NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Dr. R. Scott Ralls, President

August 19, 2008

MEMORANDUM

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

FROM: Saundra W. Williams, Senior Vice President and Chief of
Technology and Workforce Development

SUBJECT: *On The Cutting Edge-* Volume 3, Issue 2
Showcasing Distance Learning in the NC Community College System

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

- Learning Objects Debut
- Welcome to NCLOR Director
- Nursing Assistant II Online
- ALEKS
- PRONTO
- NCCCS Technology Center

- International Access
- Plato Web Used by Basic Skills
- Technology Bridges the Global Divide
- New BIO 111 Online Labs
- Evening Hybrid Program at Sandhills
- VLC Trademark

CC08-183
Email

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

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Attachment

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On The Cutting Edge

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

Highlights In This Issue:

Technology Applications in Education Course

A new course, **Technology Applications in Education**, was developed through an NC-NET grant. The course was developed under the guidance of Bob Ervin, Vice President for Learning Technologies,

Fayetteville Technical Community College. Contributors to the project were Dr. Darryl McGraw, Chief Information Officer, Wake Technical Community College; Rita Rogers, Division Director College Transfer/Arts and Sciences, Roanoke-Chowan Community College; and David Smith, 2007-2008 VLC Managing Editor, Asheville-Buncombe Technical Community College.

The impetus for the course was the realization that schools of education often provide limited instruction on the application of technology in the classroom. Consequently instructors in K-12, community colleges, four-year colleges, and universities often have never really been exposed to technology applications that can be used in the classroom. The goal of the course is to introduce various technologies to instructors, demonstrate the benefits, and provide a quick introduction to how the technology can be used in a course.

The course provides a simple introduction to selected technologies that can enhance the educational environment. Technologies were selected on the basis of their practical applications and ease of use. Each technology is presented in a non-linear fashion allowing it to be mastered independently of the others. Technologies covered in this course are:

Camtasia, SnagIt, Movie Maker, PowerPoint, RSS Feeds, Skype, SurveyMonkey, Photo Story

Each technology has an introduction (what it is), objectives (what you will be able to do), acquisition information (how to get it), requirements (prerequisite skills, knowledge and technologies), benefits to students and instructors, educational applications

(specific face-to-face and online uses), instructions, and best practices examples. The course will be an invaluable tool for instructors and will assist in enhancing the educational environment of courses statewide. The course will be housed on the NC Net website at http://nc-net.info/ and will be available for all North Carolina Community College System faculty to access.

Contact: Bob Ervin, ERVINB@faytechcc.edu, Fayetteville Technical Community College

NCCCS Welcomes NCLOR Director

Dr. Ralph Kaplan, Director, NCLOR

Dr. Ralph Kaplan joins the NCCCS staff as Director of the North Carolina Learning Objects Repository (NCLOR). Kaplan received a Masters in Library Science, a Ph. D. in Motor Development and Human Performance and brings with him 10 years of experience as Systems Librarian for NC LIVE, as well as many years of experience in computer application systems as a college instructor, corporate trainer, and developer.

"As a community college graduate, I am delighted to have the opportunity to work on the LOR project and serve our North Carolina Community College System. This project will positively enhance the lives and educational opportunities for a great number of North Carolinians from K-20, something

that interests me greatly. My experience at NC LIVE prepares me for the challenges presented by a consortium and I am looking forward to working with this diverse group," Kaplan said.

Contact: Ralph Kaplan, kaplanr@nccommunitycolleges.edu or (919) 807-7237.

Learning Objects Debut Soon

What's all the talk about Learning Objects…

A learning object (LO) is an independent, reusable, "chunk of knowledge" with interactive content and self assessments. This "chunk" of learning material includes measurable objectives, interactive content, practice exercises, as well as self assessments to promote learning and engage learners. They can be sequenced to formulate a module or unit within a course, and these modules can be sequenced to develop an entire course.

