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

August 28, 2008

RESPONSE DEADLINE: 12:00 p.m., September 26, 2008

M E M O R A N D U M

TO: Presidents
                 Chief Academic Officers
                 Senior Continuing Education Officers
                 Business Officers
                 Distance Learning Administrators

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

SUBJECT: Request for Proposal for Virtual Learning Community Centers 2008-2010

The North Carolina Community College System (NCCCS) Office is extending a Request for Proposal (RFP) to colleges interested in becoming a Virtual Learning Community (VLC) Course Development Center. The deadline for proposals is 12:00 p.m., Friday, September 26, 2008. Proposal instructions are attached.

Goals for the two-year VLC Centers include the development of online courses in science, technology, engineering and math, development of courses in continuing education, development of courses in early childhood education and nursing, and development of courses in developmental education. The resulting online courses and web materials will be the shared property of all colleges within the NCCCS. **Funding for the second year is subject to availability of funds.**

The North Carolina Community College System Office will fund three centers for the 2008-2010 academic years. Center 1 will receive $150,000 in 2+2 E-Learning state appropriations, Center 2 will receive $200,000 in state appropriations, and Center 3 will receive $100,000 in state appropriations.

CCO8-196
E-mail

Presidents
Chief Academic Officers
Senior Continuing Education Officers
Business Officers
Distance Learning Administrators
Page 2
August 28, 2008

Center 1: STEM Course Development Center - develop two chemistry courses, two physics courses, one math course, and two biology courses along with their respective labs in the first year. In the second year of the grant, the center will develop one computer science course, one drafting course, one engineering course and two additional biology courses, and the respective labs for each course.

Center 2: Early Childhood Education, Nursing, and Developmental Education Course Development Center - develop three nursing refresher courses, nine education courses. During the second year of the grant, specified courses will be edited based on the proposed changes by the EDU CIP. Please note that the proposed changes are recommended by the EDU CIP, but the recommendations are not effective unless they are approved by the Curriculum Review Committee in September 2008. This center will also develop three developmental reading courses, three developmental English courses, five developmental mathematics courses, two student success courses, one developmental chemistry course, and one developmental computer course over a two-year period.

Center 3: Continuing Education Course Development Center - develop 10 continuing education courses each year.

If you have any questions, please contact Dr. Bill Randall, Associate Vice President for Learning Technologies Systems, at randallb@nccommunitycolleges.edu or by telephone at (919) 807-7061.

SWW/kd
Attachments
c: Dr. Delores A. Parker
        Dr. Bill Randall
        Dr. Judith C. Mann
        Ms. Barbara Boyce
        Ms. Alice Smith
        Mr. Kennon Briggs
        Ms. Wanda Barker

CC08-196
Email

North Carolina Community College System
Virtual Learning Community
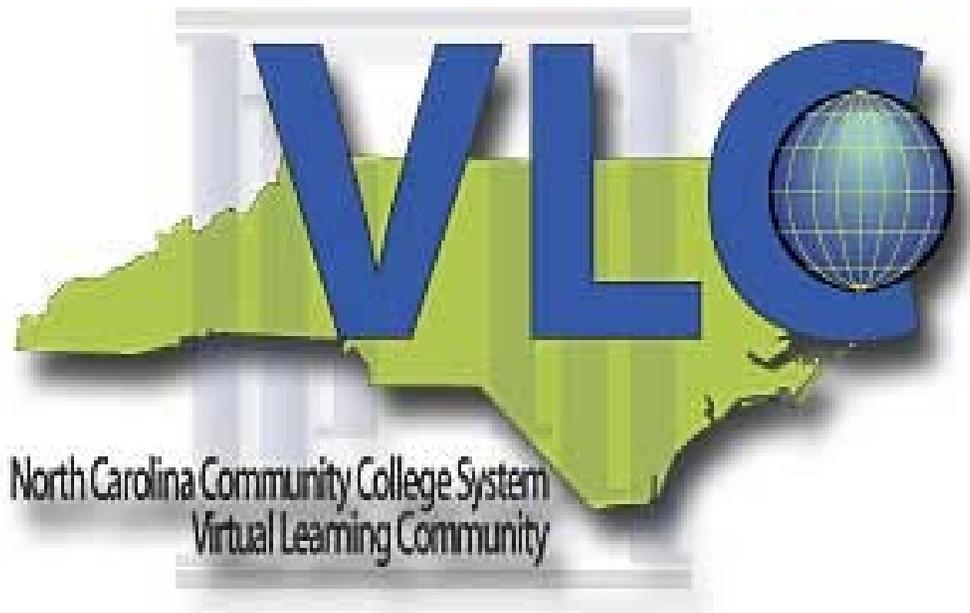
Request For Proposals
Course Development Centers
2008-2009

