



# Virtual Campus

MONROE COMMUNITY COLLEGE

## VIRTUAL CAMPUS GUIDE TO E-LEARNING USING BLACKBOARD LEARN

MCC's Virtual Campus

Spring, 2016 Version 3.0

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## Overview

The MCC Virtual Campus provides leadership and support to MCC faculty and students in the growth and development of MCC's course management system: Blackboard. The **Blackboard Learn System** is a [virtual learning environment](#) and [course management system](#) developed by [Blackboard Inc.](#) This guide has been developed in order to provide department chairs and faculty with some fundamental information about policies and procedures related to the use of Blackboard and the process for the approval and development of online courses.

## Contact Information

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## Definitions (from Wikipedia)

1. **E-Learning** - the use of electronic media and information and communication technologies in education. At MCC, we use a learning management system (LMS) to support web enhancement of face to face courses, or to support hybrid and/or fully online courses on the master schedule of MCC. Within this environment the instructor can offer virtual access to classes, class content, tests, homework, grades, assessments, and other external resources
2. **Learning Management System (LMS)** - a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs.
3. **Blackboard Learn** - The name of the Learning Management System (LMS) used at MCC.
4. **Pedagogy** - The art or science or profession of teaching; education; instructional methods.
5. **Asynchronous Learning**- A student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. An asynchronous course may require collaboration and team work, however it does not require students to be working with each other at the same moment in time.

6. ***Synchronous Learning*** - a learning environment in which everyone takes part at the same time.
7. ***OSCQR (Open SUNY COTE Quality Review)*** – Collaborative process used by Virtual Campus team for Course Development, Course Refresh, and Course Review.
8. ***Hybrid*** - Blend of face-to-face instruction with online learning activities. In a hybrid course, a significant part of the learning is online and seat time is reduced. Hybrid courses are denoted with “BH” or “CH” on MCC’s Master Schedule, in the section number of the course. Examples:
  - **COS-133-BH1 = COS-133 course face to face classes are on the Brighton Campus**
  - **COS-133-CH1 = COS-133 course face to face classes are on the Damon Campus**
9. ***Fully Online*** – Course instruction and all learning activities are online, no face to face or synchronous component can be required. In a totally online course, all of the learning is online there is no seat time. Fully online courses are denoted with “SL” MCC’s Master Schedule. Example:
  - **COS-133-SL1 = COS-133 course Fully Online**

## Blackboard Certification

All faculty interested in using Blackboard to supplement a traditional face-to-face course, or faculty needing to teach a hybrid or fully online course are required to complete online certification courses on the use of Blackboard. Each course contains tutorials, videos, and hands-on practice assignments. Request registration to these courses by contacting the Virtual Campus.

### Level 1: Supplementing a traditional face-to-face course

Addresses the basics of navigating and customizing your course shell and explores how to create, configure, modify and organize course content in a meaningful way. *The successful completion of Level 1 is required in order to supplement your traditional face to face courses.*

### Level 2: Interaction and Assessment

Reviews the different avenues for interaction in Blackboard, and the various assessment techniques made available. Participants will be able to create, configure and deploy discussions, tests, and assignments to students. You will learn how to facilitate discussions, create assignments, distribute tests, and develop a deeper understanding of the LMS. *The successful completion of Levels 1 and 2 are required in order for a department chair to assign you to a Hybrid course at MCC.*

### Level 3: For Fully Online Courses

Learn more about teaching and managing your course using advanced tools and best practices. Focuses on using Blackboard to enhance the instructor's online presence. Review of course maintenance and advanced student assessment tools. *The successful completion of Levels 1, 2 and 3 are required in order for a department chair to assign you to a Fully Online course at MCC.*

## Other Faculty Considerations

1. Faculty who have some experience with Blackboard are required to submit a document defining their previous experience with Blackboard to the Director of the Virtual Campus. A training plan will be developed for that faculty member after review. Faculty with experience in course management systems other than Blackboard will be required to take the training as defined in this document.
2. Faculty are strongly encouraged to "stay current" by attending various Virtual Campus learning opportunities offered each semester on Blackboard and the use of the Lecture Capture facility.
3. To maintain certification status, faculty will be expected to teach a course using Blackboard within a two year period following the date of certification.
4. Faculty are required to attend training when new versions of the Learning Management System are installed which require a migration to the new system. This is not a frequent occurrence. Special sessions will be offered at that time which will focus on the migration and any new or unique features of the LMS.
5. Faculty are responsible for backups and/or archiving their own courses. Directions for these processes are covered in training.