The NCCCS will soon open the North Carolina Learning Objects Repository, which will house some of the LOs recently created by faculty associated with the Extended VLC Professional Development Center. Faculty from Wake Technical Community College, Cape Fear Community College, Catawba Valley Community College, Fayetteville Technical Community College, and Surry Community College developed approximately 35 learning objects during

Spring Semester 2008, after one of the three-year Extended Virtual Learning Center (VLC) grants was awarded to Wake Technical Community College.
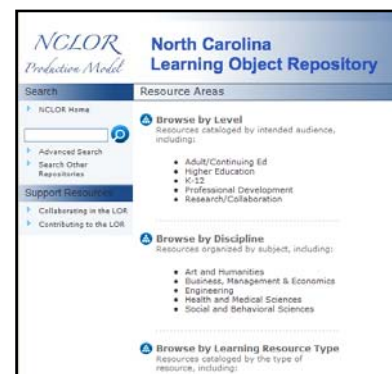
During the upcoming 2008-2009 academic year, the Professional Development Center will focus its efforts on training and development of modules for the VLC courses. Once the VLC Centers are established, the Professional Development Center will train participants to develop courses using a new course template developed by the Quality Assessment Center at Surry Community College. Using this new template, the faculty will be trained to create modules that contain learning objects within each module as a new approach to distance education course development sponsored by the NCCCS through the VLC Center grants.

The new approach to VLC course development promotes objective based, interactive learning with continual use of self assessment and practice. An important advantage to this new course development method involves streamlining future editing needs. Because the courses are created in modular format and the modules have subunits, parts of a course can be edited where and when necessary rather than editing the entire course and can be used in various course management systems.

Interested in seeing some dynamic learning objects? Wisconsin online is available to all interested users, just go to www.wisc-online.com to create a free login. You'll find some great learning objects that will give you a taste for what is coming from the work of the three Extended Centers: Professional Development (at WTCC), Quality Assessment and Subject Coordination Task Force (at Surry CC), and Technology Center (at FTCC).

Join us by contacting any of the following partners with Wake Tech in establishing the Extended VLC Professional Development Center: Janet Hobbs at jhhobbs@waketech.edu, Mary Harbison at maharbison@waketech.edu, Larolyn Zylicz at lzylicz@cfcc.edu, Angie Rudd at arudd@cvcc.edu, Bob Ervin at ERVIN@faytechcc.edu

Open Source… Open Course… What Is It and Why Do We Care?

Many Distance Learning conversations include talk of open source solutions and sharing of course content among institutions. Collaboration is a key word for DL and open source software and sharing of content are important parts of collaborating freely with other institutions and agencies.

"**Open source** is a development methodology, which offers practical accessibility to a product's source (goods and knowledge). Some consider open source as one of various possible design approaches, while others consider it a critical strategic element of their operations. … The principles and practices are commonly applied to the development of source code for software that is made available for public collaboration, and it is usually released as open-source software."

http://en.wikipedia.org/wiki/Open_source

"**MIT OpenCourseWare (MIT OCW)** is an initiative of the Massachusetts Institute of Technology (MIT) to put all of the educational materials from its undergraduate- and graduate-level courses online, free and openly available to anyone, anywhere, by the end of the year 2007. MIT OpenCourseWare can be considered as a large-scale, web-based publication of MIT course materials. The project was announced in October 2002. This project is jointly funded by the William and Flora Hewlett Foundation, the Andrew W. Mellon Foundation, and MIT. The initiative has encouraged a number of other institutions to make their course materials available as open educational resources.

As of November 2007, over 1800 courses were available online. While a few of these are limited to chronological reading lists and discussion topics, a majority provided homework problems and exams (often with solutions) and lecture notes. Some courses also include interactive web demonstrations in Java or Matlab, complete textbooks written by MIT professors, and streaming video lectures."

http://en.wikipedia.org/wiki/MIT_OpenCourseWare

Want more information? Just search the web for Open Source and you will get thousands of hits! You can also check some of the following websites:
http://www.osalt.com/
http://sourceforge.net/
http://www.oss-institute.org/
http://www.w3.org/Status

Nursing Assistant II Online

Coastal Carolina Community College's Nursing Assistant II course was established in 2007 to help nursing professionals advance their knowledge – and careers—through the convenience of online instruction.