Due Date:
Friday, September 26, 2008

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Preface

The Virtual Learning Community (VLC) celebrates its tenth birthday this year. By any measure, the VLC has been a success story because its fundamental concept is based on sound principles. The VLC ideology includes:

- Efficient use of centralized funding to broker development of high-use online courses;
- Participation by experienced community college instructors, Distance Learning (DL) administrators, subject matter experts, instructional designers and university faculty to develop these courses;
- Selection of community colleges to host Development Centers or Editing Centers via competitive RFP process;
- Shared ownership of courses among all 58 NCCCS institutions;
- Timely update of online courses; and
- Targeted development of online courses to provide complete associates degrees.

From a practical perspective, the VLC provides a process to reduce the costs of development and editing of courses while enhancing the quality of courses through collaboration by content experts throughout our system. In addition, a unique spirit of collaboration was born of the VLC process.

The VLC concept was ahead of its time. Ten years ago, colleges had the capacity to develop complete online courses. Duplication required downloading of zip files for importing into individual college Blackboard servers. Modifications to VLC courses were made by hundreds of skilled instructors and DL administrators at the local colleges, but existing technology prevented these changes from being shared back to the VLC.

Another critical VLC objective, the development of resources that can be shared by both curriculum and continuing education courses and programs, was not realized. That too was difficult to accomplish due to limitations of the technology housing the content. There was no capability to partition content that easily transferred from course to course, college to college.

Now in 2008, we have many new learning technology tools adaptable to the original VLC vision. The North Carolina Learning Object Repository, now in pilot implementation phase, provides the ability to store, catalog, search, access, and use learning content in Blackboard, Moodle, or other course management systems. Modular learning content can now be developed that serves both curriculum and continuing education courses. New versions of these modules at the local level can be adapted from original VLC modules to provide flexibility for instructors. These modified versions of modules will then become easily accessible to VLC developers and editors for the first time in 10 years.

In addition, commercial online learning resources such as Late Nite Labs chemistry and biology laboratory simulations, Virtual Microscope, and SAS inSchool Curriculum Pathways provide VLC developers a rich array of available resources for creating dynamic and interactive activities for content and lab components.

With the new technologies and instructional tools available through System Office resources, the VLC will continue to improve the quality of distance education across the state. Your college can be a part of this effort by applying for a development center to be hosted at your campus.

Overview

The North Carolina Community College System Office (NCCCS) is extending a Request for Proposals (RFP) to colleges interested in becoming a Virtual Learning Community (VLC) Course Development Center. The deadline for proposals is **12:00 p.m. on Friday, September 26, 2008.**

The Virtual Learning Community is a collaborative effort of all North Carolina community colleges to increase the quality and availability of online learning and support services. The purpose of the VLC is to develop, edit, and broker content for curriculum and continuing education distance learning courses and to provide professional development for distance learning faculty and staff.

Through the VLC, the NCCCS assists its colleges in expanding learning opportunities, making instruction accessible, and using technology to supplement classroom instruction to serve students who may otherwise not be served.

Goals for this year's VLC Centers include the development of online courses for curriculum standards, development of courses in math, science, engineering, early childhood education, nursing, developmental education, and continuing education courses. The resulting online courses and web materials will be the shared property of all colleges within the NCCCS. The courses will be developed using Learning Objects from the North Carolina Learning Object Repository, incorporated into the new Blackboard VLC template, and later converted to a VLC Moodle template.

