

# On The Cutting Edge

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

## VLC Develops 10 New Math and Science Courses

The 2006-2007 year saw the realization of a number of significant projects and collaborations for the Virtual Learning Community (VLC). One of the most ambitious projects undertaken was in support of the UNC/NCCCS 2 + 2 E-Learning Initiative.

This initiative focuses on the critical teacher shortage facing the state and nation, both now and in the future. To address this need, the North Carolina Community College System (NCCCS), through the VLC, is focusing on the development of online courses needed to complete pre-major degrees in the following areas of greatest need:

Associate in Arts/Elementary Education  
 Associate in Arts/Middle Grades Education and Special Education  
 Associate in Arts/Chemistry and Chemistry Education  
 Associate in Science/Biology and Biology Education  
 Associate in Science/Mathematics Education

As they have done in the past, the faculty and staff of the NCCCS came forward to work together to meet this objective.

Through its outstanding efforts, the 2006-2007 VLC Math and Science Development Center completed the courses listed below.

These courses are available beginning Summer 2007 and can be downloaded from the VLC website at:

<http://vlc.nccommunitycolleges.edu>

### New Online Math and Science Courses

BIO 120	Introductory Botany
BIO 130	Introductory Zoology
CHM 131A	Introduction to Chemistry Lab
CHM 135	Survey of Chemistry I
MAT 175	Precalculus
MAT 175A	Precalculus Lab
MAT 271	Calculus I
MAT 272	Calculus II
MAT 273	Calculus III
PHY 110	Conceptual Physics

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## **UNC-TV Announces 2007-2008 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 2007**

Abnormal Psychology  
Business and the Law  
College Algebra  
Discovering Psychology  
Economics USA  
English Composition  
Exploring Society  
Journey To Health  
Literary Visions  
Personal Finance and Money Management  
The Western Tradition (I and II)

### **Fall 2007**

Abnormal Psychology  
Art of Western World/World of Art  
Business and the Law  
Destinos I  
Discovering Psychology  
Economics USA  
English Composition  
Exploring Society  
Journey To Health  
Literary Visions  
Macroeconomics (Dallas)  
Personal Finance and Money Management  
Power of Place  
Western Tradition I

### **Spring 2008**

Abnormal Psychology  
Art of the Western World/World of Art  
Business and the Law  
College Algebra  
Destinos II  
Discovering Psychology  
Economics USA  
English Composition  
Exploring Society  
Journey To Health  
Literary Visions  
Macroeconomics (Dallas)  
Microeconomics (Dallas)  
The Western Tradition II

Visit the website listed below for a complete list of broadcast dates and times:

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

Although these courses were selected for broadcasting on UNC-TV, licenses agreements have not been obtained. 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 Ms. Kathy Davis at the System Office of their intended course needs prior to the beginning of each semester, and the Distance Learning Office will negotiate with vendors for NCCCS Telecourse Consortium 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.

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## Craven Community College Launches University Connections Program

Craven Community College (CCC) announced a partnership with East Carolina and North Carolina State universities that brings 17 bachelor degree programs to its students.

Students complete courses through a combination of online courses and classroom courses located at Craven Community College's Havelock campus, in the Institute of Aeronautical Technology.

The program called University Connections will allow students to enroll in university courses after completing required prerequisites to earn their associates degrees. Six of the 17 dual degree programs can be completed entirely online.

College leaders said additional programs may be added as demand increases. Most of the 17 degrees are offered through East Carolina University. The degrees include general business, communication, health information management and four industrial technology programs. Representatives from ECU and NC State will be on site to assist with student advising.

University Connections represents a strengthened link between the North Carolina Community College System and the University of North Carolina System.

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## Central Piedmont Community College's Online Faculty Attend E-Learning Seminar "Using Multi-media to Reach and Teach"

As part of its professional development activities, Central Piedmont Community College offered an E-Learning seminar to 25 full-time faculty.

The seminar focused on assisting faculty in exploring concepts to address multiple learning styles through the use of multimedia audio, video, avatars, and animation to create a sense of community in their courses and guide learners through course material.

Attendees received a video iPod® and accessories, a professional microphone, a webcam, authorPOINT® software for enhancing presentations, ScreenCorder® software for desktop recording, and CrazyTalk® animation software. Over a period of four days, each participant was trained and developed multimedia with each of these tools. The seminar concluded with each instructor producing an audio and video podcast.

Each faculty member will present their media-enhanced courses to their departments as part of a shared learning showcase.

CPCC's E-Learning department will continue to follow and support these faculty members during the next year to gauge student responses and monitor the impact on retention.

To learn more about the information provided in the seminar, visit the website below.

