

North Carolina Community College System

*Virtual Counseling
Resource Guide*

*~An internet resource guide for the North Carolina Community College
Counselor to assist virtual learning students~*

2006-2007

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Introduction

The goal of this handbook is to assist North Carolina Community Colleges to enhance their online counseling services. As colleges migrate to the Colleague System, it will be beneficial to evaluate student services programs by using the Council for the Advancement of Standards in Higher Education (CAS). A self assessment guide, CAS describes the basic structure and other essential elements of effective programs. In anticipation of the widespread use of Campus Cruiser¹ (a component of the Colleague System), community colleges are tasked with personalizing their online counseling services and establishing guidelines for the delivery of services online. Based on reviews of the 58 community colleges in the state (along with several state, national, and university web sites) and the collective efforts of a statewide committee, this handbook provides:

- General tips for improving effective online counseling services
- Descriptions and examples of effective online counseling services
- Useful questions to ask in designing effective online counseling services
- A resource guide with links to: career information, college/university connections, counseling sites, financial aid/scholarships, North Carolina Community College resources, professional organizations, disability services, testing, and other links.

In 1998, the Southern Association of Colleges (SACS) stated in Article 5.4.1 that "... appropriate student development services must be provided for distance learning programs ..." and in 1999, the Western Cooperative noted that with rapidly growing instruction online, online counseling services had been neglected².

In 2003, the Western Cooperative published their "*Beyond the Administrative Core: Creating Web-based Student Services for Online Learners*"³ which contains results from a three-year project (January 2000 to December 2002) studying, among other institutions, a community college that moved student services to the online environment. A set of guidelines for other institutions to follow was developed. The implications of this study were that the most common

¹ <http://www.campuscruiser.com/>

² Western Cooperative for Educational Telecommunications project (<http://www.wiche.edu/telecom/resources/publications/guide/guide.htm>).

³ Western Cooperative for Educational Telecommunications project (<http://www.wiche.edu/telecom/resources/publications/guide/guide.htm>).

services that are offered online are those within the “administrative core” (admissions, financial aid, registration, etc). Yet, online learners need to access other support services such as tutoring, academic advising, personal counseling, career counseling, and library services.

In 2004, SACS omitted specific reference to distance education (DE) student services; it is thought that the intent was to no longer consider DE students differently from on-campus students⁴. At North Carolina State University (NCSU), some of the policies adopted for distance education from the SACS Principles of Accreditation are that DE students have sufficient access to student services such as counseling and resolving complaints. Furthermore, in aspiring to SACS principles, NCSU places importance upon whether DE students feel that they are part of the campus community.

As recently as 2005, Dare, Zapata, and Thomas noted that among the triangular relationship between technology, distance learning, and student services the link between student services and distance learning is in its infancy⁵. Dare et al. notes that many schools currently follow an “enrollment management—plus model” of DE student services in which minimal transactions are provided online for DE students. Given the importance of a “sense of community” to retention and success, Dare et al. conducted a survey of 778 DE students and 1,962 on-campus students, matching controls to determine (among other things) the extent to which a sense of community or connection is being conveyed to DE students. They concluded that many student services programs are not being delivered to DE students and, since this population is growing, fully serving DE students may be critical to their retention and success.

The definition of “student services” is neither clear nor universal. In this handbook, student services are defined rather narrowly to focus primarily upon: admissions, testing, financial aid, disability services, student affairs, counseling services, and career services. These services do not typically involve services for which a license in counseling is required. Therefore, community college counselors assist students with their educational and career planning. They

⁴ Western Cooperative for Educational Telecommunications project
(<http://www.wiche.edu/telecom/resources/publications/guide/guide.htm>).

⁵ Western Cooperative for Educational Telecommunications project
(<http://www.wiche.edu/telecom/resources/publications/guide/guide.htm>).

work with students to help them overcome personal barriers to reaching their academic goals and provide referral services to community counseling agencies that specialize in mental health issues.

