Virtual Campus Faculty Handbook
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MISSION STATEMENT

Our Vision: Brevard Community College is committed to
Being our Community’s Center for

- Quality Teaching and
- Lifelong Learning

Our Mission:
To provide accessible, quality educational programs and services to our diverse population. The College prepares students to be lifelong learners, responsible community members, and Productive citizens of a rapidly changing world.

Brevard Community College fulfills its mission by offering the following:

1. Undergraduate Studies and Associate Degrees to pursue a Baccalaureate Degree.
2. Technical and vocational training for Associate Degrees and Certificates for entering the workforce, improving professional skills, and developing new competencies.
3. Instructional support services such as advisement and career guidance.
4. Activities supporting cultural enrichment, economic development, sports, wellness, and quality of life.
5. Workshops and classes for personal growth, developmental instruction, and lifelong learning.

Our Philosophy:
The College embraces the following key values and beliefs:

1. RESPECT FOR THE INDIVIDUAL (COURTESY/CIVILITY/EQUITY):
   Central to our philosophy is respect for the individual, manifested through courtesy, equity, and civility in every endeavor.

2. CONTINUOUS IMPROVEMENT/PROFESSIONAL COMPETENCE:
   Recognizing that we exist in a dynamic environment, we foster innovation to promote continuous improvement in student, employee, and organizational development.

3. PASSION FOR LEARNING:
   As an educational catalyst, the College sparks the flame of human curiosity by creating an environment to ignite and sustain a passion for lifelong learning.

4. LEADERSHIP, EMPOWERMENT, INTEGRITY:
   We value ethical leadership that engenders trust and confidence, and empowers people to make sound decisions.

5. TEAMWORK, SENSE OF BELONGING:
   We encourage a sense of belonging by employees and students through promoting an atmosphere of teamwork that embraces the college’s mission and goals.

6. SERVICE:
   We provide quality service to students, colleagues, and the community with the intention that all those served achieve higher levels of success and satisfaction.

7. ACCOUNTABILITY:
   Through systematic review and evaluation, we are publicly accountable to achieve our mission.

8. SENSE OF ACHIEVEMENT:
   We value achievement and reward those who strive to do their best.
General Information:

SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS CRITERIA

The mission of the Southern Association of Colleges & Schools is the improvement of Education in the South through accreditation.

"The commission recognizes the legitimacy of distance learning, such as that conveyed through off-campus classroom programs, external degree programs, branch campuses, correspondence courses and various programs using electronically based instruction offered geographically distant from the main campus."

SACS granted accreditation to the Distance Learning program in October 2000.

GOALS FOR THE VIRTUAL CAMPUS

- A VIRTUAL CAMPUS ONLINE with the same quality instruction and service found on any of our campuses. On-campus, or online, all BCC educational opportunities share the same goals, objectives, skills and competencies.
- Full service access to learning resources, program advisement and financial aid information.
- Personal attention and confidential discussion with dedicated faculty.
- Program acceleration
- Collaborative and cooperative learning with computer/online access and skill enhancement.

See Appendix U for specific strategies to achieve the above goals.

WHAT IS DISTANCE LEARNING?

Distance Education is instructional delivery that does not constrain the student to be physically present in the same location as the instructor. Historically, Distance Education meant correspondence study. Today, audio, video, and computer technologies are more common delivery modes. The term Distance Learning is often interchanged with Distance Education. However, this is inaccurate since institutions/instructors control educational delivery while the student is responsible for learning. In other words, Distance Learning is the result of Distance Education. Another term that has experienced some recent popularity is Distributed Education. This term may represent the trend to utilize a mix of delivery modes for optimal instruction and learning. (Distance Learning Resource Network)

DISTANCE LEARNING AT BCC

Brevard Community College offers 5 types of Distance Learning courses:

1. Telecourses
2. Teleweb Courses
3. TIE Course
4. Hybrid Courses
5. Online Courses

Telecourses
Brevard Community College offers over 60 telecourses per semester to bring education to the home or the workplace.
- Telecourses are college-level courses for credit that are televised for the student’s convenience.
- Telecourses combine televised lessons, accompanying print material, assignments, optional on-campus review opportunities and minimal required on-campus sessions for orientation, discussions, and examinations.
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 has a valuable resource for Distance Learning in its fully operational television station. As the educational television station of Brevard Community College, WBCC-TV is uniquely positioned to extend the vast resources of the college. WBCC-TV is the most efficient delivery means to serve the ever growing educational needs of our information age community. While WBCC-TV airs some prepackaged programming and telecourses, it also houses a fully operational production studio and editing facilities, allowing the taping and production of telecourses lessons, interviews with subject matter experts, talk shows and various other instructional activities that enhance and support the learning process. See Appendix Q for the telecourse production process and Appendix S for teletips for video production.

In conjunction with PBS, WBCC produced a live teleconference in September 1999 entitled “Faculty Transformation: The Key to the Virtual Campus”. This live broadcast originating from the WBCC studios, was the result of BCC’s three-year grant from the Department of Education to facilitate online teaching and was viewed by over 160 institutions in the US and Canada. Videotaped copies of this teleconference are available in the Office of Distance Learning.

Teleweb Courses
Many telecourses have a Web component to aid in student-teacher interaction. These courses are called Teleweb courses. Teleweb instruction is defined as those telecourses, which are broadcast by WBCC-TV, which also contain a companion website for instructor student communication and interaction. At a minimum, to be considered a teleweb course, the telecourse shall include a companion website utilizing the BCC sponsored course management system. This website shall consist of the following components: Instructor information (email, phone, fax if applicable, and office hours), syllabus, assignments and due dates, test information and online discussion boards with instructor participation.

Televised Interactive Education
WBCC’s microwave communications TIE System was installed in 1995. This system enables courses and local videoconferences to originate or be received at any of BCC’s four campuses and can simultaneously connect four multi-camera electronic classrooms to provide two-way video and two-way audio interactive instruction. The two-way interactive television classrooms and the microwave system that interconnect them equip the TIE classrooms as an effective extended learning system. This method of instruction was implemented to provide easy student access to specialized or low enrollment courses. By offering the same course simultaneously at each of BCC’s four campuses, students could obtain a needed course to fulfill degree requirements without leaving their home campus.

Hybrid Courses
Hybrid Courses combine two modes of instructional delivery, online teaching & learning and on-campus instruction. Hybrid courses will meet one to two days per week in the classroom and the remaining instructional time will take place on the Internet.

Since Hybrid courses will be input by the various departments on the campuses, the department chair must correctly designate the hybrid courses. Section numbers 46 - 49 will be used for these courses. This allows for the offering of 4 sections of the same course at each campus. If there is only one section of a course, always use section 46. If there is more than one section of the same course on a campus, the second section will be 47, the third 48 and so on.
The designated meeting day is a fixed scheduled day and does not alternate during the term. This ensures that the student knows which day he MUST come to campus and also provides for the classroom to be scheduled on non-meeting days.

Online Courses

Online courses are offered via the Virtual Campus. The Virtual Campus is a networked computer-simulated campus environment in which a student may access all or many aspects of college education—from financial aid to student services—by “clicking” the appropriate icon on the computer screen.

Thus, in the user-friendly environment, an enrolled student may experience conventional aspects of campus life, including activities and support services, as well as a variety of academic courses and eventually an Associate of Arts and/or an Associate of Science degree.

- The Admissions Center, with a full array of online Student Development services, paralleling those offered on campus: applications, course registration, student advising, course listings, financial aid, and the college catalog. The online Admissions Center is staffed by members of the BCC Student Development office. Through the Admissions Center, students learn about BCC, register for courses, and earn degrees.

- The Instructional Center, with online “classrooms” for delivery of instruction and asynchronous meetings among students and their instructors. The BCC faculty will create, teach, and evaluate these courses, as they do the courses on campus.

- The Learning Resource Center, with areas for course-specific readings, more general documents, and access to research on the Internet. Members of the BCC Library staff assists students in using the online library services.

- Links to all BCC academic and administrative departments.

BCC Online Courses Are Designed For:

- Students whose schedule does not allow them to take conventional college classes.
- Students who want to accelerate their program completion or take classes at their own pace.
- Students who prefer using computer technology for information exchange.

Online learning allows instructors and students to communicate directly, either one-to-one or in groups, through a central computer. Easy to learn software can be used from either office or home, providing an always available means for personal communication.

While excellent learning materials—textbooks, study guides, instructional software, videotapes, etc.—are always a part of the student’s learning process, the online learning experience provides a communications link similar in many ways to the personal contact that instructors and students have with each other on campus. In this way, the potential for an impersonal, “technology-dominated” experience is minimized, and the possibility of establishing learning communities is enhanced. The Virtual Campus is a college-wide project. The Campus Presidents work with the Associate Vice President of Distance Learning, who directs administrative support for distance-learning programs, to provide degree and course offerings. Faculty from all campuses are invited to participate.
Online Degree Programs and Courses
BCC offers the complete A.A. degree online, A.S. degrees in Legal Assisting and Business Administration, Certificate programs in Office Technology and numerous A.S. degree courses. New sections begin five times a year to offer increased access to programs and accelerated completion. Online terms have start dates in January, March, May, August and October.

THE BCC ONLINE STUDENT
As business and industry make greater use of telecommunications technologies, the expectations in the marketplace and the workplace are redefined. Students adapt to new applications of technologies and subsequently begin to transfer expectations to a variety of traditional environments, including education. For the growing number of students who experience and use technology, there are new expectations that the convenience of asynchronous telecommunicated transactions can also be extended to education. Consumers trust their financial transactions to telecommunications technology, in turn they have come to expect that educational programs and services should be provided with the same degree of ease and access. Below are tables showing the characteristics of BCC’s online students. Figures represent enrollments for Fall 1999 and Spring/Summer 2000.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Percentage</th>
<th>Male</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>783</td>
<td>66.4%</td>
<td>396</td>
<td>33.6%</td>
</tr>
<tr>
<td>Average Age</td>
<td>= 31</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Degree Seeking</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
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<tr>
<td>Number</td>
<td>854</td>
<td>72.4%</td>
<td>325</td>
<td>27.6%</td>
</tr>
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<table>
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<tr>
<th>Florida Resident</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1135</td>
<td>96.3%</td>
<td>44</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

IMPACT OF THE VIRTUAL CAMPUS AT BCC
Brevard Community College continues to be a leader in Distance Education. A report presented to the Florida Community College Distance Learning Consortium revealed that BCC was the number one community college in the State of Florida in the number of online or web based course offerings. BCC offers over 80 different online courses, allowing students to obtain their entire Associates of Arts degree via telecourse or online delivery. Enrollment in the web-based courses continues to grow over 40% each semester.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment Growth</th>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>127</td>
<td>60</td>
</tr>
<tr>
<td>1996-97</td>
<td>330</td>
<td>142</td>
</tr>
<tr>
<td>1997-98</td>
<td>626</td>
<td>148</td>
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<tr>
<td>1998-99</td>
<td>1453</td>
<td>170</td>
</tr>
<tr>
<td>1999-00</td>
<td>2002</td>
<td>211</td>
</tr>
<tr>
<td>2000-01</td>
<td>4100</td>
<td>340</td>
</tr>
</tbody>
</table>
BCC is using this web-based technology to make higher education more accessible to both traditional and non-traditional students. Individuals who are working full or part time, retired, disabled, home-bound due to child care needs, or who simply choose to utilize this exciting new method of learning, are enrolling in record numbers. Our distance learning programs served over 3000 students in the 1999-2000 school year. Many of these students are those who would not otherwise be able to attend traditional classes.

Using the web to enhance traditional instruction or to provide complete course content has indeed become a national trend and BCC is on the cutting edge with its utilization of electronic collaboration, discussion boards, secure testing facilities and multimedia techniques including, online compressed video and online PowerPoint presentations. Over 40 instructors from many different disciplines harness these forms of technology to provide stimulating and interactive courses to our students.

In 1997 BCC was named by Forbes Magazine as one of the Top 20 Cyberschools in the United States. BCC was the only two-year college to make the list.

Reaction to this form of instruction has been quite favorable. Some actual student comments include:

“This was my first online course. I have since enrolled in two other courses. I find it very beneficial to be able to be at home in the evening with my son and still get an education. I am a single parent and this is very important to me!”

Humanities Student

“...the online program is exceptional. Having the ability to complete my entire degree online has been a blessing. I could not have done it without BCC. Thank You.”

Economics Student

“Returning to school after 14 years, this was a real challenge for me. Online is a wonderful way to learn with a family and job....I am very grateful to be able to attend school online.”

Speech Student

“In many ways, I felt the online experience was more personal than a traditional classroom because of the ease with which you could have individual communication with the instructor”

Economics Student

VIRTUAL CAMPUS STAFF

The delivery of online course instruction to the Brevard community is a cooperative effort among many individuals and departments at Brevard Community College.

AVP of Distance Learning

The Dean of Distance Learning directs all distance learning academic functions at Brevard Community College. Instructional support for Online Course instructors is provided through the Virtual Campus Staff. This includes internal coordination of textbooks, scheduling of classes, recommendation of online course faculty, and other instructional support as necessary for a smooth operation of online course delivery.

Dean of Staff and Program Development

The Dean of Staff and Program Development provides staff and program development support for online courses. Responsibilities are as follows.

- Encourages faculty to participate in distance learning opportunities.
- Provides workshop opportunities for those interested in working with distance learning.
Coordinator of Online Programs
The Coordinator manages the development of the virtual campus and provides instructor and support for online instruction. Provides Blackboard support to Online/Hybrid instructors including copying and creating online classrooms.

Multimedia Manager/Instructional Designer
The Instructional Designer and Multimedia Manager work closely with faculty to incorporate the use of educational technology and multi-media into the curriculum to augment the delivery of instruction. Provides Blackboard support to campus based instructors needing a supplemental online classroom to accompany in class learning.

