



North Carolina Community College System

Preparing North Carolina's World-Class Workforce

Expanding The Virtual Learning Community

Welcome to the Spring 2004 Volume 5, Edition 1

What's in this Issue?

Newsletter name change...Welcome Dr. Paula Berardinelli...Distance Learning Strategic Plan...An interview with *The Daily Tar Heel*...On-line Editing Tips...VLC Center 2 update...2003 Statistics on Distance Learning...Best Practices...Upcoming Distance Learning Conferences...Future publication schedule...How to be a contributor...What's available from the Virtual Learning Community

Name change

Notice the new name of the VLC newsletter – now that the VLC is “Built” our efforts can focus on “Expanding” the VLC to include all distance learning delivery methods...

Welcome

Dr. Paula Berardinelli comes to us from the Training & Development Faculty at NC State where she designed and taught graduate courses in an on-line environment. Paula has been hired as a permanent, half time distance learning coordinator whose duties include working with the VLC, providing professional development and training on distance learning issues and serving on a variety of DL-related committees. Please feel free to contact her at (919) 807-7123 or berardinellip@ncccs.cc.nc.us

Distance Learning Strategic Plan

View the complete version of the [Distance Learning Strategic Plan](#). The creation of this plan was led by Drs. Darryl McGraw and Bill Randall and has been adopted by the President's Association at their meeting in February and approved by the State Board of Community Colleges at their meeting in April.

An interview with the *Daily Tar Heel* at UNC-CH.

January 07, 2004

Virtual learning programs surge

By Laura Youngs, Assistant State & National Editor

More than eight years after their launch, distance learning programs are in high demand at community colleges across the state as students try to balance careers, family and school.

The N.C. virtual learning community, started in 1997, is used at 56 community colleges, said Delores A. Parker, vice president of Academic and Student Services for the N.C. Community College System.

Parker said 83,000 students took some form of online course in 2002.

"It's a convenient way to get education," she said. The program allows schools to provide degree programs, general education classes and training programs for the General Equivalency Diploma tests through the Internet.

Throughout the state, 60 associate degree programs are offered, said Bill Randall, associate vice president for Learning Technology Systems for the NCCCS.

As classrooms crowd and N.C. workers continue to be laid off, e-learning is in high demand for students looking to make college convenient.

"We can't offer enough classes," said Kristin Redfield, interim director of distance learning at Forsyth Tech Community College.

Redfield said that since the e-learning program at Forsyth Tech began in 1998, the number of online, telecom and interactive television courses has jumped from 23 to 231 as of fall 2003. About 3,300 students were enrolled in 178 e-learning classes last fall.

Between fall 2002 and fall 2003, officials at Fayetteville Technical Community College witnessed a 38 percent rise in enrollment, said Bob Ervin, Forsyth Tech associate vice president for learning technology. "It's been that way every semester," he said.

Forsyth Tech began its program in 1995, pioneering the e-learning system in North Carolina and building many of the online courses currently offered.

The seven courses originally offered have increased to 400, with 70 part-time and full-time faculty members participating.

Schools also offer hybrid courses, which combine classroom lectures with online resources, said Linda Lutz, dean of educational support services at Catawba Valley Community College. CVCC also

participates in N.C. Information Highway Classrooms, which let students visually interact with classrooms at other schools, she said.

Despite criticism that distance learning limits communication between students and their trained instructors, Ervin said, online discussions, e-mail and online presentations enable students and teachers to stay in frequent contact.

To ensure students do not feel alienated from the rest of campus, students at Forsyth Tech began the Distance Learning Club to provide support for other distance learning students. Mary-Grace Moore, president of DL Club and third-year accounting student, said the classes enable her to work her education into her full schedule, which includes a full-time job. "For me, personally, it's a convenience thing," she said. "This is the only way to fit my classes in."

On-line Editing TIPS

Contributed by David Smith, VLC Center Editor

The most common editing problems I encounter follow:

- 1) If you are adding external links, be sure to set them to "Launch item in external window." This is the second item under "Options." If you do not do this, students will often close themselves out of the course when they attempt to close the window to the linked site.
- 2) If you are using the cut-and-paste method from a Word document into the text box of a Blackboard course, remember that quotation marks and indentions do not carry over to Smart Text. The quotation marks will appear as question marks. It will be necessary for you to go into the text box and modify the text by replacing the question marks with quotation marks. Block paragraphing is the easiest way to overcome the indention problem.
- 3) If you are using FrontPage to construct your text or tables, don't forget to click the HTML option under the textbox before submitting. Otherwise there will be spacing problems.

