

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. Scott Ralls, Ph.D.

President

May 12, 2008

MEMORANDUM

TO: Presidents
Chief Academic Officers
Continuing Education Directors
Blackboard System Administrators
Student Development Administrators
Basic Skills Directors
Distance Learning Administrators
System Office Staff

FROM: Delores A. Parker, Vice President
Academic and Student Services

SUBJECT: *On The Cutting Edge*- Volume 3, Issue 1
Showcasing Distance Learning in the NC Community College System

I am pleased to announce the first edition of Volume 3 of our distance learning newsletter, *On The Cutting Edge*. This newsletter provides readers with timely information about issues affecting the Virtual Learning Community (VLC) in our System and state. Our Distance Learning staff and other members of our System Office staff are collaborating on this publication. The goal is to include distance learning news and initiatives that impact curriculum, continuing education, basic skills, and other System programs. Some of the highlights of this issue include:

- Late Nite Labs and Online Biology Simulation Project
- GED In The Community
- MyLC Consortium
- VLC Courses Available in 2008
- UNC-TV Telecourse Schedule
- Virtual Microscope
- Extended Funding for VLC Centers
- ADA Compliance

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- South Piedmont Basic Skills
- Enhancing Online Instruction
- ESL at a Distance
- Online Faculty Training
- SAS Curriculum Pathways
- Coding DL Courses
- SACS Substantive Changes

If you have questions or newsletter ideas, please contact any of our newsletter editors: Ms. Wanda Barker, Distance Learning Instructional Designer (barkerw@nccommunitycolleges.edu); Ms. Katherine Davis, Distance Learning Technician (davisk@nccommunitycolleges.edu), Dr. Judith Mann, Associate Vice President for Programs (mannj@nccommunitycolleges.edu); or Dr. Randy Whitfield, Associate Vice President for Basic Skills (whitfieldr@nccommunitycolleges.edu).

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Attachment

CC08-111
Email

On The Cutting Edge

Showcasing **Distance Learning** in the **NC Community College System**



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LATE NITE LABS and NCCCS Collaborate on Online Biology Simulation Project

Five colleges in the North Carolina Community College System (NCCCS) have been approved to participate in a pilot project using newly developed biology laboratory simulations from Late Nite Labs. A biology instructor from each of the colleges will use these online labs in BIO 111 and BIO 112 courses during the fall 2008 and spring 2009 semesters.

Instructors chosen for the pilot project are Amy Kennedy, Central Carolina Community College; Tanya McGhee, Craven Community College; Ashley Hagler, Gaston College; Barry Keith, Johnston Community College; and Crystal Sharpe, Roanoke-Chowan Community College. The participating colleges currently utilize Late Nite Labs Reactor software in chemistry courses.

Throughout the pilot project, Late Nite Labs will continue to make improvements to the simulations based on evaluations by instructors and students at the conclusion of each semester. New online biology labs will be available for use by any interested NCCCS instructor beginning summer semester 2009.

During 2006-2007, 594 students benefited from online chemistry laboratory simulations in colleges throughout the NCCCS. Online chemistry labs from Late Nite Labs are used by instructors in CHM 090, CHM 094, CHM 131 and CHM 131A, CHM 151, and CHM 152. The course delivery methods include online, hybrid, and face to face. Instructors and students enjoy using this innovative software that can be accessed at any time, any place.

To register for instructor and student PINS for chemistry and biology courses, contact Kathy Davis in the System Office, (919) 807-7109, davisk@ncccommunitycolleges.edu



GED in the Community

In addition to the GED online and GED Video Connections distance programs, there is a new way for Davidson and Davie county residents to earn their GED credential from home. "GED in the Community" is a course that has been added to Davidson County Community College's (DCCC) existing GED distance learning courses.

In this course, students complete a series of 10 lessons that focus on reading, writing, and math skills. The first lesson has been distributed at various sites throughout Davidson and Davie counties, which allows easy access for the students. Students complete the first lesson and mail it to the college for grading. The graded lesson is then sent back to the student along with the next lesson in the series. This process continues until the student completes all 10 lessons.

DCCC has received a great deal of support from community partners who house the first lesson in the series at their places of business. These sites include public service offices, libraries, hospitals, banks, and even some local businesses.

