

Virtual Campus Faculty Handbook

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I. MISSION STATEMENT

Our Vision: B

II. General Information:

(SACS) SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS CRITERIA

- Telecourses allow adult students with family/work obligations, scheduling conflicts, disabilities, and/or other obstacles to pursue their educational goals.
- Telecourses are equivalent to on-campus courses in the quality of instruction, content, transferable college credit awarded upon successful completion, fees, and instructor qualifications.

Brevard Community College's Virtual Campus has a valuable resource for Distance Learning in its fully operational television station. As the educational television station of Brevard County, WBCC-TV serves a viewing area of more than 1,000,000 viewers. Now a PBS affiliate, WBCC will complete its conversion to digital format by Fall 2003, and will have a state of the art production and editing studio and world class conference facility.

Online Courses Are Designed For:

- Students whose work and/or family schedule does not permit normal on-campus attendance.
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IMPACT OF ONLINE COURSES AT BCC

Brevard Community College continues to be a leader in Distance Education both in program and

1. Faculty identifies potential course(s) to be developed for online, telecourse/teleweb or TIE delivery.
2. Faculty and submits "Proposal for Online Course Development/Enhancement" to
 1. President, Virtual Campus
 2. Faculty member's Department Chair
 3. Curriculum Coordinator
3. Faculty member meets with Campus President. Project scope, time-frame and stipend are reviewed and agreed upon.
4. Faculty member undergoes Blackboard training (this can be waived for faculty presently teaching distance learning courses)
5. Faculty member, working with the Multimedia Manager, develops the course per stated college objectives, to meet stated college competencies
6. The course is submitted to the Online Program Coordinator and Curriculum Coordinator to confirm course meets Distance Learning course criteria as outlined in the "Faculty Guidelines for Teaching Distance Learning" and BCC curriculum standards.
7. Faculty member is given responsibility of updating each time he or she offers it.
8. Online Course development is considered part of a faculty's teaching load and thus course development would be a "work for hire" and all materials are owned by the college unless such ownership is superseded by virtue of a prior or subsequent agreement

SYLLABUS

All distance learning courses shall have a course syllabus, which complies, with the "Required Syllabus Content" as set forth in the BCC Faculty Handbook. Sample syllabi for distance learning courses can be found in the Appendices. Online course instructors are required to corue ofancit.

- **Grading Procedure** – Explain in exact terms procedures used in calculating student's final average. Having this information in print is vital if grade is questioned or appealed.
- **Grading Scale** – Although the instructor may establish his/her grading scale, the college has specific grading policies. See catalog.
- **Withdrawal Policy**

Weekly use of, and participation in discussion boards

- Note: All areas of the classroom not in use should be disabled

Hybrid and Course Companion (supports on campus course)

Syllabus in Course Information section of the classroom

- Note: All areas of the classroom not in use should be disabled

courses are **NOT** self or independent study, but a structured learning environment, where students are accountable to the same standard as in the campus classroom.

- Post the web based syllabus for student access by the first day of registration for each term.
- Send an introductory email to all students on the first day of the term, acknowledging their enrollment.
- Providing current and accurate web based information on assignments, grading, course materials and instructor contact information.
- Responding to student messages in a timely manner, usually within 48 hours of receipt and referring students to the Online Intervention Center
- Providing textbook and resource material information to the bookstore and videotape information to the Learning Resource Center and the Online Programs Coordinator, by the established deadlines.
- Obtaining permission to use any copyrighted materials in their course, including the use of videotaped material. See section on copyright and fair use.
- Identify any students who are at risk of failing or otherwise not completing the course and use the services of the Online Student Retention Specialist- Tammy Ronsisvalle at tjrons@worldnet.att.net
- Provide a link to the Student Appraisal of Instruction and other evaluations in the online classroom and direct students to complete during the 12th week of the course. Full time faculty may waive this requirement as set forth in the BCC Performance Enhancement Program.
- Distance Learning instructors are encouraged to participate in as many S&PD workshops on online instruction as their schedules permit.

A major responsibility of the online instructor is to promote retention and success of the online learner because this population is more vulnerable to failing grades and withdrawals. The SRS2000 Model is a distinctive combination of components that should significantly impact the retention, completion and success of students enrolled in online courses. (The SRS2000 Model, outlining activities and strategies can be found in the Appendices.)

In addition to the SRS2000 Model, the Virtual Campus has developed an Success and Mentoring Center. This initiative was funded in part by FIPSE (Funds for the Improvement of Post Secondary Education) and is intended for use by students and faculty to improve online retention.

COURSE AND PROGRAM EVALUATION

All full-time faculty at the College are evaluated in accordance with the BCC Performance Enhancement Program.