VLC Center 2 Update

Submitted by Candace Ring, VLC Development Center Director

This year Surry Community College, in Dobson, North Carolina was selected to host Center 2 under the leadership of Candace Ring, Director of Distance Education for the development of nine new courses to be added to the Virtual Learning Community. The development teams are hard at work and the content of the courses are excellent. Each team is incorporating a variety of assignment types to promote student engagement and interaction.

The General Anthropology course also includes new Interactive Study Guides which provides students immediate feedback on missed concepts. The students are provided a series of assignments and once completed is guided through a mini-test which provides immediate feedback. For any concepts missed they are then referred back to the course materials that relate to this subject. These assessments are used throughout the course and are used as a guide for completing the final comprehensive exam.

The Center selected two editors, David Smith and Larry Hogan. The editors ensure that the standards for course and assessment content are met and that each course contains strong supporting materials which engage and promote student learning. Also new formatting guidelines were developed to provide a standardized look and feel to each course to allow for easy modifications for local community college instructors.

The center is also working toward making the courses compliant with all accessibility laws and related issues. A template is being created to define specific coding and directions for any instructor across the state using Blackboard or other web-based learning systems to use in order to ensure their course meets Section 508, Senate Bill 866 and Americans with Disabilities Act requirements. These guidelines will provide a template for all future VLC courses. A train-the-trainer program is being developed across the state. Further information will be provided to local community colleges this summer.

The courses listed below will be great additions to the Virtual Learning Communities templates.

Courses Being Developed	Team Members
ANT 210 – General Anthropology	Doug Reinhardt Virginia Reynolds
BIO 166 – Anatomy & Physiology II	Jessica Brown Marta Klesath Kimberly Turk
BUS 125 – Personnel Finance	Angela Weiland
ENG 262 – World Literature II	Kathleen Fowler Bart Ganzert
HIS 223 – African American History	Roy Raby
HUM 122 – Southern Culture	Richard Eller Jan Gordon
MAT 171 – Precalculus Algebra	Roy West
REL 110 – World Religion	Justin Lapoint Rita Rogers
SOC 220 – Social Problems	Melissa Atkinson Karen Dawes Deborah Dewitt

2003 Statistics on Distance Learning

The NCCCS Data Warehouse as reported on March 17, 2004 for Curriculum Programs duplicated headcount offered in Calendar Year 2003 is the source for the information for this section of the *ETVLC Newsletter*.

The respective departments at the System Office have provided information about distance learning for Continuing Education and Basic Skills.

Figure 1.

Total Numbers of Distance Learners in the NCCCS for Calendar Year 2003

Distance Learning Methods	Total Number of Students
Internet Courses	101,080
Telecourses	15,977
Teleweb Courses	507
Two-way video (NCIH)	9667
Distance Learning Other	6516
Total	133,727

Source: NCCCS Data Warehouse, Curriculum Institutional Class Report (ICR). As retrieved March 17, 2004. For the 2003 Calendar Year (Spring 2003, Summer 2003 and Fall 2003 semesters) Duplicated Curriculum Headcount.

Figure 1 shows the distribution of distance learning methods used for Curriculum enrollment in calendar year 2003. Of the 133,727 distance learning Curriculum enrollments, 76% are internet based, 12% are telecourse and teleweb, 7% are two-way video over the NC Information Highway and 5% are undefined forms of distance learning.

Figure 2.