Education Outreach Manager
Schedules and coordinates training on Blackboard and provides Blackboard support to Telecourse instructors including copying and creating online classrooms. Also responsible for TIE course activities.

Online Student Advisor
The Advisor provides student support and guidance for online instruction, by directing the student through the process of earning a degree online.

Virtual Campus Instructors
Online course instructors have the same basic obligations, as do all instructors. Specific responsibilities are to assure academic validity of the course by providing student instruction, support, and evaluation by means of Internet learning, student orientation, testing, and other student/faculty email and discussion forum communication throughout the semester.

Virtual Campus Taskforce
This college-wide committee, consisting of faculty, staff and administrators, meets quarterly or more often to review and discuss distance learning issues. New policies are reviewed; ad hoc committees are established, and measures for improvement of Distance Learning activities are developed and implemented. This taskforce serves to increase the integrity of the Virtual Campus programs and to ensure the input of faculty and staff in the decision-making process.

Guidelines for Teaching/Developing VIRTUAL CAMPUS Courses

VIRTUAL CAMPUS COURSE DEVELOPMENT APPROVAL PROCEDURES:
1. Faculty identifies potential course(s) to be developed for online, telecourse or TIE delivery.
2. Faculty advises the following departments or persons of intention to develop distance learning course:
   a. Associate Vice President, Virtual Campus
   b. Department Chair
   c. Curriculum Coordinator
3. Curriculum Coordinator notifies all faculty members in discipline of intention to develop distance-learning course.
4. Curriculum Coordinator polls faculty on the appropriateness of course for distance learning delivery.
5. Curriculum Coordinator advises faculty member of approval for course offering.
6. Faculty member meets with Virtual Campus Staff.
7. Faculty member undergoes proper training in use of Distance Learning technology (this can be waived for faculty presently teaching distance learning courses).
8. Faculty member, working with Virtual Campus Staff, develops the course.
9. Course submitted to Associate Vice President, Virtual Campus for review to confirm course meets Distance Learning course criteria as outlined in the “Faculty Guidelines for Teaching Distance Learning”.
10. Faculty member is given responsibility of updating course when necessary.

BCC Virtual Campus Faculty Handbook - August, 2001 Edition
VIRTUAL CAMPUS CLASS SIZE AND COMPENSATION

The College has in place procedures and practices, which address the areas of faculty compensation for distance learning instruction and faculty ownership rights for production of electronic media used in distance learning courses. Salary arrangements for instructional personnel are established by the collective bargaining agreement between the College and the UFF-BCC. Supplemental contracts for distance learning instruction are initiated at the department level.

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:

$1350 ÷ 15 = $90 \times 6 \text{ students} = $540

Hybrid Courses:
Hybrid courses are managed by the campus on which they are held.

TIE Course Class Size:
Class size will be determined by Department Chair and Virtual Campus Associate Vice-President

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

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>On-campus Hours</th>
<th>Advisement Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

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 establish an agreeable work schedule to include hours of instruction, advisement and on-campus hours. If no agreement can be reached regarding the instructor's work schedule, the following charts shall be used to compute the required number of hours the instructor must provide to fulfill contractual obligations.

### 12-Week Course

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>On-campus Hours</th>
<th>Advisement Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 hr. 20 min.</td>
<td>1 hr. 20 min.</td>
</tr>
<tr>
<td>2</td>
<td>2 hrs. 40 min.</td>
<td>1 hr. 20 min.</td>
</tr>
<tr>
<td>3</td>
<td>2 hrs. 40 min.</td>
<td>2 hrs. 40 min.</td>
</tr>
<tr>
<td>4</td>
<td>4 hrs.</td>
<td>2 hrs. 40 min.</td>
</tr>
<tr>
<td>5</td>
<td>5 hrs. 20 min.</td>
<td>2 hrs. 40 min.</td>
</tr>
</tbody>
</table>

### 10-Week Course

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>On-campus Hours</th>
<th>Advisement Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 hr. 40 min.</td>
<td>1 hr. 40 min.</td>
</tr>
<tr>
<td>2</td>
<td>3 hrs. 10 min.</td>
<td>1 hr. 40 min.</td>
</tr>
<tr>
<td>3</td>
<td>3 hrs. 10 min.</td>
<td>3 hrs. 10 min.</td>
</tr>
<tr>
<td>4</td>
<td>4 hrs. 50 min.</td>
<td>3 hrs. 10 min.</td>
</tr>
<tr>
<td>5</td>
<td>6 hrs. 20 min.</td>
<td>3 hrs. 10 min.</td>
</tr>
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</table>

### 8-Week Course

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>On-campus Hours</th>
<th>Advisement Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
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<td>3</td>
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<tr>
<td>5</td>
<td>8</td>
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### 6-Week Course

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>On-campus Hours</th>
<th>Advisement Hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2 hrs. 40 min.</td>
<td>2 hrs. 40 min.</td>
</tr>
<tr>
<td>2</td>
<td>5 hrs. 20 min.</td>
<td>2 hrs. 40 min.</td>
</tr>
<tr>
<td>3</td>
<td>5 hrs. 20 min.</td>
<td>5 hrs. 20 min.</td>
</tr>
<tr>
<td>4</td>
<td>8 hrs.</td>
<td>5 hrs. 20 min.</td>
</tr>
<tr>
<td>5</td>
<td>10 hrs. 40 min.</td>
<td>5 hrs. 20 min.</td>
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</tbody>
</table>
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.

**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 Appendix A. Online course instructors are required to complete the web-based syllabi form prior to each term start. The web-based form is located on the Virtual Campus Faculty Support site at [http://linux2.brevard.cc.fl.us/distancelearning/textbook](http://linux2.brevard.cc.fl.us/distancelearning/textbook).

**Instructor Revision Due Dates for the academic year 2001-2002:**

- August 17, 2001   (Term begins August 20)
- October 10, 2001  (Term begins October 15)
- January 5, 2002   (Term begins January 7)
- February 27, 2002 (Term begins March 4)
- May 8, 2002      (Term begins May 13)

**Web-based Syllabi Submission**

The required syllabi submission information is as follows. You will be required to complete each field of the online form:

- **Term and Year** – If same syllabus is used in a following term, term and year must be updated.
- **Course Number and Title** – e.g., ENC 1101, Communications I
- **Pre-requisite course number** – Included only if applicable
- **Instructor’s name**
- **Building, office number and location**
- **College telephone number** – college number and extension
- **Email Address**
- **Textbooks and required materials** – Title, Author/Publisher/Edition/ISBN
- **Course Description** – See course plan
- **Course Objectives** – See course plan
- **Course Competencies** – See course plan. If course includes specific CLAST skills, note that fact and asterisk each of those competencies on syllabus.
- **Outline of coursework** – Outline daily or weekly reading, writing, project, test assignments; or generally outline a list of major writing, project, or test assignments that will be used as basis for student’s final grade.
- **Policy on late work or make-up work**
- **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** – State the college withdrawal date for the term and if student must carry responsibility for his/her withdrawal. Include the college policy governing students not withdrawn by that date. See catalog.
- **Gordon Rule** – A statement specifying that the course is a Gordon Rule course and what that means.
- **CLAST Skills** – A list of CLAST skills taught or reinforced in the course.
Curriculum

Unless specifically addressed herein or otherwise stated, all existing College policies and procedures apply to the Distance Learning curriculum.

The BCC “Collegewide-Curricula Decision Making” process shall be followed for the development of all new or revised distance learning courses. The Department Chair and the Office of Distance Learning may provide support for the faculty in the process of distance learning program and course development.

Instructional support for Online Course instructors is provided through the instructor’s campus department. This includes internal coordination of textbooks, scheduling of classes, recommendation of online course faculty, and other instructional support as necessary for a smooth operation of online course delivery.

Evaluation of Learning Outcomes

Assignments: Regardless of the types of assignments used by the instructor, a key factor for student success is turnaround time and feedback. The more specific the feedback and/or written comments the instructor can provide to students, the better.

Examinations: As much as possible, exams should be made available for online delivery. The Learning Labs on each campus are available to proctor both online and hard copy testing. Students living out of the county will be responsible for obtaining a suitable proctor that meets the approval of the instructor. All Brevard County students should be encouraged to utilize our BCC Learning Labs for testing.

The Learning Labs on each campus are available to assist you in scheduling individual testing for students. Students may take scheduled or makeup exams at any campus, provided that an appointment is made in the Learning Lab. Distance learning instructors should be sure to find out the hours of operation of the Learning Lab on each of the campuses. All Brevard County students should be encouraged to utilize our BCC Learning Labs for testing. General Learning Lab procedures for exam administration are included in Appendix B.

Strengthening the Faculty/Student Communication Link

Online faculty are encouraged to be creative in motivating students throughout the term through personal email and frequent postings to the class discussion forums. When developing your syllabus, remember the syllabus is the instructor’s advertisement of their online course. In most cases, the syllabus is the only element of the classroom that is not password protected and can be accessed by those seeking information about your course and how it is taught. Because email is the primary method of communication in an online course, instructors should make frequent use of this technology. BCC has set up a method wherein instructors can access their BCC Outlook email accounts from home. The procedure is as follows:

- After logging on to computer through an ISP, click on Internet Explorer.
- In address window, type: <https://web3.brevard.cc.fl.us/exchange>
- At first security alert dialogue box, click ok to view page over secured connection.
- At second security alert dialogue box, click yes to proceed.
- At security information dialogue box, click yes to display nonsecure items
- At BCC @ Home page, type: last name and first two letters of first name, Strike enter or ok.
- At Network Password dialogue box type: BCC/last name and first letter of first name ex: (BCC/Smithj)

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Specific and Unique Responsibilities of Online Course Instructors

Part of using technology effectively is understanding what students want in the learning environment when technology is used. Below are suggestions for structuring effective online learning environments.

- Create a place where learners can collect important ideas, express themselves, and feel some security that they are going in the right direction.
- Provide fast and productive access to help when it is needed, including timely feedback on assignments, discussion boards, projects and communications from students.
- Provide a learning environment that promotes both independent and interdependent activities with cognitive, as well as psychosocial support.
- Ensure that the learning tools are intuitive and essential for the immediate task.

Due to the unique environment in which courses are delivered, certain duties of an online instructor are different from those of the telecourse or classroom instructor. Often they can be even more demanding and much more critical to the success of the online student. Online course faculty are responsible for:

- Obtaining approval from their Department Chair and Curriculum Coordinator to develop a course for online delivery.
- Developing course content that meets or exceeds the written course objectives and requirements.
- Providing a welcome letter, syllabus, a course outline and or lesson notes, discussion forum, evaluation tools (tests, projects), and links to the learning resource center and evaluation of instruction, within the online classroom. It is important that the distinction is made that online 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.
- Send an introductory email to all students on the first day of the term, acknowledging their enrollment.
- In addition to the introductory email, at the instructor’s request, Data Services will send a postcard to your students with wording that you provide. The message on the postcard should welcome them, provide your email address and request that they contact the instructor as soon as possible with their email address. This is a good way to make contact and request email addresses. See Attachment V for sample postcard.
- 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.

• Provide a link to the Student Appraisal of Instruction in the online classroom and direct students to complete during the 12th week of the course.

• 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 Appendix W.

Faculty Evaluation

All full-time faculty at the College are evaluated in accordance with the BCC Performance Enhancement Program, which is designed to assist faculty in professional development and in the achievement of stated college goals. The program consists of the following elements: Self-Appraisal, Student Appraisal of Instruction, Class Observation, and Performance Enhancement Conference. To assure the continued standards of the distance learning courses, students are asked to complete the Student Appraisal of Instruction for each telecourse section each term, and online students are asked to complete the Student Appraisal of Online Instruction for each section of each course taught. Faculty receive results of the appraisal forms after grades are submitted. An explanation of the Distance Learning Evaluation Process can be found in Appendix U.

The evaluation results obtained from these evaluation instruments are analyzed and used by the DL 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 textbook form by the stated due dates. The web-based form is located on the Virtual Campus Faculty Support web site at http://linux2.brevard.cc.fl.us/distancelearning/textbook. The instructor is responsible for all changes, updates or amendments to textbook or resource material information. Instructor revisions to the textbook form must be completed by May 15th for the changes to the Fall term textbook.

Orientation

Student orientation is mandatory - orientation can be presented on-line, in-person via televised broadcast or by other means of interactive communication. The first week of the online term is devoted to introduction/orientation. Students are directed to go through the online demo course, E-mail the instructor and read and print the Online Student Handbook. Instructors should provide some orientation in the classroom during this time. This orientation period allows time for students to obtain materials and receive passwords. The demo class and handbook can be found at
Students can access the demo course on Blackboard by entering the following login information:

Username: BCCSTUDENT
Password: BCCSTUDENT

Testing

The Virtual Campus courses will follow general college testing procedures. Instructors are required to administer a minimum of one proctored exam, per course. Virtual Campus faculty may require physical attendance for testing purpose if such is required to meet course goals and or objectives as determined by the instructors and stated in the syllabus.

Online Testing Procedures

Online testing is available to all instructors and learning lab testing facilities may be utilized by Virtual Campus faculty and students by appointment. Distance Learning faculty can require students who are Brevard County residents to test at one of the BCC campus Learning Labs. All faculty utilizing online testing capabilities must follow the guidelines outlined under Virtual Campus Testing Procedures in Appendix C, to ensure that Learning Lab Personnel have accurate testing information.

Virtual Campus Logistics

To ensure that information about services and resources reaches distance learning students, they are provided information in varied ways. Upon enrollment in an online course, students are sent an introductory hard copy letter from the Virtual Campus Associate Vice President, outlining information and procedures pertinent to the distance learning environment. (See Appendix G). The letter includes the following:

- Information on Using BCC required email
- Information on obtaining materials
- Accessing the online LRC, and
- General online course information
- The importance of providing a correct email address
- 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.