The program has received a good response and is expected to grow since the addition of community partners in Davie county. In creating the concept of "GED in the Community" program, DCCC partnered with Alamance Community College, which developed the "GED in the Newspaper" program.

Contact: Pat Phillips, Associate Dean Basic Skills, DCCC, patp@davidsonccc.edu



MyLC Consortium

Caldwell Community College and Technical Institute, Catawba Valley Community College, and Rowan-Cabarrus Community College formed a Blackboard Consortium, which was implemented in the fall semester of 2007. The MyLC consortium gives members the main benefits of Blackboard

Application Service Provider (ASP) hosting, greater server space, and the ability to upgrade to the full Academic Suite, which includes the Learning System, the Community System, and the Content System.

The first NCCCS Blackboard consortium, the NC Learning Consortium (Cleveland, Guilford, Craven, and South Piedmont community colleges), inspired the formation of MyLC by sharing their experience of a collaborative environment with added features at reduced costs.

MyLC consortium members learned that the benefits of the consortium do not solely rest in the ability to offer additional Blackboard features of the full Academic Suite to students, faculty, and staff. Nor are the benefits of the consortium limited to the benefits of ASP hosting (allowing members to focus on innovation and growth, rather than server maintenance and performance). In addition to these core benefits, the three community colleges have found great value in collaboration for problem solving and sharing of ideas and resources across institutions. The number of users and courses has grown significantly at each of the institutions over the last academic year. Each institution now creates a user account for every new student, faculty member, and staff member. Everyone is finding creative ways of using Blackboard as a communication resource.

The Blackboard administrators at each college have been able to share best practices, training materials, and resources that enhance learning opportunities. New initiatives planned for the next academic year include e-portfolios, expanded usage of the content, and the addition of several building blocks across the consortium. The consortium members also plan to continue to share face-to-face technology in faculty training sessions across institutions.

The three colleges are proud to be a part of this synergistic community and all look forward to continuing their partnership in the semesters to come.

Contact: Karen Duschaneck, duschaneckk@rowancabarrus.edu Angie Rudd, angie.rudd@cvcc.edu or Jennifer Sime, jsime@cccti.edu.

VLC Develops 21 New Curriculum and Continuing Education Courses

The Virtual Learning Community (VLC) has four development and editing centers for 2007-2008, which are funded through various grants and budgets. With funding from the NCCCS/UNC 2+2 E-Learning Initiative, the center at Southeastern Community College is developing six science and mathematics courses, as well as the accompanying labs. The center at Fayetteville Technical Community College, funded by Carl D. Perkins money, is developing an accounting course, two marketing courses, two fire protection courses and three office systems technology courses. Wayne Community College received state funds to develop a business course, a teacher education course, an EMT course, two fire and rescue services courses, and four health occupations courses. With state funding, Surry Community college is editing 22 courses in various disciplines. The resulting online courses and web materials will be the shared property of all colleges within NCCCS and should be available for use in June 2008.

To download these course templates, contact your distance learning administrator. For additional information on the VLC, click the following link:

<http://vlc.ncccommunitycolleges.edu>.

New Online Courses Available June 2008	
BIO 145	Ecology
CHM151	General Chemistry I
CHM152	General Chemistry II
MAT285	Differential Equations
PHY151	College Physics I
PHY251	General Physics I
ACC115	College Accounting
FIP120	Intro to Fire Protection
FIP132	Building Construction
OST122	Office Computations
OST137	Office Software Applications
OST171	Intro to Virtual Office
COM3729	Business Writing Skills
EDU3002	Effective Teacher Training
EMS3044	Emer. Med. Tech. Basic

FIP3610	Intro to Fire Pumps
FIP5512	RT Hazmat Aware. & Terr.
HEA3014	Fund. Skills for Subst. Couns.
MHT3100	Mental Health/Dev.Disabilities
MLA3022	Phlebotomy Ed. & Clinical Exp.
NUR3240	Nursing Aide I

Contact: Wanda Barker, (919) 807-7179,
barkerw@ncccommunitycolleges.edu



UNC-TV Announces 2008-2009 Telecourse Broadcast Schedule

Through its adult learning services, UNC-TV continues to be a strong supporter of the North Carolina Community College System (NCCCS) and its students. Each semester UNC-TV airs college-credit telecourses for viewing by students enrolled in a variety of programs.