## E-Learning Support

1. Virtual Campus resources:
  - **Faculty Innovation Center (FIC):** Brighton 3-122A - Provides faculty with technology, resources, and support to meet their development needs. The FIC is equipped with high-end computers and peripherals. The FIC is staffed on a regular basis with members from the Instructional Design Team to provide faculty with one-on-one assistance and training. The FIC at the Damon City Campus is located within the Library and provides instructors with technology and resources. Hours are available via the website: <http://www.monroecc.edu/depts/distlearn/faculty.htm>. Instructional designers are also available by appointment if further assistance is required.
  - **Virtual Campus Faculty Center** Blackboard organization on the *My Courses* tab
  - **Academic Department Organizations** Blackboard organizations may be available for departmental use upon request by the chair and will be found on the *My Courses* tab
  - **Online Learning Student Orientation** Blackboard course is available
  - **Learning Opportunities** offered each semester. More information is available on the website: <http://www.monroecc.edu/depts/distlearn/training.htm>. *Niche sessions can be arranged for departments or groups of faculty/staff.*
2. Open SUNY has helpdesk support available for faculty and students.  
**Email:** [SLNSupport@itech.suny.edu](mailto:SLNSupport@itech.suny.edu)  
**Phone:** 844-673-6786  
**Website:** <http://open.suny.edu/support/contact-us/open-suny-support>
3. Open SUNY's *Exemplary Course for Observation* website  
[https://bbsupport.sln.suny.edu/bbcswebdav/institution/observation/courses\\_for\\_observation.html](https://bbsupport.sln.suny.edu/bbcswebdav/institution/observation/courses_for_observation.html)
4. **Blackboard Help for Instructors** - Searchable Blackboard Help for Instructors. Search by keyword or use the links on the page to read about topics of interest.  
[https://en-us.help.blackboard.com/Learn/9.1\\_2014\\_04/Instructor](https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor)  
  
**Blackboard Learn: For Instructors YouTube Playlist**- Set of videos for instructors covering course design, communication, collaboration and assessment.  
<https://www.youtube.com/playlist?list=PLontYaReEU1tzu1T5gfiX-JQA5nBc3isN>  
  
**Building Your Course YouTube Playlist** - A set of video tutorials by Blackboard Inc. that help instructors build online courses using Blackboard.  
<https://www.youtube.com/playlist?list=PLontYaReEU1sfvUGB7SgZb770TkBJtsGe>  
  
**Communication & Collaboration YouTube Playlist** - Short tutorials on how to use the communication and Collaboration tools in Blackboard Learn.  
<https://www.youtube.com/playlist?list=PLontYaReEU1tXMa2qtvz6zY-QiD7gNUKJ>
5. **Regarding the addition/integration of 3<sup>rd</sup> party products into Blackboard:** Open SUNY maintains a supported 'core list' of approved 3<sup>rd</sup> party products. If a department has enough parties interested in a supported 3<sup>rd</sup> party integration, The Virtual Campus will work with a department representative to initiate the implementation process with Open SUNY. 3<sup>rd</sup> party tools not on the core list can still be considered for implementation. The timeline will depend on research of the product, and the current implementation waitlist. When questions or issues occur that are not supported by Open SUNY, users may seek advice from the Virtual Campus staff.

# Procedures for Academic Departments

## Course Approval

### Approval Process of New Online and Hybrid Courses

When an existing MCC course is envisioned to be taught Hybrid or Fully Online, the process defined below highlights the steps that any faculty may take to request a course be offered in a new teaching modality. It requires the completion of the ***New Online & Hybrid Course Development Approval Form***. Approval from the Chair, Director of the Virtual Campus, and the Dean is required for all new online and hybrid courses.