The North Carolina Community College System Office will fund three centers for the 2008-2009 academic year, with recurring funding for 2009-2010 **subject to the availability of funds**. Center 1 will receive $150,000 in 2+2 E-Learning funds each year, Center 2 will receive $200,000 from state appropriations each year, and Center 3 will receive $100,000 in state appropriations each year.

<u>Center 1: STEM Course Development Center</u> - develop two chemistry courses, two physics courses, one math course, and two biology courses along with their respective labs in the first year. In the second year of the grant, the center will develop one computer science course, one drafting course, one engineering course and two additional biology courses, and the respective labs for each course. Specific courses are listed on page 7.

<u>Center 2: Early Childhood Education, Nursing, and Developmental Education Course Development Center</u> - develop three nursing refresher courses, and nine education courses. Specific courses are listed on pages 7-8. During the second year of the grant, the specified courses on page 8 will be edited based on the proposed changes by the EDU CIP. Please note that the proposed changes are recommended by the EDU CIP, but the recommendations are not effective unless they are approved by the Curriculum Review Committee in September 2008. This center will also develop three developmental reading courses, three developmental English courses, five developmental mathematics courses, two student success courses, one developmental chemistry course, and one developmental computer course over a two year period. Specific courses for each year are listed on pages 8-9.

<u>Center 3: Continuing Education Course Development Center</u> - develop 10 continuing education courses each year. Specific courses for year one are listed on page 9. The specific courses for development during year two will be determined by the System Office and provided at a later date.

Colleges may submit proposals for any or all centers. Each proposal must clearly state for which center the proposal is being submitted. A college will not receive funding for more than one center during this academic funding period. Funding is through state appropriations to the North Carolina Community College System and 2 + 2 E-Learning Initiative funds. **Final confirmation and awarding of RFP funds is contingent upon availability of funds and approval by the State Board of Community Colleges**.

Proposal Review and Selection Process

The organization and content of the proposal is defined in Appendix B, attached.

A panel of System Office staff members will evaluate each proposal that is received by the deadline. Proposals should not exceed 12 pages, single spaced. Incomplete proposals will not be considered. Colleges may apply for all centers, but only one center may be awarded per college. Following the review of proposals, individual section results will be compiled to obtain a total proposal score. Proposals will then be ranked according to the total score received. Awarding of this RFP is for two years, subject to funding availability. At the end of the first year, each center will be evaluated as to the successful completion of the goals and objectives stated in this RFP. This interim evaluation will be considered in the awarding of the remaining RFP funding. If completion of deliverables during the first year has not been satisfactory, the funds revert back to the system office for reassignment.

Proposals will be evaluated and rated according to the following scale:

<u>Proposal Rating Scale</u>

Institutional history of support for distance learning and infrastructure for distance learning	0-25
Implementation strategies and discussion of ability to complete center objectives	0-35
Skills and experience of proposed center director and support staff	0-20
Past performance of hosting a VLC center and/or faculty/staff involvement in related DL initiatives	0-10
Collaboration history with other colleges or universities	<u>0-10</u>
Total available points	100 Points

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Center Staff: Goals, Expectations, and Roles of Participants

The strong collaboration of the colleges and the NCCCS Office provides the foundation and guidance for the enhancement and development activities of the VLC. The successful completion of these collaboration activities allows the VLC to provide innovative and flexible courses, programs, and services to colleges. This flexibility assists colleges in meeting the needs of the workforce and the economy by creating a means of delivering education and training in a non-traditional manner.

Centers are encouraged and expected to incorporate new distance learning initiatives currently under way within the NCCCS. This includes the North Carolina Learning Object Repository, Late Nite Labs, Virtual Microscope, SAS inSchool Curriculum Pathways, and resources available from the VLC Extended Centers. The centers will be expected to convert all courses into the VLC Moodle template by the end of year two.