The information above is also repeated in an email sent from the Coordinator of Online Programs to all students enrolled in an online course. (See Appendix H). Added to the email are links to the Online Student Handbook (which includes the above information), procedures for online ordering of textbooks, a learning-style assessment tool, called “Is Distance Learning For Me?,” (See Appendix I) and an online orientation/demo course (which again includes the above information). Approximately three – five days prior to the start date of the online term, students receive an email with their username and password to access the online classroom, which reiterates the information sent previously. (See Appendix J). 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 Appendix K).

Course Scheduling

- There are five online terms per year, with start dates in January, March, May, August and October. Online courses should be offered at least twice a year, preferably, in the Fall and Spring. However, it is the department chairs’ and instructor’s decision on when to schedule an online course.
Class Roster
- Approximately one week after classes begin, the coordinator will provide, via e-mail, a class roster that includes student E-mail addresses. (See Appendix D.) A class list can also be viewed and printed from Banner.

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://linux2.brevard.cc.fl.us/distancelearning/textbook. Textbook/Study Guide/Software information should include Title, Author, Publisher, Edition and ISBN. Supply title, producer and ISBN (if applicable) for videotapes. This information will be posted to the website for student access. (See Appendix E.) The local campus bookstore provides for online ordering of textbooks for BCC’s online courses. This service is provided for use by students who are located outside of BCC’s service area, but is available to all online students. (See Appendix L).

Student Email Addresses
- BCC email accounts are assigned to every BCC student upon registration. Students in Virtual Campus courses are required to use the BCC email account for all communication with the online and teleweb course instructor. All correspondence concerning online courses will be sent to the student via this email address, including their user ID and password to access the online classrooms. BCC email addresses are assigned as outlined below:

  - Email address = lastname + last 3 digits of ssn@imail.brevard.cc.fl.us
  - Example: stone123@imail.brevard.cc.fl.us

  - Both the username and password to login to the imail system will be last name + last 3 digits of ssn. Example: stone123

To access the BCC imail system go to: http://imail.brevard.cc.fl.us

Student Passwords
Student access to the online campus is controlled by passwords. Under normal circumstances password information is sent to students, via email, from the coordinator by the start date of the online term. If the student registers late, he/she will experience a delay in getting this information.

Blackboard login usernames will be the last name, first and middle initials if available, all in capital letters. The password will be the student’s SSN, without dashes or spaces:

  - Username: BROWNCA
  - Password: 123456789

Source of Student Materials
- Instructional materials consist of textbooks and/or workbooks, and for some courses, videotapes. Students can obtain textbooks through the local campus bookstores or via online ordering at http://www.bkstore.com/brevardcc-cocoa/. The local campus bookstore provides online ordering of textbooks for BCC’s online courses. This service is provided, primarily, for use by students who are located outside of BCC’s service area but is available to all online students. Local students can obtain textbooks from any one of BCC’s four campus bookstores. Distribution of videotapes is handled through BCC’s Library Media Department and can be shipped to out of county students. Local students can obtain a set of videotapes from any of BCC’s four campus libraries, or they have the option of viewing or copying them in the library. See Appendix E.
Discrepancy Rolls

- Due to TITLE IV federal funding regulations, it is mandatory that all faculty report students’ last date of attendance in their courses. To allow instructors the convenience of inputting this information as efficiently as possible, the web will be opened during scheduled times, and the information can be input directly on the students’ records. During these time periods, instructors must verify their class list and enter the last date of participation of students who have never participated or are no longer participating in the online class. **This is the same as verifying a discrepancy roll: students who are enrolled but are not on the class roster must be referred to the Office of Distance Learning; students who have never participated or stopped participating must have the last date of participation entered.** (See Appendix Y)

Virtual Campus Testing Procedures

- All Virtual Campus students must follow the testing procedures set forth by the instructor. These instructions must be posted in the online classroom. Some instructors test online, while others use various other methods to evaluate student performance. Virtual Campus students who reside in Brevard County, are required to utilize the services of the BCC learning and testing laboratories at any one of BCC’s four campuses:

  - Melbourne 632-1111 ext. 32200
  - Cocoa 632-1111 ext. 63200
  - Palm Bay 632-1111 ext. 22214
  - Titusville 632-1111 ext. 42024

Proctor services are provided for distance learning students in the labs. Testing hours vary from campus to campus however day, evening and weekend hours are available. The student must contact the campus Learning Lab convenient to their location, and make an appointment for testing. The instructor will direct the student to contact the Learning Lab to make an appointment during the time the instructor has designated for the exam to be administered. For Blackboard testing procedures see Appendix B.

Students must bring an official picture ID to the test - a Florida Driver’s license or Florida ID, passport, or military ID AND a second signature ID such as a credit card, social security card, or voter’s registration card. NO ONE will be tested without proper ID!!

Those students who require the services of a proctor at a remote location should go to [http://www.brevard.cc.fl.us/online/campus/placement.html](http://www.brevard.cc.fl.us/online/campus/placement.html).

Student Appraisal of Instruction

- The Student Appraisal of Online Instruction is located in every online classroom. This link is posted in the Course Information section classroom. When students have progressed through the 12th week of the term or finished 3/4 of the course, they should be directed to complete the student appraisal of online instruction. (See Appendices F and U).

Student Appraisal of Online Student Services

- This evaluation tool 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 Appendix U). 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
Virtual Campus Exit Survey

- This survey is to be completed by those students who have participated in a distance learning activity and are graduating or otherwise transferring from BCC. Banner will flag those online students who have applied for graduation or otherwise requested a transfer. The Online Program Coordinator will request that these students respond to the survey. The survey is available in the Course Information section of every online classroom. (See Appendix U)

Copyright and Fair Use

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 Appendix O.

Teaching Via The Internet

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 95 (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, which could be used to communicate with their students via email.
- For each of the following Internet communication tools, the prospective Internet teacher needs to be proficient in their use and needs know how to use each in a learning environment:
  - 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 program. Full-time new faculty hires are first introduced to “Computer Support and Web-Based Services for Faculty/Students” by the Dean of Distance Learning as a component of the Collegewide New Faculty “Season Premiere” Seminar in August. The BCC Faculty Handbook includes a separate chapter for Distance Learning, which orients all full-time faculty and staff to teaching methodology and college procedures especially designed to support distance learning instruction and services. Faculty who are asked to teach in a distance learning mode for the first time receive personal mentoring by the staff of the Virtual Campus. Through this process, faculty are individually guided to audio/visual resources, other faculty, or training venues appropriate for that individual. Examples of these resources include two video series, “Beyond Chalk: Teaching with Technology” and “Reach Out and Teach”, which were produced by WBCC-TV through a statewide distance learning demonstration grant. Another tutorial product developed at the College especially for enhancement of the Televised Interactive Education (TIE) System is a web-based interactive training program available for faculty and staff at http://www.brevard.cc.fl.us/tie/index.htm.

Since Spring 1993 S&PD has offered approximately 36 competency-based in-service workshops for faculty/staff on topics to strengthen teaching in the distance learning program. These in-service workshops are designed and facilitated by BCC faculty, supplemented at times by guest lecturers. Each workshop meets for a minimum of 15 hours (or the equivalent in online time) and yields tangible product outcomes. For example, “Lights, Camera, Action: Teaching on Interactive TV” was designed to introduce faculty to interactive TV system capabilities and to the electronic classroom environment in preparation for the 1995 debut of the BCC Televised Interactive Education (TIE) system. In-service workshops are offered on an as needed basis as necessary to bring additional faculty into the distance learning program.

As part of this extensive training emphasis, the faculty are taught to use various methods to encourage student interaction and contact with instructors and other students. Interaction between student and faculty is accomplished in a variety of ways:

a. Telephone conversations (including access to the College’s toll free number)
b. Student appointments with faculty
c. Voluntary Class Meetings
d. Chat Rooms
e. Email
f. Discussion Forums
g. Discussion Boards
h. Message Boards
i. Fax
j. Regular U.S. Mail

The Technology Training Center

This training center is equipped with 10 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 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

BCC’s Multimedia Manager and System Support Manager work closely with faculty to incorporate the use of educational technology and multi-media into the curriculum to augment the delivery of instruction. The recently established 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 Multimedia Manager 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 Appendix X for a list of software available in the Technology Training Center.

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

**Blackboard Course Development**

BCC uses blackboard.com as it’s official course development platform. All new online courses will be developed using blackboard. The Blackboard website 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, Blackboard.com incorporates numerous features to enrich the online learning experience.

- Asynchronous Communication (threaded discussion)
- Synchronous Communication (real-time chat and whiteboard)
- Assessment Tools and Gradebook
- Collaborative Work Groups
- Content Creation (e.g. syllabus and course description pages)
- Electric Blackboard® for taking notes and filing them for future use.
- Database Reporting and CourseSite™ Statistics
- Messaging System
- Online File Exchange (between instructor and student)
- Online Tutorial
- User Tracking

For guidelines on requesting a Blackboard account and developing a course on blackboard, see Appendix M. A copy of the “Blackboard Instructor Manual”, can be obtained through the Virtual Campus Office.

Online Training on the basics of Blackboard can be found on the Virtual Campus Faculty Support website located at [http://linux2.brevard.cc.fl.us/distancelearning/textbook](http://linux2.brevard.cc.fl.us/distancelearning/textbook).
Introduction:
Welcome to Macroeconomics online. This course focuses on the theory that explains the workings of the overall economy. You will learn how some of the key economic indicators are calculated and how they are used to analyze the health of the economy. You will be introduced to macro-policy options for stabilizing the economy.

Course Description:
Macroeconomics: introduction to the general theories of economics with practical applications. Topics include determination of prices, national income computation, economic stabilization growth, money and banking, and monetary policy.

Prerequisites: None

Text:

Study Guide:

Tutorial:

Grading:
Grading division:
10 %: Online Discussion
30 %: Assignments
30 %: Midterm Exam
30 %: Final Exam

Grading Scale:
A : 90-100
B : 80-89
C : 70-79
D : 60-69
F : 00-59

Course Goals and Objectives:
The basic goal of the Principles of Economics I course (Macroeconomics) is to introduce you to the general theories for stabilization policy. At the conclusion of
the course, you should be able to demonstrate an understanding of:
1. The American economic system
2. National income, employment, and fiscal policy
3. Money, banking, and monetary policy
4. Problems and controversies in Macroeconomics

Course Organization and Schedule:
This 16-week course is organized into eight units, each two weeks long. The units are:
Unit One: An Introduction to Economics and the Economy
Unit Two: American Capitalism and Measuring Output, Income, and Price Levels
Unit Three: Macroeconomic Instability and the Private, Domestic Aggregate Expenditures Model
Unit Four: The Aggregate Expenditures Model

MIDTERM EXAMINATION

Unit Five: The Aggregate Demand-Aggregate Supply Model and Fiscal Policy
Unit Six: Money, Banking, and Money Creation
Unit Seven: Monetary Policy and Alternative Views on Macro Policy

Unit Eight: The Inflation and Unemployment Relationship, Economic Growth, and the National Debt

FINAL EXAMINATION

Course Requirements:
Discussions Online:
You are required to participate in 8 online discussions, one for each of the eight units of the course. This means you will be reading questions and responses in your online “classroom” (a series of folders on a discussion board). You will then write and post your own contributions in the online forums.

Assignments:
Each of the eight units will have assignments for you to complete and send by U.S. mail to Mrs. Josie Neal, Brevard Community College, 1519 Clearlake Road, Cocoa, Florida 32922; e-mail; or fax at (321) 633-4565. You are required to send these assignments as directed in the individual course units. The due dates are: Units One and Two - Monday, September 18; Units Three and Four - Monday, October 16; Units Five and Six - Monday, November 13; and Units Seven and Eight - Friday, December 8. If an assignment is late, one point will be deducted from the assignment grade for each day it is late.

Exams:
There are two exams in this course:
* Midterm exam following Unit 4, covering all the material in Units 1-4. The final date for taking the midterm exam is Monday, October 16.
* Final exam following Unit 8, covering all the material in Units 5-8. The final date for taking the final exam is Monday, December 11.
Both of these exams are proctored.

Withdrawal Policy:
After the last established Drop date, a student may withdraw from a class and receive a grade designation of “W”. To withdraw a student should submit the appropriate form to any BCC Admissions and Records Office by the established deadline. The student will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for that course.
Introduction:
This is a one semester course of General Biology. This course is for both non-science majors and science majors. Credit in this course will meet the requirements for a laboratory biological science. Laboratory exercises are assigned which can be done at home. These exercises satisfy the requirement for the laboratory experience in this course. There is no pre-requisite for this course.

Description:
An introduction to principles of biology to include a study of: cell structure, function and reproduction; inheritance; development; energy transformation; evolution and ecology of populations and communities.

Grading:
- 25 %: Exam 1
- 25 %: Exam 2
- 25 %: Exam 3
- 25 %: Exam 4

Grading Scale:
- A : 90-100
- B : 80-89
- C : 70-79
- D : 60-69
- F : below 60

Required Course materials:
- Cycles of Life, Videotapes, Coast Telecourses
- Telecourse bundle, Wadsworth, This bundle contains the Text, Telecourse Student Guide, and Lab Manual at a savings over purchasing them separately.