General Tips For Improving Effective Online Counseling Services

- 1. Feature online counseling services prominently.**
- 2. Be consistent in design.** Keep in mind that too many graphics slow the loading of a web page; the site needs to be easy to access for all students ... simple, but informative.
- 3. Ensure that communications are clear and detailed** so that unintended messages are not sent (e.g., Meta linguistic cues such as vocal tone, facial expressions, body language are absent in e-mail communications; hence messages are vulnerable to misinterpretation. Humor, especially sarcasm, can be misinterpreted).
- 4. Response to online requests for services is best given within 24-48 hours.**
- 5. Remember to create links to and from other relevant pages** throughout the web site of your institution; create links to external sites as well.
- 6. Maintain a focus upon students' needs;** this may include offering web pages in a language other than English (see the **Resource Guide** section of this handbook for a listing of web sites that can help developers translate their web sites into languages other than English).
- 7. List counselors available**-their phone numbers, e-mail addresses, and physical location on campus.
- 8. Ensure that web pages are accessible to users with disabilities.** A good resource is **Bobby**, a free service that analyzes web pages to ensure their accessibility to users with special needs (e.g., providing text equivalents for all images (see the **Resource Guide** section for links to the **Bobby** web site).
- 9. Maintain an awareness of security issues.** Confidential issues can only be shared over the Internet if the server is secure; otherwise only general information can be requested and provided. Only encrypted e-mails are safe; when in doubt about the encryption of e-mail it is best to ensure information provided is general (e.g., neither request nor provide social security numbers or other confidential information). It is important on counseling web pages where information is exchanged to inform students whether the server is secure. Campus webmasters can provide information about security and encryption; they can often help in making web pages/e-mails secure/encrypted, if they are not already.

Descriptions And Examples of Effective Online Counseling Services

Although face-to-face interaction may never be eliminated, there are many counseling services that can be effectively provided over the internet-with or without the use of a secure server. Consider the following examples of how to provide counseling services effectively online:

- **List the objectives, purpose, and process of counseling services.** For example, counselors at Central Piedmont Community College discuss how they help students define goals, assist with program planning, and connect students to the resources of the college (<http://www.cpcc.edu/iCAN/counseling/role.htm>). Pamlico Community College defines their role as: “to provide support services that are appropriate to the college service area and accessible to the students, faculty, and staff (http://www.pamlico.cc.nc.us/pcc_student_services.htm).”
- **Describe the counseling staff.** This may consist of a list of the staff, their credentials, phone numbers, e-mail addresses, their areas of specialty and a personal picture. Describe where the counseling staff is located on campus. (<http://www.blueridge.cc.nc.us/Files/StudentServices/php?Link=Staff> and <http://cfcc.net/admissions/counseling.htm> and <http://www.roberson.cc.nc.us/enrollment/counseling/counseling.htm>).
- **List external links to resources needed by students.** These links may be to services such as: social services, disabilities, domestic violence and sexual assault, substance abuse, and mental health. (<http://www.forsyth.tec.nc.us/student/personal.html> and http://www.pitt.cc.nc.us/students/student_services/counrefer.html). See **Resource Guide** for a listing of useful external links.
- **Include a Frequently Asked Question page.** Students may be interested in answers to questions such as: “Who is my counselor?”, “How do I change my program of study?”, and “What do I need in order to transfer to a four-year college?” This may include a section enabling students to ask questions. (<http://technet.gtcc.cc.nc.us/services/counsel/Faq.htm> and <http://www.faytechcc.edu/stuserv/counseling>). Asking questions online can also be accomplished by listing the e-mail addresses of available counselors.

- **Provide information about a variety of topics important to students’ mental and emotional health as well as their academic success.** Appalachian State University shares a variety of information about mental health and well being via their “Ask Uncle Sigmund” page (<http://www.unclesigmund.appstate.edu/>). Posting links to community resources is useful (http://waketech.edu/counseling/personal_development.htm#emergency). Central Piedmont Community College offers a wealth of printed handouts on academic success (i.e., study skills, math, and writing) (<http://www.cpcc.edu/academic%5Flearning/PrintableHandouts.htm>). Also, for information on drug and alcohol policy, check out (<http://www.isoenthal.edu/drugs.htm>). See **Resource Guide** for more useful links.
- **Include information about ethical and legal issues.** For example: “the counseling staff adheres to the Ethical Standards of the American Counseling Association.” Also, include information about what to do in case of an emergency (i.e., call a 24-hour crisis hotline or 911) (<http://www.faytechcc.edu/StuServ/counseling?Online/default2.htm>). Mention that students’ privacy will be protected and the details of counseling sessions not disclosed without prior written consent (<http://www.cpcc.edu/ican/PCAP/guidelines.htm>). See **Resource Guide** for links to counseling associations and their ethical guidelines.
- **Provide testimonials from students.** (<http://nursing.asu.edu/programs/testimonials.html>).
- **Post a “What’s New!” page.** Post new information on a special page so that students know where to go to be apprised of new information. (<http://www.surry.cc.nc.us/>).
- **Assist students in reporting online harassment.** (see for examples: <http://www.faytechcc.edu/stuserv/counseling>.) See **Resource Guide** for useful links regarding the report of harassment).
- **Design pages to help students evaluate the quality of online counseling services.** (<http://www.faytechcc.edu/stuserv/counseling> and <http://www.pitt.cc.nc.us/ereport.html>).