Each proposal funded will be administered by a center director, a technical editor, and an instructional design editor. In addition, each center will contribute funds to cover the cost of a VLC managing editor selected by the System Office. To ensure the continued success of collaboration activities, it is essential that the individuals applying for center positions understand their roles and the System Office's expectations for their performance as outlined in Appendix A of this document. In addition, colleges who are awarded a center will adhere to a set of general assurances outlined on the second page of Appendix B of this document.

Preliminary Time Line

August 28, 2008	Proposal for VLC centers sent to colleges
September 8, 2008	RFP information session via NCIH, 3:00 p.m. to 5:00 p.m.
September 10, 2008	VLC course developer and editor nomination forms sent to colleges
September 26, 2008	Proposal for VLC centers due to System Office VLC course developer and editor nomination forms due from colleges
September 29, 2008	VLC centers selected by System Office selection committee
October 8, 2008	Nomination forms of developers and editors sent to colleges
October 17, 2008	Selected VLC centers submitted to State Board for approval
October 30-31, 2008	**Mandatory** Orientation meeting of development center directors, technical editors, instructional designers, VLC managing editor, college business office representative, and System Office VLC staff
Nov. TBA 2008	Learning Objects Workshop by SCORE representative
November 5, 2008	Beginning on November 5, 2008, and on the 5th of each month thereafter, the center director must submit reimbursement requests to the system office. These reimbursements will be tracked by the system office staff and must be submitted on the 5th of each month.

February 2, 2009	Mid-development and editing meetings completed
April 24, 2009	Course development and editing completed at the center-level
May 1, 2009	Final review by center directors and editors of all courses completed
May 12, 2009	Final review by VLC managing editor and System Office staff of all courses completed
May 15, 2009	**All center fiscal obligations submitted to the System Office**
May 29, 2009	All courses available for System Office Blackboard posting and for college use
June 9, 2009	Wrap-up meeting of center directors, instructional designers, technical editors, VLC managing editor, and System Office staff

Budget Planning Guidelines

The following budget planning guidelines are provided to assist in developing the required budget for a VLC Center. Expenditure of funds must be used only to support approved center objectives and outcomes. The following budgets are guides only and each institution is responsible for working with their business office in the development of their budget to ensure that they adhere to the financial policies of their institution.

The Center director will seek assistance from their college business representative in developing figures related to the salary and benefits figures submitted for a proposal. The Center directors shall schedule quarterly business meetings with representatives from their college business office and the system office.

To ensure that all payroll criteria are considered, it is required that a representative from a college's business office attend the orientation training on October 30, 2008.

Each Center will receive funds to cover release time for a Center Director and the contracting of an instructional design editor, a technical editor, and a VLC managing editor. In addition, funds may cover travel costs for developers, editors, VLC managing editor, and other eligible costs.

Year two funding is subject to availability of funds.

According to North Carolina Community College System rules, funds may be used for:
1. Release time for Center Director and other staff
2. Travel and subsistence
3. Materials and supplies necessary for training
4. Contracted services

Funds may **NOT** be used for:
1. Administrative costs
2. Incentive Payments
3. Equipment
4. Refreshments

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Sample Budget for Development Center

Items	Allocation of RFP Funds**
Salary (including release time and fringes, such as health insurance, social security, retirement, etc.)	
Center Director	5-15%
Technical Editor	1-10%
Instructional Designer	1-10%
Course Converter	$200 per course
Managing Editor	$6,000
Learning Object Cataloger	$1,000
Contractual Services *	(# courses/labs multiplied by per course compensation)
Travel --mileage, registration, hotel, per diem at state rates (include mandatory orientation, at least two training events, and required meetings)	15%
Supplies and Materials as necessary for training and developer support	10%
** Percentages are for illustration purposes only. It is understood that amounts submitted for contracts (other than course developers and editors which are set amounts) are estimates and will be negotiated between center directors and the individual upon awarding of the RFP.	