OR SEPARATELY

Recommended Course materials (useful, but not required):

Course Organization and Schedule:
This 16-week course is organized into eight units covering 26 lessons outlined in the Telecourse Student Guide.
BASIC COURSE OUTLINE

Week 1,2 Unit One
   1. Biological Concepts
   2. Chemical Foundations
   3. Cell Structure and Function

Week 3,4 Unit Two
   4. Metabolism
   5. Energy In - Energy Out
   6. Mitosis and Meiosis

EXAM 1

Week 5,6 Unit Three
   7. Patterns of Inheritance
   8. DNA Structure and Function
   9. Proteins

Week 7,8 Unit Four
   10. Microevolution
   11. Macroevolution
   12. Viruses, Bacteria, and Protistans
   13. Fungi, Plants, and Animals

EXAM 2

Week 9,10 Unit Five
   14. Plants: Tissues, Nutrition, and Transport
   15. Plants: Reproduction and Development
   16. Animals: Structure and Movement

Week 11,12 Unit Six
   17. Animals: Circulation
   18. Animals: Immunity
   19. Animals: Respiration
   20. Animals: Digestion and Fluid Balance

EXAM 3

Week 13,14 Unit Seven
   21. Animals: The Neural Connection
   22. Animals: Endocrine Control
   23. Animals: Reproduction and Development

Week 15,16 Unit Eight
   24. Populations and Communities
   25. Ecosystems and the Biosphere
   26. The Human Factor

EXAM 4

Study Methods:

Access the online assignment folders. These eight folders (one for each unit) contain your assignments. The eight Units are divided into 26 lessons outlined in the Telecourse Student Guide.

Read the Telecourse Student Guide. This will guide you through the lessons, which include:

Read the overview and learning objectives the lesson.
Read the textbook selections for the lesson.
Read the viewing notes for the lesson.
View the video program.
Do the questions at the end of the viewing notes.
Do the review questions at the end of textbook chapters.
Do the review activities in the Telecourse Student Guide.
Take the self-tests in the Telecourse Student Guide.

You are responsible for completing each of the assigned units. It is important to keep to the course schedule; if you fall behind, you may find it difficult or impossible to catch up.

Exams:

There are four exam that will cover the material and laboratory exercises. Each exam will consist of approximately 100 multiple choice questions. The exam request form and instructions for testing appear in a folder linked at the top of the classroom page.

An effective way to prepare for each examination is to:
- Drill all the questions in the Telecourse Student Guide.
- Review the questions in the textbook.
- Review the learning objectives in the Telecourse Student Guide.
- Review the laboratory assignments.

Student Forum:

The message board is online for students to share ideas. Use the message board to communicate with other currently enrolled General Biology students. I will monitor the message board, but will leave this forum for students to share ideas with one another.

Course Competencies:

The student will possess an understanding of and/or demonstrate the required skill(s) related to each of the following:

**Basic Chemistry**
1. The basic structure of atoms. How atoms function in the formation of molecules and compounds.
2. Recognize and be able to explain the three types of chemical bonds. (Ionic, covalent and hydrogen)
3. The structure and chemical formation of the four basic organic compounds (carbohydrates, proteins, lipids and nucleotides-nucleic acids) and their associated biological roles.

**Structure and Function of Cells**
4. The components of the cell theory and their implications to the world of life.
5. Recognize and associate cellular structures to organelles (and others) characteristic of typical plant and animal cells.
6. Know the structural organization and biological activity/function of cellular structures.

**Evolution and Origin of Life**
7. The theory concerning the origin and formation of our universe, and especially our own solar system and the planet earth.
8. To understand the essential conditions and requirements necessary to evolve and maintain life as we understand it.
9. The events that lead to the formation of the earth and the ultimate evolution of life as theorized by modern science.
10. The mechanism of biological evolution and its cause and direction.
11. Recognize the basic biochemical factors and processes necessary to the perpetuation and maintenance of life as it now exists.

**Energy Transformations in Biological Systems**
12. The first and second laws of energy and how they relate to biological systems.
13. The fundamental aspects of photosynthesis as an energy trapping process and why it is one of the most fundamental processes of the biological world.
14. The basic fundamentals of how cells obtain and utilize energy as a fundamental biological process.
15. How organisms, autotrophs and heterotrophs, store energy reserves in order to survive during periods of shortages.
16. The process of mitosis and its biological significance as it occurs in plant and animal cells.
17. The process of meiosis and its biological significance as it occurs in plant and animal cells.
18. Distinguish between mitosis and meiosis in terms of process and purpose.
19. DNA replication, RNA transcription and RNA translation as they relate to the process of protein synthesis.

Patterns of Inheritance
20. The elementary laws and procedures associated with Mendelian genetics.
21. Selective breeding techniques used to improve and develop superior plants and animals.
22. Of how genetics works and operates in the human species in terms of both positive and negative heredity traits and characteristics.

Growth and Development
23. Recognize the difference between egg and sperm.
24. Recognize the different classifications of eggs.
25. Recognize the basic stages of embryonic development.
26. Understand how the major vertebrate tissues and organs are derived from the basic germ layers.

Ecology
27. Understand man's role in the economy of nature.
28. Understand how energy and material resources are made available, obtained and utilized in an ecosystem.
29. Understand how essential materials are recycled through an ecosystem.
30. The concept of ecological niche and habitat.
31. The factors regulating and influencing population stability and regulation.
32. Some of the consequences of unchecked growth of the human population.
FUNDAMENTALS OF SPEECH
SPC - 2600
SYLLABUS

Instructor:
Rhonda Rye
E-mail: ryer@brevard.cc.fl.us
Campus Address: Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
Bldg. 004, Room 241
Campus Phone: 321-632-1111, extension 64318

Description:
This is a three-credit hour class, including performance and theory-based content. SPC 2600 is a basic
course in effective oral communication, concentrating on improvement of speaking and listening through
individual and group activities.

Materials:
Class texts and support videos are available from the BCC Bookstore in one shrink-wrapped package
created specifically for students enrolled in the SPC 2600 Online course. The materials for this course
include:

1997.
Student Speeches Video to Accompany Osborn and Osborn Public Speaking 4/E. Boston: Houghton Mifflin,
1996.

Additionally, students enrolled in the online section of SPC 2600 must have access throughout the semester
to video recording and playback equipment (a camcorder and VCR) for videotaping public speaking
assignments.

Grading:
Grading Breakdown:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Speeches (3)</td>
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</tr>
<tr>
<td>Written Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Group Problem Solving</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
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</tbody>
</table>

Grading Scale:

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<td>A</td>
<td>90 - 100</td>
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<td>B</td>
<td>80 - 89</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>below 60</td>
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Course Objectives:
With active participation in all course assignments you may:

a. improve your ability to communicate verbally and nonverbally
b. improve your ability to adapt to feedback from others
c. understand the basic theory and techniques of effective communication
d. apply basic communication skills in a variety of speaking and listening experiences
e. learn techniques for developing more meaningful interpersonal relationships
f. gain skills in research and organization of information
Course Competencies:
Successful students will demonstrate their skills and knowledge of the subject by:

- being able to discuss and follow course objectives and procedures
- using the library and other research resources
- using outlines and other organizational tools suitable for oral presentations
- adapting to feedback effectively during oral presentations
- participating in a variety of oral presentations in front of an audience and via electronic communication media
- demonstrating a knowledge of effective speaking techniques, verbal and nonverbal
- learning and applying methods for coping with speech anxiety
- applying active listening techniques in interpersonal, group and public speaking situations
- being able to give helpful feedback (evaluation and critique) to other speakers

Course Requirements:

Speeches
Detailed information about individual speech assignments will appear under the corresponding Unit. Videotapes of each speech must be sent to me via regular mail by the last week of the corresponding unit. Prior permission must be granted in order to submit late work for credit. Briefly, the speech assignments for this course include:

Speech of Self-Introduction:
a 3-5 minute speech introducing yourself the class. This speech will be videotaped and may be made available for other class members to view via video streaming.

Speech to Demonstrate a Process:
a 5-10 minute informative speech, incorporating the use of a presentational aid to help you teach a process. This speech must be delivered before a "live" audience and videotaped. Selected speeches may be made available for other members of the class via video streaming.

Speech to Call an Audience to Action:
a 10-15 minute persuasive speech, in which You will be an advocate of an idea, a policy, a plan of action, a program or a product. This speech must be delivered before a "live" audience who will conduct an evaluation of the success of your speech. The speech will be videotaped and may be made available to other members of the class via video streaming.

Written Assignments:
In each unit of the course, you will have a written assignment corresponding to the subject of that unit. Under each unit, you will be required to submit a written assignment within the time frame devoted to that unit. Written assignments will be submitted to me via e-mail. Directions for the writing assignments will be given under each unit heading.

Online Discussions:
You will be required to participate in online discussions of the reading material and assignments given under each unit. Discussion questions will be posted on each unit's corresponding "Message Board;" you should post your responses to my questions and pose your own questions regarding the unit's subject on this message board. I will monitor the message boards regularly for your participation and questions.

Group Problem Solving:
Unit 5 is devoted to the subject of group communication. You will use message boards and simultaneous talk program, "Real Talk" to work in a group of class members to solve a problem which I will assign. Further details about these electronic conferencing methods will be posted on upcoming message boards.
Final Examination:
There will be a written final examination for this course, covering all reading and videotape viewing assignments. The examination will consist of multiple choice and essay-style questions. It will be a proctored exam.

Withdrawal Policy:
Failure to turn in assignments will not result in an administrative withdrawal. Any student who wishes to withdraw from the course must initiate his or her own withdrawal to avoid earning an "F" as a final grade. The withdrawal date for this semester is Friday, October 13, 2000.
Blackboard Testing Procedures When Utilizing The Campus Learning Labs

The following procedure has been developed for use when the Campus Learning Labs are being utilized for online testing. Instructors should send the following information to all Campus Learning Labs.

1. Instructor emails each Learning Lab Coordinator. (See Below)

   **Learning Lab Coordinators**
   
   - Tim Hancock  
     Cocoa  
     hancockt@brevard.cc.fl.us  
     Ext. 63200  
   - Brenda Mcleod  
     Melbourne  
     mcleodb@brevard.cc.fl.us  
     Ext. 32200  
   - Faith Urban  
     Palm Bay  
     urbanf@brevard.cc.fl.us  
     Ext. 22214  
   - Betsy Graves  
     Titusville  
     gravesb@brevard.cc.fl.us  
     Ext. 42024

   The email will include:
   a. Course number section and title (ex. HUM 2230 01Z - Humanities Survey)
   b. The allowed timeframe for the exam (ex. Dec 11-14, 2000)
   c. Instructions on taking the exam (ex. Open book or no books or notes, etc.)
   d. Maximum allowed time for the exam (Instructors should also set the automatic timer on the exam)
   e. The password to access the exam (Instructor sets the password)
   f. Class roster of students taking the exam

2. The instructor will direct the student to contact the Learning Lab to make an appointment during the time the instructor has designated for the exam to be administered.

3. When student arrives at the Learning Lab to take the exam, the student will logon to the Blackboard classroom using his/her access information, then the Learning Lab personnel will input the password and allow the student to begin taking the exam.

4. Results are automatically recorded in the instructor's online gradebook.
APPENDIX C

EXAM REQUEST FORM
EXAMINATION REQUEST FORM

At least 2 weeks prior to your Midterm and Final Exams, please provide the following information. Simply fill out this form and submit the requested information and your test will then be administered in accordance with the information provided.

Your name: ________________________________

Your E-mail address: __________________________

Course Number and Title: __________________________

You are requesting the: Midterm_____ Final _______

Date you wish to take exam: __________________________

Time you wish to take exam: __________________________

Proctor’s Name: __________________________

Proctor’s Official Position: __________________________

Proctor’s Phone Number: __________________________

Proctor’s Address: __________________________

Proctor’s E-mail address: __________________________

I will agree to take the test online: Yes____ No____

The browser (format) I will be using to take the exam: __________________________

The minimum requirement for using WWW Exam Maker is Netscape Navigator 3.x or Internet Explorer 3.x or better (NN 3.03 or NN 3.04 recommended). JavaScript must be enabled. The exams are timed and can take up to 2 hours to complete so if you are using an internet provider that has a time restraint (logs you out after no activity, like AOL) this could pose a problem.

(Note: Internet Explorer for Mac’s will not work, Mac users should use Netscape)
APPENDIX D

SAMPLE CLASS ROSTER
## Sample Class List

### Email Report

<table>
<thead>
<tr>
<th>Instructor</th>
<th>ARMSTRONG</th>
<th>JOHN</th>
<th>Email Address</th>
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**BSCC 1010 01Z**

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<td>TIDMORE</td>
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<td>WELLS</td>
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</tr>
</tbody>
</table>

**Email Addresses**

- CHERI_ABRAMS@EXCITE.COM
- PRETTYMUS18@MAIL.COM
- CDLA@DESOTO.NET
- CSMASHLEY@NETZERO.COM
- nbbailley@citlink.net
- KESELY@AOL.COM
- gitarman@cfl.rr.com
- CCOLBURN@SEARAY.COM
- MTCSDCKER@AOL.COM
- DANIELLENG@AOL.COM
- dye@cfl.rr.com
- GODSUNSHINE@YAHOO.COM
- NURSEY276@AOL.COM
- AndrzejMonster@aol.com
- Sareaves03@aol.com
- MAGGARD@BIGFOOT.COM
- MECOUCH@BREVARD.CC.FL.US
- DINACORIE@HOTMAIL.COM
- Barnabus.roundtree@patrick.af.mil
- rosiepet@juno.com
- RMAGICI@HOTMAIL.COM
- slyry@mindspring.com
APPENDIX E

TEXTBOOK/VIDEO WEB PAGE
STUDENT APPRAISAL OF ONLINE INSTRUCTION

This form is provided to give you an opportunity to express your views of this course and the way it has been taught. The purpose of obtaining the information is to assist in the improvement of instruction; therefore, please answer the items carefully. The BCC faculty member will receive this form after grades are submitted.