- **Provide pages to assist faculty in referring students to counselors.**
(<http://www.faytechcc.edu/stuserv/counseling>).
- **Provide online workshops.** Students can engage in online workshops pertaining to: stress management, test anxiety, study skills, etc. (See, for example, the American Personal Power Learning Experiences created at Appalachian State University: <http://www.appleprof.com/>).
- **Provide online orientation for students.** Online orientation can focus students on essential information to ensure their success (e.g., learn to use advisement, types of financial assistance available, and types of counseling services available. For examples see: <http://www.broward.edu/advising> <http://www.wncc.edu/orientation/> and <http://cfcc.net/orientation/index.html>.
- **Provide links with academic advising.** Although most community colleges distinguish between academic advising and counseling, the similarities in services provided make links between counseling and advising essential.
(<http://www.pima.edu/advising/index.shtml>, <http://www.cpcc.edu/ican>, and a national advising association: <http://www.nacada.ksu.edu/> .
- **Provide services unique to international students.** Examples include an application for international students and admissions requirements for international students, <http://www.vgcc.cc.nc.us/forms/internationalstudents.htm> and www.waketech.edu/international/index.html.

Useful Questions To Ask In Designing Online-Counseling/Advising Services⁶

1. What are the pros and cons of online counseling/advising from the perspective of established counseling theory and practice?
2. What matriculation services do you have online? (e.g., Application/Registration/Assessment/Orientation/Advising)
3. Describe some of the ways your advisors/counselors are currently using electronic technology with students.
4. How do you ensure document integrity and client confidentiality? Have your counselors expressed concerns about confidentiality when using email to communicate with students? If so what are the concerns? What issues or topics are you sharing that are confidential? What steps have been taken to resolve these issues?
6. Have you found that online students have different kinds of needs than on campus students?
7. What are appropriate and effective protocol/processes/guidelines when using technology in counseling or advising?
8. What obstacles/resistance/limitations in the use of technology in advising/counseling does your department encounter?
9. If counselors/advisors are concerned about technology replacing face-to-face contact with students, what is the reason (i.e. differentiated access, no home computer)?
10. Where do you see your department going and what recommendations would you make for future use of technology in advising/counseling?
11. How are counselors/advisors trained in technology on your campus?
12. Are advisors/counselors involved in the decision making process in choosing advising technology?
13. How effective is the technology in relation to student success? Has any research been compiled on your campus?
14. If your school offers online instruction, is there a student service component? Explain.

⁶ Andrea L. Irby developed these questions. She is the Director of Advising Central at NC State University alirby@gw.fis.ncsu.edu

15. What is the role of the paraprofessional in online student support services?
16. What applications of technology are currently available on your campus?
17. How different software programs interface with the Web on your campus; for example, is BlackBoard software compatible with AOL?
18. What does your counseling department have in terms of technology?
 - a. Computers: Does each counselor have a computer? How old? How fast?
 - b. Network Hardware?
 - c. Program software
 - d. Wiring infrastructure (wiring type, fiber optics, T-1, modem)?
19. How many students are taking online classes only?
20. How many students are taking a combination of online and on-campus courses?

Resource Guide

Career Information

America's Career InfoNet

www.acinet.org

This site contains occupational information that will assist you in your employment search and increase your overall understanding of the job market.

American's Career Resource Network (ACRN)

www.acrnetwork.org

The ACRN web site serves as an online hub for parents, students, teachers, counselors, administrators and others who want information on how career development encourages and enhances solid academic achievement.

Bureau of Apprenticeship & Training (U.S. Dept of Labor)

www.doleta.gov

Whether you're an individual interested in apprenticeship training or an employer exploring the advantages and "how to" of apprenticeship, you'll find something useful here.

Bureau of Labor Statistics (BLS – Dept of Labor)

<http://stats.bls.gov>

The BLS site is a primary connection for nationwide labor market information. While much of the data is national in nature, a significant number of data sets are at the state and area level as well.

General Accounting Office (GAO)

www.gao.gov

An excellent resource for up-to-date research about topics of interest to educators and other career development professionals. Its reports arise from Congressional requests for further information on topics that affect policy and legislative decisions. Topics range from education to employment to economic development to veterans affairs.

Careerware & Bridges

www.careerware.com

Career One-Stop

www.careeronestop.org

National, comprehensive site includes Career InfoNet and America's Job Bank. It provides information on employment opportunities, training and education, labor market information, testing and assessment, and much more. In particular, America's Job Bank has been selected by several internet rating services and magazines as one of the top internet sites for job seekers.

Career Pro News

<http://careerpronews.bridges.com>

A quick daily read for career professionals. This site delivers the latest career development information, plus enterprising and timely labor market articles.

College Foundation of North Carolina (CFNC)

www.cfnc.org

A nonprofit partnership between Pathways of NC, College Foundation Inc., and the NC State Education Assistance Authority. These organizations have board expertise in helping students to prepare successfully for college and to find the best financial aid alternatives. Together, they provide a complete and comprehensive source of information – and real solutions – for students and their families.

