COUNS 070 - Distance Learning and Strategies for Success

Approval Date: 10/31/2013  Effective Term: Fall 2014

Department: COUNSELING
Division: Enrollment Services
Units: 1.00
Grading Option: Pass/No Pass Only
Transferability: Not-Transferable
Course is: AA/AS Degree
Repeatability: Not Repeatable
Contact Hours per Term:
   Lecture/Discussion: 18.00

Associate Degree GE Applicability: No
Recommended Class Size: 30
   -Rationale: Counseling class size.

Discipline/Minimum Qualifications:
Counseling

Catalog Description:
Introduces the practical strategies and skills necessary to succeed in distance education. Students will learn how to anticipate, avoid, and/or solve typical problems encountered in the distance learning environments. Familiarity with the Windows operating systems is necessary.

Schedule Description:
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Student Learning Outcome:
1. Demonstrate proficiency in the skills necessary to succeed in distance learning.

Course Objectives:
1. Evaluate online equipment needs.
2. Demonstrate acceptable netiquette.
3. Define the terminology/vocabulary of online courses and the internet.
4. Demonstrate online readiness to take online classes.
5. Examine typical problems encountered in distance learning.
6. Demonstrate competency using various online tools necessary in an online class.

Course Content Outline:

Online equipment needs

1. Hardware
2. Software

Online Communication in the classroom

1. Discussion forms
2. Netiquette
3. E-mail communication guidelines
4. Synchronous Communication
5. Asynchronous Communication
6. E-mail communication guidelines
7. Chat Rooms
8. Wikis
9. Blogs

Terminology/vocabulary of the online classroom

1. The Internet, world wide web and internet
2. Online vocabulary
3. Different Online platforms
4. Difference between Hybrid and online
5. Blackboard
6. COC's distance learning website

Online success skills

1. Myths and facts about online learning
2. Expectations of online students
3. Online Readiness
4. Cite electronic references in MLA (modern Language Association) and APA (American Psychological Association) writing styles
5. Internet research
6. Reading and writing skills
7. Testing in an online environment
8. Study skills
9. Test taking skills

Problems with online learning

1. The online classroom
2. The online Community
3. Academic integrity
4. Plagiarism
5. Online cheating
6. Importance of a personalized work space
7. Ideal study environment
8. Working remotely
9. Ergonomics
10. Managing your time
11. Avoiding Procrastination
12. Computer stress
13. Computer problems

Online Tools

1. Search engines
2. Files and folders
3. Taking screen shots
4. Online groups
5. Online help/tutoring
6. Blackboard help
Methods of Instruction:
Lecture, Distance Education: Discussion and Collaborative group work.

Methods of Evaluation:
Exams/Tests/Quizzes
Skill Demonstrations

Typical Assignments:
Reading:
1. Read assigned chapters in the textbook.
2. Supplemental reading (read assigned articles and documents from assigned websites).

Writing, Problem Solving or Performance:
1. Write a 2-page paper about a topic related to Distance Education. Reference helpful websites and cite your sources. Please use at least one internet site, one magazine/journal article or a book.
   Examples of topics for your paper
   Taking notes on internet material
   Completing online group projects
   Completing online assignments
   Plagiarism
   Electronic cheating
   Contact with online instructors
   Tutoring for online classes
   2. Please read the Late Paper and determine who is most responsible for Kim failing Psychology 101. Rank the characters in order of their responsibility for Kim’s failing grade in Psychology 101. Give a different score to each character. Explain your rank for 1 (most responsible) and rank 6 (least responsible).

Other:

Required Materials
Examples:
Book 1
Author: Stacey Barrett, Catrina Poe and Carrie Spagnola-Doyla Publication Date: 2012 Edition: 2 Ed.
Title: Power Up A Practical Student’s Guide to Online Learning Publisher: Pearson
Other:
Data storage element
(disk, external drive, etc.)

Course Preparation:
Prerequisite(s): None
Co-Requisite(s): None
Recommended: None

Distance Learning Addendum
A. Delivery Methods
100% Online

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?
Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library resources; textbook supplements.
The methods of instruction will be adapted by providing weekly lecture material to be posted on the course website; self-directed research on topics relevant to course content which may supplement the text; online resources linked to the course web page that link students to course materials [such as “COC Distance Education Website” “Netiquette”, or “Online Learning.net”]; weekly assignments that utilize student to student and student to instructor collaboration on real-time and delayed discussion spaces [see examples below]; specific written assignments that make use of email as well as electronic quizzes and exams. An example of student work to be assigned might be the following: (1) “Read the material in the textbook on “Readiness for Online Learning”. Take all five-competency skill assessments in the textbook, and take the “Learning Style Assessment” on the University Learning Center website. Evaluate your own readiness for online learning. Write a 250 word thread discussing what did you learn about yourself? What are the areas that you need assistance with? What is your learning style? Include your leaning style code.

