

# MENTORING GUIDE



### ***How to Use this Publication***

Mentors work with the Mentoring Coordinator, Department representatives, and eLearning Support and Instructional Design to guide and support new WTCC online faculty (Mentee) as they earn their EPIC Online Certification and implement the EPIC eLearning Quality Standards into online classes.

This publication contains the essential information regarding the EPIC Mentoring Program. It covers the roles and responsibilities of the mentors, mentees, department heads, and deans involved with the program. A diagram is included showing the relationships and interactions of all individuals involved in supporting new WTCC online instructors. Finally, there is an explanation of the importance of confidentiality in the EPIC mentoring program as well as documents, forms, checklists, and websites that can be helpful to new online faculty as they begin teaching online at Wake Tech.



## **EPIC Mentoring Program**

The EPIC Mentoring Program is designed to support faculty new to online teaching or new to teaching online at Wake Technical Community College. The mentoring program is part of the EPIC (eLearning Preparedness Initiative across the College) Initiative, whose goal is to “reduce barriers and support learning, persistence, and success of students in online courses.”

The EPIC Mentoring Program is designed to address two areas:

- Provide support for new online faculty while completing their online certification requirements
- Provide guidance to new online faculty on best practices for online teaching and learning as they become acquainted with the most current information in their online teaching career

The mentoring program pairs EPIC Master Mentor Certified faculty members with new online instructors for up to three 16-week semesters to support them in quality teaching and learning, while they complete the EPIC online certification program. The mentoring program’s major objective is to provide support and guidance to faculty new to teaching online at Wake Tech.



# EPIC Mentoring Program Roles & Responsibilities

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The successful mentoring of new online faculty is a collaborative effort between the deans, department heads, mentors, and mentoring coordinator as well as eLearning Support and Instructional Design. The goal is to acclimate new online faculty to Wake Tech's expectation of providing quality online teaching and learning. A chart indicating the primary function/relationships can be found at the end of the roles and responsibilities.



## **Mentor Role**

The mentor's role is to listen to the mentee and guide the mentee toward improvement in development as well as teaching improvements in his or her online course(s). Mentors should also follow all policies, procedures, and processes, and remain open and approachable, focusing on the mentee's goals. Mentors do not evaluate content in their mentees' courses. Questions or assistance on content should be directed by mentees to their supervisor.

Mentors are not expected to provide full instructional design support to mentees who need extensive assistance for course development or redesign, but rather, are expected simply to provide suggestions that may aid the mentee in understanding how to better present material. If extensive support is needed, the mentor should refer the mentee to eLearning Support and Instructional Design so that an instructional designer can be paired with the mentee to provide assistance.

## ***Mentor Responsibilities***

- Serve as a role model for online instructional excellence and professionalism
- Initiate a meeting with the mentee during the first weeks of the semester to establish meeting dates, exchange contact information, explain the role of a mentor, and communicate the expectations on EPIC online teaching certification
- Communicate with mentoring coordinator any concerns, issues, and problems as quickly as possible so a solution can be provided in a timely manner
- Promote an open dialogue with the mentee to encourage an effective mentoring relationship
- Observe the mentee's course to provide specific and detailed feedback about items that need to be included or improved to ensure effective course quality and delivery
- Monitor the mentee's progress towards completing EPIC online certification requirements and offer to help develop a plan for completing the program, noting the recommended sequencing of courses within the EPIC 30. See the Appendix for a checklist of the required coursework
- Provide support and answer questions as mentee completes the EPIC 30

- Connect mentee with the eLearning Support and Instructional Design department to secure instructional design and technology services and resources as needed
- Complete a Feedback Survey at the end of each semester serving as a mentor
- Submit required paperwork, attend mentor roundtables, and complete other requirements in a timely manner

## **Mentee Role**

The mentee's role is to seek advice and direction from the mentor and to listen to and evaluate feedback for the purpose of using this information to make improvements in the development and teaching of online course(s).