Telecourses are selected based on an annual survey completed by NCCCS colleges. Each semester, the top 15 telecourses are selected for broadcast on UNC-TV. The telecourses listed below were selected for airing:

Summer 2008

The Writer's Exchange
Exploring Society
Child Development: Stepping Stones
The Whole Child
The Writer's Circle
The Unfinished Nation, Parts I and II
Mastering the College Experience
World of Abnormal Psychology
The Examined Life
The Faces of Culture
Business and the Law
It's Strictly Business
The Western Tradition, Parts I and II

Fall 2008

The Writer's Exchange
Exploring Society
Child Development: Stepping Stones

The Whole Child
The Writer's Circle
The Unfinished Nation, Part I
The Western Tradition, Part I
Mastering the College Experience
World of Abnormal Psychology
The Examined Life
The Faces of Culture
Business and the Law
It's Strictly Business
American Passages
American Cinema



Spring 2009

The Writer's Exchange
Exploring Society
Child Development: Stepping Stones
The Whole Child
A World of Art
The Unfinished Nation, Part I
The Western Tradition, Part I
Mastering the College Experience
World of Abnormal Psychology
The Examined Life
The Faces of Culture
Business and the Law
It's Strictly Business
American Passages
American Cinema

For a complete list of broadcast dates and times, visit the following website:

<http://www.uncvtv.org/education/tvforlearning/telecourse/index.html>

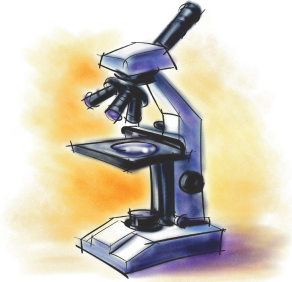
Note: Although these courses were selected for broadcasting on UNC-TV, license agreements for college use are necessary. Colleges should contact the System Office to discuss licensing these telecourses.

Licenses are negotiated based on declared usage from the colleges each semester. Institutions planning to offer telecourses should notify Kathy Davis at the System Office of course needs prior to the beginning of each semester, and the Distance Learning Office will negotiate with vendors for NCCCS Telecourse Consortium on pricing and usage rights.

If you would like to offer a telecourse that is not listed above, contact Ms. Davis and she will assist you in ensuring that the appropriate license

agreement is on file before the beginning of the semester in which the courses will be offered.

Contact: Kathy Davis,
davisk@nccommunitycolleges.edu



Colleges Receive Virtual Microscope Software

In May 2008, all 58 colleges in the NCCCS will receive software for the Virtual Microscope. This online biology software provides students and instructors with state-of-the-art microscopy simulations that incorporate images created with research-quality microscopes and camera systems. These well-designed and realistic online simulations will offer viable alternatives to hands-on laboratory experiences.

Funds from the 2 + 2 E-Learning Initiative have purchased a license for unlimited use by students throughout the system. Information on this software will be distributed to Chief Academic Officers and Distance Learning Administrators.

Contact: Bill Randall,
randallb@nccommunitycolleges.edu

Extended Funding for VLC Centers

The North Carolina Community College System (NCCCS) awarded grants to fund three extended Virtual Learning Community (VLC) centers funded over three fiscal years through 2010. These grants were awarded to Surry Community College (SCC) for the Quality Assessment and Subject Coordination Task Force Center, to Fayetteville Technical Community College (FTCC) for the Technology Center, and to Wake Technical Community College (WTCC) for the Professional Development Center. The three new centers will expand and extend the current VLC system to

support the continual development, creation, storage, and sharing of digital learning resources and courses through use of the North Carolina Learning Objects Repository (NCLOR). The NCLOR is a digital library of shared resources that can be searched, imported, and exchanged between institutions. The VLC Extended Centers will partner with the University of North Carolina (UNC) system and North Carolina Department of Public Instruction (DPI) to create a seamless and coordinated K-20 distance learning experience.