Budget and Compensation Guidelines*:

The budget amounts allocated are to cover Center expenses related to the director's salary, instructional design editor's salary, technical editor's salary, VLC managing editor's salary, fringe benefits (such as health insurance, retirement, etc.), contractual services, editing services, cataloging, course conversion, travel, and supplies. Compensation of course developers will be paid directly through Center funds. Development of courses can be completed by teams. The amount of compensation has been set by the North Carolina Community College System Office at $5,000 per curriculum course (regardless of the number of developers). This rate per course is a guide. Schools will retain appropriate flexibility in determining how allocations should be directed toward course development. For example, courses with a 2 or 3 hour lab component may require an additional developer. If course development should deviate from the $5,000, directors will submit a detailed justification for reassigning funds.

Continuing Education courses should use the following table for development costs.

Number of Cont. Ed. Course Hours	Maximum Amount for Development
50 – 100	$4,000
101 – 164	$6,000
165 – 240	$8,000

System Office Expectation of Center Outcomes

The list of courses to be developed is based on the identification of courses needed to complete specific programs. **Each center must complete the development of all courses listed.**

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Problems in acquiring developers for any course should be reported to the Distance Learning Director immediately. The Distance Learning Director is the only individual authorized to approve substitution of courses developed.

Center 1: STEM Course Development Center ($150,000 each year from 2+2 funds)

A. 12 Courses to be Developed

Course Number	Course Name	Class-Lab-Credit
Year 1 courses		
CHM 251	Organic Chemistry I	3-3-4
CHM 252	Organic Chemistry II	3-3-4
PHY 152	College Physics II	3-2-4
PHY 252	General Physics II	3-3-4
MAT 280	Linear Algebra	3-0-3
BIO 175	General Microbiology	2-2-3
BIO 275	Microbiology	3-3-4
Year 2 Courses		
CSC 120	Computing Fundamentals I	3-2-4
DFT 170	Engineering Graphics	2-2-3
EGR 220	Engineering Statics	3-0-3
BIO 168	Anatomy & Physiology I	3-3-4
BIO 169	Anatomy & Physiology II	3-3-4
Note: all courses in this table must be developed		

*Note: Chemistry and biology labs will be developed using Late Nite Labs software.

Center 2: Early Childhood Education, Nursing, and Developmental Education Course Development Center ($200,000 each year from state appropriations)

Early Childhood Education and Nursing Course Development

- A. **4 Nursing Courses and 8 EDU Courses to be Developed in first year**
- B. **6 Courses need minor editing due to CIP – year 2**
- C. **4 Courses need some content update due to CIP – year 2**
- D. **3 Courses need major content changes due to CIP – year 2**

Course Number	Course Name	Class-Lab-Clinical-Credit
NUR 105	LPN Refresher (with lab)	8-6-6-12
NUR 106	Nonintegrated LPN Refresher	7-3-6-10
NUR 107	LPN Refresher (without lab)	9-0-9-12
NUR 118	Nutrition/Diet Therapy	2-0-0-2
		Class-Lab-Credit
EDU 118	Teacher Assoc. Principles and Practice	3-0-3
EDU 222	Learners with Behavior Disorders (formerly EDU 147)	3-0-3
EDU 223	Specific Learning Disabilities (formerly EDU 148)	3-0-3

EDU 235	School Age Development & Program	3-0-3
EDU 247	Sensory and Physical Disabilities	3-0-3
EDU 248	Developmental Delays	3-0-3
EDU 275	Effective Teacher Training	2-0-2
EDU 285	Internship Experience – School Age	1-9-4
Note: all courses in this table must be developed		

These courses will be edited during year 2, pending approval by the Curriculum Review Committee and availability of funds.