C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study lessons, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.
The instructor will prepare an orientation letter which provides information about the course content and assignments, as well computer system requirements so that students can evaluate if it is appropriate for them to take the course as an online class. The orientation letter will be available to students no later than one week prior to the scheduled beginning of the class. The instructor will respond to student e-mails and other inquiries promptly. For example, if students are required to submit homework or take online quizzes weekly, a prompt reply might be within two days so that students have sufficient time to have their inquiry answered and be able to complete the assignment. The instructor will use email or discussion board postings to contact students who are not participating in required discussion board forums or who are not providing adequate answers. The communication should include suggestions on how the student can communicate more effectively on the discussion boards. Instructor will participate in discussion board topics to help stimulate thinking about all aspects of the topic. The instructor will maintain electronic records containing all emails received from and sent to students, as well as any other online correspondence sent to students or posted as announcements on the course management system. The instructor may also maintain records regarding discussion boards, group and individual meetings, telephone contact, non-electronic correspondence, or other activities. This information will be maintained by the instructor in the permanent record of the course, along with the documentation for the assessment and assignment of grades. The holding period for correspondence will correspond with the College’s holding period requirements for grade assignment documentation. The purpose of this requirement is to document the level of regular effective contact between instructor and students throughout the duration of the course. The instructor may offer online virtual office hours or online chat rooms. The instructor will provide students with campus voice mail and mailbox drop information.

D. Describe how you will promote and monitor effective student-to-student contact.
The course will promote student-to-student contact by requiring the completion of assignments that ask for student collaboration and/or problem solving on topics relevant to the course [see example below]. To monitor this interaction, the instructor will either have assignments written or recorded on a discussion site or require that evidence of the collaboration be sent directly to him or her by email. The following assignment might be given as means to facilitate contact: “Discuss why good time management skills are an
important factor in being successful in online learning. Take the time management assessment and determine what areas may need improvement. Describe your strategies for managing your time more effectively. " After you have posted your response, respond to another student’s post.

E. Describe and give examples of how student learning will be evaluated.
Student learning will be evaluated by weekly quizzes, reading exercises, and writing assignments. The instructor will measure learning by assessing the degree to which learning objectives for each unit have been reached and demonstrated by the above methods. Learning objectives are offered for each chapter of the text used in the course and may be supplemented by the instructor as well. An example of an assessment method might be a reading exercise that asks students to explain Netiquette and give examples of the appropriate way to send e-mails, chat on line and post on the discussion boards. Ideally, as a function of completing the assignment, the student will have a thorough knowledge of the concept and therefore be able to not only explain it, but also engage in higher learning skills.

F. Describe the college resources that will be required by you and your students in each of the following areas:
1. Facilities (e.g. classroom for orientation sessions, exams, etc.)
No classroom is required- course is 100% online. Students will be able to access existing on-ground support services
2. Technology (e.g. software, hardware, technical support, etc.)
Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well to email services. Such computers are readily available through College of the Canyons’ computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently such support is provided through the TLC. The instructor must have access to a course management system (such as Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements, grade book). Technical support to instructors should be provided through Computer Support Services.

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)
Students will be able to access existing on ground student support services, online tutoring and TLC during both daytime and evening hours. In special circumstances, TLC resources may also be utilized to proctor exams for students who receive permission from the instructor to take an exam outside of scheduled exam time. DSP&S resources may be needed to determine Section 508 compliance of course materials and delivery systems.

G. Technologies used for instruction:
Multimedia (streaming video, audio)
Flash
Timed Responses
Third-party software
Images (jpeg, gif, etc.)

How will you ensure that instruction is accessible to students with disabilities?
Publisher-provided modules may be used in conjunction with the CMS. These modules are primarily based upon content found in the textbook. These modules will be reviewed by DSP&S or such other COC administrative staff deemed qualified to determine Section 508 compliance. Any noncompliance issues noted will be discussed with the publisher providing the modules to determine an appropriate course of action. This may include changing the module itself or providing the information in an alternate format that is Section 508 compliant. If the noncompliance issue cannot be satisfactorily resolved, then the component of the module giving rise to the noncompliance will be removed from the course content. Students who may have difficulty with online evaluative activities may contact the instructor and request alternative activities. For example, homework may be submitted paper-based rather than online, or chapter quizzes may be proctored in the TLC and taken as paper-based quizzes rather than online. PowerPoint slides and graphic web pages will be converted to formats compatible with text-reading software or will be provided in alternate formats that are Section 508 compliant. Flash-based content used in the course will be provided in alternate formats that are Section 508 compliant.