Rank Order of Number of Distance Learners by Community College for Calendar Year 2003

	Total Number of Distance Learning Students
Fayetteville TCC	12,923
Central Piedmont CC	10,848
Forsyth TCC	7,907
Pitt CC	5,679
Catawba Valley CC	5,430
Central Carolina CC	4,894
Guilford TCC	4,733
Wake TCC	4,199
College of The Albemarle	4,137
Western Piedmont CC	3,847
Piedmont CC	3,482
Stanly CC	3,109
Craven CC	3,026
Wilson TCC	2,738

Caldwell CC & TI	2,653
Rowan-Cabarrus CC	2,505
Coastal Carolina CC	2,498
Southeastern CC	2,410
Asheville-Buncombe TCC	2,406
Randolph CC	2,385
Gaston College	2,327
Durham TCC	2,280
Wilkes CC	2,273
Southwestern CC	2,206
Davidson County CC	2,123
Cape Fear CC	1,799
Haywood CC	1,793
Lenoir CC	1,770
Halifax CC	1,645
Carteret CC	1,626
Wayne CC	1,476
South Piedmont CC	1,450
Beaufort County CC	1,446
Surry CC	1,446
Nash CC	1,444
Johnston CC	1,284
Alamance CC	1,270
Sampson CC	1,219
Sandhills CC	1,147
Rockingham CC	1,114
Edgecombe CC	1,023
Mayland CC	910
Roanoke-Chowan CC	844
Martin CC	795
Isothermal CC	776
Cleveland CC	681
Montgomery CC	643
Brunswick CC	604
Vance-Granville CC	572
Mitchell CC	506
James Sprunt CC	441
Richmond CC	371
Blue Ridge CC	347
Pamlico CC	220
Bladen CC	25
Robeson CC	12
McDowell TCC	10
Tri-County CC	0

Source: NCCCS Data Warehouse, Curriculum Institutional Class Report (ICR).
As retrieved March 17, 2004. For the 2003 Calendar Year (Spring 2003, Summer 2003 and Fall 2003 semesters) Duplicated Curriculum Headcount.

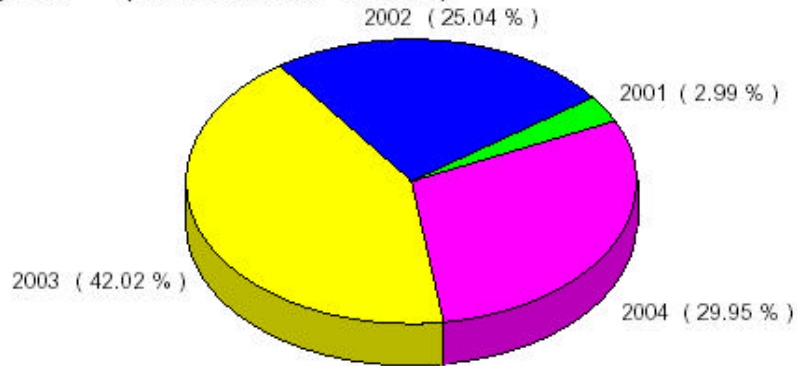
Figure 2 shows the numbers of Curriculum duplicated student counts for distance learners for all Community Colleges. The numbers of students range from 12,923 at Fayetteville Tech to 0 at Tri-County Community College.

Figure 3.

North Carolina Community College System
Continuing Education Course Offerings through Distance Learning
2001 through 2004

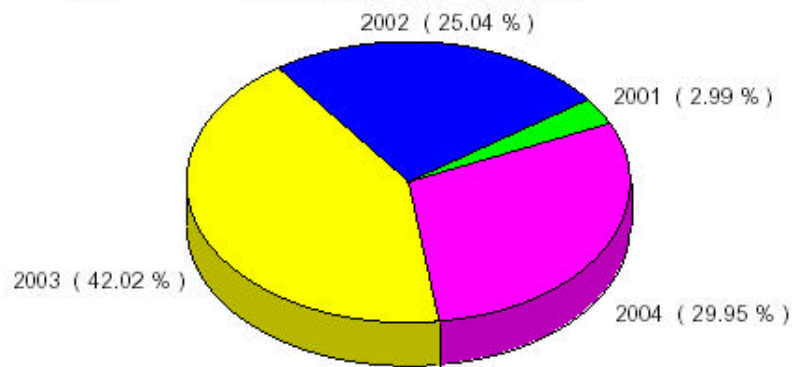
Calculated FTE, By Year (Four-Year Total = 1,609.60)