### ***Mentee Responsibilities***

- Participate in all scheduled meetings with mentor
- Communicate with the mentor on a regular basis
- Set or review goals and timelines each semester (up to three 16-week semesters) with mentor to ensure completion of EPIC online teaching certification—EPIC Online Certification is not optional. It is required by Wake Tech policy in order to teach online
- Achieve EPIC online teaching certification
- Provide the mentor observer access to online courses at the beginning of the term to enable the mentor an opportunity to observe a course in progress
- Engage the mentor for advice and feedback as needed
- Complete a Feedback Survey at the end of each semester serving in the mentoring program

## **Dean/Department Head**

The mentee's division dean and/or department head is responsible for onboarding the new faculty member the same as any new faculty in the division. Orientation to division and department specific policies should be reviewed, and the new faculty member should be given the departmental support expected for any faculty member.

### ***Dean/Department Head or Designee Responsibilities***

- Provide the name and contact information of all new online faculty to the Mentoring Program Coordinator within one week of hire date
- Provide new online faculty with a course shell with content that meets EPIC eLearning Quality Standards
- Communicate with new online faculty about the requirements of EPIC online certification
- Monitor any department mentee's progress for completing online certification requirements—Mentees have three (3) full-semester to complete their certification

- Discuss with new online faculty/adjunct their progress (or lack thereof), and if necessary, help new online faculty/adjunct develop a plan for completing certification requirements
- Inform new online faculty of the college's policy requiring online certification for all faculty teaching online

## **Mentoring Coordinator**

The mentoring coordinator's role is to oversee the EPIC Mentoring Program and ensure its goals are achieved.

### ***Mentoring Coordinator Responsibilities***

- Solicit new mentees from divisions for the mentoring program
- Coordinate the placement of mentees with mentors
- Communicate with Deans or Department Heads regarding any issues that may arise from the mentoring program
- Communicate with eLearning Support and Instructional Design any issues arising with mentee online certification requirements
- Conduct a mentor roundtable at least once a semester
- Submit required paperwork and complete other requirements in a timely manner

## **eLearning Support and Instructional Design**

The role of eLearning Support and Instructional Design is to provide accessibility, Blackboard, course design, and instructional technology support and training to all WTCC faculty.

### ***eLearning Support and Instructional Design Responsibilities***

- Collaborate with the Mentoring Coordinator and/or mentor to provide specialized assistance to new online faculty as needed
- Provide instruction for the EPIC 30 online certification
- Provide instructional design or technology support for online course revisions and new online course creation



# Confidentiality in the Mentoring Program



Confidentiality is critical in the mentee-mentor relationship. Effective mentoring relationships typically involve disclosure and sharing of critical information. As such, the development of trust through commitment to confidentiality is an essential component of the EPIC Mentoring Program. The following are principles and guidelines that apply to one-on-one mentoring relationships:

1. The overarching purpose of the program is to foster excellence in online teaching and learning, not for evaluation purposes. Therefore, mentors are asked to use their best judgment in distinguishing between roles and communications that are intended for the constructive development of the mentee, as opposed to those that might result in evaluation of the mentee. Providing information that could be used for the evaluation of the mentees counter to the goals of the program should be avoided.
2. All conversations between mentor and mentee are to be kept confidential unless both parties agree otherwise. Exceptions include situations involving sexual harassment, discrimination, or other activity that violates law or policy; confidentiality cannot be guaranteed in these circumstances.
3. Mentors and mentees must sign an agreement that includes confidentiality. Mentors will meet periodically to discuss effective mentoring and share experiences. In order to make these conversations helpful while maintaining confidentiality, mentors agree to the following:
  - Mentors can reveal the identities of their mentees to other mentors with the understanding that information about mentees is to be kept confidential within the program
  - Mentors should not discuss their own mentees with others outside the mentoring program, including department heads, without the permission of their mentees
  - Mentors should not discuss other mentees (not their own) with individuals outside the mentoring program. The discussion within the program should focus primarily on attendance, program improvements, best practices, and program enhancements and should avoid specific performance issues

With the permission of the mentee, the mentor may connect the mentee with the eLearning Support and Instructional Design (eLSID) department for assistance with course design or technology support. The mentor should contact the eLSID Director or one of the Coordinators.