Please check one box and make comments if you wish:

9 (Strongly Agree) 9 (Agree) 9 (Disagree) 9 (Strongly Disagree) 9 (N/A)

<p>| The texts and other course materials were obtained on time. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC web-site was easy to navigate Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| I was able to obtain technical assistance to resolve network problems within a timely manner. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The syllabus clearly presented the course objectives. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The course content matched the course objectives. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The course was well organized. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The course/text materials were easy to follow. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The course/text materials were complete. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| Adequate time was given to complete and return assignments. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member encouraged students to ask questions. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member gave adequate feedback. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member responded to questions in a timely manner. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member’s test(s) related to course objectives. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member facilitated interaction between the student and the BCC faculty member. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| The BCC faculty member facilitated interaction among students in the class. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |
| Threaded discussion (on message boards) with instructor and classmates was academically beneficial. Comments: | □ (Strongly Agree) □ (Agree) □ (Disagree) □ (Strongly Disagree) □ (N/A) |</p>
<table>
<thead>
<tr>
<th>Comments:</th>
<th>(Strongly Agree)</th>
<th>(Agree)</th>
<th>(Disagree)</th>
<th>(Strongly Disagree)</th>
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<td>18. Support Services (financial aid, academic student advising, etc) were</td>
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<td>easily accessible.</td>
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<td>19. Support Services (financial aid, academic student advising, etc)</td>
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<td>answered questions in a timely manner.</td>
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<td>Comments:</td>
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<td>20. Necessary learning resource materials were easy to obtain.</td>
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<td>Comments:</td>
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<td>21. Research needs were met by the resources available through the</td>
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<td>Learning Resources Center.</td>
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<td>Comments:</td>
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<td>22. Questions sent to the Learning Resources Center were answered in a</td>
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<td>timely manner.</td>
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<td>23. Overall course delivery mode was satisfactory.</td>
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<td>Comments:</td>
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<td>24. Was there an outstanding feature or problem? If yes, please explain.</td>
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<tr>
<td>Comments:</td>
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<td>9 (No)</td>
<td>9 (N/A)</td>
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**PLEASE WRITE ADDITIONAL COMMENTS:**


Dear Virtual Campus Student:

Welcome to the Fall 2001 session of Virtual Campus @ BCC. By now, many of you are well on your way to getting prepared for the Fall session. I hope that the following information will answer some of the questions you may have about online and teleweb classes.

- Both Online and Tele-web courses begin on **August 20th and end on December 14th**. You may accelerate completion of your course(s) with permission from your instructor. **Fees** are due by August 17th, 2001. You may pay online at [http://web2.brevard.cc.fl.us/](http://web2.brevard.cc.fl.us/).

- **Teleweb Orientations** will be held on August 18th, starting at 9:00 a.m. Check pages 20-21 of the Fall schedule, to see if your course(s) have an orientation. If an orientation is scheduled, IT IS MANDATORY that you attend.

- **The Virtual Campus** and the **Bookstore** will be open from 9:00 am to 12:00 p.m. on August 18th.

- **Blackboard Orientation** will be held on August 21, 2001, on Cocoa Campus at 6:00 p.m., Building 12.

- Your primary mode of contact with your instructor and the Virtual Campus staff should be through **I-mail**. If you have not already set up your account, please go to [http://web2010.brevard.cc.fl.us/bcchome/pages/imail.htm](http://web2010.brevard.cc.fl.us/bcchome/pages/imail.htm).

- Your **user name and password** will be e-mailed to your **I-mail account** before the start of classes on **Monday August 20th**.

- The Virtual Campus @ BCC uses **Blackboard** e-Learning software for all online and teleweb classes. If you would like to familiarize yourself with Blackboard before classes begin, go to [http://web2010.brevard.cc.fl.us/bcchome/pages/blackboard_info.htm](http://web2010.brevard.cc.fl.us/bcchome/pages/blackboard_info.htm)
  Use BCCSTUDENT as both your user name and password.

- Access to BCC’s **Learning Resource Center** is vital to your success in online and teleweb courses. Take time to explore the online library services and to apply online for a **library card**. Go to [http://web2010.brevard.cc.fl.us/library/](http://web2010.brevard.cc.fl.us/library/) to apply for your library card.
• **Textbooks** are available through the campus bookstores, or by e-mail at bksbrevardcocoacc@bncollege.com. You may order books online at http://www.bkstore.com/brevardcc-cocoa/textbooks.html or http://direct.mbsbooks.com/brevardcc.htm

• If your online course requires **videotapes**, they are available for you to copy in each of the four main campus libraries. Teleweb tapes are also housed in our libraries. You may view and/or copy tapes at any the libraries. If you are a remote online student, and your course requires videos, you may borrow copies of videotapes from the media center. You will need to reference your name, social security number, mailing address, library card number in an e-mail to mediac@brevard.cc.fl.us or (321) 632-1111 ext. 62954.

• The **Add/Drop** period is from August 20-24th, 2001. After August 25th, if you are on the class roster you will receive a grade in the course. No refunds will be issued after this date.

• The last day to **Withdraw** from Fall session 01Z, 10Z, 11Z and 40D classes is Thursday November 1, 2001. Please see the **Online Student Handbook** at http://www.brevard.cc.fl.us/online/campus/online_manual.html for policies around withdrawals.

• If you find yourself in academic jeopardy, please contact our Online Retention Specialist, Tammy Ronsivalle at tjrons@worldnet.att.net.

• If you have questions about BCC programs, or would like academic advising, please contact our Online Student Advisor, Mary Moton at motonm@brevard.cc.fl.us

From all of us at the Virtual Campus, I would like to wish you a successful academic term. We are confident that you will appreciate the flexibility and convenience of your distance learning course, as well as our Faculty’s ability to use technology to deliver quality academic programs. If you have any additional questions, concerns or comments, please forward them to mcculloche@brevard.cc.fl.us ext 63727.

Sincerely,

Katherine M. Cobb
Associate Vice President
Virtual Campus
Dear Online Student:

Welcome to The Virtual Campus @ BCC! The first week of the online term, beginning August 20th, is devoted to introduction and orientation. You may use this orientation period to become familiar with the online campus, email your instructor or explore your online classroom once you receive the user ID and password. The last date to drop with a refund is August 24th. By this date, you should be comfortable in the online environment, understand what is expected of you, and, most importantly, have your strategy for success devised.

The user ID and password to access your online course will be sent to you, via email, before the course start date of August 20th. If you do not receive your password by 5:00 pm on August 20th, please contact Mary Moton, via email to motonm@brevard.cc.fl.us. It is very difficult to respond to phone calls during the first week of the term. If your password does not work once you receive it, please make sure you are entering the password in ALL CAPS.

ONL 1001 - BCC's Demo/Orientation Online Course, is available to assist you in becoming familiar with the online campus and its operation. The demo course can be found at [http://blackboard.brevard.cc.fl.us](http://blackboard.brevard.cc.fl.us). Please use "BCCSTUDENT" as a user name and a password to gain access to this class.

Once you login to the "My Institution page," you will see the Online Demo/Orientation Course for Students listed to the right of your screen under "My Courses." Once your online course begins, all of the courses in which you are enrolled should appear in the "My Courses" box. When you are ready to begin the demo course, click on Online Demo/Orientation Course for Students.

Because we want you to be successful, we suggests you take the "IS DISTANCE LEARNING FOR ME? Learning Style Assessment Tool" at [http://www.brevard.cc.fl.us/distlrn/quiz/quiz_01/takeexam.cgi](http://www.brevard.cc.fl.us/distlrn/quiz/quiz_01/takeexam.cgi). If you score less than 50% on the quiz, we encourage you to work with our Online Retention Specialist, Tammy Ronsivalle at tjrons@worldnet.att.net.

Please take some time now to work out a study schedule for your class or classes. Online and teleweb classes are generally more time intensive than on campus courses. Students also often report that it is harder to stay focused and more difficult to grasp concepts in the online environment. We recommend that students schedule ten (10) hours of classroom and study time per course.

Access to BCC's Learning Resource Center is vital to your success in an online course. Take time to explore the online library services and to apply online for a library card. The library card is required to use the online services and to check out materials, including videotapes. Go to [http://www.brevard.cc.fl.us/irc](http://www.brevard.cc.fl.us/irc) to access the online library.

Another part of your orientation, requires you to become familiar with the Online Student Handbook. The Handbook contains valuable information for online students, and can be viewed at [http://www.brevard.cc.fl.us/online/campus/online_manual.html](http://www.brevard.cc.fl.us/online/campus/online_manual.html). It is strongly suggested that you print the handbook to refer to throughout the term.


The Online Schedule is available at [http://web2010.brevard.cc.fl.us/bcchome/pages/schedule.htm](http://web2010.brevard.cc.fl.us/bcchome/pages/schedule.htm)

Information on obtaining textbooks and videotapes for online courses can be found on our website at [http://www.brevard.cc.fl.us/online/campus/book.html](http://www.brevard.cc.fl.us/online/campus/book.html). Textbooks can now be ordered online at [http://www bkstore.com/brevardcc-cocoa/](http://www bkstore.com/brevardcc-cocoa/).

If I can be of further assistance, please contact me or contact the Online Student Advisor, Mary Moton at motonm@brevard.cc.fl.us or by phone to 321-632-1111, ext. 63608.

Elspeth McCulloch
Coordinator, Online Programs
Virtual Campus
Brevard Community College
(321) 632-1111 EXT. 63727
APPENDIX I

“IS DISTANCE LEARNING FOR ME”
ONLINE LEARNING ASSESSMENT
Is Distance Learning for Me?

Name: 
E-Mail: 

Welcome to the Brevard Community College Virtual Classroom. BCC provides an extensive offering of online courses for those students who desire to become distance learners. While these courses mirror the format and quality of instruction of our traditional classroom instruction, this method of instruction may not be appropriate for everyone. To find out whether you are likely to be a successful online student, you may wish to take the following little quiz:

Instructions:
For each question below select one answer and click the correct button for your response.

1. I would classify myself as:
A. someone who is a self start and internally motivated.
B. someone who needs occasional prodding to accomplish goals.
C. someone who does not work well independently and requires constant prodding or reminders.

2. I would further classify myself as:
A. auditory learner-I retain material best when I "hear" it.
B. visual learner-I retain material best when I "see" it.
C. both an auditory and visual learner.

3. When I am assigned tasks, I:
A. often get things done on time or early.
B. need continual prompting to get things done on time.
C. frequently postpones work until the last minute or sometimes I am late.

4. When an instructor hands out directions for an assignment:
A. I can figure out the instructions on my own.
B. I can usually follow the directions on my own, but I like to be able to ask for help if needed.
C. I have difficulty figuring out instructions on my own and I like them explained orally first.

5. To me having the instructor in my classroom while learning the subject is:
A. not particularly necessary for me.
B. somewhat important to me.
C. very important for me to understand the material.

6. When I turn in an assignment, I expect the teacher to grade and to comment on my assignments:
A. within a reasonable amount of time, so I can review what I did but I do not get frustrated if it takes longer.
B. within a day or two, or forget what I did.
C. and return them immediately or I get very frustrated and confused.

7. When it comes to the organization of the class material:
A. I can learn even if the class is not highly structured.
B. I like some structure in the class.
C. I feel very uncomfortable and have difficulty learning when a class is not highly structured.

8. My computer skills are:
A. proficient- I have excellent computer skills and would label myself as Internet literate.
B. I am somewhat familiar with the computer and the Internet environment.
C. I am not very familiar with a computer and do not feel comfortable surfing the net.

9. When I am asked to use VCRs, TVs, computers, e-mail or other technologies that may be new to me:
A. I have little or no difficulty learning these new skills.
B. I sometimes feel apprehensive, but try them anyway if I know that I can call for help when necessary.
C. I frequently get frustrated and I may put off the work or even try to avoid it.

10. The VCR, tape players, TVs and computer equipment required for the class:
A. is at home, at work or somewhere else which is readily available for me.
B. may be difficult at times to locate.
C. is not readily available to me.

11. If I have to go to campus or other testing/learning sites to take exams or complete lab work:
A. I have time to go to the site when required.
B. there may be times I will miss some labs or test dates especially if they are not open when I am available.
C. I would have a great deal of difficulty getting to campus or other testing/learning site to take tests, classes or labs.

12. When considering registering for an online course:
A. I am anxious to use this new technology as a learning tool.
B. I am somewhat apprehensive about this type of course.
C. I am nervous about taking a course outside the traditional classroom environment.

13. I enrolled in this course because

BCC Virtual Campus Faculty Handbook - August, 2001 Edition
A. was required to
B. Personal development
C. Certification/Degree
D. Other

14. My current course load is:
   A. Only taking one class
   B. Part-Time (12 credit hours or less)
   C. Full-Time (13-17 credit hours)
   D. Overload (more than 17 credit hours)

15. My highest educational goal is:
   A. Personal growth
   B. GED/High School
   C. Two Year College Degree
   D. Four Year College Degree
   E. Master's Degree
   F. Doctorate

16. In the last year, I have enrolled in and completed on-campus course(s).
   A. Yes
   B. No

17. In the last year, I have enrolled in and dropped/withdrew from on-campus course(s).
   A. Yes, I have dropped/withdrawn from one on-campus course.
   B. Yes, I have dropped/withdrawn from more than one on-campus course.
   C. No, I have not withdrawn from an on-campus course.

18. In the last year, I have enrolled in and completed off-campus course(s) using distance learning.
   A. Yes
   B. No

19. In the last year, I have dropped/withdrew from off-campus course(s) using distance learning.
   A. Yes, I have dropped/withdrawn from one distance learning course.
   B. Yes, I have dropped/withdrawn from more than one distance learning course.
   C. No, I have not dropped/withdrawn from a distance learning course.