Offering the course as an online program fits the lifestyle of potential students who already maintain hectic schedules as employees of the health care field. "The online portion of the course allows students working a demanding and often unusual schedule to get their course work completed at times that best suit their schedules; even if that's 2:00 a.m.," Instructor Tanya Fowler said.

Offered through Coastal's Continuing Ed program, the course is geared towards those who have completed Nurses Aid I and are seeking more advanced skills, such as sterile and catheter procedures. Enrollment in the course has included a very broad cross section of students. "My students have ranged in age from 18 to 67," Fowler said. "About 75 percent of them are currently working in the health care field and are seeking additional education which is going to result in promotions and better pay," said Fowler. "With the recent shortages in the field of nursing, everyone is advancing and changing roles. Knowledge and advanced skills are critical," she adds. Along with online course work, students are required to participate in 90 hours of clinical learning experiences and approximately 24 hours of lab work.

"The course really teaches them to understand the dynamics of these skills –

the how and why of what we do," Fowler said.

Contact: Tanya Fowler, Coastal Carolina Community College, at FowlerT@coastalcarolina.edu

ALEKS – A New Program for a New Age

South Piedmont Community College (SPCC) will have the ALEKS mathematics program available for students in the fall semester of 2008. ALEKS stands for "Assessment & Learning in Knowledge Spaces." The program was first implemented at SPCC in the summer semester of 2008. Dr. Leo Maganares was first approached by McGraw-Hill concerning the program in 2004. He initiated the program as a stand-alone hybrid class. Students did not use traditional textbooks. They were required to access the ALEKS program outside the classroom for at least 45 minutes, three times a week. In addition, students worked with the program while in a computer lab in order to provide that personal touch, and to address specific topics. Currently, SPCC has been operating under a trial period for the program.

ALEKS is a self-paced individualized assessment and instructional program. One student stated, "It's like having a mechanical teacher giving one on one instruction." The program begins with an initial assessment to determine the students' strengths and weaknesses. It then analyzes these results and provides feedback on what exactly the student needs to study. There is no need for the student to study something that they already know. Additionally, material to be learned is presented in a logical fashion that explains all the steps involved in solving a math problem. Students must answer

similar problems correctly to show they have mastered each level of work.

Presently, SPCC is using ALEKS for the Basic Skills domain, but its use can be expanded to include Continuing Education, Curriculum, and Early College students. Additionally, a click of the mouse can translate the program to Spanish and therefore assist Latino students. ALEKS also records the total hours a student has spent studying on the system for accurate record keeping. Visit www.aleks.com for more information.

Contact: Ian Brailsford, Basic Skills Distance Learning Coordinator
South Piedmont Community College
ibrailsford@spcc.edu

Guilford Technical Community College Loves Pronto

All students may not have a computer, but they do have a cell phone. It's not uncommon to see a student tucked in the corner of a building talking on the phone or typing a message to a friend. Instant communication seems to be the mantra for students.

During Fall 2005, Guilford Technical Community College (GTCC) started giving students their own email addresses using a branded version of TimeCruiser called Titan Cruiser. This is a communication portal where students can get their messages, interact with clubs, and register for courses. Yet, faculty members were realizing quickly that some students just didn't check their email as regularly as they should.
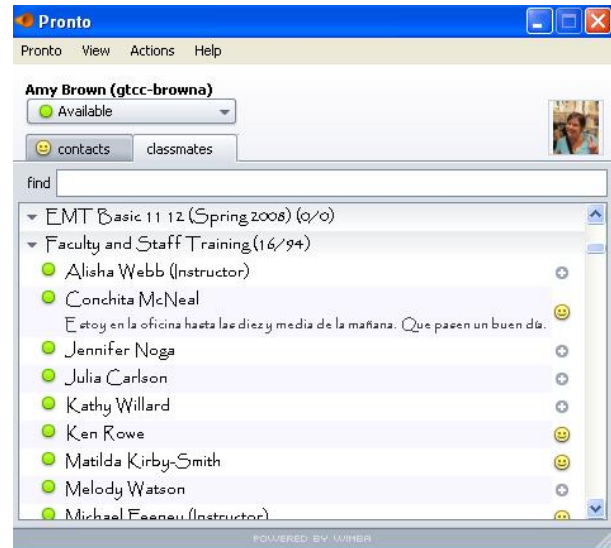
So, in Fall 2007 GTCC, along with the other members of our Blackboard consortium (Craven, Cleveland and SPCC), experimented with an instant messenger system called Pronto from Wimba. Any school can use the basic version of Pronto for **free** by submitting a brief application on the website. It integrates nicely with both Blackboard and Moodle by loading all of a student's instructors and classmates directly into their Pronto account. After a simple rollout on campus with training and directions posted online, students and faculty are using Pronto to connect in new ways.