NC Employment Security Commission (NCESC)

www.ncesc.com

ESC provides extensive information about business services, individual services, and the labor market and includes NC Job Bank, which lists current employment opportunities across the state. Individual services include the following and more:

- Job openings through NC Job Bank
- Link to employer websites

Labor market information services include the following:

- Employment & Wages by Occupation
- Occupations Requiring Licensure
- Employment & Wages by Industry

What Color is Your Parachute?

www.jobhuntersbible.com

Compiled by Richard Bolles, this guide is designed to aid job hunters and career changers who want to use the internet as part of their job search. It's designed as a companion to the 2005 edition of Bolles' book, *What Color Is Your Parachute?*

Military Career Guide Online

www.militarycareers.com

This web site is the leading career information resource for the military world of work. It gives you details on 152 enlisted and officer occupations.

National Centers for Career & Technical Education (NCCTE)

www.nccte.org

NCCTE provides research-based information to significantly affect the quality of knowledge and understanding necessary to advance career and technical education in the United States. NCCTE offers numerous, useful web casts.

North Carolina State Occupational Information Coordinating Committee (SOICC)

www.ncsoicc.org

SOICC provides career planning resources for North Carolina youth and adults. Resources include publications, videos, software, workshops, and online services.

Self-Assessment-North Carolina's Job & Career Navigator

<http://www.esc.state.nc.us/NCJC/welcome3.htm>

SOICC Career Briefs

<http://www.soicc.state.nc.us/soicc/info/briefs.htm>

NC Careers

www.nccareers.org

NC Careers is SOICC's comprehensive career information system, which integrates self-assessment, occupational exploration, career planning, and educational and financial aid resources. Discover what you like to do and what makes you unique, identify and learn about occupations for which you may be best suited, find out where to get appropriate training and education, then investigate sources of financial aid to pay for it.

NC STARS

www.ncstars.org

NC State Training Accountability & Reporting System (NC STARS) is designed to provide information on Workforce Investment Act (WIA) training providers and programs so you can make informed choices about your career.

NC Health Careers

www.nchealthcareers.com

Occupational and educational information on health careers provided by the NC Area Health Education Centers Program (AHEC).

NC JobLink Career Center

www.joblink.state.nc.us

JobLink Career Centers, user-friendly facilities that provide job seekers, training seekers, and employers' access to a variety of employment and training services, all under one roof, bringing together "partners" from a variety of state government agencies. Provides links to and information about local JobLink centers and their programs and services.

Occupational Outlook Handbook

www.bls.gov/oco

Online version of the nationally recognized source of career information published by the Bureau of Labor Statistics. Revised every two years, the handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

O*NET Online

<http://online.onetcenter.org>

Provides interactive access to the much-anticipated replacement of the Dictionary of Occupational Titles. A comprehensive database, it identifies and describes important information about occupations, worker skills, and training requirements. O*NET is designed to aid counselors and other intermediaries in One-Stop Career Centers, employment service offices, the National Skill Standards Board, and the nation's workers and employers.

Career Key

www.careerkey.org

Online Career Services Web Pages

www.cpcc.edu/career_center/

www.faytechcc.edu/stuserv/careerctr/

The Riley Guide: Employment Opportunities & Job Resources Online

www.rileyguide.com

Considered by many to be one of the best career and job information clearinghouses on the internet. Well-organized categories of links, carefully reviewed and with clear and concise site descriptions.

U.S. News & World Report – Colleges & Careers Center

www.usnews.com/usnews/edu/eduhome.htm

Includes information on choosing a school, getting ready for admission tests, and completing admission applications. Advice on loans, scholarships, and financial aid, plus a step-by-step guide for parents.

College Connections

Articulation Agreement between NC Community Colleges and UNC System Universities

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.html

Undergraduate student information.

North Carolina Independent Colleges and Universities

<http://www.ncicu.org/>

Information site on the state's 36 private, non-profit liberal arts, comprehensive, and research colleges/universities accredited by SACS.

University of North Carolina System (16 Campus)

<http://www.northcarolina.edu/>

Information site on each of the 16 UNC institutions.

College Foundation of North Carolina

<http://www.cfnc.org>

Useful website helping students prepare successfully for college and find the best financial aid alternatives.

College Board

<http://www.collegeboard.org>

Site whose mission is to connect students to college success and opportunity.

Pathways

www.cfnc.org/about/info_about.jsp#pathways

Information site whose goal is to prepare every student in the state for a college education.

Counseling Sites

Alcohol and other Drug Prevention

www.edc.org/hec/

Helpful site used for the development, implementation, and evaluation of school programs/policies in reducing student problems related to alcohol, drug use and violence.