20. I have completed one or more telecourse(s) at BCC.
    A. Yes
    B. No

21. I have completed one or more TIE (two way interactive audio/video) course(s) at BCC.
    A. Yes
    B. No

22. I have completed one or more online course(s) at BCC.
    A. Yes
    B. No

23. Considering my professional and personal schedules, the amount of time that I have to work on an online course is:
    A. 8 hours a week
    B. 6 hours a week
    C. 4 hours a week

24. Which of the following statements best describes your learning preference?
    A. I enjoy experimentation and trying new things
    B. I'm a disciplined learner and enjoy learning independently
    C. I learn best by doing and like pragmatic projects
    D. I like interacting and sharing with fellow students

25. My current cumulative grade point average (GPA) is:
    A. 3.5 or better
    B. 2.5 - 3.4
    C. 1.5 - 2.4
    D. below 1.5
    E. don't know

Demographic Information
26. Highest Level of Education Completed
    A. High School
    B. 2 Year College Degree
    C. 4 Year College Degree
    D. Master's Degree
    E. Doctorate
27. Computer Use
   A. Regularly (more than 10 hours/week)
   B. Sometimes (between 3 - 9 hours/week)
   C. Seldom (between 0 - 2 hours/week)

28. Internet Use
   A. Regularly (more than 10 hours/week)
   B. Sometimes (between 3-9 hours/week)
   C. Seldom (between 0-2 hours/week)

29. Computer Comfort
   A. Advanced (Use word-processing, spreadsheet, database)
   B. Intermediate (Use either word-processing and spreadsheet)
   C. Beginner (Use word-processing on limited basis)

30. Internet Comfort
   A. Advanced (Have created my own webpage)
   B. Intermediate (I email regularly, shop online, enjoy surfing the Web)
   C. Beginner (mostly use for email and some limited Web surfing)

31. Typing Speed
   A. 60+ words per minutes
   B. 50-59 wpm
   C. 40-49 wpm
   D. 30-39 wpm
   E. less than 30

32. Reading Level
   A. Better than Average
   B. Average
   C. Slower than Average

33. Why did you take this course online rather than through a conventional classroom-based section?

Score:

If you scored a 50% or higher, most likely you would be a successful distance learner. If you scored lower than a 50%, please contact The Administrator.
APPENDIX J

USERNAME/PASSWORD EMAIL
Dear Online Student:

The information to access your BCC Virtual Campus course is as follows:

    UserID:
    Password:

Go to http://brevardcc.blackboard.com. Enter the above user name and password in ALL CAPS with no spaces.

To change your password in Blackboard, Login using the information above. All Blackboard courses you are enrolled in will appear on the right under the heading My Blackboard. Click on your course. Click on the tab labeled “Student Tools”, then click on “Change your information”. Scroll down the page to “Change Password”, enter the new password twice, and then click on “update password”. Please note, the username cannot be changed.

To get to your online course, go to the BCC website at http://brevardcc.blackboard.com and click on your course. You will be prompted for the userID and password. Type the information exactly as shown. All uppercase with no spaces. The first thing you will want to do is read any announcements, welcome letters or syllabus for direction on how to proceed through the course. Should you have question pertaining to course content, please contact your instructor.

ONL 1001 - BCC’s Demo/Orientation Online Course, is available to assist you in becoming familiar with the online campus and its operation. The demo course can be found at http://www.brevard.cc.fl.us/distlrn. To access the demo course, you use BCCSTUDENT as your password to log on.

Take time to become familiar with the Online Student Handbook. The Handbook contains valuable information for online students, and can be viewed at http://www.brevard.cc.fl.us/online/campus/online_manual.html. It is strongly suggested that you print the handbook to refer to throughout the term.

Information on obtaining textbooks and videotapes for online courses can be found on our website at http://www.brevard.cc.fl.us/online/campus/book.html.

NOTE: If you have problems accessing your course with the above information, please contact Mary Moton, Online Adviser, via email at motonm@brevard.cc.fl.us.

If I can be of further assistance, please contact me.

Elspeth McCulloch, Coordinator
Online Programs
407-632-1111, Ext. 63727
Email: McCulloche@brevard.cc.fl.us
WEB-BASED COURSE EMAIL

Dear Online Student:

The information to access your BCC Virtual Campus course is as follows:

   Username: 
   Password: 

If you are enrolled in more than one course, the access information will be the same for all of your courses.

To get to your online course, go to the BCC website at http://brevardcc.blackboard.com and click on your course. You will be prompted for the username and password. Type the information exactly as shown. All uppercase with no spaces. The first thing you will want to do is read the welcome from the instructor for direction on how to proceed through the course.

ONL 1001 - BCC’s Demo/Orientation Online Course, is available to assist you in becoming familiar with the online campus and its operation. The demo course can be found at http://www.brevard.cc.fl.us/online/campus/classrooms.html. No password is required to access the demo course.

Another part of your orientation requires you to become familiar with the Online Student Handbook. The Handbook contains valuable information for online students, and can be viewed at http://www.brevard.cc.fl.us/online/campus/online_manual.html. It is strongly suggested that you print the handbook to refer to throughout the term.

Information on obtaining textbooks and videotapes for online courses can be found on our website at http://www.brevard.cc.fl.us/online/campus/book.html.

If at any point during the term of your course, you find yourself in academic difficulty or having problems in your online course, please consult the Online Intervention Center at http://www.brevard.cc.fl.us/online/oic.html. There you will find assistance on working through your difficulties or concerns.

NOTE: If you have problems accessing your course with the above information, please contact Mary Moton, Online Adviser, via email at motonm@brevard.cc.fl.us.

If I can be of assistance, please contact me.

Elspeth McCulloch, Coordinator
Online Programs
407-632-1111, Ext. 63727
Email: McCulloche@brevard.cc.fl.us
APPENDIX k

LIBRARIAN LETTER TO ONLINE STUDENTS
If want Library card mailed:

Dear student,

I have created your BCC Library card student ID per your request. It will go out in the mail tomorrow. Your 14 digit number is: xxxxxxxxxxxxxx. Keep in mind that if you choose to come to any of our campus libraries IN PERSON and want to checkout material(s) you will need to show photo ID the first time. If you are a distance learning student who lives outside of the Brevard County area and need materials you do not need to physically come to one of our Libraries or show photo ID. When dealing with the Library remotely be sure to include your library card number OR social security number.

Keep in mind that if you live in Florida then your BCC Library card may allow you to obtain borrowing privileges at other Florida state supported Community College Libraries, and with the Libraries that are part of the Florida State University System.

If you have any questions or need library assistance, please don’t hesitate to contact me or use the Ask A Librarian choice available off our library home page http://www.brevard.cc.fl.us/lrc. Also, if you are doing library research you might want to investigate some of the databases listed on the library home page such as FirstSearch http://www.ccla.lib.fl.us/electronicinfo. Some of the 60+ databases available in FirstSearch contain fulltext articles (such as WilsonSelect). Another good general database with many fulltext articles is Academic Search Elite. The 14 digit number on your library card would be your Borrower ID.

Sincerely,

Circ person name
xxx@brevard.cc.fl.us
Circulation Department
(407) 632-1111 x62929

Card not sent:

Dear student,

I have created your BCC Library card/student ID per your request. The number is xxxxxxxxxxxxxx and the card is currently on file here at the Cocoa campus. Keep in mind that if you choose to use any of our campus libraries IN PERSON and want to checkout material(s) you will need to have the actual Library card. Also you would need to show photo ID when you pick it up OR the first time it is used. The card can be mailed to you if you wish or sent to one of our branch campuses (Titusville/Melbourne/Palm Bay) for pick-up. If you are a distance learning student who lives outside of the Brevard County area and need materials you do not need to physically come to one of our Libraries or show photo ID. When dealing with the Library remotely be sure to include your library card number OR social security number.
You might also be interested in knowing that if you live in Florida then your BCC Library card may allow you to obtain borrowing privileges at other Florida state supported Community College Libraries, and with the Libraries that are part of the Florida State University System.

If you have any questions or need library assistance, please don’t hesitate to contact me or use the Ask A Librarian choice available off our library home page http://www.brevard.cc.fl.us/irc. Also, if you are doing library research you might want to investigate some of the databases listed on the library home page such as FirstSearch http://www.ccla.lib.fl.us/firstsearch. Some of the 60+ databases available in FirstSearch contain fulltext articles (such as WilsonSelect). The 14 digit number on your library card would be your Borrower ID.

Sincerely,

Circ person name
xxx@brevard.cc.fl.us
(407) 632-1111 x62929

Not currently a student:

Dear xxx,

I received your e-mail request for a Brevard Community College library card; however, in order to receive a library card by e-mail, you must be a currently enrolled Brevard Community College student. Since I am unable to verify that you are currently attending classes or have registered for the xxx 2000 term, you are required to come in person to any of the Brevard Community College libraries. You need to know your social security number, and you must present a PHOTO I.D. which shows a BREVARD COUNTY ADDRESS to be issued a library card.

If you are planning to attend Brevard Community College, you may send another request for a library card after you have registered. Please contact me if I can be of further assistance.

Sincerely,

Circ person name
xxx@brevard.cc.fl.us
Circulation Department
(407) 632-1111 X-62929
Blackboard Access and Classroom Requirements

These guidelines assume that the faculty member has followed the proper procedure for getting the affected course approved for online delivery.

1. Faculty sends email request for course shell to be created. Requests should be sent as outlined below:
   a. **For Online or Hybrid course shells**, send request to Elspeth McCulloch. Email: mcculloche@brevard.cc.fl.us
   b. **For Teleweb course shells**, send request to Beverly Payne. Email: payneb@brevard.cc.fl.us
   c. **For classroom supplemental course shells**, send request to Ligia Probus. Email: probusl@brevard.cc.fl.us

Please include the following information in your request:
   - Course Number (ex. PLA 1003)
   - Course Title (Intro. To Legal Assisting) from current catalog.
   - Term (ex. 2000-40, 2001-10, etc.) and Section (ex. 01Z, 02Z, etc.)
   - Instructor’s Name

2. Username and password are created and sent to the faculty member, via email, along with information to begin developing the blackboard classroom.

Blackboard Classroom Guidelines – Required Elements

In order to provide an easily-navigated, user-friendly, somewhat uniform environment for students, the following guidelines for placement of items in the online classroom are offered as minimum requirements. Instructors may add additional elements as needed, but the items below are required.

Announcements:
   - Updates and reminders of test or projects that are coming up should be placed here. This is the first section students will see when they enter the blackboard classroom.

Staff Information:
   - Names and contact information for the Instructor, Department Chair and Department Secretary. Include email address, physical address and telephone number.

Course Information:
   - Welcome Letter from the instructor
   - Syllabus
Course Documents: (As applicable to your course)
- Course Outlines
- Lesson Notes
- Chapter Summaries or Outlines
- Lecture Material
- Supplemental Materials
- Class Handouts

Assignments: (As applicable to your course)
- Required Readings & Activities
- Projects
- Homework

Discussion Board:
- Asynchronous Communication (threaded discussion) – In order to facilitate classroom interaction, there should be a minimum of three forums in every online classroom.
A Sample Letter
Obtaining Permissions to Use Copyrighted Works

[Letterhead stationery or return address]

[Date]

[Name & address of addressee]

Dear [title, name]:

[If you called first, begin your letter: This letter will confirm our recent telephone conversation.] I am [describe your position] at [name of institution] University. I would like your permission to [explain your intended use in detail, e.g., reprint the following article in a coursepack for my course].

[Insert full citation to the original work.]

Please indicate your approval of this permission by signing the letter where indicated below and returning it to me as soon as possible. My fax number is set forth above. Your signing of this letter will also confirm that you own [or your company owns] the copyright to the above described material.

Thank you very much.

Sincerely,

[Your name and signature]

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

Signature: __________________________________________

[type name of addressee below signature line]

Date: __________________________________________
Instructions for Permission Letters

1. Be sure to include your return address, telephone number, fax number, and the date at the top of the letter.

2. Spare no effort in confirming the exact name and address of the addressee. Call the person to confirm the copyright ownership.

3. Clearly state the name of your university and your position.

4. Precisely describe the proposed use of the copyrighted material. If necessary or appropriate, attach a copy of the article, quotations, diagrams, pictures, and other materials. If the proposed use is extensive, such as the general use of an archival or manuscript collection, describe it in broad and sweeping terms. Your objectives are to eliminate any ambiguities and to be sure the permission encompasses the full scope of your needs.

5. The signature form at the end of the sample letter is appropriate when an individual grants the permission. When a company (such as a publishing house) is granting the permission, use the following signature format:

   PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

   [Type name of company]
   By: ________________________________
   Title: ______________________________
   Date: ______________________________

Consortium for Educational Technology in University Systems (CETUS)
APPENDIX O

INTERNET RESOURCES
FREQUENTLY ASKED QUESTIONS
(From the Online Intervention Center Website)
http://www.brevard.cc.fl.us/online/oic.html

How Do I Learn in an Online Course?

In an online course, asynchronous, frequent student and faculty participation
- lectures and assigned readings (from textbooks and online resources)
- individual and group assignments (for example, case studies and discussion questions)
- individual and group papers
- use of online library resources
- online and proctored quizzes and examinations
- personal email instruction from faculty when appropriate

How Do I Submit Assignments? What happens if they are late?

Your instructor will advise you as to the preferred method to submit assignments. Generally they are accepted via email, email attachments, Digital Drop Box, fax or US mail. You must ask your instructor which of these methods is approved for his/her course.

Tardiness in the online course environment is essentially the same as it is for traditional classes. It is up to your instructor to set deadlines and penalties for late assignments.

How do I take tests?

Your instructor has the option of testing you in a variety of ways. Generally, BCC instructors try to make the tests convenient for distance learners. A majority of our instructors allow off site testing and/or use of online testing. You must consult your individual instructor regarding his/her own method of testing.

How do I contact my instructor?

You may contact your instructor in a variety of ways. Email, phone or sometimes fax. BCC instructors make it a point to be “available” to their students at a distance.

Who do I contact if I am having trouble:

a) connecting to the course- Mary Moton, motonm@brevard.cc.fl.us
b) with course content- Your instructor
c) with online learning- Elspeth McCulloch, Online Program Coordinator, McCulloche@brevard.cc.fl.us, or your Instructor
d) with academic issues not related to a specific course (transcripts, degree program)- Your student advisor. You may locate your particular advisor at: http://www.brevard.cc.fl.us/online/campus/conslor.html

What do I do to get course materials (videos, textbooks, etc.)?