Students can have instant conversations with their instructors and classmates. Pronto lets you know simply if someone is available for a text or voice chat with a green dot by that person's name. Groups can create a space where two or more people can text or talk with one another. Now, students can quickly find their instructors if they have a question. Since many of our students already use instant messenger or text messaging to some degree, there is relatively little training that students need to use the system. In fact, the learning curve is on the part of the faculty, not the students.

Pronto did surprise us too. It gives online students informal ways to interact with their classmates. Students don't get to chat in

the hallways before and after class. They don't get to hang out in the student center. Before Pronto, online students relied on emails and discussion board postings to interact. With Pronto, a problem was solved that we did not realize that we had – how do you provide informal ways for students to interact to build relationships?

> **"Email is what old people send." – 18-year old student**

Thanks to the success of this tool, GTCC plans to find creative ways to incorporate student services during Fall Semester 2008 using the newest version of Pronto. This new version (though not free) will allow GTCC to provide direct links to Enrollment Services, Help Desk staff, and Library staff. If students can get their questions answered instantly about a class, why not an instant answer about their financial aid? Right now communication is no longer a desire of our students, but an *expectation*. Email is still important on our campus, but an instant messenger connects us in ways that we never expected.

Contact: Amy Brown, Coordinator of Distance Learning, Guilford Technical Community College at albrown@gtcc.edu

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Distance Learning Allows International Access

Until recent years, Edgecombe Community College was primarily a "local" institution serving mostly the citizens of Edgecombe County. In 2004, when Dr. Deborah Lamm became the president of the college; after, Dr. Kristi Snuggs became the vice president of instruction, and Richard Greene became director of distance education, the vision was to expand beyond the "walls of the college."

In 2008, Edgecombe Community College (ECC) is no longer a local institution, but one that has students nationwide. In three years, the number of distance courses has increased by 42% while the number of distance students has increased by 43%.

The college has a development cycle that averages 15 new distance learning courses each year. Many of these newly developed courses are in areas not traditionally served by online instruction, such as the medical fields.

With the increase in the number of courses and students, ECC has hired adjunct instructors nationwide and soon will contract internationally. The college has realized the importance of globalization. Delegations from several countries have visited the campus and are now working cooperatively with ECC in distance education initiatives. Providing quality instruction is critical to the quality of distance courses. Courses are evaluated annually by the administration and members of the Distance Learning Committee. Faculty must adhere to strict guidelines in the creation of their courses. Likewise, distance faculty are evaluated each semester to make sure students' needs are met on all levels, such as communication, evaluation, and presentation of the material.

With the new administration, faculty are encouraged to use streaming audio/video in their classes. Several faculty members have

recorded "instructor video introductions" to introduce themselves to students. This personal touch of streaming video/audio material has been extremely popular with students.

The college is "test piloting" an online tutoring service in which students can contact via email members of the tutoring lab for academic help. The college is exploring the possibility of providing 24/7/365 tutorial help for distance students.

In 2005, the college began offering the GED and Adult High School Diploma online. As with the curriculum classes, the number of students enrolled in these literacy classes has grown dramatically. The college plans to increase the number of online courses and degree programs available to students.

Contact: Richard Greene, Director of Distance Education, Edgecombe Community College, (252) 823-5166, ext. 340, or greener@edgecombe.edu.