A.P.P.L.E. (American Personal Power Learning Experiences) Appalachian State University

www.freshmanseminar.appstate.edu/FS_Students_new/apples.htm

Helpful site used to strengthen study skills, note taking skills, and academic focus toward a successful college career.

Mental Health Communities

<http://healthyplace.com>

Largest consumer mental health site, providing comprehensive information on psychological disorders and psychiatric medications from both a consumer and expert point of view.

Mental Health InfoSource

www.mhsource.com

www.mhsource.com/disorders/

Your source for mental health education.

Noel Levitz

www.noellevitz.com

Site provides retention and enrollment management information.

NC Comprehensive Community College Student Government Association

www.n4csga.com

Represents all student government organizations within the North Carolina Community College System.

Phi Theta Kappa

www.ptk.org

International honor society of the two year college.

Self-Help: Academic Success/Assertiveness/Depression/Loneliness/Self-Esteem & Stress

www.pitt.cc.nc.us/students/student_services/counsacad.html

Advising Distance Education Students

www.midlandstech.com/edu/sds/sas/hb/index.html

Online advisement manual.

Financial Aid/ Scholarships

Fastweb: Scholarship and Financial Aid

<http://www.fastweb.com/>

Financial Aid

<http://www.fafsa.org/>

United Negro College Fund (UNCF)

<http://www.uncf.org/Flash/index.html>

College Foundation of North Carolina

<http://www.cfnc.org>

College Board

<http://www.collegeboard.org>

The North Carolina Community College System

http://www.ncccs.cc.nc.us./Stu_Dev_Services/financial_aid.htm

Hispanic Scholarship Fund

www.hsf.net

Asian/Pacific Islander American Scholarship Fund

www.apiasf.org

American Indian College Fund

www.collegefund.org

North Carolina Community College Resources

NCCCS Locations and Phone Numbers

http://www.ncccs.cc.nc.us/colleges_map.htm

The fifty-eight (58) North Carolina comprehensive community colleges listed in alphabetical order.

NC @ your Service

<http://www.ncgov.com/>

Gateway to NC government service agencies.

NC-ACCESS (Achieving Community College Excellence in Services to Students)

www.nc-netinfo

This initiative will promote quality student development practices in North Carolina Community Colleges through a collaborative, statewide professional development system committed to sharing best practices, distributing information, and leveraging resources.

NCCCS Calendar of Events

http://ncccs.cc.nc.us/what's_new.htm

North Carolina Community College Resources

<http://www.ncccs.cc.nc.us/>

North Carolina High School Information

<http://www.dpi.state.nc.us/>

Information site on the state's public schools.

Distance Learning Course Offerings at NC Community Colleges

<http://www.ncccs.cc.nc.us/folder/index.html>

Distance Education Resources

www.unc.edu/cit/guides/irg-06.html

Resources for information on distance education and contacting others in the field for assistance.

Distance Education Clearinghouse

www.uwex.edu/disted/

A comprehensive and widely recognized web site bringing together distance education information from national and international sources.

Professional Organizations

American Association of Community Colleges

<http://www.aacc.nche.edu/>

American Counseling Association

<http://www.counseling.org/>

American Counsel on Education

www.acenet.edu/

American College Counseling Association

www.collegecounseling.org

Association for Multicultural Counseling & Development

www.nccounseling.org

Hispanic Association of Colleges & Universities (HACU)

www.hacu.net

National Community College Hispanic Council (NCCHC)

www.ncchc.com

National Career Development Association

www.ncda.org

National Board of Certified Counselors (NBCC)

<http://www.nbcc.org/>

American Association of Women in Community Colleges

www.aims.edu/aawcc

North Carolina Distance Learning Alliance

<http://www.dlalliance.org/>

Grass roots organization dedicated to working with distance learning professionals and organizations throughout the nation.

NC-ACCESS (Achieving Community College Excellence in Services to Students)

www.nc-netinfo

Disability Services

Dept. of Education (National)

www.ed.gov

Links to reports on all aspects of the organization's work, including student aid, legislation, statistics, school locator, and much more.

ADA (Americans with Disabilities Act)

<http://www.usdoj.gov/crt/ada/>

ADA home page.

A.H.E.A.D. (Association on Higher Education and Disability)

www.ahead.org

Site provides information regarding education, disability, and access.

Office of Civil Rights

www.ed.gov/about/offices/list/ocr/

Informs the mission of OCR and personal rights.

Disability Access, Information and Support

<http://www.janejarrow.com>

Provides disability access information and support.

HEATH Resource Center

www.health.gwu.edu/

Education links for students with disabilities.

Learning Disabled

www.ldonline.org/

Information site for parents and teachers on LD services.

Learning & Study Strategies

www.muskingum.edu/~cal/database/

Web site provides learning and study strategies for students.

