COM Online Teaching and Design Pathway

The proposed training pathway for both emergency and online instruction consists of three phases.

Phase 1: the first phase of training provides COM faculty with the essential foundational skills to transition to online teaching and learning in an emergency situation.

Phases 2 and 3: are required by faculty wishing to teach their courses online by Fall 2021. See Equivalency notes for exceptions.

Phase 1: Introduction to Online Teaching and Design

Offer two sessions Summer 2020

- Session 1: 4/27-6/5 (for faculty teaching summer courses)
- Session 2: 6/29-8/7 (will prioritize faculty teaching online in the fall)
- Session 3: Flex Week Boot Camp 8/17 TBD (intensive training, if needed)
- Complete DE addendum

Phase 2: Aligning to the CVC-OEI Rubric (starting Spring 2021)

Faculty who wish to complete certification will be required to take the 6-week course offered to align their courses to the CVC-OEI rubric.

First offered Spring 2021

- Session 1: TBD
- Session 2: TBD

Phase 3: Peer Online Course Review (POCR)

After completing phases 1 and 2, faculty are assigned POCR review team to confirm alignment with CVC-OEI rubric and offer feedback for course improvement and future exemplary goals.

Equivalency

In lieu of the Phases 1 and 2, faculty may opt to take the 12-week Certificate in Online Teaching and Design pathways offered by Online Network of Educators. Faculty will still be required to complete Phase 3 - POCR.

Equivalent training completed at other CCCs may also be considered in lieu of phases 1 and 2. All previous certificates and trainings must be submitted to the Distance Education Committee (DEC) for equivalency review. POCR review will still be required

Pathway Course Outlines
Introduction to Online Teaching & Design

Description: Successful online courses come from careful planning and intentional design. In this training, based on the criteria from the CVC-OEI's Course Design Rubric, participants will gain the foundational skills required to purposefully design and teach an engaging, high-quality online course.

Prerequisites: Participants should have some familiarity with Canvas. It is recommended that participants who do not have Canvas experience take a self-paced Introduction to Canvas course prior to taking this course.

Goals: ensure the quality of the student experience in online courses, provide faculty support system, and working towards

> 1) consistency for students; 2) using Canvas; 3) evidence of regular and effective contact between students and faculty/students; 4) continuing to improve accessibility (universal design; ADA); 5) supporting variability in how content is conveyed to students in OEI-aligned modules (faculty have options); and, 6) meeting course outcomes

Objectives:

- Identify and discuss federal and state regulations that impact online course policy and practice
- Use backward design principles to start a course plan
- Develop a supportive orientation unit with policies, student services, and meaningful student-to-student interaction
- Design introductory activities that support an online learning community
- Design and curate accessible content that supports equitable learning experiences
- Plan online learning units with measurable outcomes
- Write a succinct and informative welcome letter
- Determine "next steps" for building a complete online course

Draft outline of COM training modules

Module 0: Course Orientation	Module 1: Approaches to Planning Designing Learning Leveraging Canvas	Module 2: Student Engagement	Module 3: Student Support and Policies	Module 4: Mutimedia and External Tools	Module 5: Putting It All Together	Module 6: Next Steps and Completion Badge
• Overview and basics about online instruction	• Shifting to Remote Instruction • Presence (RSI) • Rethinking Lecture • Backward design • Designing Learning activities • Develop a plan • Canvas using Modules & Files • Accessibility • Building a homepage	• Assessment • Rubrics • Discussions • Welcome letter (peer feedback) • Student Feedback	• Orientation module • Equity • Universal Design • Accessibility	• Zoom • VT • Screencast • 3C Media • YouTube • Flipgrid • Labster • Proctorio	• Course design finalized • DE addendum	• Course aligning to the rubric • Fully developed course • POCR