## APPENDIX

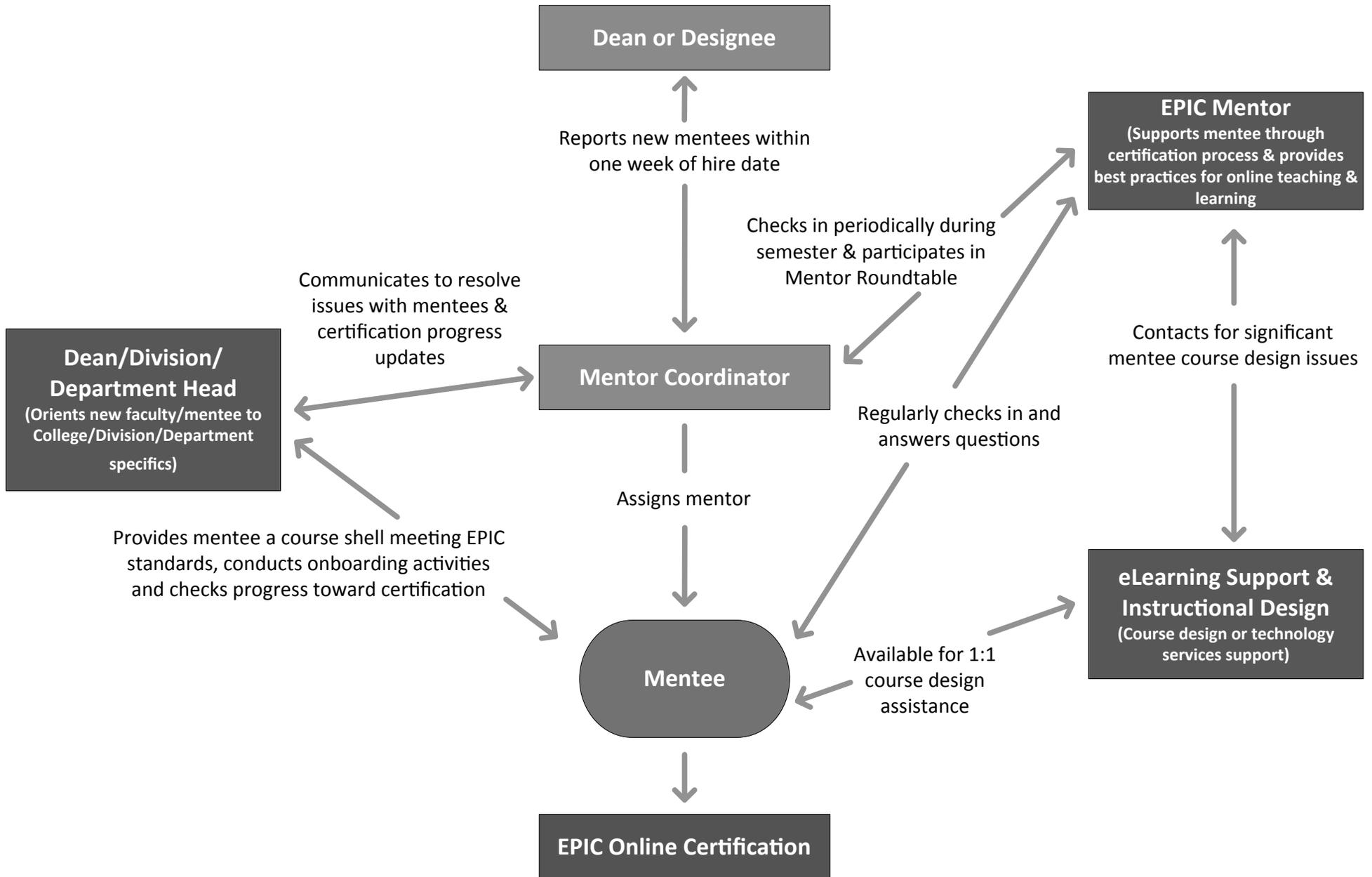
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Glossary of Terms	
<b>Best Practices</b>	Practices that are research-based and designed to produce increased student success
<b>Confidentiality</b>	A trusting relationship, where shared information is kept private
<b>eLearning</b>	Courses offered online for students to access through internet connections
<b>eLearning Support &amp; Instructional Design</b>	Provides technical support and instructional design services to all WTCC faculty
<b>EPIC eLearning Quality Standards</b>	WTCC-approved collection of best practices representing quality in online teaching and learning
<b>Faculty Online Preparedness</b>	WTCC faculty will develop the course design and delivery skills they need through the EPIC Online Certification program that will provide instruction in the learning management system (LMS), pedagogy, instructional design, accessibility, and advanced training for online teaching.
<b>Mentee</b>	WTCC employee who desires to be certified to teach online and works with a mentor while completing the online instructor certification program, which is composed of 30 hours of professional development, as outlined by EPIC
<b>Mentor</b>	WTCC employee who has completed the online master teaching certification program via the mentoring concentration and is recommended by a supervisor to be a mentor
<b>New Online Instructor</b>	A WTCC faculty member who is teaching online for the first time or who is new to teaching online at WTCC

