Course Outline of Record Report
10/13/2021

COLLC052 : Becoming a Successful Online Student

General Information

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Course Code (CB01) :	COLLC052
Course Title (CB02) :	Becoming a Successful Online Student
Department:	Counseling
Proposal Start:	Fall 2019
TOP Code (CB03) :	(4930.11) Interpersonal Skills
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000192720
Curriculum Committee Approval Date:	11/30/2018
Board of Trustees Approval Date:	02/14/2019
External Review Approval Date:	Pending
Course Description:	This course provides preparation for online course work by focusing on the fundamentals of the online educational environment. Topics include email use, online class interactions such as discussion groups, the differences between online and onsite courses, equipment needs, and other introductory information.
Submission Type:	Change to Content
	Change of hours is requested for this class. Currently the course is 9 hours lecture and 27 hours of lab for a total of 36 hours. The instructors have observed that only 18 hours of lecture is necessary to deliver the content of the course. In addition the current six Student Learning Outcomes (SLO) for the course have been reduced to two SLOs which are more in line with the 1-unit three week course. We combined several of the current SLOs to make two SLOs. Lastly, we are requesting a change in the course code from PDEV to COLL to align with the other counseling courses.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Computer Science • Counseling • Education • English • Graphic Arts (Desktop publishing) • Library Science • Psychology
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Non-Repeatable Credit

Grade Options

- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	1
Maximum Credit Units (CB06)	1
Total Course In-Class (Contact) Hours	18
Total Course Out-of-Class Hours	36
Total Student Learning Hours	54
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	6	12
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	3
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	0
Activity	0
Total	18
Course Out-of-Class Hours	
Lecture	36
Laboratory	0
Activity	0
Total	36

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Demonstration
Rationale	No value

Assignments

Sample assignments include -
A. Reading assignments - For example, students will read article on "Plagiarism and Cheating" and be ready to discuss it in class.
B. Scavenger Hunt assignment - For example, students will utilize the college website, their insideCC account, and Canvas to answer the Scavenger Hunt questions. This assignment will give students exposure on how to find the different resources available to them online.
C. Short Papers - For example, evaluate the three-day time management document you created in lab and write a 500 word essay on how the document was implemented in your daily life and whether revisions are needed for success in the online environment.

Methods of Evaluation	Rationale
Participation	Discussions and group assignments
Homework	Short papers and reading assignments Example: Students will write a short paper comparing the basic differences between taking an online class and a traditional face-to-face class.
Tests	Quizzes and Examinations Example: Students will take both of the Student Preparedness Quizzes (Student Skills and Technical Skills) at the beginning of the class and again at the end of the class to evaluate preparedness for taking online classes before and after the exposure to the course.
Other	Skill Performance Example: Students will be required to upload a writing assignment to course, send an email with an attachment, and turn in an assignment through turnitin.com.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The SLO's are assessed through rubric and objective assignments such as discussion boards, quizzes, and papers.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description	COLL C052 does not have a required textbook. The readings provided in the class are lectures created by current and previous COLL C052 instructors. The topics covered in the readings are the purpose of discussions/forums, help with determining if online education is right for the student, the importance of online group collaboration, netiquette and communicating in an online classroom, considering the source when conducting research on the web, plagiarism and cheating, and then a summary of important information from the class.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Describe the basic difference between traditional face-to-face courses and online courses.

Expected SLO Performance: -

Examine personal readiness for successful completion of online courses.

Expected SLO Performance: -

Demonstrate the ability to use web pages, email, group discussions, uploading a written assignment, and navigate Cerro Coso's online course environment.

Expected SLO Performance: 70.0

Outline

Course Outline

A. Basic differences between online courses and traditional face-to-face courses
        a. Benefits of online courses
        b. Drawbacks and challenges of online courses
        c. Self-motivation needs for online courses
        d. Evaluating whether online is a good option for you
        e. Assess readiness for online environment
B. The process of taking an online course
        a. How to connect to the Internet
        b. How to access the online class site
C. Using web pages, email, and discussion groups in online classes
        a. Using hyperlinks
        b. Sending email
        c. Sending attachments in email
        d. Reading, posting, and replying to discussion postings
        e. Access technical assistance (example: IT Helpdesk)
        f. Proctoring process
        g. Online library search
D. Understand the concepts of netiquette and communication in an online environment
        a. Basics of netiquette
        b. Using emoticons
        c. The do's and don'ts of online communication

E. Equipment needs of online courses
        a. Hardware needs for taking online courses
        b. Software needs for taking online courses
F. Time Management
        a. Procrastination video
        b. Creation of a three-day time tracking form
G. Experience the Cerro Coso Online model of delivering online courses
        a. The Cerro Coso Canvas Learning Management System
        b. Common Cerro Coso Online course components
        c. Resources available to Cerro Coso online students
        d. Submit an assignment through turnitin.com

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
iTV
Hybrid

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

Class discussions are completed through the online discussion forum, and students are required to respond to the discussion questions and to at least two of their classmates' posts. Weekly quizzes are given. Students are put into groups to complete the Group Collaboration Project, and communication between participants happens via the discussion forum, chat, and email. The instructor provides feedback and comments to submitted coursework and discussions. Some assignments (that are not objective) are graded via a rubric.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Maximum enrollment for online courses is 45 students.