This flow chart demonstrates the process:



The process will begin with some investigation by the person with the vision to expand the course modality.

#### Pre-Considerations:

- Are the learning objectives viable and achievable in the online format?
- Can all the course content be covered online or will arrangements need to be made for labs or proctored exams?
- Will this course be part of Open SUNY+?
- Is it Gen Ed?
- Has the course been taught as Web-Enhanced or Hybrid course in the past?
- Who is envisioned to develop the course?
- Who is envisioned to teach the course?
- Is the course a program requirement or program elective?
- Would this course advance a program closer to a 50%, 75%, or 100% online?
- Is the course currently offered in this format in any other SUNY Community Colleges?

#### Step 01: Complete Form and Chair Approval

- Complete the ***New Online & Hybrid Course Development Approval Form***
- Meet with department chair for the course to discuss pre-considerations
- After discussion and possible revisions of the idea
- Approval signature of the Chair

#### Step 02: Director of Virtual Campus Approval

- Meet with the Director of Virtual Campus
- After discussion and possible revisions of the idea
- Decision regarding Open SUNY+ or MCC+ designation

- Approval signature of the Director of Virtual Campus

**Step 03: Dean Approval**

- Form will be submitted to the appropriate Dean for approval
- Approval signature of the Dean

**Step 04: Schedule Development Process**

- Form will be shared with the Provost Office
- After the approval of the request this form will be provided to the Virtual Campus Team to begin the development process.
- In the case of courses that will be part of an Open SUNY+ degree, the request process will be started with Open SUNY for approval
- If Open SUNY does not accept the degree into the Open SUNY+ program, the course may still be developed as an MCC+ course

**Step 05: Course Development**

- The Virtual Campus Team will begin the established development cycle
- Appropriate Deans, Chairs, Faculty will be notified and included in the development cycle as is appropriate
- Course will complete the course development phases and then be taught

**Step 06: Review and Assessment**

- Faculty may request from the Virtual Campus Team an informal review and refresh at any time
- Course will follow the established College and departmental criteria for review and assessment and be included in the Program Review process (as per Middle States Recommendation).



## Course Development

### Online Course Development & Online Course Refresh Process: The OSCQR Model

The OSCQR (Open SUNY COTE Quality Review) Process is a collaborative approach to the instructional design of an online or blended course. This process is focused on continuous improvement, campus-driven, and team-based. At MCC we call this team the **Instructional Design Team**, which includes the **Faculty Member** who will teach the course, an **Instructional Designer**, a **Librarian**, and a **Multi-media Specialist**.

*This model will be followed whether the faculty member is converting a traditional Face to Face course to an Online course **or** is refreshing an already existing Online course.*

The Virtual Campus has developed an 18-week course development/refresh process. If a course is being developed from scratch, faculty new to the process should plan on devoting approximately 100 – 140 hours of time. The timeline is as follows:

- Phase 0: **Training and Documentation** [2 Weeks]
- Phase 1: **Preparation for Development** [2 Weeks]
- Phase 2: **Initial Development** [2 Weeks]
- Phase 3: **Primary Development** [4 Weeks]
- Phase 4: **Final Development** [8 Weeks]

*\*Further details regarding the phases of the course development process available in the Virtual Campus Course Development/Refresh Handbook available in the **Virtual Campus Center** Blackboard organization.*

### Getting the Process Started: Initial Development vs. Course Refresh

Initial Course Development <i>Converting a Face to Face course to Online</i>	Course Refresh <i>Refreshing an already existing Online course</i>
<ol style="list-style-type: none"> <li>1. Faculty member currently teaching the traditional Face to Face course initiates a conversation with their Chair to propose the initiative.</li> <li>2. Faculty member and Chair complete “<b>New Online &amp; Hybrid Course Development Approval</b>” form located in the <b>Virtual Campus Center</b> Blackboard organization.</li> <li>3. The completed form is submitted to the Director of the Virtual Campus for approval.</li> <li>4. Once approved the Faculty member and Chair will be notified.</li> <li>5. Faculty member will have a 1-on-1 meeting with an Instructional Designer to discuss the process and next steps.</li> <li>6. Instructional Designer distributes the Virtual Campus Course Development/Refresh Handbook to the Faculty member.</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty member completes “<b>Course Development Request</b>” form located in the <b>Virtual Campus Center</b> Blackboard organization.</li> <li>2. Faculty member will have a 1-on-1 meeting with an Instructional Designer to discuss the process and next steps.</li> <li>3. Instructional Designer distributes the Virtual Campus Course Development/Refresh Handbook to the Faculty member.</li> <li>4. Faculty member will be assigned to an Instructional Design Team.</li> <li>5. Instructional Design Team Lead (Instructional Designer) will schedule the kick-off meeting to initiate the schedule outlined in the handbook.</li> </ol>