		
Checklist for EPIC 30-hour Training		
Order	Course Completion Pathway	PD Credits
1	<b>ACC 101:</b> Introduction to Accessibility	3
2	<b>TLS 101:</b> Introduction to Universal Design for Learning	4
3	<b>BBD 101:</b> Blackboard Skills Development—Course Structure & Navigation	1
4	<b>BBD 102:</b> Blackboard Skills Development—Managing Instructional Content (Prerequisite: BBD 101)	1
5	<b>BBD 103:</b> Blackboard Skills Development—Communication Tools (Prerequisites: BBD 101, BBD 102)	1
6	<b>BBD 110:</b> Blackboard Skills Development—Managing Assessments (Prerequisites: BBD 101, BBD 102, BBD 103)	2
7	<b>BBD 120:</b> Blackboard Skills Development—Managing the Grade Center (Prerequisites: BBD 101, BBD 102, BBD 103, BBD 110)	2
8	<b>EPIC 101:</b> Best Practices in Course Navigation and Design (Prerequisites: BBD 101, BBD 102, BBD 103, BBD 110, BBD 120)	4
9	<b>EPIC 102:</b> Best Practices in Online Communication & Collaboration (Prerequisites: BBD 101, BBD 102, BBD 103, BBD 110, BBD 120, EPIC 101)	4
10	<b>EPIC 103:</b> Best Practices in Online Assessments (Prerequisites: BBD 101, BBD 102, BBD 103, BBD 110, BBD 120, EPIC 101, EPIC 102)	4
11	<b>EPIC 104:</b> EPIC30 Capstone (Prerequisites: BBD 101, BBD 102, BBD 103, BBD 110, BBD 120, ACC 101, TLS 101, EPIC 101, EPIC 102, EPIC 103)	4
<b>TOTAL HOURS</b>		<b>30</b>

It is recommended to follow the sequence of courses shown above. Register for courses through GoSignMeUp.

# EPIC Mentoring Relationship Chart\*



\*indicates primary function/relationships

Documents, Forms, and Resources	
<b>EPIC Online Certification Program Checklist</b>	The list of courses faculty need to complete for online certification can be found in the appendix.
<b>EPIC Course Checklist</b>	Details all the items that should be present in every course site to align with the EPIC eLearning Quality Standards. See the appendix for the checklist.
<b>EPIC Top Ten List</b>	This list contains 10 strategies that WTCC students say make online teaching and learning a success. This resource is located under Publications on the EPIC Website.
<b>eLearning Resource Center</b>	<p>Look for the eLearning Resource Center on the enrolled courses list in your Blackboard account. Use this new resource to review current online and hybrid course policies and procedures; to access guides, handouts, and video tutorials; to check for known Blackboard issues and updates; and to be aware of professional development opportunities provided by eLearning Support.</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> <li>• Policies and procedures, including course preview and course entry quiz information</li> <li>• Accessibility introduction lessons for review</li> <li>• Blackboard guides and video tutorials</li> <li>• Known Blackboard issues and workarounds</li> <li>• Troubleshooting tips</li> </ul>
<b>EPIC eLearning Quality Standards</b>	These standards represent the quality that should be present in all online courses at WTCC. This resource is located under Publications on the EPIC Website.
<b>EPIC Website</b>	<p>Look for a summary of the EPIC Initiative and specifically the links to Publications, Data, and Exemplary Course Videos.</p> <p><a href="https://www.waketech.edu/epic">https://www.waketech.edu/epic</a></p>
<b>EPIC Mentoring Agreement Form</b>	The agreement lists the Mentor and Mentee commitments for the EPIC Mentoring Program. See the appendix for the agreement.
<b>The Information Technology Help Center</b>	<p>Frequently asked questions and answers regarding information technology issues at WTCC.</p> <p><a href="https://www.waketech.edu/help-center/its/topics">https://www.waketech.edu/help-center/its/topics</a></p>