Student Appraisal of Online Student Services

- This survey covers a range of services offered is available in the Course Information section of every online classroom. Instructors should encourage each online student to complete the survey during their last 4 weeks of class. (See Appendices). This tool is designed to provide feedback on the following areas:
 1. Academic Advising
 2. Financial Aid
 3. Learning Resources (Library)
 4. Office for Students with Disabilities
 5. Office of Distance Learning

Distance Learning Exit Survey

This survey is sent to students who apply to graduate from BCC. It is administered by the Collegewide director of admissions. (See Appendices)

Faculty receive results of the appraisal forms after grades are submitted and all campus Deans are provided with copies of the Student Services evaluations. The summary data obtained from these evaluation instruments are analyzed and used by the Distance Learning committee, faculty, administration; and the college cabinet to identify strengths, areas for improvement, future trends and student needs. After identification, the information is channeled to appropriate college faculty and administration for use in department or division planning of in-service, student services, program planning, course or curriculum modifications, or policy revision.

TEXTBOOK SELECTION

Distance Learning textbook selection shall follow the existing BCC guidelines as outlined in the Faculty Handbook. All textbook and resource material information for online courses shall be posted in the online syllabus and updated on the web-based syllabus form by the first day of student registration. The web-based form is located on the

and funding. All Adjunct Faculty Instructional Assignments for Online, Teleweb, Telecourse and TIE classes are generated by the Virtual Campus. Full load teaching assignments are paid on a biweekly basis over the span of the assignment. All independent study assignments are paid at the end of the term.

Telecourse Class Size:

- Communications I and II (6,000 word writing requirement)
 - a. Single section maximum of 39 students
 - b. Students 40 through 77 count as an independent study
 - c. Second section initiated at 78

- Area IV (3,000 word writing requirement)
 - d. Single section maximum of 53 students
 - e. Students 54 through 91 count as an independent study
 - f. Second section initiated at 92

- All other courses
 - g. Single section maximum of 60 students
 - h. Students 61 through 98 count as an independent study
 - i. Second section initiated at 99

Telecourse Compensation

T.V. Courses sections are paid at the regular course rate per credit hour based upon degree level of instructor. The independent study rate is \$15 per student per semester hour, paid at the end of the term based on all enrollments, including withdrawals, excluding drops.

Online and Teleweb Course Class Size:

- Online and Teleweb course sections will be considered as part of the faculty member's regular load.

- A section will have a minimum of 15 enrolled (unless otherwise approved for a lesser number by the Campus President).

- A section will have a maximum of 25 enrolled.
 - j. Students 26 through 29 will count as an independent study
 - k. When the section reaches 30 students, the section will be split into two sections.

Online and Teleweb Course Compensation

Online sections will be considered part of the faculty member's regular load. The Independent study rate will be 1/15 of the appropriate class rate times the number of students. Sample pay calculation for Masters level instructor with 6 students enrolled in a three credit online section:

$$\$1425 \div 15 = \$95 \times 6 \text{ students} = \$570$$

TIE Course Class Size:

Department Chair and Virtual Campus Associate Vice-President will determine class size.

VIRTUAL CAMPUS FACULTY SCHEDULES

Instructors will account for 35 on-campus hours per week and will post a working hour schedule in accordance with the appropriate procedure of the Operational Procedure manual. All instructors will show a minimum of twenty-five (25) in-class hours and office hours combined. In the event an instructor has classes on two campuses on the same day, an appropriate amount of travel time may be shown in the schedule. Counselors and Librarians will account for forty (40) hours per week as approved by their immediate supervisor. The schedules for librarians and counselors will include the rest break specified in Article 9, Section 6. Instructors who teach online or teleweb courses will be permitted to account for on-campus, advisement and in-class hours at a location other than the College according to the following schedule:

16-Week Course

Course Credit Hours	On-campus Hours	Advisement Hours
1	1	1
2	2	1
3	2	2
4	3	2
5	4	2

For summer term courses or all other courses, which meet less than a regular 16-week term, the instructor shall work with his/her Department Chair and Virtual Campus Associate Vice-President to

In the event that an instructional load is completely comprised of online and teleweb courses, the faculty may account for all in class, advisement and on campus hours at a location other than the college. However, all online and teleweb instructors will be required to attend on campus department or committee meeting obligations and will be required to meet with the students on campus or in another appropriate setting, upon any reasonable request by such student.