Late Nite Labs Biology Pilot Begins Fall Semester 2008

A pilot project using online laboratory experiments developed by Late Nite Labs for BIO 111 and BIO 112 is set to begin Fall Semester 2008. Instructors at Central Carolina Community College, Craven Community College, Gaston College, Johnston Community College and Roanoke-Chowan Community College will incorporate the online labs into their biology courses.

NCCCS is the first higher education system in the country to receive these online simulations. Participation in this pilot by qualified faculty members will ensure that proper assessment and adjustments of the lab simulations will occur. Late Nite Labs biology simulations will be available to other System faculty members beginning the Fall Semester 2009.

To receive student or instructor PINS for Late Nite Labs chemistry simulations or for additional information, contact: Kathy Davis, NCCCS Distance Learning Technician, at davisk@nccommunitycolleges.edu

Plato Web Used by Basic Skills

Wayne Community College (WCC) Basic Skills department offers its students an innovative resource to build their basic skills. Students who are pursuing a General Educational Development (GED) Diploma can utilize the online software called Plato Web to build skills in Reading, Writing, and Math. Students who need elective credit for their high school diploma can use the same software to complete elective courses such as Life & Job Skills or Reading for Information. Study is possible for the North Carolina Competency Math and Reading tests as well.

Plato Web offers an easy to use management system that tracks and records student progress and online attendance. Once a student has registered on campus and after an educational plan has been devised for them, they are walked through a one-on-one orientation to Plato Web by the distance learning instructor. Access to their lessons is available 24 hours; seven days a week. Technical support given by the distance-learning instructor is just a phone call away.

Over the past three years, basic skills student enrollment in distance learning has grown from 47 students in 2005 to 124

students in 2007. Factors that have increased student enrollment into Plato Web include work schedules, lack of child care and transportation issues that preclude students from regularly attending campus. WCC wants to continue to offer students the best possible options in pursuing their educational goals and distance learning has played a vital role in allowing those possibilities to become realities.

Contact: Shelly Williams
Basic Skills Distance Learning Instructor
Wayne Community College,
shelly@waynecc.edu

We Want To Hear From You

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

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

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

Articles should be typed in Microsoft Word and should not exceed 250 words.
The editors reserve the right to edit for space and content.

Please submit articles to Ms. Wanda Barker at
barkerw@nccommunitycolleges.edu
or Ms. Kathy Davis at
davisk@nccommunitycolleges.edu

UNC-TV Announces Fall Telecourse Broadcast Schedule

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

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

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

Fall 2008 Telecourses:

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

Visit the website listed below for a complete list of broadcast dates and times:
http://www.unctv.org/education/tvforlearning/telecourse/index.html

Contact: Kathy Davis, (919) 807-7109,
davisk@nccommunitycolleges.edu

NCCCS Technology Center

In January 2008, Fayetteville Technical Community College (FTCC) was selected to be the lead institution and fiduciary agent of a consortium tasked with developing the North Carolina Community College System Technology Center.   Along with FTCC, the consortium consists of Asheville-Buncombe Technical Community College, Carteret Community College, Craven Community College, Rockingham Community College, Sandhills Community College, South Piedmont Community College, and Wake Technical Community College.

The purpose of the NCCCS Technology Center is to enhance and enrich the distance learning experience while engaging the distance learner. This is to be accomplished by exploring and collaborating on current and emerging technologies that impact distance learning.

The consortium is responsible for identifying the technologies and sharing them in a manner that is understandable and accessible to all faculty and staff in the NCCCS.

Because the initial window was short, the Center elected to explore five technologies that could be included quickly. Those technologies are Camtasia, podcasting, a virtual computing lab environment, Flash media, and the Microsoft Office 2007 suite. The participating colleges reviewed the technologies, outlined the benefits of incorporating the technology into a distance learning course, defined the hardware/software requirements and created a step-by-step process to implement the technology.
This information along with statewide contacts using the technology can be accessed on the NCCCS Technology Center website at
www.ncccstechcenter.com.