Documents, Forms, and Resources	
<b>Online Support for Faculty</b>	<p>The eLearning Support &amp; Instructional Design Department provides accessibility, Blackboard, course design, and instructional technology support and training.</p> <ul style="list-style-type: none"> <li>• Visit the <b>Accessibility Resources</b> page to learn more about the services provided to help faculty and staff develop accessible content</li> <li>• The <b>eLearning Resource Center</b> contains information on distance education policies and procedures, guides and tutorials, technical issues and updates, and more. Learn more by visiting the eLearning Resource Center page or look for this course in your Blackboard course list</li> <li>• <b>Workshops</b> and training are provided on a variety of topics, including Accessibility, Blackboard, Content Creation Tools, Open Educational Resources, Technology, Teaching and Learning Strategies, and Web-Based Tools and Resources. The training course catalog is available on the Workshops page. Sign up for training using GoSignMeUp through the Professional Development site</li> <li>• Call the <b>Help Desk</b> for support: 919-866-7000. Press 2 for Faculty Assistance; then Press 1 for Blackboard. Mon.-Fri. 7:00AM-5:00PM</li> <li>• After hours, <b>Blackboard Support</b> is available by calling 1-866-471-4252</li> </ul>



# EPIC Mentoring Agreement Form

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We enter into this partnership with the mindset this will be a positive experience. We will spend our time discussing the development of a quality online course according to the EPIC eLearning Quality Standards and the completion of the online certification. To accomplish these goals we agree that:

1. The mentoring relationship will be contracted for a minimum of one semester. Progress towards completing online certification will be reviewed at the end of each semester. The mentoring relationship will end by amicable agreement or when the mentee has achieved online certification
2. We will meet at least three (3) times per semester. At least the first of these will be a face-to-face meeting. Meeting times, once agreed, should not be cancelled unless it is unavoidable. At the end of each meeting, we will agree to or confirm a date for the next meeting.
3. In between meetings, we will contact each other by \_\_\_\_\_ (Email, Microsoft Teams, text, phone, Skype, Google docs, Google collaborate, video conferencing, online chat sessions within Blackboard, and Blackboard collaborate) approximately once every \_\_\_\_\_ weeks.
4. We will keep the content of these meetings confidential.
5. The mentor will be honest and provide specific and detailed feedback to the mentee. The mentee will be open to the feedback.
6. We will set goals to achieve EPIC Online Certification.
7. We will review progress towards completing the EPIC Online Certification program at the end of each of the three required meetings per semester.

Semester/Year Beginning: \_\_\_\_\_

- ACC 101 Introduction to Accessibility
- TLS 101 Introduction to Universal Design for Learning
- BBD.101 Blackboard Skills Development: Course Structure & Navigation
- BBD102 Blackboard Skills Development: Managing Instructional Content
- BBD103 Blackboard Skills Development: Communication Tools
- BBD110 Blackboard Skills Development: Managing Assessments
- BBD120 Blackboard Skills Development: Managing the Grade Center
- EPIC 101 Best Practices in Course Navigation and Design
- EPIC 102 Best Practices in Online Communication & Collaboration
- EPIC 103 Best Practices in Online Assessments
- EPIC 104 EPIC30 Capstone

8. The mentor agrees to avoid any form of performance evaluation of their mentee or new faculty member.
9. I accept the role of the mentor. Initial: \_\_\_\_\_
10. I accept the role of the mentee. Initial: \_\_\_\_\_

Mentor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentee's Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

# EPIC ONLINE COURSE CHECKLIST



## Part A – Menu, Getting Started, Faculty Information, and Tools

### Navigation Menu

- The course menu follows the order of the standardized menu template.
- No more than 3 additional course menu items added.
- Course menu link titles follow EPIC guidelines.
- Standardized course menu links are not duplicated.
- Dividers are placed in the correct location.
- Color contrast is used effectively.
- Text is visible without overflowing menu area or button.
- Course entry quiz is hidden after the 10% mark.