Values
2001 = 48.17
2002 = 403.00
2003 = 676.35
2004 = 482.08



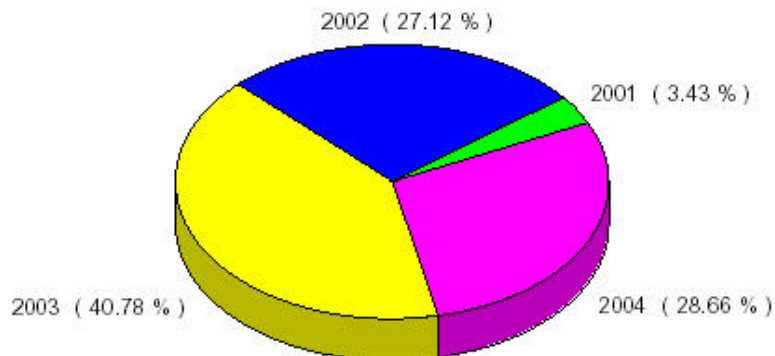
Total Membership Hours, By Year (Four-Year Total = 1,107,499)

Values
2001 = 33,150
2002 = 277,284
2003 = 465,483
2004 = 331,702



Total Number of Students, By Year (Four-Year Total = 39,437)

Values
2001 = 1,353
2002 = 10,697
2003 = 16,083
2004 = 11,304



Data Refreshed February 10, 2004

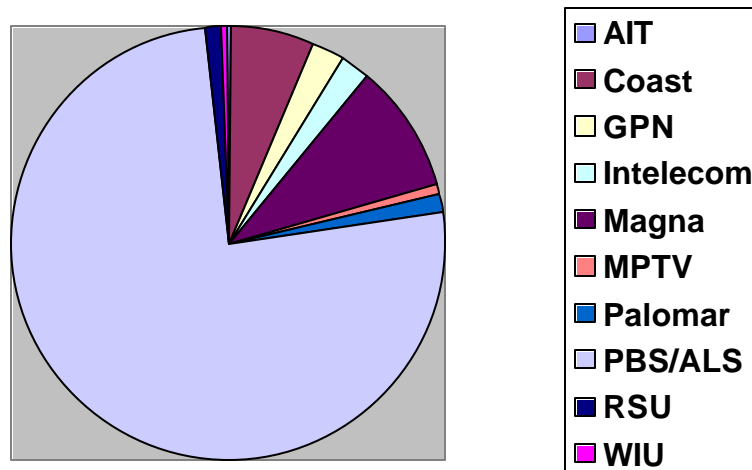
Telecourses are alive and well!

Colleges have more options than ever to provide students with access to telecourse content! In addition to broadcasts on public television stations, college cable stations and video tapes, most telecourse vendors are now allowing colleges to duplicate video programs on CD or DVD. In addition, most vendors are allowing colleges that license their courses to digitize and video stream the telecourses onto the colleges local network.

In the academic year of 2002-2003, there was a total of 16,484 telecourse and teleweb enrollments system-wide. Some colleges in the NCCCS produce their own telecourses. However, the majority of telecourses are licensed through a variety of vendors including PBS/ALS, Coast, Intelcom, Magna, GPN, Rogers State University, Western Illinois University, Palomar College, Maryland Public Television, and Agency for Instructional Technology. See the pie chart below for total telecourse enrollments per vendor during the 2002-2003 academic year.

Figure 5.

Telecourse Enrollments by Vendor 2002-2003



The most frequently used vendors are PBS/ALS, Coast Learning Systems, Magna Systems, and Intelcom. For more information on the courses that these vendors offer, go to their websites at the following links:

<http://www.pbs.org/als/>

http://www.magnasystemsvideos.com/scripts/site/site_category.php3/id/42/

<http://www.coastlearning.org/>

<http://www.intelecom.org/>

For more information on licensing a telecourse please contact Jalaine Gross, Distance Learning Coordinator at grossj@ncccs.cc.nc.us or via telephone 919-807-7109.

PBS/ALS Course Content Delivery-Frequently Asked Questions

Confused about what you can/can't do with PBS-ALS courses? You're not alone. The uses for PBS-ALS courses are quickly expanding with the addition of digitizing rights, the introduction of the "Interactive Telecourses" which include course videos plus additional content on CD-ROM, and purpose-built eLearning courses. While this is exciting, we also realize it is a bit confusing. See below the course use FAQ document, provided by PBS/ALS in the Consortium Leader Update in April 2004.



