Educational Collaborators (EC) is excited to assist Berkeley City College with the implementation of their grant. In doing so, EC will design and develop custom content and materials to support faculty in transitioning F2F content into an online format.

Desired Work Activities:

- Training sessions for faculty in best practices for online instruction
  - Trainings should be synchronous and can be delivered either in person or virtually
  - Ideally 4-5 introductory sessions and 2 advanced sessions
- Individual coaching/mentoring with faculty to take their face to face Canvas courses online in alignment with the CVC-OEI rubric.
- Research and summary of findings that address ways to deliver various types of media to students in online courses.
- Research and summary of findings that address ways to incorporate media (specifically gamification) into online courses.
- Research and summary of findings that address the presentation of materials in online courses to ensure ADA compliance.
- Research and summary of findings that address techniques and online tools that prevent online cheating.

Goals of the Engagement:

- Develop and deliver training for faculty changing courses from F2F to online format;
- Support faculty in the transition of courses from F2F to online;
- Provide best practices related to online course creation and delivery (various media, gamification, ADA compliance, addressing online cheating)

Recommended Engagement Elements:

Phase I – Evaluating the Culture for Online Transition

In Phase I, the Educational Collaborators team will work with Berkeley City College faculty to get better acquainted with the school, the existing technology infrastructure specifically as it applies to online instruction (existing courses and delivery platform) and to begin to identify areas requiring specific analysis for support.

- Faculty
  - Review existing courses designed by faculty
  - Interview faculty
  - Design and distribute a faculty knowledge survey that includes online teaching/learning experience, technology comfort, knowledge of Canvas tools and teaching style.

- EC will evaluate the survey results to create a training plan, and to further define the training topics and team formation.

- Technology Support Team
  The EC project team will meet with the Berkeley City College Technology Support Team to gain a better understanding of the infrastructure at the college, in particular:
    - Canvas Shells: How are Canvas shells created? Who manages them? How do faculty request a new or copied shells?
    - What is the current use of Canvas in F2F courses - is it voluntary or required?
    - What type of existing training do they have?
    - What are the support hours for students and faculty?
    - Do they have video equipment?
    - Have they purchased any software/webware that can be used in courses?
    - What software/platforms are already integrated with Canvas?
    - How will this project be supported after the grant expires?
    - What is the Technology Support Team's vision of the online courses as well as their support roles?

Phase II - Training Plan Development - Research, Summarize and Develop Training Materials
Research, summarize and develop training materials in the following areas:
- Delivery methods using various types of media in online courses.
- Methods for incorporate media (specifically gamification) into online courses.
- ADA compliance.
- Techniques and online tools that prevent online cheating.

Using information gathered from Phase I the EC project team will debrief with Berkeley City College and will then begin the process of supporting the goals of the project. EC will develop a comprehensive training model that will include online trainings, virtual coaching, and team.

Phase IV - Implementation of Training Plan
- Trainings and Workshops
  - The EC project team will present a one-day mini-conference to kick off the development of online course development. This conference may include a welcome and kick-off address by a Berkeley City College representative. The agenda will be custom developed with guidance from the faculty knowledge survey and will include a variety of concurrent sessions to share best practices and strategies for online instruction. Sessions may be recorded by Berkeley City College, if desired.
  - Online Training: EC will design and deliver a series of online training sessions that include various types of media, gamification, ADA compliance, academic integrity. These opportunities will be based on the initial faculty knowledge survey, and it will be modified after the mini-conference to ensure we are meeting the needs of the faculty. It is recommended that Berkeley City College provide the EC project team access to college Canvas LMS.

- Virtual Coaching
  EC Project Team will provide faculty 75 hours of mentoring and personal coaching. The goal of the coaching sessions is to assist the faculty in the development of their course(s) and to model virtual instruction/coaching for faculty to use, gamification methods, etc. Coachings can be completed in a 1:1 setting online or with faculty teams. Coaching could include demonstrations, reviewing course materials, tool or idea discussions, and other best practices of online teaching.

Budget & Planning Estimates:

Description	Estimated Days/Hours	Estimated Costs
Phase I – Evaluating the Culture for Online Transition	10 hours	$1,650
Phase II - Training Plan Development - Research, Summarize and Develop Training Materials	100 hours	$16,500
Phase III - Implementation of Training Plan		
● Mini-Conference	1 day x 4 trainers	$8,000
● Online Training	40 hours	$6,600
● Virtual Coaching	75 hours	$12,375
Project Coordination		$5,865
Subtotal (excluding travel and expenses)		$50,990
Estimated Travel and Expenses		*$4,800*

Proposed Project Team:

Project Lead: Dr. Janel D. White Taylor

Dr. Janel D. White-Taylor is an Educational Technology Clinical Associate Professor in the Mary Lou Fulton Teachers College at Arizona State University. Professional experience include serving as the Executive Director of Project eXcellence, Faculty Associate for the George Lucas Educational Foundation, and member of the National Commission on Technology and the Future of Teacher Education. Her research and creative interests include creating and developing innovative technology infused hands-on programs for schools and communities, face to face and online entrepreneurial programs for youth, and innovative ways to integrate technology into the classroom. She received her bachelor's degree at Loyola Marymount University, master's degree and doctorate at Arizona State University.

Mary Lynn

Mary currently works as a Senior Collaborator for Educational Collaborators and as an Adjunct Professor at Webster University in Educational Technology.

She has been working with schools since 1995 assisting with the use of technology to promote teaching and learning, have been involved with several rollouts of one-to-one programs, and have coached teachers in all disciplines and all grade levels in the use of technology to address their curriculum goals. Prior to 1995, she worked for a variety of companies as a programmer and end user trainer.

Emory Craig

Emory brings decades of experience in higher education and the creative industries to foster innovation and organizational change. In his most recent position as Director of eLearning and Interim CIO at the College of New Rochelle, he was responsible for the implementation of leading-edge technologies in the curriculum, faculty training, and the development of online programs for both traditional and non-traditional adult students. A Frye Fellow and frequent keynote speaker, he has written and presented extensively at both national and international conferences on innovation in education and the impact of the digital revolution on contemporary culture. In 2017-2018, he co-authored the EDUCAUSE-ELI series: "VR and AR: Stepping into the New Frontier of Learning." He has worked with organizations across Europe, the Middle East, Africa, and Asia to foster pedagogical innovation and digital literacy.

Angela Astuto

Angie has more than 20 years of experience as an educator, currently serving as Director of Curriculum for a private high school in St. Louis, Missouri. In addition to her work offering professional development to schools integrating technology in the classroom, she is an Adjunct Professor in both the Math and Computer Science department and Graduate Education Technology program at Webster University in St. Louis, Missouri. When possible, she still enjoys teaching writing and literature in high school classes, including instruction for non-native English speakers.

Additional Team Members will be added, as appropriate, based on desired skill sets and relevant experiences.

Please Note: If a proposed team member is unable to participate, another collaborator with comparable expertise will be invited.

Next Steps:

Thank you for providing Educational Collaborators the opportunity to review the requirements of your school's technology audit and staffing plan. We understand the complexities of providing a sound technology foundation to support a school's mission. The overview provided herein is a first attempt to prescribe a sound approach to accomplishing your specific objectives.

After reviewing this document you can contact your EC Representative: Steve Aronne at stevearonne@educollaborators.com or via phone at 732.413.5522 to arrange a follow up review so that we can adjust the engagement as needed to develop a more formal Statement

of Work. In the end we want to ensure that any engagement we choose to pursue not only fits within the budget but has the best possible impact on the overall success of your program.

We look forward to continuing the discussion!