	These courses have very minor changes:	Class-Lab-Credit
EDU 144	Child Development I	3-0-3
EDU 145	Child Development II	3-0-3
EDU 146	Child Guidance	3-0-3
EDU 151	Creative Activities	3-0-3
EDU 271	Educ. Technology	2-2-3
EDU 216	Foundations of Education	4-0-4
	These courses have <u>some</u> content changes, but not much:	
EDU 131	Child, Family and Community	3-0-3
EDU 146	Child Guidance	3-0-3
EDU 221	Children with Exceptionalities	3-0-3
EDU 280	Language and Literacy Experiences	3-0-3
	These courses have <u>Major</u> content changes:	
EDU 261 and 262	need to have the same team of developers working on both courses (Early Child.Administration I and II)	3-0-3 3-0-3
EDU 281	Instructional Strategies in Reading and Writing (formerly EDU 186)	2-2-3

<u>Developmental Education Course Development</u>

A. 15 Developmental Courses to be developed over 2-year period

Course Number	Course Name	Class-Lab-Credit
	Year 1	
ACA 090	Study Skills	3-0-3
ACA 112	Intro. to Distance Learning	0-2-1
CIS 070	Fundamentals of Computing	0-2-1
ENG 070	Basic Language Skills	2-2-3
ENG 080	Writing Foundations	3-2-4
MAT 050	Basic Math Skills	3-2-4
MAT 060	Essential Mathematics	3-2-4
	Year 2	
ENG 090	Composition Strategies	3-0-3
MAT 070	Introductory Algebra (needs updated)	3-2-4
MAT 080	Intermediate Algebra	3-2-4
MAT 090	Accelerated Algebra	3-2-4
CHM 090	Chemistry Concepts	4-0-4

RED 070	Study Skills	3-2-4
RED 080	Intro. To College Reading	3-2-4
RED 090	Improved College Reading	3-2-4
Note: all courses in this table must be developed		

<u>Center 3</u>**: Continuing Education Course Development Center ($100,000 each year)**

A. 10 Courses to be developed each year

Course Number	Course Name	Contact Hours
	Year 1	
MHT 3100	Direct Support Professionals	132-158
EDU 3000	Lateral Entry – Orientation	80-96
HRD 3001	Employability Skills	96-115
HOS 3060	Meetings and Convention Planning Introduction	66-79
HSE 3264	Activity Director – Basic	50-60
EGY 3000	Renewable Energy	60-72
ANS 3011	Veterinary Assisting	120-144
MKT 3438	Customer Service	192-230
FLI 3717	Conversational Spanish for Healthcare Workers	66-79
MLS 3808	Leadership	120-144
	Year 2 (courses to be determined by System Office)	
Note: all courses in this table must be developed		

Appendix A

Roles of Center Staff

A. Course Development Center Directors

The college designee who serves as a Center Director is expected to perform the following tasks:

- Attend the centralized orientation and training sessions in October, a mid-point review meeting, learning object SCORE training, quarterly business meetings, and additional meetings determined to be necessary by the Center Director, Instructional Design Editor, VLC Managing Editor, and System Office to effectively achieve the outcomes of this RFP.
- Interview and select faculty members nominated by colleges, actively recruit faculty if necessary, and issue contracts to faculty to develop courses.
- Contract with a Technical Editor, Instructional Design Editor, and the VLC Managing Editor (selected by the System Office) to assist in the development of courses.
- Provide leadership to ensure that Center outcomes are met through effective administration, monitoring, and documentation of Center activities. In addition, provide advice, motivation, instruction, and encouragement to center participants.
- Lead and host a mandatory face-to-face mid-development meeting with Center staff and faculty selected to complete course development.

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- Assist in the training of faculty in use of Blackboard, Moodle, LOR, HTML formatting, other distance learning software applications, and VLC Online Course Template and standards as needed.
- Ensure that all courses conform to the VLC Online Course Template, copyright laws, and the Americans with Disabilities Act guidelines.
- Complete final check-out of all Center courses by April 24, 2009.
- Process payments for all expenses associated with this RFP through the college business office. Directors must submit budget reimbursement forms on the 5th of each month beginning in November 2008 through the duration of the project. They should staple a copy of the General Ledger report (Institutional Funds Report) from their business office to the reimbursement forms. Process compensation requests after certifying completion of all work and the issuance of final course approval received from the VLC Managing Editor and the System Office.
- Close out the fiscal year-end budget and submit all Center fiscal obligations to the System Office by May 15, 2009, in the first year and May 14, 2010, in the second year.
- Prepare and submit a written final review and summary report of center activities at the end of year wrap-up meetings on June 9, 2009, and June 9, 2010.