Adult Learning Service Course Content Delivery FAQ

Q: What's in PBS-ALS' catalog these days?

A: PBS still has the great video-based courses (telecourses) that you know and love (including some new ones like American Passages) but also has a selection of CD-ROM "Interactive Telecourses" and purpose-built eLearning courses available in both CD-ROM format and online formats that can be incorporated into popular course management systems. Just like the video-based courses, these courses adhere to PBS' high quality standards and are **priced the same as our video-based courses**.

Q: Our students have been viewing the PBS-ALS video courses on broadcast and videotape; what other options are available?

A: Colleges have more options than ever to provide students with access to PBS-ALS course content. In addition to broadcasts on local PTV stations, college cable stations and video tapes, colleges are now allowed to duplicate video programs on CD or DVD. In addition, colleges licensing PBS-ALS courses are also allowed to digitize and video stream most PBS-ALS video courses on their local networks. For information on exceptions, please refer to the PBS Course license document which can be found at PBSals.org/order.

Q: Do we need a separate license to digitize and video stream the PBS-ALS video courses?

A: No, you do not need a separate license to create, store or video stream digital versions of the courses as the rights to do so are covered in your college's Master License Agreement, provided that you report course usage and

enrollments for the terms in which you use them. You do, however, have to ensure that the video is only accessible to students enrolled in the course (i.e. is password protected) and cannot be downloaded onto a user's computer.

Q: Does PBS-ALS provide us with digital files of the video-based courses to enable us to make CDs/DVDs or to video stream the course on our network?

A: No, PBS-ALS currently is unable to provide colleges with digital files of course videos but is working on it. Colleges are now responsible for digitizing PBS-ALS course videos if they would like to use the content in that manner. Please stay tuned for more information on the availability of digital files.

Q: My college does not have the ability to digitize PBS-ALS courses but would like to provide content to our students on CD, DVD or online, what are my other options?

A: There are several options in the PBS-ALS catalog for providing students with access to CD-ROM, DVD, or Internet-based courses. First, PBS-ALS has a number of completely integrated eLearning courses that are available either on CD-ROM or as electronic files that can be easily integrated with your course management system. In addition, a number of the traditional "telecourses" (such as Exploring Society, Shaping America and Journey to Health) are available in an "Interactive Telecourse" format that consists of all of the video programs as well as supplemental materials on CD-ROM. For information on what courses are available in this format please visit PBSals.org/courses and sort by delivery format.

Our distribution partner, ACT, Inc. / RMI Media, also has a number of the video courses in CD, DVD, or video streaming format available for student rental. To view the titles available in these formats and to make arrangements for student rental, visit the ACT, Inc. / RMI Media Web site at www.rmimedia.com or call 1.800.745.5480.

Q: I want to license a CD-ROM course. How do my students get the CDs?

A: There are two ways to obtain the CDs for your students. First, your college can make an arrangement with ACT, Inc. / RMI Media (or Global Education Network for GEN courses) to rent copies of the CDs to your students or to fulfill them for your bookstore. Also, you can obtain a duplication license for CD-ROM courses from **PBS-ALS** for \$150 which includes a master set of CDs and the right to duplicate those CDs for your students on site. Please note, this license only applies to courses built in the CD-ROM format which include additional content (Dallas Interactive Telecourses and Global Education Network courses). You do not have to purchase an additional license to digitize and duplicate PBS-ALS video courses on CD.

Q: Can we digitize the PBS-ALS video courses and use pieces of them in our online courses?

A: It depends on what you mean by pieces. Colleges have always had the right to license a course and point students to particular video episodes as long as they do not edit or alter the episodes in any way. Same is true in the online world. Colleges can license a video course, digitize it, and use it to enhance online courses, but must include episodes in their entirety and logos and credits must appear.

Currently, to use a PBS-ALS video course within an online course the entire course still needs to be licensed. Look for an announcement this spring regarding a pilot that will allow colleges to purchase episodes of a limited number of PBS-ALS courses for inclusion within online courses.

Q: Once I decide to offer a PBS-ALS course, how do I make sure I have all course content including faculty manuals, textbooks, video content, online content, etc?

A: When you decide which courses you will be offering please visit PBSals.org/setmeup/ to make sure you have everything you need for the course. If you are offering a PBS-ALS eLearning course, please make sure you visit this site 4 weeks before you plan to offer the course so there is time to both get the electronic files and test them with your system.