<p>7. Faculty member will be assigned to an Instructional Design Team.</p> <p>8. Instructional Design Team Lead (Instructional Designer) will schedule the kick-off meeting to initiate the schedule outlined in the handbook.</p>	
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**Open SUNY+**

If a department is interested, they can elect to convert their offered degree to an Open SUNY+ degree. Benefits to this may include *faculty stipends* for course development and *additional marketing* of the degree by Open SUNY.

The actual course development/refresh process is identical to the process previously outlined in this document with one major exception: the completed courses will be submitted to Open SUNY for review. A representative from Open SUNY will offer feedback and suggestions where appropriate.

The Open SUNY+ process requires the following commitments from the interested department:

- Decide upon a target launch date for the courses that will be developed/refreshed
- Develop/Refresh every discipline-specific course that is part of the degree/certificate
- Assign one faculty member per course that will be developed/refreshed
- Utilize the Blackboard course template developed by the Virtual Campus team
- Follow the development schedule provided by the Virtual Campus team

**Course Review**

**The Course Review process for a Fully Online course**

To ensure quality, it is important that every online course go through a process of review and refresh on a regular basis (once every 3 years is recommended). With the use of the OSCQR Rubric a fresh set of eyes or a fresh idea can lead to a better experience for students and faculty alike.

After a course is coded as MCC+ or Open SUNY+, the course will go through a course review from the Virtual Campus after 3 years after the course was first developed using the OSCQR Rubric feedback form. A faculty member can elect to self-review their course at any time with the OSCQR Rubric. All existing courses will need to be refreshed as an MCC+ course or Open SUNY+ course following the refresh cycle determined by the Virtual Campus. The Chair will review each online course using the OSCQR rubric at least once every 3 years as part of the Faculty member’s regular review.

**Courses Transitioning to a new Primary Instructor**

From time to time, a course which has been previously developed by MCC faculty or staff needs to transition to a new primary instructor. Most often the content of the course is provided to the new instructor for the course by the existing primary instructor for the course. The new instructor for the course can then control the content of the course as needed.

Anyone a department Chair assigns to be the new instructor of a course must have an adequate level of training in Blackboard as defined in the Training section of this document. Once the course content has

been transitioned to the new faculty member, they can contact one of the instructional designers for assistance.

At the point the Department knows a course is transitioning from one instructor to another, the Department must make the appropriate assignment in Banner and send the following information to the Director of the Virtual Campus:

1. Name and M# of the primary instructor whose course is being transitioned to a new faculty member.
2. Semester , Course number, Course section for the new faculty
3. Name and M# of the new faculty member getting the course

It is critical to allow enough lead time of a minimum of eight weeks to adequately prepare for the transition of a course from one faculty member to another. In the event of a last minute change, please contact the director of the Virtual Campus. The following process is recommended to be taken by the existing primary instructor in order to promote a smooth transition to the new primary instructor:

1. Create a .zip file containing the current course content by using the Export tool in Blackboard.
2. Initiate a meeting with the new instructor to review course information.
3. Deliver the course content via .zip file to the new instructor. *(In extenuating circumstances, the Instructional Design Team will give course material to a new instructor for a course with written authorization from a Chair or higher level administrator.)*