Learning Style Link

www.metamath.com/multiple/multiple_choice_questions.html

Questionnaire to aid students in identifying their learning style.

AD/HD

www.additudemag.com/additude.asp

Online magazine for parents and children with ADD.

Online ADA Link

www.lenoircc.edu/nsite/studentsserv/disability/dis_servindex.htm

Lenoir Community College's (FAQ's) on disability services.

Testing

Accuplacer

<http://cpts.accuplacer.com/docs/StudentGuide.html>

The Accuplacer online student guide.

ACT

<http://www.act.org/>

The nation's most widely accepted college entrance exam—and more! Site provides educational and career planning for students and teachers at every level.

Kaplan Test Prep and Admissions

www.kaptest.com

This site is divided into unique communities where customers can find programs, read articles, access special events, tools, and more—all geared towards their specific goals and interests.

TOEFL

<http://www.ets.org>

Test of English as a foreign language.

Online Tests (Personality, Intelligence, etc.)

<http://www.topix.com/~sean/tests.htm>

Online Study Guide Websites (COMPASS, ASSET, TEAS, etc.)

www.testprepreview.com

www.act.org/compass/sample

www.studyguide.zone.com

Other Links/ Miscellaneous

Family Educational Rights & Privacy Act (FERPA)

www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The web site provides information on the law that protects the privacy of student education records.

Immigration & Naturalization Service

www.uscis.gov

Web site providing immigration information.

African-American Resources (Various Universities)

www.theblackmarket.com/blksites.html

Various educational and other services for African-Americans.

Guide to Developing Online Student Services

<http://www.wiche.edu/telecom/resources/publications/guide/guide.htm> and
www.harford.edu/Department/StudentServ/CollegeLife/orientation/default.asp

A useful guide to developing online student services.

Translation

<http://www.systransoft.com/>
www.babelfish.altavista.com

Free online service that translates text/web pages from one language to another.

Accessibility Testing

www.webxact.watchfire.com

Free online service that lets you test single pages of web content for quality/accessibility.

Stop It Now!

www.stopitnow.com/mn/

Online resource information on child sexual abuse.

International Students

www.ice.gov/graphics/sevis/students/index.htm

General information for international students.

www.uscis.gov

Information on immigration services.

www.embassy.org

Foreign embassy contact information.

<http://travel.state.gov/travel/>

International travel information site.

www.useduguides.com/

College searches for international students.

<http://usembassy.state.gov/>

Information site on embassies, consulates, and diplomatic missions.

Wellness Websites

www.eatright.org

<http://www.webmd.com>

www.4collegewomen.org

<http://4women.gov/mens/index.htm>

A gateway to reliable comprehensive, non-commercial health information.

New and Emerging Technologies

The information in this section was derived from *The Horizon Report*, contributed by EDUCAUSE Learning Initiative (Formerly NLII) (2006) as found at: <http://www.educause.edu/LibraryDetailPage/666?ID=CSD4387>. As stated by The Horizon Project: “[Virtual services] can now have a substantially similar feel to the interactions possible (face-to-face). The implications are only beginning to be explored, but may be profound.” The Directory (below) is designed to briefly overview these rapidly advancing technologies and their possibly profound impact on the delivery of not just online or “virtual” student services but also, face-to-face or “live” student services as well.

A

Alternative reality games

Mixing game play and real life. See, for example, the Alternative Reality Gaming Network: <http://www.argn.com/>.

ANNOTATED reality

Similar to Augmented Reality...see the section on Augmented Reality. Annotated Reality may be defined as extra information—such as images or sounds—supplied to a person from a wearable computer (www.wordspy.com).

Augmented reality

Sometimes called annotated reality. Overlays data onto the real world. A very simple example is common in language classrooms, where objects are labeled with their names in the language of study. For more examples, visit <http://www.augmented-reality.org/>. See, for example, www.newscientist.com/article.ns?id=dn7695 (An electronic version of a campus map may be brought to life using hardware that adds up-to-the-minute information, photography and even video footage.)

B

Blogs

Weblog or web log. Whereas some blogs discuss personal experiences, blogs serve many purposes and may consist any type of text, hypertext, images, and links (to other web pages and to video, audio and other files). Blogs are conversational and often focus on a particular "area of interest." <http://en.wikipedia.org/wiki/Blog>

C

Cell Phones

Aka mobile phones or smart phones. There are ways in which student services may be delivered directly to cell phones. The capabilities of cell phones are numerous and include scheduling, text messaging, assorted tools and games, web browsing shooting pictures and/or video, playing music, and even paying for your lunch! Some students are able to take advantage of short course lessons over the phone by calling in and listening to a recorded lesson. Some universities are experimenting with allowing students to take examinations using their mobile phones; their unique voice print identifies them as the test-taker, and answers are spoken into the phone or keyed-in. Some universities are enabling students to check their grades via smart phones.