Dr. Janet Hobbs, director of the Professional Development Center, has contracted with three partners: Catawba Valley Community College, Cape Fear Community College, and Fayetteville Technical Community College. To date, all partners have participated in Elluminate training, NCLOR training, and sessions to prepare faculty to develop learning objects (the resources that make up the NCLOR). Dr. Hobbs and Ms. Mary Harbison, Distance Education Trainer at WTCC, have also presented this information at three conferences. The training developed by this center will be available through NC-NET so that all colleges have access. As a partner with WTCC, FTCC will be conducting training in May 2008 on using the NCLOR, disaggregating Blackboard courses to create learning objects, placing those objects in the NCLOR, and rebuilding courses as learning object-based courses. The objects can be used in any course management system.

Fayetteville Technical Community College, under the direction of Bob Ervin, hosts the Technology Center and has created partnerships with Asheville-Buncombe Technical Community College, Carteret Community College, Craven Community College, Rockingham Community College, Sandhills Community College, South Piedmont Community College, and Wake Technical Community College. The purpose of the NCCCS Technology Center is to enhance and enrich the distance learning experience while engaging the distance learner. This is to be accomplished by exploring and collaborating on current and emerging technologies that impact distance learning.



The Technology Center and its partners are responsible for identifying the technologies and sharing them in a manner that is understandable and accessible to all faculty and staff in the NCCCS. Bob Ervin and his partners have accomplished the following:

- Identified five technologies for focus in the first year: Podcasting, Camtasia, Interactive Flash, Virtual Lab/Thin Client, and Office 2007 applications
- Defined the model to be used to showcase these technologies: Description, Hardware/Software Requirements, Benefits, Process, and Contacts/Resources
- Selected teams to begin to develop the models
- Determined the design and structure of the website that will house the Center
- Designed a Tech Center logo (above)
- Received first-draft submissions of the five technologies that were identified

Candace Ring is the director of the Quality Assessment and Subject Coordination Task Force Center at Surry Community College. The director and staff of this center will conduct research to identify online design theories and technologies and determine professional development needs for the other centers. On the basis of these research findings, they will create a set of standards for developing interactive distance learning courses and programs that match the needs of adult learners. Focus points will include course design, instruction, and methods of communication. The team is currently working on the following tasks:

- Creating an inventory of best practices for developing online courses for the VLC
- Using inventory gathered, a team of experts in the field of online instruction are creating a model for developing courses in the VLC based on common practices
- Establishing best practices, definitions, and a model for developing learning objects (in collaboration with the UNC system, LearnNC,

E-learning, SAS, NCCCS, and current VLC personnel)

- Beginning implementation of an online assessment system for the distance education program
- Securing personnel needed to complete projects for the next cycle
- Reporting findings and recommendations to the system office and other parties involved by the end of May
- Purchasing equipment and software needed for projects

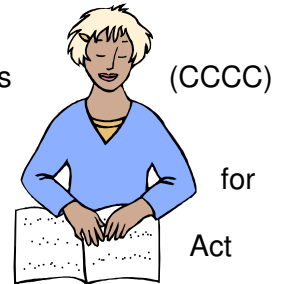
Contact: Janet Hobbs jhhobbs@waketech.edu, Bob Ervin ervinb@faytechcc.edu, Candace Ring ringc@surrycc.edu, or Wanda Barker barkerw@nccommunitycolleges.edu.

Did you know?

The North Carolina Fire Commission has approved Davidson County Community College's request to offer the entire Firefighter I and II course series in a hybrid online format.

ADA Impact on Distance Education

Earlier this semester Central Carolina Community College's (CCCC) Distance Education Department launched a new, online training opportunity for faculty and staff on the Americans with Disabilities Act (ADA) and its impact on accessibility in distance education. This online training was developed and facilitated in Blackboard for the college's part- and full-time faculty. The program provided information about federal ADA legislation and the community college's responsibilities with regard to compliance. Additional module topics included text, color, graphics/pictures, and web links.



The training course required faculty to complete hands-on exercises to experiment with the techniques and skills needed for compliance with the ADA. As use of online technologies grows both in distance and traditional courses, community college faculty need to learn why and how to modify online course design and instruction to meet the

needs of all learners, including those with disabilities. Colleges interested in receiving a copy of this training course to import into their course management system can contact Bianka Stumpf, Director of Distance Education at CCCC.