<http://www1.cpcc.edu/elearningcommunity/events/els/>

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## Sixty-Four Updated Online Courses Available For Summer 2007

The 2006-2007 Virtual Learning Community (VLC) Centers have edited and updated 64 courses spanning more than 20 disciplines. In addition, 128 other courses have been converted to the new VLC modular structure which provides increased instructor flexibility to expand existing content or add new content.

The 64 updated courses have passed a comprehensive content review and quality assurance process. Each course has been updated by a team of faculty content experts who were charged with ensuring that the latest theories were integrated into the course. In addition, the courses have passed through a four-phase review process which evaluated the courses for factors such as a content based on learning theory, continuity of learning objectives and assessments, interactivity, adherence to instructional design theory, and ADA compliance.

These courses are in Blackboard Version 7.1, and distance learning administrators can download the courses from the VLC website at

<http://vlc.nccommunitycolleges.edu>

Curriculum Courses	
ART 111	Art Appreciation
ART 114	Art History Survey I
ART 115	Art History Survey II
BIO 111	General Biology I
BIO 112	General Biology II
CIS 110	Intro to Computers
CHM 131	Intro. To Chemistry (Lecture)
CHM 132	Organic & Biochemistry
COM 110	Intro to Communication
COM 120	Interpersonal Communication
COM 231	Public Speaking
CSC 134	C++ Programming
CSC 139	Visual Basic Programming
CSC 151	JAVA Programming
CSC 234	ADV C++ Programming

CTS 125	Presentation Graphics
CTS 220	Advanced Spreadsheet
ECO 251	Prin of Microeconomics
ECO 252	Prin of Macroeconomics
ENG 111	Expository Writing
ENG 112	Argument Based Research
ENG 113	Literature Based Research
ENG 114	Prof Research & Reporting
ENG 131	Introduction to Literature
ENG 231	American Literature I
ENG 232	American Literature II
ENG 241	British Literature I
ENG 242	British Literature II
ENG 261	World Literature I
GEO 111	World Regional Geography
HEA 110	Personal Health & Wellness
HIS 121	Western Civilization I
HIS 122	Western Civilization II
HIS 131	American History I
HIS 132	American History II
HUM 110	Technology & Society
HUM 115	Critical Thinking
HUM 150	American Women's Studies
HUM 160	Introduction to Film
MAT 140	Survey of Mathematics
MAT 151	Statistics I
MAT 161	College Algebra
MUS 110	Music Appreciation
NET 110	Networking Concepts
NOS 110	Operating System Concepts
PHI 240	Introduction to Ethics
POL 120	American Government
PSY 150	General Psychology
PSY 241	Developmental Psychology
PSY 281	Abnormal Psychology
REL 110	World Religions
SOC 210	Introduction to Sociology
SOC 213	Sociology of the Family
SPA 111	Elementary Spanish I
WEB 115	Web Markup and Scripting
WEB 230	Implementing Web Serv

Continuing Education Courses	
HAZ 3061	Hazardous Materials: Awareness
HEA 3002	Anatomy and Physiology
MED 3030	Healthcare Billing & Coding
NUR 3235	Medical Terminology
NUR 3236	Medical Transcription
NUR 3241	Nurse Aide Level II
OSH 3300	Bloodborne Pathogens Training
PHM 3250	Pharmacy Technician Training

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## Podcasting 1-2-3: Launching Instructional Effectiveness to New Levels

“Technology keeps moving us forward,” says Rick Leinecker, a Business Technology Instructor at Rockingham Community College. Leinecker’s use of innovative methods in the classroom led him to podcasting, which allows information to be available via the web as audio, burned to a CD, or synchronized on an iPod.

Many educators are beginning to effectively use this technology in their classrooms. “I podcast at least half of my classroom presentations, and I have seen incredible increases in student understanding and retention,” said Leinecker. He adds lectures at least three times a week to his list of podcasts for his CIS 115 course. Students are automatically notified of new podcasts through software (such as iTunes®, Internet Explorer 7®, or FireFox®) they use for other activities.

Podcasts use MP3, files which are digital representations of audio content. They can be easily created in a number of ways, by using a microphone or digital recorder and software. Once the podcast has been created, a Really Simple Syndication (RSS) feed maintains the list of available podcasts and distributes them to subscribers.

Podcasts can be created using inexpensive or open source software by following three general steps. First, course content is recorded using a digital recorder. Second, the digital files are converted to MP3 format. Finally, a server is needed on which to upload the MP3s, place the RSS feed, and maintain the supporting HTML pages. Leinecker uses an open source program that automates the recording and converting process. These programs and their source code can be found at:

<http://www.podcastingOpenSource.com>.