Context-aware environments

The promise of context-aware environments and devices is to erase the boundaries, making technology easily accessible, intuitive, and seamless, without getting in the way.

Context-aware Computers

Context-aware computers have particular responses appropriate to a situation; for example, lowering the volume of music being played when a telephone rings nearby, or silencing all calls during a meeting or class.

Gooru

<http://www.wired.com/news/school/0,1383,51518,00.html>

Gooru is a “customizable education system” that redefines the spatial characteristics of a classroom. Each student gets a special device known as a GooBall, consisting of a PDA, a backpack-cum-power supply, and a removable, touch-sensitive LCD screen that functions as laptop. The teacher is placed in the center of the room, which is divided into three work areas separated by transparent noise-cancellation barriers. In one area, the teacher lectures, unheard by students in the areas set aside for group and individual work just a few feet away. Students move between the spaces as necessary. Imagine what this technology may do for student services!

D

del.icio.us

<http://del.icio.us/>

A web site that stores the favorite electronic things (e.g., favorite articles, blogs, music, restaurant reviews) of people who have registered. Anyone can then browse del.icio.us and see what others find interesting.

E

Educational gaming

A recent surge in interest in educational gaming has led to increased research into gaming and engagement theory, the effect of using games in practice, and the structure of cooperation in gameplay.

Enhanced visualization

<http://tinyurl.com/b6aem>

Enhanced visualization facilitates the transfer of information from one person to another by incorporating various means of representing, understanding, and experiencing that information. Animations, drawings, sounds, are combined into one unit for easy viewing.

F

Facebook

<http://www.facebook.com/>

Aimed specifically at high school and college students as a place where students can connect with age mates in their own geographical area.

Flickr

<http://www.flickr.com/>

An online community for sharing photographs.

Folksonomy

<http://en.wikipedia.org/wiki/Folksonomy>

Refers to the collaborative but unsophisticated way in which information is being categorized on the web. Instead of using a centralized form of classification, users are encouraged to assign freely chosen keywords (called tags) to pieces of information.

G

Gaming

Imagine a set of student services that are as approachable—and as hard to put down—as your favorite game, but that undeniably useful information to students. Social interactions during gameplay offer a rich source for study by game theorists. While face-to-face cooperative play has been the subject of scholarly studies for several years, a new facet is being explored as researchers venture into the world of massively multiplayer online role-playing games (MMORPGs) to study the interactions that take place there. Gaming may play an increasing role in the delivery of student services. See, for example, swc2.hccs.edu/digiGAME/html/courses.php. The Digital Gaming and Simulation Department at Houston Community College, Southwest offers career training to prepare students for employment in the game industry; typical careers include game artists and game programmers.

GPS

Global Positioning System. <http://www.trimble.com/gps/>

On a small scale, some universities have employed GPS-capable handheld devices for campus tours, giving the viewer information about whatever building or monument happens to be nearest.

I

Instant messenger

IM-ing. Getting quick answers to questions via text and an electronic device. There is a whole new language being created as a result of adolescents using instant messengers so much. For a listing of this whole new vocabulary (NET lingo), visit either:

<http://www.aim.com/acronyms.adp?aolp=> or <http://www.netlingo.com/emailsh.cfm>.

iPOD

<http://en.wikipedia.org/wiki/IPod#Name>

A portable digital media player.

Ipod Idea

www.dukemagazine.duke.edu/dukemag/issues/091005/ipod2.html

The link above is an article that describes the iPod experiment at Duke University. Duke University gave iPods to incoming students—and faculty incorporated them into their courses. Read about how this iPod experiment was perceived by students and faculty.

M

Mmorpgs

<http://en.wikipedia.org/wiki/MMORPG>

Massively multiplayer online role-playing games (MMORPGs). See the section on, Gaming.

Mobile phones

Aka cell phones. See the section on cell phones.

MP3 Players

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

Aka digital audio player. A device that stores, organizes and plays digital music files.

N

NET-GEN students

A way to refer to the internet-generation students.

P

Personal broadcasting

The Internet has made it possible for almost anyone to create their own web-based, online radio station or podcast. For a small investment, it is now possible to stream your own music or talk show to a global audience or create a podcast for them to automatically retrieve. For educational organizations and other qualifying groups, Low-Powered FM (LPFM) offers broadcasting options.

Personal websites

www.nathan.com/thoughts/personalsites/

62% of those with personal sites simply what to provide information about themselves and their families, presumably to friends and other family members. 48% are using their personal sites to find others on the Internet (in other words, in the world) with similar interests. 28% just want to be "cool" (well, at least they're honest). 28% want to conduct personal business. 28% want to share their ideas, philosophies, and beliefs.

PHP Live!