Contact: Bianka Stumpf, Director of Distance Education, bstumpf@cccc.edu

South Piedmont Basic Skills

In 2006, South Piedmont Community College (SPCC) offered its first online distance learning class in the English for Speakers of Other Languages program (ESOL) through the Basic Skills department. The Project IDEAL grant funds the intervention, and the University of Michigan analyzes the data.

The English For All program (EFA) can be utilized completely online with a high-speed Internet connection. Content is presented through 20 episodes of video, audio, and written text exercises. For participants with slower Internet access speeds or busy networks, a CD-ROM or DVD is provided for the students, but the exercises still require Internet use. The multiple video clips are short in length, about 2–3 minutes, thus do not overwhelm the student with content.

The hybrid model has been extremely effective for implementing the intervention. After completing an episode, students can return to the lab to obtain the next set of materials, to touch base with the instructor, and to discuss the episodes with their peers. According to a 2006-2007 survey provided by Project IDEAL, post-testing of students enrolled in either EFA or the Crossroads Café video series showed a Literacy Education Information System (LEIS) level gain of 57%. It should be noted that many of these students may have been dually enrolled, attending traditional classes as well as participating in the distance learning intervention.

The NCCCS Basic Skills' 2006 Distance Learning survey listed the top 10 concerns of working with these courses. Adequate staffing at SPCC has been provided through the grant, but the quality and availability of computers for students are still inadequate. The use of well-trained instructors has been shown to directly affect the number of participants, as well as retention. Adequate contacts with students and effective promotions have maintained the program. Communication with students may take place face to face, over the

phone, or via e-mail. SPCC is now looking into maintaining teacher-student interaction through webcams in order to help lower-functioning students who may rely on body language for communication.

Contact: Ian Brailsford, ESOL Distance Learning Coordinator, ibrailsford@spcc.edu

Vance-Granville Community College Program to Enhance Online Instruction

In the spring 2008 semester, Vance-Granville Community College (VGCC) is conducting its second series of professional development workshops on distance education. All who completed the eight-part professional development course, which began in January 2007, received a certificate of online instruction. The course was supported by a Carl D. Perkins grant written by VGCC Research Specialist, Suzanne Keil, and Director of Distance Education, Evelyn Harris.

Ms. Harris, designated coordinator of the professional development project, has over 15 years of experience as an Information Systems, Network Administration and Support, and Internet Technologies instructor. Presenters for the seminars included staff from universities and other community colleges.

VGCC has been developing online curriculum courses for the past eight years. Assuring that these online classes are of uniform quality and design has been difficult because the technology used to create the courses has changed dramatically in those eight years, according to Harris. New accessibility standards for students with disabilities have also been written, and many of the courses were created before the development of these accessibility standards. VGCC staff plan to continue professional development activities with the goal of helping instructors stay up-to-date and making all online courses consistent, accessible, and of high-quality design.

VGCC President Randy Parker thanked the faculty and staff for being leaders in the field of online education and for moving outside their comfort zones. "Students today are accustomed to the Internet and high tech," Parker said. "I am committed to offering the best in distance education so that Vance-Granville can compete effectively with other colleges and universities."

VGCC Vice President of Information Technology, Ken Lewis, discussed ongoing efforts to enhance the technology available to instructors. "My staff and I are here to help the instructors, the ones who make a direct impact on the community," Lewis said.

Contact: Evelyn Harris, Director of Distance Education, VGCC, harris@vgcc.edu

ESL at a Distance

In response to the growing English as a Second Language (ESL) adult population in North Carolina, Learning English at a Distance (LEAD) at Central Piedmont Community College (CPCC) began to explore innovative methods of teaching ESL. In 1999 research indicated that distance learning was the best method. In 2001 CPCC implemented its first distance learning ESL course using the North Carolina wraparound version of Crossroads Café materials – a version that the Adult ESL team at CPCC had developed to enhance the curriculum for maximum effectiveness in distance education. The program implemented a hybrid model, providing a way for students to touch base with their instructors, ask questions, form a learning community, and still study at times and places that were accessible and convenient for them.