B. VLC Managing Editor

The VLC Managing Editor is selected by the System Office. The individual who serves in this role supports the work of the Center Director, Technical Editor, and Instructional Design Editor by working in concert with the System Office DL Staff to ensure that all VLC courses are aligned with the Online Course Template, standards, and philosophy. The VLC Managing Editor is expected to perform the following tasks:

- Attend the centralized orientation, learning object SCORE training, a mid-point review meeting, and additional meetings determined to be necessary by the Center Director and System Office to effectively achieve the outcomes of this RFP.
- Attend learning object metadata review training by a cataloger designated by NCCCS.
- Collaborate with Center Directors, Technical Editors, and Instructional Design Editors to prepare course development and editing resources.
- Provide technical expertise to facilitate successful completion of course development and editing activities and moderate technical aspects of LOR resources.
- Assist in the training of faculty in use of Blackboard, Moodle, LOR, HTML formatting, other distance learning software applications, and VLC Online Course Template and standards as needed.
- Correspond regularly with Center Directors and staff to provide assistance and guidance to ensure that all course development and editing is on track to meet RFP deadlines.
- Provide monthly updates and a mid-point summary report on RFP completion to System Office staff.
- By May 12, 2009, complete a final review of all courses, certify that all work has been completed and certify that courses conform to the VLC Online Course Template, copyright and intellectual property laws, and the Americans with Disabilities Act guidelines.
- Provide a final written summary report of all Center(s) activities and feedback on course development and editing processes to the System Office at the wrap-up meeting on June 9, 2009, and June 9, 2010.

C. Center Instructional Design Editors

Each Center Director will contract with a Center Instructional Design Editor approved by the System Office. The Center Instructional Design Editor is expected to perform the following tasks:

- Attend the centralized orientation, learning object SCORE training, a mid-point review meeting, and additional meetings determined to be necessary by the Center Director, VLC Managing Editor, and System Office to effectively achieve the outcomes of this RFP.
- Collaborate with the Center Director and the VLC Managing Editor to prepare course development plans.
- Provide instructional design expertise to facilitate successful completion of course development.
- Assist in the training of faculty in use of Blackboard, Moodle, LOR, HTML formatting, other distance learning software applications, and VLC Online Course Template and standards as needed.
- Facilitate a mid-development meeting with center staff and course developers and editors.
- Ensure that Center outcomes are met by closely monitoring faculty involved in the development of courses by providing advice on instructional design and enhancements to interactivity and student engagement.
- Ensure that all courses conform to the VLC Online Course Template, copyright and intellectual property laws, and the Americans with Disabilities Act guidelines.
- Complete final check-out of all Center courses by April 24, 2009.

D. Center Technical Editors

Each Center Director will contract with a Center Technical Editor approved by the System Office.

E. Center Cataloger of Learning Objects

Each Center Director will contract with a Center Cataloger who must hold a Masters in Library Science/Information Science and be approved by the NCLOR Director.

D. Center Converter

Each Center Director will contract with a Center Course Converter to convert completed courses from Blackboard to Moodle. This person must be approved by the System Office.

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Appendix B

2008-2009 Proposal for Hosting
Virtual Learning Community Centers

College: _____

Prepared by:

Name: _____

Title: _____

Phone: _____

E-mail: _____

Proposed Center Director:

Name: _____

Title: _____

Phone: _____

E-mail: _____

Proposals must be received by 12:00 p.m. on Friday, September 26, 2008, via fax or hard copy. Email copies are also required.

Return to the North Carolina Community College System by e-mail attachment to:

Wanda Barker
5006 Mail Service Center
Raleigh, NC 27699-5006

Phone: (919) 807-7179
barkerw@nccommunitycolleges.edu

Note: This page must be completed and submitted in the format given.