### Welcome Message

- Welcome message is posted in the Announcements or Getting Started section of the course and is easy to locate.
- Welcome message contains name of course, an introduction, words of encouragement, and directions to begin the course.

### Getting Started

The following content is populated within Getting Started:

- Instructions clearly direct students how to get started and where to find various course components.
- Instructions introduce students to the purpose and structure of the course.
- Tips are provided on how best to succeed in an online learning environment.
- Provides a course link to the course syllabus (posted in Course Resources).
- Provides a course link to Student Support.

### Faculty Information

The following content is posted within Faculty Information:

- Faculty's name and title.
- Faculty's college email address.
- Faculty's office phone number. *\*\*N/A for adjunct instructors*
- Faculty's office hours. *\*\* N/A for adjunct instructors*
- Faculty's office location, including campus. *\*\*N/A for adjunct instructors*
- Preferred method of contact is clearly indicated.
- Clear standards are established for faculty responsiveness and availability.
- Avatar or representative photo of faculty member.
- Faculty bio/introduction.

### **Tools**

- Unused Tools are hidden to users to avoid confusion, make relevant content easier to find, and streamline course design.

## **Part B – Course Resources and Student Support**

### **Syllabus**

- Syllabus is the first item posted under Course Resources.
- Syllabus is provided in a printable format, for example, docx or pdf.
- The course description from the NCCCS CCL or WTCC course catalog is posted.
- Prerequisite courses are clearly stated.

### **Course-level Student Learning Outcomes (SLOs) on Syllabus**

- SLOs for the course are clearly stated on the syllabus.
- SLOs for the course are measurable (refer to Blooms Taxonomy).
- SLOs directly reflect the content and expectations described in the Course Description provided by the NCCCS.
- SLOs are representative of the scope of the course.

### **Course Materials on Syllabus or posted as an individual item under Course Resources**

- Any required course materials [textbooks (including ISBN), supplies, publisher content, and/or software, etc.] are clearly stated.
- All materials are current and relevant to the course.
- The purpose of instructional materials (both required and recommended) and how materials are to be used are clearly explained.

### **Grading Policy on Syllabus or posted as an individual item under Course Resources**

- The course grade weighting or points system is clearly stated.
- The grading policy/practices are easy to understand.
- Penalties for late and/or incomplete work are clearly stated.
- Turnaround time on graded assignments and where to locate feedback within the course is clearly stated.

### **Course Calendar or Schedule on Syllabus or posted as an individual item under Course Resources**

- If it is a separate document*—Course calendar or schedule is posted in Course Resources.
- If it is a separate document*—Course calendar or schedule is provided in a printable format, docx or pdf, for example.
- Course calendar or schedule has a clear breakdown based on the structure of the course.
- Dates in the calendar or schedule are correct and reflect the current semester and year.

### **Attendance Policy on Syllabus or posted as an individual item under Course Resources**

- The attendance policy is clearly stated.
- The attendance policy includes the purpose of the Course Entry Quiz in determining entry into the course.
- The attendance policy includes what constitutes attendance in the course.
- The attendance policy includes the consequences of non-attendance.

### **Instructions on Syllabus or posted as an individual item under Course Resources**

- General “how to” assignment instructions for submission are provided and clearly written.
- Course instructions answer basic questions related to research, writing (format), and technology/software used.
- Links to plug-ins or required course software are provided when necessary.
- Any platform limitations are clearly stated as needed (i.e., OS or specific browser).

### **Communication Expectations on Syllabus or posted as an individual item under Course Resources**

- The expectations for student interaction are clearly articulated.
- Communication expectations, including netiquette for online discussions, e-mail, social media, and other forms of written interaction, are stated clearly.