### Access to Blackboard Courses

1. Chairs are required to obtain written email permission from the primary instructor or from the Dean or a higher level administrator to be given access to a course. The faculty member shall receive written notice at least four (4) working days in advance of each classroom observation [Article 54, Section II, Faculty Contract]. Requests should be directed to the Director of the Virtual Campus for processing using the [Special Enrollment Form](#) in the Virtual Campus Faculty Center.
2. A primary instructor for a course is required to submit a request in the [Special Enrollment Form](#) or an email to the Director of the Virtual Campus to have guests or observers gain access to their course.
3. A faculty member will be given access to a live course shell in Blackboard once the appropriate level of training has been completed.
4. Courses open to students for preview week one week prior to the start date of the course.
5. Students need permission from the instructor to register for an online course any time **after** the day before the start of the course.
6. Courses remain open for students until 45 days after the end of the course. This window allows time for students to complete course requirements for an incomplete. If the course needs to remain open past the 45 days, contact the Director of the Virtual Campus for options.
7. Courses remain on the server and accessible to instructors for an extended period of time. After that, the course content and student work is archived by Open SUNY and then permanently purged from the server. Blackboard provides a mechanism for faculty to save courses with or without the students' course work. Faculty are ultimately responsible for their own material.

## Other Department Chair Considerations

- Encourage faculty to web-enhance before teaching fully online.
- Encourage faculty to work with the Virtual Campus.
- Plan for backup instructors who are qualified to take over a course in case of an emergency.
- Understand that offering an online course requires the efforts of many technical support professionals at MCC, in Albany (Open SUNY/SLN) and in Buffalo (ITEC).
- Understand the faculty's intellectual property rights as specified in the faculty contract.
- Be aware of details and deadlines.
- Schedule a meeting with the Director of the Virtual Campus, to further discuss online learning.
- Schedule an orientation to online learning for your department.
- Perhaps schedule a "niche" training for your department.
- Course shells cannot be created until a qualified instructor has been assigned appropriately in Banner. Therefore, replace **TBA** on an online course as soon as possible. This is also important for course enrollments. Students are more reticent to register for courses that are listed as TBA.

### A note about scheduling online sections:

Students register for online courses for many reasons. Primarily it is because they cannot come to campus due to distance, work schedule, or they are place-bound. When considering adding sections and balancing offerings, keep in mind that cancelling online classes does not mean that those students will reregister for the on-campus section. They will more likely register at one of our neighboring campuses online sections. Conversely, not all students registered in on-campus sections will sign up for online sections. Online learning is not for everyone and students should be made aware of the differences in modality before being advised into online sections.



# Virtual Campus

MONROE COMMUNITY COLLEGE

## Course Development Approval Form

**Instructions:** Fill out this form online, print it and circulate it for signatures. The Director of eLearning should be last.

**Course Information:**

*Please attach to this form the MCC curriculum approval information for this course. This should be available from the curriculum database.*

**General Course Information**

Prefix: \_\_\_\_\_ Course #: \_\_\_\_\_  
Title: \_\_\_\_\_

**Developer Information:**

Applicant: \_\_\_\_\_  
M#: \_\_\_\_\_  
Phone: \_\_\_\_\_ email: \_\_\_\_\_  
Department: \_\_\_\_\_ Division \_\_\_\_\_

**Blackboard certification/experience:**

MCC Certification:  
 Level One: Web enhanced  
 Level Two: Hybrid  
 Level Three: Fully Online  
 I don't know – Other school  
Previous experience teaching online:  Yes  No

**Current Course Instructional Methods:**

Lecture  
 Lab  
 Hybrid  
 Web Enhanced  
 Distance Learning Course (synchronous/video course)

**Program Information:**

- General Education
- Elective
- Program Elective
- Program Requirement for: \_\_\_\_\_

Why is this course being developed as a hybrid or totally online or other format than traditional or web enhanced?

When (semester) do you expect this course to be developed? \_\_\_\_\_

When (semester) do you expect this course to be taught? \_\_\_\_\_

Developers Signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Chair Approval: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dean Approval: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Director of Elearning Approval: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Department Use Only:

Design Team Assignment:

Instructional Designer: \_\_\_\_\_

Multimedia Developer: \_\_\_\_\_

Librarian: \_\_\_\_\_

Open SUNY Plus: Yes/No