General Assurances

_____ agrees to:

College Name

1. Provide release time for a qualified employee to serve as part-time VLC Center Director for fiscal years 2008-2009 and 2009-2010, **subject to availability of funds**;

2. Provide the appropriate supervision, support, training, and communication necessary to successfully manage the work of the VLC Center;

3. Provide all indirect overhead costs;

4. Submit budget reimbursement forms to the system office on a monthly basis;

5. Adhere to the intellectual property policies governing the Virtual Learning Community;

6. Ascertain that the Community College is in compliance with applicable state and federal laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation, sexual orientation, or national origin;

7. Work cooperatively with the System Office in monitoring and evaluating the Center activities and submit an interim and final evaluation as requested;

8. Centers are encouraged and expected to incorporate new distance learning initiatives currently under way within the NCCCS. This includes the North Carolina Learning Object Repository, Late Nite Labs, Virtual Microscope, SAS inSchool Curriculum Pathways, and resources available from the VLC Extended Centers. Centers are also expected to convert courses to Moodle by the end of the second year.

9. Ensure that funds are used only to support the costs of course development, editing, and conversion for the Virtual Learning Community as described in these guidelines and the proposal as approved by the State Board of Community Colleges. The NCCCS also reserves the right to modify the list of Center duties and expectations as priorities emerge at the system level from the time of this release to the time actual work begins at the Centers;

10. Assume responsibility for final work products assigned to the Center;

11. Contract with a Center Instructional Design Editor, Technical Editor, and the VLC Managing Editor to assist in the development, editing, and conversion of courses.

_____ _____   _____ _____
Community College President   Date   VLC Center Director   Date

Note: This page must be completed and submitted in the format given.

Institutional History of Distance Learning and Infrastructure for Distance Learning
(Worth up to 25 points)

Describe your Institution's history with distance learning. This might include enrollment figures, number and type of distance courses, faculty training programs, online student services, course development strategies, online support for face-to-face courses, a time line of development of distance learning at your college, or other relevant data.

Institutional experience with Blackboard, Moodle, and other course management systems should be provided. Please list faculty and staff who have participated in the Virtual Learning Community or other Distance Learning initiatives, including course developers, editors, trainers, Blackboard server administrators, web and database developers, and others who have provided assistance.

Finally, include a brief description of the location and characteristics of facilities that could be used for VLC training events and meetings.

Implementation Strategies
(Worth up to 35 points)

Describe a situation where your college has led a grant effort. Include the actions taken, results generated, and lessons learned from this project. Show how this experience supports the college in meeting the roles and expectations described earlier in this RFP. Be specific in describing how your college will complete the activities of this RFP. Also, address how your college will comply with the Time Line and Budget sections of this RFP document.

Skills and Experience of Proposed Center Director and Support Staff
(Worth up to 20 points)

Please attach a resume for the proposed Center Director. Their experiences should emphasize project leadership, online instruction, curriculum development, and web development. The resume should also reflect the potential Director's skills in communication, project management, budget management, and problem solving. Technical skills such as Blackboard, Moodle, NCLOR, HTML, general Internet/web design, and other relevant skills should be outlined. An understanding of online teaching (pedagogy, andragogy, and heutagogy) and the qualities of excellence in online instructional design are significant.

Past performance of hosting a VLC Center and/or faculty/staff
Involvement in related DL initiatives
(Worth up to 10 points)

Describe how your college can provide a unique contribution to the Virtual Learning Community. This might include previously hosting a VLC center, hosting training events related to distance learning, faculty/staff participation in course development/editing opportunities,

participation in developing learning objects for the NCLOR, participation in pilot programs, or other distance learning initiatives.

Collaboration History with other Community Colleges or Universities
(Worth up to 10 points)

Submit a narrative that includes examples of how your college has collaborated with other community colleges and universities (either state supported or private, in state or out of state). This might include collaboration for training events, consortium agreements, sharing of resources, shared grants, or other collaborative efforts. Please give specific examples of problems that were encountered during collaboration and how the issues were resolved to provide a win-win situation for all parties.

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