VIRTUAL CAMPUS LOGISTICS

To ensure that information about services and resources reaches distance-learning students, they are provided information in a variety of ways. Upon enrollment in an online course, students are sent an introductory hard copy letter from the Virtual Campus President. This letter outlines information and procedures pertinent to the distance-learning environment. (See Appendices). The letter includes the following:

- Information on Using BCC required email
- Information on obtaining texts and other materials
- Accessing the online LRC
- General online course information
- Directions to explore the online library services and to apply online for a library card, which will enable them to use the online library services and to obtain videotapes for certain online courses.
- Invitation to explore the Success and Mentoring Center
- The User ID and Password protocol used to access Blackboard

This information is also repeated in an email sent from the Coordinator of Online Programs to all enrolled students. This email includes information regarding procedures for online ordering of textbooks, a learning-style assessment tool, called "Is Distance Learning For Me?," (See Appendices) and an online orientation/demo course. In all correspondence, students are directed to complete the orientation course and to read and print the Online Student Handbook. Both the demo course and the handbook include information on accessing the online learning resources. Once students have successfully applied online for their library card, they are sent an additional email outlining the services available to them as a distance learner. (See Appendices).

Course Scheduling

- There are five online terms per year, with start dates in January, March, May, August and October. The Virtual Campus administration encourages faculty to offer online courses at least twice a year, preferably, in the Fall and Spring. Additional courses may be offered in the October and March terms

Course Materials

- Instructors may use any combination of videotapes, textbooks, study guides and computer software. All textbook and resource material information for online courses shall be posted in the online syllabus and updated on the web-based textbook form by the stated due dates. The web-based form is located on the Virtual Campus Faculty Support web site at http://web2010.brevard.cc.fl.us/campuses/virtual/virtual_courses.cfm. Textbook/Study Guide/Software information should include Title,

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The federal copyright statute governs the reproduction of works of authorship. In general, works governed by copyright law include such traditional works of authorship as books, photographs, music, drama, video and sculpture, and also software, multimedia, and databases. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice. As a result of changes in copyright law, works published since March 1, 1989, need not bear a copyright notice to be protected under the statute. Consequently, it should be assumed that whatever material an instructor wishes to copy is protected under copyright law.

These conditions only hint at the complex and vague nature of “fair use” and your ability as an educator to use materials in your classroom. Additionally, the conditions of “fair use” are in a constant state of change. To assist you in determining a “fair use” of copyrighted materials, the library has prepared a resource for your perusal. Point your browser to <http://www.brevard.cc.fl.us/lrc/legal.htm> for links to current information regarding developments in copyright law. A sample “obtaining permissions letter” can be found in the Appendices.

IV. Teaching With BlackBoard

REQUIRED SKILLS

Before offering to teach a course on the Internet, a faculty member must meet the requirements in each of the following items:

- The faculty member needs to be able to use Windows 2000 (or later version)
- To open, save and delete files
- To create, delete and manage file folders
- To navigate the computer's storage system which could include a floppy drive, a hard drive, a zip drive, a CD-ROM and the College's LANs.
- The faculty member needs to know how to use a word processor to create: a course syllabus, class assignments and tests, documents in RTF format.
- Internet email, to include composing, sending and reading documents with or without attachments.
- The faculty member should be able to use an Internet browser to do the following:
 - navigate to any URL
 - create and manage bookmarks
 - save to a local drive or to print a web page (or part thereof) and a web graphic
- The faculty member should have identified several Internet web sites, which are related to the subject matter of the course.
- The faculty member should know the location of several Internet search engines and be able to use these search engines to do research on any subject.
- The faculty member should be familiar with how their proposed course is being taught on the Internet at other colleges and universities in Florida and elsewhere.

FACULTY TRAINING

The College uses a myriad of methods for orienting and training faculty for teaching in the distance-learning pro8 1 Tf1.n.002.e-

"Beyond Chalk: Teaching with Technology" and "Reach Out and Teach", which were produced by WBCC-TV through a statewide distance learning demonstration grant.

Full BlackBoard training is offered via the Virtual Campus staff and is limited introductory training is available online and via CD-Rom. The Virtual Campus offers a "Best Practices" showplace in the ONL 1000 course. This course allows instructors to learn some helpful technology and pedagogy tools to improve the online learning environments they create for students.

THE MULTIMEDIA DEVELOPMENT CENTER

This Virtual Campus training center is equipped with workstations with high performance computers and peripherals such as a flatbed scanner, color printers, CD-RW units, video capture card and more. Faculty and staff can come to increase, or develop new, software skills to deliver more dynamic content for subject matter or for use in making interesting multimedia presentations.