<http://www.phplivesupport.com/>

Software that enables live chats or one-on-one chat assistance in real-time. This software enables you to answer visitor questions and add an extra human touch to your website. Costs begin at \$99.00.

Podcasting

<http://en.wikipedia.org/wiki/Podcasting>

Podcasting is the distribution of audio or video files, such as radio programs or music videos, over the internet using a RSS feed (see RSS feed) for listening on mobile devices and personal computers. A podcast is a web feed of audio or video files placed on the Internet for anyone to subscribe to, and also the content of that feed.

R

RSS feeds

Really Simple Syndication.

You may obtain an RSS reader often times for free on websites that use RSS. With an RSS reader, you then are able to receive updates whenever content on that web page is updated (e.g., job postings).

S

SKYPE

www.skype.com/

For inexpensive voice-over-IP conversations in real-time. Voice services. Users may call landlines and cell phones for a fee; users may call each other for free.

Smart phones

Aka cell or mobile phones. See the cell phone section. <http://en.wikipedia.org/wiki/Smartphone>
A smartphone is any electronic handheld device that integrates the functionality of a mobile phone, personal digital assistant or other information appliance. This is often achieved by adding telephone functions to an existing PDA or putting "smart" capabilities, such as PDA functions, into a mobile phone. A key feature of a smartphone is that additional applications can be installed on the device. The applications can be developed by the manufacturer of the handheld device, by the operator or by any other third-party software developer.

SMS

Short-messaging service. Some professors have begun to use SMS (short messaging service, also called text messaging or texting) as a means for polling students during class, or for providing short pop quizzes.

Social computing

The application of computer technology to facilitate interaction and collaboration (e.g., using virtual collaboration tools, attending online conferences). The emphasis is on the social part of computing.

Streaming Video

Any type of media that is read, heard, viewed while it is being delivered (http://en.wikipedia.org/wiki/Streaming_video). Typical software used to produce streaming video: RealNetworks RealProducer (\$200.00 or a basic version is free at: <http://www.realnetworks.com/products/producer/basic.html>), Adobe Premiere, or Apple QuickTime Pro.

T

3G

<http://en.wikipedia.org/wiki/3G>

Third-generation mobile telephone technology. Video telephony has often been used as the flagship application for 3G.

V

Videoegg

www.videoegg.com

Drop a video clip directly onto a web page, trimming and uploading it in one step

Virtual environments

Virtual Lab at McHenry County College

www.insidemcc.mchenry.edu/PD/Tutorials/virtuallab2.pdf

In the 3D Virtual Lab, any model from 3D Studio Max can be converted into a special format that is displayed via two computers and two projectors. The projectors have polarized filters which are perpendicular to each other, and students wearing polarized glasses view the projected image in three dimensions. The lab was used for the first time in fall of 2005 to show models of the human skeleton, muscle system, and major organs. Wider use in biology, anatomy and physiology, astronomy, and meteorology is planned for 2006.

Voice-over-IP

<http://www.fcc.gov/voip/>

Voice over Internet Protocol (VoIP) is a technology that allows you to make telephone calls using a broadband Internet connection instead of a regular (or analog) phone line.

Vlogging

A form of blogging where the main content is in the form of video clips and text entries serve as annotations

VODCAST

Video podcast.

W

Webcasting

A video counterpart to podcasting, is also growing in popularity. At some universities, certain courses are routinely webcast

Wiki

WIKI stands for: What I Know Is....

www.profetic.org:16080/dossiers/dossier_imprimer.php3?id_rubrique=110

This extensive article describes wikis and explores their potential. There may be ways to use wikis in student services.

Wikipedia

www.wikipedia.org

An extremely popular online editable encyclopedia.

Summary of Virtual Counseling Survey

A virtual counseling survey was designed in order to better ascertain the status of virtual student services among the 58 North Carolina Community Colleges. Instructions on how to access this online survey were sent to 1,239 student services professionals; 45 people completed the survey (from 31 different community colleges) representing a response rate of approximately four percent (surveys were completed by professionals from approximately half of the community colleges in North Carolina).

The majority of respondents (71%) indicated that they spend between one percent and 25 percent of their time delivering student services at a distance. Thirty-five respondents indicated (on a five-point scale from Poor to Excellent) that their college has good technology to provide virtual services. Technologies such as: email and posting information on the web are the two most commonly used methods for delivering virtual student services. Only two respondents indicated that their colleges received the following grants to develop better virtual student services: a Professional Development Grant and a League of Innovation award. Over 93% of respondents indicated that they would like to attend a training pertaining to virtual student services and several topics were considered of interest: (1) overview of virtual student services, (2) the use of technology in delivering virtual student services, (3) legal, ethical, and administrative issues, (4) discussions with other community college student development professionals, and (5) how to make websites, videos, and other technologies ACCESSIBLE to users of all abilities.

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