Leinecker suggests **six reasons that instructors should consider podcasting:**

**1) It is part of our culture.** Most students have iPods® (which play MP3s) and they are as common as the transistor radios of the 1960s.

**2) Podcasting will help instructors improve their instruction.** Leinecker states that “self improvement is an important reason to podcast. My presentation skills improved dramatically as I listened to the podcasts.”

**3) Podcasting helps learners who might not respond well to your classroom style.** It is an additional instructional resource to enhance learning. Although all learning styles can be enhanced by podcasts, it is an important tool for auditory learners.

**4) Podcasting allows the instructor to post topics for students to listen to later if there is insufficient classroom time to cover a topic.**

**5) Podcasting allows instructors to collaborate with greater ease.** Leinecker states, “Collaboration is good, and podcasting makes it easy. Instead of having colleagues work around your classroom schedule, you can create a podcast and make it available to your students.”

**6) Podcasting can address pragmatic concerns.** When students have to miss class they don’t have to miss the course content. With podcasts, “students can listen to classroom instruction and catch up.”

Leinecker encourages instructors to contact their college IT departments to discuss the possibilities. In addition, he is available to answer questions by email and to visit campuses and provide training to assist faculty in using podcasting in their classrooms.

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## 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 space and content.

Please submit articles to Dr. Linda Nelms at [nelmsl@ncccommunitycolleges.edu](mailto:nelmsl@ncccommunitycolleges.edu) or Ms. Kathy Davis at [davisk@ncccommunitycolleges.edu](mailto:davisk@ncccommunitycolleges.edu)

## Davidson County Community College Partners with Lycee BremonTier Technique

Students enrolled in International Business at Davidson County Community College (DCCC) are learning course material in a new and exciting way as they interact and exchange ideas with students from Bordeaux, France. Through the use of video conferencing, students at Davidson

County Community College are partnering with students at Lycee BremonTier Technique (LBT), a two-year trade school.

Davidson County Community College students enrolled in International Business (BUS 110) and students at LBT enrolled in International Marketing meet six times during the semester to discuss and compare case studies. Linda Burke, DCCC Director of Instructional Services, states, "This affords our students a cultural exchange as well as an educational exchange."

This ongoing partnership began during the Spring of 2006. The number of students enrolled in the course has varied each semester. The DCCC course usually enrolls about 24 students, and the LBT numbers vary from 6-15 students.

"The students learned that cultural differences affect many business practices. The instructor at LBT emphasized that in France, and other parts of Europe, the expectation is that the business community will place societal contributions over monetary gain," said Matt Huntanar, Department Chair, Business and Computer Technology. "This practice is very different from the American business model."

DCCC students and instructors love this opportunity for a global exchange of ideas reflecting how other countries handle problems, marketing plans, and other business issues. "Globalizing the international courses has opened the students' eyes," Burke said.

Faculty members serve as meeting facilitators during the video conferencing sessions. Mr. Gerry Grotberg, DCCC instructor, visited the faculty at LBT in March 2007. Faculty members from France are planning to visit the Davidson County Community College campus later this year.

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## Central Piedmont Community College Partners with Gatlin Educational Services for Online Corporate and Continuing Education Courses

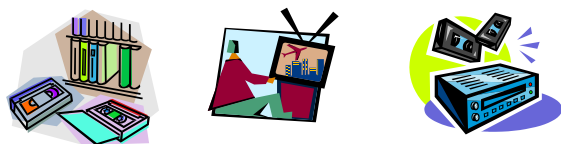
Online career training courses are in heavy demand. In an effort to stay on the cutting edge of this popular educational methodology, Central Piedmont Community College (CPCC) Corporate and Continuing Education recently partnered with Gatlin Educational Services to provide online career training courses in the fields of healthcare and business.

“Online training offers the convenience of working from your personal computer at your own pace. It’s a viable tool right now, as evidenced by the growing number of people utilizing it,” said Stephen Gatlin, founder of the Fort Worth-based Gatlin Educational Services.

Gatlin programs combine online instructional content, traditional textbook material, and instructor-facilitated lessons. Though the courses are self-paced, personal instructors are available to guide students. Each course is open enrollment and takes an average of 90 days to complete.

Ms. Scarlett Hollingsworth, CCEonline Program Developer, stated, “This new partnership with Gatlin Educational Services and the array of online courses will take our continuing education opportunities to the next level.”

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## USA TODAY Snapshots®

### Top reasons college students give for taking course online:

More convenient for my schedule	96%
I can work at my own pace	77%
I like to learn on my own	70%
No colleges nearby have the courses I want	34%

Source: National Survey of Student Engagement  
By: David Studkey and Alejandro Gonzalez  
USA TODAY

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