Information regarding textbook and course materials can be found at the following URL: http://www.brevard.cc.fl.us/online/campus/book.html

Where to go to do research and what their options are? Can I access BCC’s library online?

Your instructor can provide you with tips and instruction on how to do specific course related research. Most all research in online courses can in fact be done online. All BCC students, including online students, may access the BCC Learning Resource Center from a link in their classroom.

What are the advantages/benefits of taking an on-line course?

The ease of “attending/attending to” classes anytime/anywhere - whether it be in the middle of the night or in the middle of your child’s baseball practice, in your bathrobe or formal evening attire - whenever you can manage to fit a few minutes or a few hours of learning into your busy lifestyle.
Do I have to be an experienced Internet/computer user (“computer whiz”) to take an on-line course?
The technological skills you will need vary according to the course(s) you would like to take. In most cases, you do not need to be a "computer whiz," but you will need to be familiar with sending and receiving e-mail and attachments, performing basic word processing tasks, and using a Web browser.

How exactly does an on-line course work?
You will be sent a password and username, via email, prior to the course start date. The e-mail message will contain the URL (web address) for the online classrooms as well as the user id and password you will need to gain access to the Course Web Page. On the Course Web Page, you will find the course syllabus, weekly assignments, and most resources your will need to complete course requirements.

How will I communicate with my instructor and my classmates?
Most communication in BCC’s online courses is done through email or a discussion forum located in the classroom. The discussion board provides a place for faculty to post questions for student discussion. In on-line learning, this is frequently called asynchronous (or not at the same time) communication. Students post their responses and/or post questions of their own. Like a real Bulletin Board, all messages remain posted within your view until someone takes them down. One message follows the next in chronological order, and individuals can respond not only to the original posting, but also to comments made by other students. This is called a threaded discussion.

How are assignments/projects submitted?
Course assignments and projects can be submitted on-line, via fax or regular mail. Your instructor will advise you of his/her preferred method of submission of material

Is the course content the same as a traditional course?
The course content in our on-line courses is the same as a traditional course. Some students feel the courses are more demanding. You may wish to visit our online demo/orientation to see for yourself. This page provides a course syllabus and some sample class assignments that may give you a better idea of what to expect.

Do I need to enroll for a degree or can I just take a course?
Students can enroll at BCC in a degree program or just take a course if they wish.

Can I obtain credit for life experience?
Yes, BCC will allow students credit for life experience, including online students. To investigate the possibility of obtaining credit in this manner you should contact Kathleen Carlson at carlsonk@brevard.cc.fl.us

Will I have access to Library resources?
Yes, as a matter of fact, all BCC students have access to our library online and distance library services. You can access library resources at http://www.brevard.cc.fl.us/lrc/.

Will I be eligible for financial assistance?
To find out information regarding financial aid eligibility please go to: http://web2010brevard.cc.fl.us/finaid

How do I register and pay for a course?
There are three ways you can register for our course offerings, either use our secure online registration, register by telephone or walk in to the student development office on any campus. Telephone and online registration are not available during late registration. You may pay by check, money order or credit card at any campus cashier’s office or by mail. Specific questions concerning payment of fees should be addressed to Connie Tawney, Coordinator of Student Accounts, via email to TawneyC@brevard.cc.fl.us.
ACADEMIC SUPPORT
Is the program designed and delivered by regular faculty members of the institution?
Yes, full time BCC faculty teaches most of the online courses and a few are taught by qualified BCC adjunct instructors.

What is the availability of academic support services, such as counseling, advising, tutoring, and placement?
Academic support services can be found at http://www.brevard.cc.fl.us/online/campus/academicadvising.html

Is there some form of help-desk/help-line facility available to distance learners?
The Online Intervention Center is available to assist students who are experiencing difficulties or just need information. The center is available at http://www.brevard.cc.fl.us/online/oic.html.

What access to library materials and databases is provided by the school?
Online learners have access to the same library privileges and resources as a campus based student. A library card is required to access online library resources. Students may apply online for the card at https://www.brevard.cc.fl.us/lrc/html/library_card_student_id.html.

Is all required software provided?
There is no special software required to access any part of BCC’s virtual campus. Instructors may require certain software to be purchased by the student as part of the required materials for a particular course.

PERFORMANCE EXPECTATIONS
What performance expectations are placed upon students concerning deadlines for assessment, study time requirements, active participation, and face-to-face attendance?
Performance expectations are determined by individual instructors. The syllabus for each online course is available at http://linux2.brevard.cc.fl.us/distancelearning/textbook/. The syllabus will provide performance expectations in the course.

INTERACTION
When, where, and how do student-to-student and student-to-faculty interactions occur?
Interaction in an online course is primarily through email and the use of discussion boards and takes place asynchronously, so the student is not required to be online at a certain time of the day or night, but when it is convenient for them.

What is the mix between face-to-face and electronic interaction?
All required interaction in BCC’s online courses are done electronically. Currently, there is no required face to face interaction.

COMPLETION RATE
What proportion of students complete the courses?
Studies have shown that failure rates in distance learning courses are proportionally higher than in the traditional classroom due to the level of self-motivation required.

How long does it take to complete an online course?
Online courses are scheduled to run for 16 weeks, the same length as traditional courses. However, in some courses, the student may have the option of accelerating completion.

Why do students not complete the online courses?
Online courses are best suited to students who are self-motivated and independent learners. Those who require lots of interaction with the instructor and other students will not do well in online courses. To find out if you are a good candidate for distance learning instruction take the “Is distance learning for me quiz” at: http://www.brevard.cc.fl.us/distlrn/quiz/quiz_01/takeexam.cgi. This short exercise will help determine if you have the necessary study skills and habits to be a successful distance learner.
TECHNICAL SUPPORT

What are the technical support resources available (initial/ongoing)?
Technical support of the BCC website is provided by BCC’s webmaster and web administrator. However problems with the student’s ISP or hardware may require additional assistance obtained from the provider and/or hardware and software vendor.

What are hardware and software requirements for the program?
Students are required to have access to a Pentium or PowerMac 133 mhz computer with 28.8 modem, 64 mb RAM, email account, Internet Service Provider and Internet Explorer or Netscape. Some courses may require special software as part of the course materials.

What prior technical competencies are needed?
Basic computer skills in word-processing, navigating the Internet, and sending and receiving email are required.

PAYMENT POLICIES

What is included in the tuition?
Tuition covers only the cost of enrollment in a course.

What is the expected payment schedule?
All fees must be received by the dates and times noted in the schedule and on the Web or the student will be dropped from their classes and assessed a $30 late payment fee for re-registration.

What is the school’s policy for reimbursement of fees upon withdrawal?
All fees except the application fee, which is non-refundable, and the re-registration fee will be refunded 100% if the drop is completed by the established deadline, usually five business days from the start date. Students withdrawing after that deadline will not receive a refund.

What is the availability of financial aid/scholarships?
To find out information regarding financial aid and scholarships please go to: http://web2010brevard.cc.fl.us/Finaid

SCHOOL’S EXPERIENCE IN DISTANCE LEARNING

How much experience does the school have in offering distance learning programs?
BCC has been offering online courses since 1995 and is currently the leading community college in Florida in the number of online offerings.

How many students are studying by distance learning?
Approximately 1500 students enrolled in BCC’s online courses in 1999 and that number continues to increase every year.
TELECOURSE PRODUCTION PROCESS

If you are interested in producing an original telecourse or wish to supplement or replace a lesson(s) of an existing, pre-produced telecourse, please follow the steps below.

1. Request a WBCC Project Proposal form by e-mailing Beverly Payne.
2. Complete Project Proposal form and return to WBCC-TV if approved by your Department Chair, Campus President, and the appropriate curriculum leaders.
3. WBCC-TV will evaluate project and propose project priorities and timeline.
4. Once a timeline is established, call WBCC-TV to schedule a pre-production meeting.
5. If requesting a stipend from S&PD for Course development, please note on the proposal form. Approved forms will be forwarded to the S&PD Office.

Telecourse Episode Revision Process

Listed below are the steps involved in revising telecourse episodes. Please take note of the entire process as S&PD will not release payment for faculty developing revisions until all steps are completed.

1. Instructor initiates change steps listed in previous section.
2. Production is completed and master is recorded.
3. One dub is made for Media Services to duplicate.
4. Dub is sent to Media Services, where five in " copies are made for distribution to each campus library and one for the faculty member.
5. Dub is returned and given to WBCC Traffic.

NOTE: Production must be completed prior to the start of the semester in which the show airs.
WBCC PROJECT PROPOSAL FORM

REQUESTOR INFORMATION:

Name _____________________________________________________________

Title _____________________________________________________________

Department _______________________________________________________

Campus _________________________________ Extension ________________

PROJECT INFORMATION:

Please summarize your project, include the following items:

1. Target Audience (Who will use/view/participate in completed project?)
2. Purpose of Project (What is the project intended to convey to target audience?)

PROJECT CONCEPT:

Describe in detail what you envision for this project.

VIDEO PROJECTION: (If applicable to your project)

Number of Episodes ___________________________ Length of Episodes ______________

EMAIL COMPLETED INFORMATION TO YOUR DEPARTMENT CHAIR

DEPARTMENT CHAIRS FORWARD APPROVED PROPOSALS TO THEIR CAMPUS PRESIDENT. CAMPUS PRESIDENTS FORWARD APPROVED PROPOSALS TO WBCC TV c/o BEVERLY PAYNE.

*If a proposal is rejected at any stage, please forward the proposal to Beverly Payne with a brief rationale for documentation.

FOR WBCC USE ONLY:

Date Sent: ______________________
Man Hours Required: _________________
Reviewed By: ________________________
Assigned To: ________________________

Date Returned: _____________________
Cost Estimate: ______________________
Date: _____________________________
Date: _____________________________
APPENDIX R

TELECOUSE STUDENT ORIENTATION MEETING
SUGGESTED AGENDA
BCC TELECOURSE STUDENT ORIENTATION MEETING
SUGGESTED AGENDA

There are two types of Telecourse Student Orientation -- a video orientation and a face-to-face orientation. All Telecourse instructors are responsible for both. The video operation with WBCC. IT is broadcast the first week of the term, prior to the face-to-face sessions.

For most of you, the face-to-face Telecourse Student Orientation Meeting is one of the few times during the semester when you will have an opportunity to be together with all the students. This is the first step in establishing the faculty/student communication link. It is important, therefore, to use every resource possible to establish students’ expectations and accomplish a broad range of tasks.

Following are a few suggestions for agenda items you may want to address in both your Telecourse Student Orientations:

**Welcome**

- Welcome the students to Brevard Community College and to the course. For some students this may be their first time on campus or, indeed, on any campus in a long time.

- We would like them to feel comfortable, know that they are a part of the BCC community, and are welcome to use any of our facilities and support services.

**Introduce Yourself**

- Introduce yourself with the purpose of establishing a rapport with the students that will convey your interest in the course and your availability as an instructor.

**Orient the Student to Telecourse Instruction**

- Encourage students to establish a learning support system with each other. Suggest students exchange telephone numbers. Those of you electing to use the BCC Titan Bulletin Board Service will want to encourage students to interact with each other via their computers.

- Many distance learning students do not realize that career and academic planning are available to them through Student Services. If they are interested in these services, encourage them to call an advisor.

- It is important to dispel any myth the students may hold that a telecourse is easier than taking a course taught in the traditional style. Give them some strategies for success--such as establishing viewing schedules and a viewing environment conducive to learning.
TELECOURSE ORIENTATION

Overview the Course Elements

- Review the syllabus; describe the course goals, your standards of scholarship, academic and administrative policies governing the course, and evaluation methods (including examination schedules/location and make-up exams).

- Review the broadcast schedule and Episode Schedule and advise them on what television stations the course will be broadcast.

- Explain provisions for viewing videos and/or accessing audio tapes at the Learning Resources Center on each of our four campuses.

- Advise them of the text, as well as other ancillary materials such as study guides, which they will need for the course. Explain how these course elements fit together to create a unique learning system.

Explain the Faculty /Student Communication Link

- One of the principal reasons students enroll in Telecourses is for the convenience of not having to as much time on campus as they do for traditionally taught courses. Therefore, it is important that they understand the alternative forms of communication you have selected to keep in touch with them.

- Stress in writing and verbally that you are available during office hours (where, when) and that voicemail is available for messages.

- Share your e-mail address for students who have on-line access. -Encourage them to stay in touch!!!

...Adapted from Teaching Telecourses: Opportunities and Options, published by the Annenberg/CPB Project in cooperation with The PBS Adult Learning Service, 1990.
TELETIPS FOR VI
DEO PRODUCTION

The Following will be helpful to faculty in preparation for taping in the studio.

1. The first step is to call and schedule a pre-production meeting. This is a planning session that allows us to show you what we can do and gives you a chance to let us know what you want.

2. If you want to use the teleprompter, (allows you to look right into the camera and read your presentation word for word, thus impressing your audience with your ability to speak extemporaneously) then write your script on Microsoft Word and bring us the disk. We can load it straight into the prompter. If you've already written your presentation on a Mac or some other program, let us know that when you call to schedule your pre-production meeting. We've had some luck converting other formats.

3. If you want a particular background or scene to appear behind you, bring in a picture of it and we'll use "the miracle of television special effects" to composite you in front of it. Ask about this special feature at your pre-production meeting. If you have no preference, we'll set you up with a portrait studio neutral backdrop. (This looks good, too.)

4. Ironically, the one thing we can't show on television is a full page of text. To see why, try this simple test at home. Take a typewritten page and tape it to your TV screen, (TV should be off, otherwise test results may vary). Now go and sit where you usually watch television. Try to read the page. Can't do it because the letters are too small, right? Text letters on TV are usually big and fat, with drop shadows, outlines, or complementary colors to make them stand out against the background. A common setting for word processing programs is 80 columns per page, (80 letters and spaces per line). For legibility on a video screen, we like to use no more than 20 or 30 columns and no more than four rows.