### **Course Policies on Syllabus or posted as an individual item under Course Resources**

- Course policies with which the student is expected to comply are clearly stated or links are provided to the information.

### **Student Support**

- Student support area is pre-populated with required items.
- Content in Student Support is not duplicated.

### **Student Help**

- A Student Help Forum or similar resource is available in the course under Collaboration.

## **Part C – Lessons**

### **Introduction Assignment/Ice Breaker**

- Introductory assignment is easy to locate.
- Clear instructions for the assignment, including participation requirements, are provided.
- The assignment is collaborative in nature and is designed to build rapport and/or a sense of community.

### **Navigation**

- Navigation between lessons is consistent, logical, and efficient.
- Unused navigation elements have been removed or hidden.
- All content can be accessed within 3-4 clicks.

### **Student Learning Outcomes (SLOs) posted in each Lesson/Week/Module/Unit**

- SLOs for the lesson/week/module/unit are clearly stated.
- SLOs for the lesson/week/module/unit are measurable.
- SLOs are consistent with the course-level SLOs.

### **Structure and Consistency**

- Content within lesson/week/module/unit is sequenced.
- A form of “task list” is provided within each lesson/week/module/unit.
- Content within lesson/week/module/unit is structured in a consistent manner. (i.e., use of organizational tools that allow students easy access to content).
- The course design and/or layout is consistent and easily orients students.
- Content within each lesson/week/module/unit is organized and divided using titles, headings, subtitles, etc.
- Font type, size, and color are readable and consistent throughout the course.

### **Expectations**

- All expectations and activities are clearly stated, including reading, learning activities, and assessments.
- Due dates for all assessments and activities are stated in a prominent place.

### **Collaboration**

- Activities provide opportunities for faculty-student interaction when appropriate.
- Activities provide opportunities for student-student interaction when appropriate.
- The Collaboration course menu item links to at least one collaboration tool that is used in the course.
- Student participation in collaborative activities is defined, including consequences for non-compliance, and a mechanism for measuring quality and quantity is provided.

### **Variety**

- Learning activities use a variety of technology tools and teaching methods.
- Activities provide opportunities for student-content interaction when appropriate.

### **Assessments**

- The types of assessments in the course align with Course SLOs/ Lesson/ Week/Module/Unit-level SLOs and complement course activities.

- Assessments are suitable for a distance learning environment and effectively measure learning.
- Assessments and evaluations use multiple methods, where appropriate.
- Instructions for assessments, such as time limits, format, or submission guidelines are clearly stated.

### **Rubrics/Grading Criteria**

- Rubrics or grading criteria are provided for substantive assignments (>5% individual or cumulative).
- Rubrics provide specific, descriptive criteria and a breakdown of point structure.
- Criteria relate directly to SLOs and course grading policy.

### **Intellectual Property**

- All resources and materials used in the course are appropriately cited (when necessary).

## **Part D – Accessibility**

### **Accessibility (ADA) Compliance**

- Text-based course content uses heading styles and other built-in structures like ordered and unordered lists.
- All Word documents present in the course are accessible, including using an accessible heading structure and alt text for images.
- All Excel documents in the course are accessible.
- All PDF documents in the course are accessible.
- Font type, size, and color enhance readability throughout the course.
- Course content, including attached files, does not include text within a graphic (unless it is decorative) or blinking/moving text.
- A link to the plug-in is provided when needed.
- All file/document names adhere to accessibility guidelines.
- All file/document links are formatted for accessibility.
- All hyperlinks are formatted for accessibility.
- Internet resources, including videos, can be navigated or operated with keyboard shortcuts.
- All images within the course have alt tags.
- A long description is included near images, charts, graphs, and diagrams that are more complex.
- All tables are formatted to adhere to accessibility guidelines.
- All video content is closed-captioned.
- All audio content has transcripts provided.
- Linked and embedded multimedia clips and videos are captioned, and audio descriptions are included, when appropriate.
- Any other multimedia present in the course meets accessibility standards.
- All PowerPoint documents in the course are accessible.