In 2001 CPCC joined representatives of 15 other states to become part of Project Ideal. Project Ideal is a national consortium of states engaged in the development of effective distance education for adults. The organization provides research and project grants to educational institutions dedicated to providing quality distance education to adult learners. Since 2003, LEAD at CPCC has served as the state liaison between Project IDEAL and the North Carolina Community College System. Now, in 2008, Project IDEAL NC includes 15 members, comprised of both community colleges and community organizations, which have received grant funding for adult ESL distance learning programs. Project IDEAL is now in its seventh year.

One of the most important ingredients for success in distance education is having instructors trained in the use of the materials and delivery methods. In 2007 CPCC proposed to develop an online self-paced, self directed training: Crossroads Café at a Distance: Online Teacher Training. The training includes a history of distance learning ESL in North Carolina, fundamentals of distance learning, and

instructional strategies for delivering at a distance. The development team, including Allison Webb, Gilda Rubio-Festa, and Claudia Fernandez, drew on the resources of over 20 years of ESL experience and 6 years of delivering ESL at a distance. The goal was to make the course not only instructionally effective, but accessible, engaging, and timely given the schedule demands of the typical ESL instructor.



The course is divided into three modules which can be completed in about two hours at the convenience of the trainees. The modules focus on the basics of distance learning, Crossroads Café materials, and good instructional practices. The program is delivered through Moodle, a learning management system. It offers quality training instruction as well as interactive exercises and the opportunities for discussion with fellow trainees through topical forums. It is media-enhanced, with video of instructors and students, illustrative pictures and diagrams, and audio interviews between new and experienced distance learning teachers.

Crossroads Café at a Distance: Online Teacher Training is in the process of being piloted to instructors at CPCC and will be available to the North Carolina Community College System in the fall of 2008.

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Gilda Rubio-Festa Gilda.Rubio-Festa@cpcc.edu, or
Claudia Fernandez Rebeca.Fernandez@cpcc.edu.



We Want To Hear From You

We know that NCCCS faculty, staff, and institutions are engaged in innovative activities related to distance learning and the use of instructional technology.

Consider sharing your activities by submitting an article for publication in "On The Cutting Edge."

This newsletter is published three times a year, during the Fall, Spring, and Summer Semesters. Deadlines for submissions are the first week in February, June, and September.

Articles should be typed in Microsoft Word and should not exceed 250 words.

The editors reserve the right to edit for

⇒ Effective Online Assessments

Fifty faculty members were trained to teach in Blackboard from the curriculum and continuing education departments. A professional development certificate was issued to all who completed the 40-hour training course. As of the fall 2007 semester, all faculty members (full-time and adjunct) who teach online or hybrid courses are certified to teach online. This certification allows faculty to offer quality courses designed to meet the needs of the student population. A new cohort will be offered each year for faculty intending to teach online or hybrid courses in future semesters.

RCCC's certified faculty members have also designed other online professional development courses for professionals and educators, which are being offered to the public.

Contact: Seleeda K. Grantum,
grantums@roanokechowan.edu



SAS® Curriculum Pathways®

The NCCCS is the first higher education System in the United States to contract with SAS for use of Curriculum Pathways, a robust collection of online learning objects. Curriculum Pathways are seen as excellent learning resources in areas of math, science, history, English/literature, and Spanish. These resources are particularly attractive for students in developmental courses, as instructors can select appropriate learning resources required by individual students as needed.

In the near future, SAS will generate a series of webinars to provide community college faculty and administrators an opportunity to get acquainted with Curriculum Pathways. Bruce Friend, Director of the SAS Curriculum Pathways, will conduct a one-hour guided tour of Curriculum Pathways on Friday, May 9, 1:00 p.m., and Friday, May 23, 1:00 p.m. To enroll in the free "virtual open house" webinars, register at the following site:
<http://www.sasinschool.com/>

Each community college has been assigned a representative with access to administrator, faculty, and student logins unique to each community college.