In the Technology Training Center, Faculty and Staff can work with our Multi Media manager to learn to deliver, supplement, or support their courses and presentations with state of the art technology using the following tools

1. Courseware and authoring environments and tools
2. Graphic design tools
3. Animation and 3D graphics
4. Digital photography, video and audio
5. Web page design and HTML components
6. Scanning technology
7. MS Office 2000 applications

The Virtual Campus Multi Media director works closely with faculty to incorporate the use of educational technology and multi-media into the curriculum to augment the delivery of instruction. The Faculty/Staff Technology Training Center is a state of the art training facility, providing a place for Faculty and Staff to learn, practice, create and present multimedia productions. The use of a fifty CD burner to reproduce these materials allows other faculty and staff to have access to share expertise and work collaboratively. The Technology Center is also equipped with a color scanner and printer and numerous state of the art software applications. The Multi Media Director oversees the operation of this training center and is available on call to assist and instruct faculty on multimedia software and other technology-driven, course enhancement tools available through the training center. See Appendices for a list of software available in the Multimedia Development Center.

A list of Internet sites for Web Page Authoring, Design and Creation can be found in the appendices.

BLACKBOARD COURSE DEVELOPMENT

BCC uses BlackBoard Course Development software to support the online courses. Blackboard is intuitive and guides you through five simple steps for creating a virtual class - with no programming languages or HTML to learn. If you can surf the Internet, you can create a CourseSite™ on Blackboard. It's simple and it only takes a few minutes. Based on flexible, open technology,

Week 2: Working with Nouns (folder)

Week 3: Mastering Verb Tenses (folder)

Regular Verbs, (sub-folder of Week 3)

Irregular Verbs (sub-folder of Week 3)

Enter the Assignments area, and create folders that correspond with your assignments.

6. Add Staff Information

Enter the Staff Information content area and create an entry for yourself. If you have a picture of yourself, include that too!

Create additional entries for teaching assistants, graduate assistants, guest speakers or other course staff members.

7. Fill in the Content

Enter each folder and add the content.

Include a short description for each item. Indicate what the item is and how it is relevant to the lesson. This description helps students understand how to associate (frame/attend to) this item in relation to rest of the course materials.

8. Incorporate the Technology into Other Course Components

Enter the Discussion Board, create a Forum, and post an introductory assignment. For example, you might ask each student to write one to three paragraphs explaining who they are and why they took your course. Require students to read entries from other students. You might also encourage them to respond to each other. This is the first step in creating an "online community" for your course.

Plan on adding at least one new topic to the Discussion Board Forum each week. Make sure this topic requires students to formulate an answer and back it up with facts to demonstrate their understanding. Monitor and respond to student threads and encourage students to do the same. Locate at least three external websites that relate to information you are teaching. Place these in the External Links area and recommend students explore these sites on "virtual fieldtrips."

Optionally, structure an assignment that incorporates researching and reporting information from these fieldtrips.

Also, consider placing links to the download pages of any plug-ins, players, readers, or viewers that are necessary to access the various kinds of files or multimedia you are using in your course.

9. Create an Introductory Announcement

Post an introductory message in the announcements area. Welcome the students to your course, direct them to the Course Information area to obtain the syllabus, and indicate the location of the first class assignment or reading.

10. Complete the Process

Preview course materials by checking each link, proofreading descriptions, and viewing the course from a student perspective.

Instruct students on how to get a Blackboard account and log in. Consult your System Administrator for university-specific instructions.

Ways to Get Students More Engaged in Online Courses

Dr. William Klemm from Texas A&M University recommends following these eight guidelines to create a strong collaborative learning environment in your course discussion board. These methods increase both the quality and quantity of student participation.

Eight Ways to Get Students More Engaged in Online Conferences

By Dr. W.R. Klemm, Professor, Texas A&M University

1. Require participation.

Don't let it be optional. Set aside a portion of the grade allocation for participation in the online discussions. Tell the students that they must post x-number of items each week or for each topic. Critics will say that this approach does nothing to ensure quality of input. But it at least gets the students engaged, and hopefully, once they get caught up in the activity, they will strive to improve the relevance

and quality of their work, because now they are on display. No longer can they hide. For many students, it is more embarrassing to make public postings that have no value. As another incentive for quality work, the teacher should grade on quality of the postings. That is highly subjective, but no more so than grading term papers or essays.

2. Form learning teams.

The advantages of so-called cooperative or collaborative learning are abundantly documented.

Collaborative learning can occur just as well via computer conferencing. Moreover, asynchronous conferencing overcomes the schedule coordination problems that plague typical face-to-face learning

teams. The advantage for promoting online interaction is that learning teams should bond and thus make each student in the group want to do his or her share. Helping students learn how to acquire team spirit is

important in and of itself, but it also provides st hert e9(h)0()-6.-6.3((h)0(as)388.2(i-6.(T*0 lear)-di-6.(T*0 lea(T*0 l-8.2(o)

Tell students at the beginning of the conference that at the end of the activity they will be asked to rate each other on the value of each person's contribution. This can be a powerful incentive for students to do quality work in the conference. However, most of the students that I encounter do not like to grade