The site will continue to be a resource for North Carolina Community College faculty to explore technology as they explore the delivery methods for their courses.

We are in the planning stage for 2008-2009. If your college uses a technology that you think the Center should consider, please send those recommendations to Bob Ervin at ervinb@faytechcc.edu.

Technology Bridges the Global Divide

We often hear that the world is getting flatter and what was once rare is now common place. A great example is the rapid growth of international collaboration among community colleges. Technology is the great equalizer and our community colleges have proven that we are able to aggressively compete and lead by sharing our skills within the global economy.

Stanly Community College (SCC) recently had opportunities to showcase our skills by utilizing technology within the global marketplace. On June 26, 2008, several faculty members made a live online presentation at the Computing and Information Technology Conference being held in Glasgow, Scotland. Using Elluminate web conferencing software SCC's faculty were able to give an interactive PowerPoint presentation and take live questions from the faculty and staff representing several of Scotland's two-year technical colleges. SCC was also able to give a live demonstration of accessing our NetLabs technology by tapping SCC's servers from a remote location. We were also able to highlight our growing and successful Gaming and Simulation program. As we would expect, Scotland offers high quality and consistent broadband connections for exchanging information. On the other end of the spectrum, however, SCC recently had an exceptional opportunity to work with a small college in a

struggling economy and social environment to teach basic skills and begin moving their faculty and staff into a distance education environment.

During a global education conference in New York last winter, SCC made a connection with South West Gauteng College (SWGC) in Soweto, South Africa. The principal of SWGC had the vision to realize how distance education, particularly online course offerings, could benefit his college. Unlike Scotland, the South Africans do not have reliable and large capacity Internet capabilities and this was immediately seen as a challenge in creating online programs. Again using Elluminate, SCC hosted a live online meeting with SWGC faculty. The connection left a little to be desired but we were able to hold a productive first meeting and generate a great deal of excitement on both sides. In June 2008 SCC, at the request and with some assistance from SWGC, sent two technology faculty to Soweto to hold a one-week professional development seminar with SWGC faculty and staff. During the trip we were also able to assess the technology capabilities of the South Africans and to plan additional training. SWGC currently uses the equivalent of our old correspondence courses. SCC began the process of demonstrating how to move the content from these courses into a digitized format, and then use technology and learning skills to create an online course.

In addition to Scotland and South Africa, SCC has also signed a formal sister college

arrangement with Universidad Tecnologica de Queretaro in Mexico. While we have not yet stepped into distance education exchange with UTEQ we see it materializing in the very near future. One short-term goal is to develop an international event linking students from North Carolina, Scotland, Mexico, and South Africa in a live, interactive online environment. We still have much collaborative work to do but we are excited about these growing international distance education opportunities.

Dennis Souther, Dean of Stanly Online
Stanly Community College
dsouther5612@stanly.edu

Evening Hybrid Program at Sandhills

Do you remember when community colleges were referred to as Night School? Thanks to the new age of connectivity via the Internet, Sandhills Community College is resurrecting the concept with a brand new way to attend college.

The new Sandhills Community College Evening Hybrid Program offers a sensible, economical, and family-friendly approach for students who wish to transfer to a four-year university. The approach is *hybrid* because two different items are merged to create a single objective. In this case, traditional classroom instruction is merged with online distance learning to create a whole new college experience.

The Evening Hybrid Program provides the best of both worlds. Students experience sustained weekly contact with instructors, who deliver the same quality educational experience provided in daytime college programs. Then, students shift their focus to the online learning experience, working from home on an internet-connected computer or from the computers on the Pinehurst campus or at the Hoke Center in Raeford.

The Evening Hybrid Program saves students substantial fuel costs because there are only two trips to campus each week. Plus, the program allows individuals who are employed during the day to attend classes in the evening. Because classes run only two nights a week, families benefit. Graduates receive the College Transfer Core Diploma. This diploma is offered through the University Studies Program at Sandhills. Upon successful completion of the 44 credit-hour core courses, all courses transfer into any of the 16 UNC System Universities.