Contact: Bill Randall,
randallb@nccommunitycolleges.edu

Roanoke-Chowan Online Faculty Training

At the end of the spring 2007 semester, faculty at Roanoke-Chowan Community College (RCCC) began enrolling in its first sponsored three-week online Blackboard training course. Four cohorts were set up throughout the spring and summer months, wherein faculty could log into the course from any location. The training was developed by the RCCC Distance Learning Department and was customized to meet the needs of its updated Distance Learning Guidelines. The training touched on andragogy, but because of the limited time period, modules were specifically designed to cover:

- ⇒ Creating an Online Presence
- ⇒ Editing and Developing a Blackboard course
- ⇒ Syllabus Writing
- ⇒ Group Project Management
- ⇒ Setting up the Grade Book

Coding DL Courses Properly

Distance Learning (DL) codes represent the Methods of Instruction for course information in the Data Warehouse. The System Office included hybrid, web-supplemented traditional, and digital media instructional delivery in the Data Warehouse tracking in 2005. By ensuring that the correct DL codes are used at the colleges, more accurate reporting of distance learning course sections and enrollment can be achieved. Enrollment figures in the Data Warehouse are the “official” numbers used to calculate FTE data for each college. Not only is accurate reporting of DL enrollment important to the colleges for FTE, it is also critical for aligning support of DL programs and training by tracking growth in this area. In CIS, the codes are entered on the “SECT” screen in the field “DELIVERY MTH.” Click the arrow to view the drop-down box of the various methods of delivery. The following table lists the DL codes and descriptions for each code (NCCCS Numbered Memos CC05-037 and CC07-256).

Contact: Wanda Barker,
barkerw@ncccommunitycolleges.edu



Distance Learning Definitions and Code Formats for Data Warehouse

Revised 6-30-04

Type of Course	Code	Description
Traditional	TR	College credit or continuing education course where the instructor and students meet face-to-face, according to designated dates/times/location and where there is no Internet or other method of delivery requirement.
Cooperative Education	CP	Instruction consisting of the integration of traditional classroom learning with supervised work experience and where there is no Internet requirement.
Independent Study	IS	Self-paced course in which students progress through the instructional materials at their own pace regardless of method of delivery.
Internet or Online	IN	College credit or continuing education course where 100% of the instruction is delivered through the Internet.
Telecourse	TV	College credit or continuing education course where 100% of the instruction is delivered by video television or cassette. Information
Highway/Two-way Video	IH	College credit or continuing education course where 100% of the instruction is delivered by two- or more way video.
Digital media	DM	College credit or continuing education course where 100% of the instruction is delivered by nontelecourse digital video or media resources.
Web-supported or Web-assisted	WB	College credit or continuing education course where the primary delivery is via traditional face-to-face method with a requirement that students have Internet access as a supplemental part of the course.
Hybrid	HY	College credit or continuing education course where the primary delivery is on-line with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the college.
Teleweb	TW	College credit or continuing education course where the primary delivery of instruction is via telecourses and also requires Internet access as a supplemental part of the course.

SACS and Substantive Change

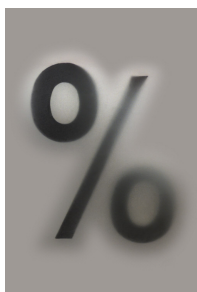
The Southern Association of Colleges and Schools (SACS) Commission on Colleges must adhere to the substantive change regulations set out by the Department of Education. Their definition of substantive change is “a significant modification or expansion of the nature and scope of an accredited institution.” At the April meeting of the Presidents’ Association (NCACCP), Dr. Sarah Armstrong and Dr. Ralph Russell, of SACS Institutional Support, reviewed the requirements for substantive change reporting for community colleges. Although there are several potential indicators of substantive change according to federal regulations, the item that relates to distance learning is as follows:

“The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.”

This is not a new concept for SACS, but the reporting requirement in the Comprehensive Standards is new. Comprehensive Standard 3.12.1, approved in December 2006, reads:

“The institution notifies the Commission of changes in accordance with the substantive change policy and when required seeks approval prior to the initiation of the changes.”

The rule of thumb is that a 25% change in a program's credits requires a written notification, but a 50% change requires a written prospectus, not to exceed 25 pages in length. The difficulty lies in noticing when the benchmark of 25% or 50% has been reached, especially when colleges must consider when the online courses are made



available, not necessarily when the students have *completed* online courses within their programs.

Each college's Institutional Liaison should be able to assist with questions about how and when to report substantive changes. For additional information on what, how, and when to report, check the website:

<http://www.sacscoc.org>

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