5. If you're handy with desktop publishing programs and want to layout your own text and graphics, be sure to use "landscape" rather than "portrait" mode. That way the shape of your page more closely matches the shape of the screen.

6. On the day of taping, do not wear solid white (except under a suit jacket). Also, because the TV screen is made up of tiny lines, stay away from wearing micropatterns such as herringbone or tiny stripes to prevent the patterns from "moving" on the TV screen. Remember to wear lots of color in your makeup.
VIRTUAL CAMPUS
GOALS 2001-2002

Student Support

- Expand Online AS degree offerings
- Increase Enrollments
- Upgrade to Blackboard Level 3
- Increase usage of the Online Intervention Center to raise retention and success percentages.
- Continued migration of telecourses to teleweb courses.

Technology

- Hire an Instructional Designer to provide direct instructional design support for all faculty creating online courses.
- Hire full-time Multi-Media Manager.
- Provide full support of all BCC traditional courses on the BlackBoard system.
- Automate textbook and syllabus web updates for distance learning courses.
- Create dynamic links to Virtual Campus homepage from course schedule database.
- Create Interactive CD-ROM “Virtual Campus Tour” for Distance Learning Orientation.
- Digitization of all videotapes used in online courses, for streaming in Blackboard classrooms.
- Work with college-wide coordinator of instructional technology to create multimedia learning centers on each campus for use in hybrid or mixed media courses.
- Increase use of online testing capabilities by faculty
- Expand Access to non-traditional students through use of new and affordable technologies.
- Purchase and utilize distance learning remote production equipment
- Purchase satellite uplink video and webcasting equipment to uplink distance learning content to a satellite and broadcast content via internet host and stream the content

Training

- Train more faculty/staff in the operation and use of BlackBoard Course Management System
- Continuation of faculty workshops for online course development, which emphasize tools for active engagement of students in learning activities
- Increase computer training for faculty/staff through use of Element K and Course Technology Software programs
- Revise the Distance Learning Faculty Handbook
- Revise the Online Student Handbook
Enrollment

- Grow online student enrollment by over 30% each semester
- Continued development of Hybrid course offerings
- Continued development of online continuing education programs
- Increase online course offerings by 20%
- Develop more online training through BITC

Grants and Contracts

- Exploration of partnerships with educational institutions, businesses and industry to improve wider access and course offerings via distance learning.
- Increase efforts to explore outside funding sources to improve distance learning programs.
- Enhance contract with the Alliance to include additional offerings to increase student participation

Organizational

- Regular meetings of the Virtual Campus Task Force to review and make recommendations in regard to online instruction
APPENDIX U

DISTANCE LEARNING EVALUATION PROCESS
VIRTUAL CAMPUS EVALUATION PROCESSES

Student Appraisal of Online Instruction

This evaluation tool is posted in the Course Information section of every online classroom. Each online student is expected to complete the evaluation at the end of the semester. Students will be reminded to complete the evaluation and transmit it electronically in the following manner:

1. Instructor will send email or post message encouraging all students to complete evaluation
2. The online program coordinator will send email via distribution list to all online students informing them of evaluation URL and requesting they complete same during exam week or at the end of their course work

The Virtual Campus Associate Vice President reviews these evaluations as they come in and will flag any that delineate a problem. Compiled results are sent to each faculty member and campus president.

Faculty will then review evaluations and will adjust course delivery if appropriate to improve student learning and quality of course. Faculty are encouraged to meet with the AVP of Virtual Campus and the Director of Instructional Design to discuss ways to improve courses consistent with evaluation results.

Additionally, all survey results and data compiled from the survey responses will be forwarded to the Office of Institutional Effectiveness and Planning. This information will be included in the planning processes of the college to improve institutional effectiveness.

Student Appraisal of Online Student Services

This evaluation tool is posted in the Course Information section of every online classroom. Each online student is encouraged to complete the survey during their last 4 weeks of class. 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

An email will be sent to all students prior to the end of the semester reminding them to complete the survey. The Virtual Campus Associate Vice President reviews these evaluations as they come in and will flag any that delineate a problem. The compiled results are sent to the Associate Vice President for Educational Services. She/He will review the compiled data and the individual responses and will disseminate the results each semester at the next month Dean’s meeting. Deans will review the responses and will discuss results and evaluate and design methods to improve student services based on survey results.

Additionally, all survey results and data compiled from the survey responses will be forwarded to the Office of Institutional Effectiveness and Planning. This information will be included in the planning processes of the college to improve institutional effectiveness.

Distance Learning Exit Survey

This survey is intended to be completed by those students who have participated in a distance learning activity and are graduating or otherwise transferring from BCC. Banner will flag those online students who have applied for graduation or otherwise requested a transfer. This information will be sent to the Online Program Coordinator. The Online Program Coordinator will request that these students respond to the survey. The survey is located in the Course Information section of every online classroom. The Virtual Campus Associate Vice President reviews these evaluations as they come in and will flag any that delineate a problem. Compiled responses will be reviewed by Virtual Campus Associate Vice President and then shared with the Campus Deans. The data from this survey will provide demographic information to assist in identifying target audience for online learning. The survey can also be used to provide information for marketing purposes.
Results from these surveys will be compiled annually and then distributed to the following departments:

1. Data Services
2. Admissions/Registrations
3. Advising
4. Financial Aid
5. Learning Resources
6. Testing Services
7. All department chairs

In addition, the results of these surveys will be disseminated to the Virtual Campus Task Force for review and discussion. This committee will analyze any problem areas and develop procedures or implement a process to improve any area needing improvement as indicated in the surveys.

Additionally, all survey results and data compiled from the survey responses will be forwarded to the Office of Institutional Effectiveness and Planning. This information will be included in the planning processes of the college to improve institutional effectiveness.
SAMPLE POSTCARD TO ONLINE STUDENTS

The request for a postcard should be sent, via email, to BCC Operations with the following information provided. This information determines which set of students will be sent a postcard:

Course: ENC 1101
Section: 01Z
Term: 200040

Messages must be no more than 30 characters per line, punctuation and spaces count as characters, and no more than 30 lines. See sample below:

Dear Online Student:

Welcome to XXX 1234. You should have received your password and ID at this point and you should be working your way through the course. Please send me an email as soon as possible so that I will have a correct email address for you. If you have any questions or concerns please call me at 321-632-1111 ext. XXXX or email teachera@brevard.cc.fl.us

I want to work with you to make your online studies successful and will assist you in anyway I can.

(Instructor Name goes here)
APPENDIX W

SRS2000 ONLINE STUDENT RETENTION AND SUCCESS MODEL
The **SRS2000 Model** is a distinctive combination of components that should significantly impact the retention, completion and success of students enrolled in web-based online courses. The major components of the SRS2000 model include the following:

### MAJOR COMPONENTS OF SRS2000 MODEL

<table>
<thead>
<tr>
<th>SRS2000 Model Component</th>
<th>Activities and Strategies</th>
</tr>
</thead>
</table>
| **Identification of Online student at risk of withdrawing, performing unsatisfactorily, or failing.** | - The following tests will be made available to students:  
  - Pre-enrollment self-test to determine aptitude for online instruction, student academic needs, student preparedness  
  - *Is Distance Learning for Me?* Survey.  
  - Orientation activities and criteria will be developed for faculty, mentors, student development specialists, and project team  
  - BCC online intervention center (OIC) will be used for orientations, assessments, mentoring etc. |
| **Interactive strategies to Humanize online instruction** | - Faculty will be trained to develop and encouraged to use collaborative assignments and team projects will offer opportunities for student-student interaction.  
  - Faculty will be trained and encouraged to develop course pages incorporating humanizing elements (color, animation, humor, hot links, voice, video)  
  - Student Biographies and pictures may be included in the course space to remove ambiguity  
  - Faculty will be trained and encouraged to develop interactive quizzes for immediate feedback |
| **Online Orientation** | - A mandatory orientation for new students in a “boot camp” activity will be used to prepare them with the expectations for online learning, provide course/format information, course expectations, and student support elements of project  
  - Returning online students will receive re-orientation on the Project OLE project and new supports for students.  
  - FAQ page will answer common questions  
  - Links to Success Skills and tips will be provided. |
| **Online Mentoring of Students** | - Student development specialists trained in online mentoring of students will provide academic assistance and counseling, and college issues information to target population.  
  - Faculty will contact students via email, phone or US mail to provide academic advising, course and context expertise, and guidance.  
  - A database of Online Resources will introduce the students to the intervention discussion boards, online orientation that allow access to online workshops to help with study skills, time management and test taking |
| **Online Tracking of Student Course Participation** | - Tracking software will be used to allow faculty, mentors, and student specialists to view a graphic display of daily/monthly student activity for the designated virtual classroom course. The software provides the information to target “at risk” students who require concentrated intervention.  
  - Software applications such as Blackboard and customized programming from BCC will be used. |
| Distance Learning Committee | Distance Learning Committee will address issues of student retention, faculty evaluation, course content and delivery options.  
- This committee will review evaluation data, discuss implementation of online procedural changes, and provide faculty and staff professional development on related issues. |
APPENDIX X

FACULTY/STAFF TECHNOLOGY TRAINING CENTER
SOFTWARE LIST
Description of Instructional Technology Software Available
in the Training Center

Courseware Authoring Environments and Tools:

- Blackboard CourseInfo
- Macromedia Authorware
- Macromedia Director
- Macromedia CourseBuilder

Graphic Design Tools:

- Adobe Photoshop
- Adobe PhotoDeluxe
- Adobe Illustrator
- Macromedia Fireworks
- JASC Paint Shop Pro

Animation and 3D Graphics Tools:

- Macromedia Flash
- Macromedia Director
- 3D Studio Max Development Software Suite
- JASC Animation Shop

Video and Audio Production:

- Pinnacle video capture system
- Adobe Premiere
- Minerva Impression
- Sonic Foundry Sound Forge
- Sonic Foundry ACID

Web Page Design, HTML or PDF Document Development and
Publishing:

- Microsoft FrontPage
- Macromedia Dreamweaver
- Adobe GoLive
- Allaire HomeSite
- Netscape Composer
- Adobe Acrobat
**Scanning Technology (Pagis Pro suite):**
- Capture graphics
- OCR (Optical Charter Recognition)
- Create Web forms

**Multimedia Libraries:**
- Digital Juice
- Misc. clip-media resources (Adobe, and Microsoft products)

**Microsoft Office 2000:**
- Word (word-processing)
- Excell (spreadsheets)
- PowerPoint (presentations)
- Access (databases)

**Print-Based Web Publishing:**
- Adobe PageMaker
- Microsoft Publisher

**Internet Streaming Media Development and Delivery Plug-Ins:**
- Macromedia Shockwave
- Apple QuickTime
- Terran Media Cleaner
APPENDIX Y

CHECKING DOSCREPANCY ROLLS
Due to TITLE IV federal funding regulations, it is mandatory that all faculty report students’ last date of attendance in their courses. To allow instructors the convenience of inputting this information as efficiently as possible, the web will be opened during the following times, and the information can be input directly on the students’ records.

Following are deadline dates for checking discrepancy rolls and inputting student’s last attendance date. The web will be open during these dates. The deadline for Final grade input is also indicated:

<table>
<thead>
<tr>
<th>Action</th>
<th>Summer A 5/14 - 6/22</th>
<th>Full Term 5/14- 8/7</th>
<th>Summer B 6/26 - 8/7</th>
<th>Online 01Z 5/14 - 9/5</th>
<th>WE College 6/29 - 9/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrepancy Roll 1</td>
<td>6/4 - 6/8 5 pm</td>
<td>6/4 - 6/8 5 pm</td>
<td>6/26 - 7/3 noon</td>
<td>6/4 - 6/8 5 pm</td>
<td>6/29 - 7/3 5 pm</td>
</tr>
<tr>
<td>Discrepancy Roll 2</td>
<td>na</td>
<td>6/26 - 7/6 5 pm</td>
<td>7/18 - 7/24 5 pm</td>
<td>7/23 - 7/31 5 pm</td>
<td>8/10 - 8/17 5 pm</td>
</tr>
</tbody>
</table>

*Discrepancy Roll 1. Select “Mid-Term Grades” on the web
*Discrepancy Roll 2. Select “Mid-Term Grades” on the web
*Final Grades is the final class list. Select “Final Grades” on the web.

- During these time periods, instructors must verify their class list and enter the last date of attendance of students who have never attended or are no longer attending class. This is the same as verifying a discrepancy roll: students who are sitting in class but are not on the class roster must be sent to the campus Admissions and Records office; students who have never attended or stopped attending must have the last date of attendance entered.

- If student has never attended a course, the last attendance date is the first day of the session.

- Withdrawals will NOT be processed by admissions from discrepancy rolls. A “Course Withdrawal Form” must be submitted by the instructor for each student he/she is withdrawing for non-attendance. Last attendance date must be indicated on the form.

- A paper copy of class rosters may be obtained from the department secretary, and attendance dates indicated on that form. However, these rosters must be submitted to the campus Admissions & Records office by the above deadlines.
INSTRUCTIONS FOR USING THE WEB:

1. Sign on to web: http://register.brevard.cc.fl.us/

2. Click on: Login to Secure Area

3. Enter User ID: (your EMPLOYEE ID number)

4. PIN: Enter your PIN number. (If you have forgotten your PIN, you must contact your Department Secretary)

5. Click on: Login

6. Re-enter PIN: Login

7. Click on: Faculty Services

8. Click on: Mid-Term Grades (Or Final Grades at End of Term)

9. Term: SUMMER 2001 Submit term

10. Select CRN Submit CRN

11. You will get the following screen. Input the LAST DATE student attended your class. IF STUDENT HAS NEVER ATTENDED YOUR CLASS, USE THE FIRST DATE OF THE TERM.