The College Transfer Core Diploma fulfills the lower division general education requirements of the receiving UNC institution—even if specific course requirements at the institution are different. Ambitious evening students can take additional courses in a third year or complete several online courses during the first two years to graduate with an Associate in Arts degree.

For students interested in a bachelor's degree in business administration, Monday night offerings include two business courses each session. Over two years, students can accumulate enough business classes to allow seamless transfer into UNCP and St. Andrews Presbyterian College bachelor's programs offered on the Sandhills campus. The "hybrid help system" for evening students makes the shift to the curriculum a breeze. The Sandhills Community College Evening Hybrid Program provides a dedicated support system for students new to the hybrid experience. They have open access to computers Monday through Wednesday nights until 9 p.m. with Blackboard-savvy support staff, who can answer questions about navigating online

course work. Additional computer use is available in most classroom buildings.

The course selections for the evening program provide a logical selection of offerings to allow completion of core course requirements: English Composition (6 required hours), Humanities/Fine Arts (12 required hours), Social/Behavioral Science (12 required hours), Natural Sciences (8 required hours, and a Thursday evening lab may be required), and Mathematics (6 required hours). Students can even transfer to universities that offer classes on the Sandhills Community College Pinehurst campus. For instance, UNC-Pembroke and St. Andrews Presbyterian College offer undergraduate degrees in such fields as Business Administration, Nursing, Management & Information Technology, Elementary Education and Social Science.

Sandhills Community College has an open admission policy. SAT or ACT scores are accepted but not required for admission. New students can take placement tests and later meet with an advisor to schedule classes. The tests must be taken prior to registration dates, which are July 17 and August 14. Fall Semester begins August 18. Current or returning students can register for Fall Semester classes from 8am-3pm July 16-23 and on August 14 between 10 am and 7 pm.

For more information about the Evening Hybrid Program at Sandhills Community College, contact Linda Chandler at 695-3961 or chandlerl@sandhills.edu or Ron Layne at 695-3715 or layner@sandhills.edu.

New VLC Courses Available for Fall Semester

The Virtual Learning Community (VLC) completed the 2007-2008 development cycle in June and now has 226 curriculum courses and 29 continuing education courses online. To download these course templates, contact your distance learning administrator. The following table lists the newest additions to the VLC library of online courses. For additional information on the VLC, go to the following link: http://vlc.nccommunitycolleges.edu.

New Online Courses Available	
BIO 145	Ecology
CHM151	General Chemistry I
CHM152	General Chemistry II
MAT285	Differential Equations
PHY151	College Physics I
PHY251	General Physics I
ACC115	College Accounting
FIP120	Intro to Fire Protection
FIP132	Building Construction
OST122	Office Computations
OST137	Office Software Applications
OST171	Intro to Virtual Office
COM3729	Business Writing Skills
EDU3002	Effective Teacher Training
EMS3044	Emer. Med. Tech. Basic
FIP3610	Intro to Fire Pumps
FIP5512	RT Hazmat Aware. & Terr.
HEA3014	Fund. Skills for Subst. Couns.
MHT3100	Mental Health/Dev.Disabilities
MLA3022	Phlebotomy Ed. & Clinical Exp.
NUR3240	Nursing Aide I

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

VLC Trademark

In April of 2006, the Virtual Learning Community (VLC) tried to trademark the slogan "Learn. Virtually Anywhere." It was challenged. We responded. It was suspended. But then on July 30, 2008, it was resolved. The NCCCS now owns exclusive rights to the slogan. The VLC successfully registered "Virtual Learning Community" and that trademark was approved (serial number: 78856768) by the United States Patent and Trademark Office (USPTO) on March 20, 2007.

The reason for registering these with the USPTO is to protect the exclusive use of the logo or slogan and because it insulates the VLC from infringement claims. A trademark is also a marketing tool and provides brand recognition for the services or products provided. By displaying the federal trademark symbol ® a business establishes more credibility to consumers.

Contact: Jon Wilmesherr, jwilmesherr@mayland.edu

Staff Contacts for Newsletter

The following NCCCS office staff help with the production and editing of the distance learning newsletter:

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