Q: How do I make sure I am up on the latest ALS news?

A: Please subscribe to PBS-ALS' monthly Course Bulletin. This e-mail newsletter is your best source of timely information on PBS-ALS course offerings and updates. To subscribe, please visit: PBSals.org/news.

Q: OK, all of these new developments are starting to get confusing. Who do I contact if I have questions?

A: This is an exciting time for PBS-ALS as we add new courses and course delivery options and we want to make sure that we offer you what you need as soon as we can. Please do not hesitate to contact your personal account manager should you have any questions at all. For a listing of those contacts, please visit: PBSals.org.

Best Practices

In each issue you will have an opportunity to contribute to our Best Practices Column. This is an opportunity for us to support each other in offering our experiences of what's working, what's missing and what's next for each topic. You may respond to as many questions as you like. Submit your responses to berardinellip@ncccs.cc.nc.us before **August 23rd**. Be sure to include **Best Practices in the subject line** of your email and include all your contact information.

Question 1: What incentives do you offer faculty at your school to teach with distance learning methods?

Question 2: What incentives are most appealing to faculty for teaching at a distance?

Question 3: What requirements do you have at your school for faculty to teach at a distance?

Question 4: What training do you offer to faculty to prepare them to teach at a distance?

Upcoming Distance Learning Meeting

It's not too late to register for the Distance Learning and Resource Development Regional Meetings.

We are delighted to announce the Distance Learning/Virtual Learning Community and Resource Development Regional Meetings that will be conducted on Tuesday, May 11, 2004 at Catawba Valley Community College and Thursday, May 13, 2004 at Cape Fear Community College-North Campus.

Join your Distance Learning and Resource Development colleagues to share ideas and learn about what's next in securing resources for your distance learning programs. These are identical sessions, so check your calendar and odometer and make your selection.

If you have any questions, please contact Jalaine Gross (919-807-7109), Paula Berardinelli (919-807-7123), or Vonna Viglione (919-807-7147).

Please follow this [link for registration](#)

Future publication schedule

Volume 5, Issue 2 Submission deadline August 23rd
Expected publication early September 2004

Volume 5, Issue 3 Submission deadline December 13th
Expected publication early January 2005

How to be a contributor

Send your articles and ideas to berardinellip@ncccs.cc.nc.us. Your suggestions are always welcome.

What's Available from the Virtual Learning Community

The following materials and services are available from the VLC. There is no charge for use by North Carolina Community Colleges. For information, contact berardinellip@ncccs.cc.nc.us or <mailto:grossj@ncccs.cc.nc.us>

Courses

Preview these at <http://bb.ncccs.cc.nc.us:1677> by clicking "Course Catalog," then "Preview," and then searching for the course number or browsing through the folders. Click "Preview" next to any course name to get in. Contact your DL administrator or Blackboard server administrator to transfer the course to your college server for local adaptation and use.

Online Course Template (OCT)

The course you need isn't available from the VLC? No problem, start from the OCT when writing your own course to save development time with pre-built materials and templates, to access valuable design advice, and to guarantee baseline course quality. Two versions are available on the server <http://bb.ncccs.cc.nc.us:1677> in the "Support Courses for Online Educators" folder. Use OCT2 for individual course development. Your DL Administrator can set a copy of the OCT up for your use.

Principles and Techniques of Online Instruction (PTOI) Course

Also in "Support Courses for Online Educators"

<http://bb.ncccs.cc.nc.us:1677> this course covers major topics of online course administration, design, and teaching. It is designed for flexible use as either a semester-length group course or an individually paced tutorial.

Newsletters

Past issues of the "Creating a Virtual Learning Community" newsletter are archived online at

http://www.ncccs.cc.nc.us/Distance_Learning/vlc_newsletters.htm.

NCCCS Distance Learning Site

Use materials here to connect with others, find online courses for students, learn about online teaching, or get VLC news. The site is located at http://www.ncccs.cc.nc.us/Distance_Learning/.

Training Support

In addition to the PTOI course, the VLC has other kinds of training and development programs. The VLC coordinator can help connect your campus with needed trainers. Conference presentations can also be arranged.