiar with the rubric and how it is applied.

Mentor provides feedback on the Mentee's online course using Section B in POCR class.

Using that feedback, Mentees makes adjustments to online course.

Mentor and Mentee meet two weeks later at mutually agreed upon time to discuss, coach, adjust and implement.

Module/Month 3: SECTION C, Assessment and Accessibility

Mentee completes Section C of modified POCR class to become familiar with the rubric and how it is applied.

Mentor provides feedback on the Mentee's online course using Section C in POCR class.

Using that feedback, Mentees makes adjustments to online course.

Mentor and Mentee meet two weeks later at mutually agreed upon time to discuss, coach, adjust and implement.

Conclusion:

Mentees submit courses to districtwide review group that includes the mentor, and course is reviewed for alignment with the OEI Course Design Rubric.

TWO directions:

Course gets green light for submission to OEI, Yay!

Mentor's duties are concluded.

Mentee receives stipend for submitting course to OEI.

Mentee may become part of next group of mentors

OR Course is referred to Mentor/Mentee for additional adjustments, and rereview.