

**THE ROLE OF COUNSELING FACULTY AND
DELIVERY OF COUNSELING SERVICES IN THE
CALIFORNIA COMMUNITY COLLEGES**

ADOPTED SPRING 2012

**COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE
TRANSFER AND ARTICULATION COMMITTEE 2011-2012**

BETH SMITH, GROSSMONT COLLEGE, CHAIR
STEPHANIE DUMONT, GOLDEN WEST COLLEGE
MICHELLE GRIMES-HILLMAN, MT. SAN ANTONIO COLLEGE
CHRISTIE JAMSHIDNEJAD, DIABLO VALLEY COLLEGE
JANICE JOHNSON, GROSSMONT COLLEGE
JESSE ORTIZ, WOODLAND COLLEGE
VAN RIDER, ANTELOPE VALLEY COLLEGE
MILES VEGA, PORTERVILLE COLLEGE

WITH SPECIAL THANKS TO THE REGION 8 ONLINE COUNSELING CONSORTIUM

TABLE OF CONTENTS

WHAT'S NEW IN THE 2012 REVISION?	1
INTRODUCTION	1
BACKGROUND	3
EDUCATION PLANS	4
MINIMUM QUALIFICATIONS AND OTHER ROLES	5
ROLES AND USES OF PARAPROFESSIONALS AND FACULTY ADVISORS	8
TECHNOLOGICAL TOOLS AND ONLINE COUNSELING	11
CONCLUSION	12
RECOMMENDATIONS FOR LOCAL SENATES	13
REFERENCES	15
APPENDIX A: SAMPLE EDUCATION PLANS	18

WHAT'S NEW IN THE 2012 REVISION?

THE ORIGINAL PAPER, *THE ROLE OF Counseling Faculty in the California Community Colleges* (1994), provided principled positions of the Academic Senate regarding the essential functions of counselors and the delivery of counseling services in helping students achieve success. The paper concluded with specific guidance on appropriate roles for paraprofessionals, and an appendix addressed the role of faculty advisors. Much of the content from the original paper remains in this version because, nearly 30 years after the 1986 Seymour-Campbell Matriculation Act, it is still compelling and necessary for ensuring quality educational experiences for students and useful for local senates in crafting initiatives to improve student success. Some of the Title 5 regulation language has been removed, as legislation pertaining to matriculation is under revision at this time due to the Board of Governors' 2012 endorsement of the Student Success Task Force Recommendations. Added to the paper is a description of education plans and a section on technology and online counseling, and the sections on paraprofessionals and faculty advisors have been incorporated into the body of the paper rather than included as appendices. Summary recommendations have also been included in this revision.

INTRODUCTION

AT THE FALL 1993 PLENARY SESSION of the Academic Senate for California Community Colleges, Resolution 15.1 was adopted, stating,

Whereas, Counseling is a distinct faculty discipline within the Faculty Disciplines list;

Whereas, A counseling discipline ensures professional education and training at the Master's level leading to appropriate counseling knowledge, competencies and skills;

Whereas, There is no statewide definition of, or limitations on, the role of the counseling/advising paraprofessional; and

Whereas, Some districts are replacing counseling faculty with counseling/advising paraprofessionals;

Resolved, That the Academic Senate for California Community Colleges direct the Executive Committee in consultation with counseling faculty, to recommend standards for counseling paraprofessionals to the Board of Governors that define the role and scope of persons in paraprofessional counseling positions and ensure that the professional counseling services are not being provided by paraprofessionals.

Resolution 8.01 in Fall 2011 directed the Academic Senate to update the original paper:

Whereas, The Academic Senate for California Community College's 1994 paper *The Role of Counseling Faculty in California Community Colleges* describes a range of activities performed by counseling faculty which are still appropriate for counseling in the 21st century but do not include how the role of counseling has evolved with the introduction of technology;

Whereas, The Academic Senate for California Community Colleges adopted the 2003 *Consultation Council Task Force on Counseling Report*, as well as the new minimum qualifications for the counseling discipline, neither of which are reflected in the existing paper;

Whereas, In Spring 2008 the Academic Senate for California Community Colleges passed resolution 8.01 (Support for Online Counseling Services) which in part called upon the Academic Senate to "develop written documents describing effective practices for the provision of online student services in the California community colleges"; and

Whereas, Colleges continue to hire paraprofessionals without regard to the guidelines outlined in the 1994 paper or subsequent resolutions approved by the Academic Senate calling for colleges to adhere to the principles set forth in both the 2009 *Role of Counseling Faculty in California Community Colleges* and the *Standards of Practice for California Community College Counseling Faculty and Programs* adopted papers;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty in California Community Colleges* to include current minimum qualifications and information from the *Consultation Council Task Force on Counseling Report*, effective practices for the provision of online academic advising, and other student service practices under the scope of responsibility of counseling faculty.

The purposes of this paper are threefold. First, it clarifies the role of the counseling discipline and provides a description of a comprehensive student education plan in the California Community College system. Second, it provides a foundation for discussion of the uses and restrictions of paraprofessionals in the delivery of counseling services. Third, it offers updates on minimum qualifications, the use of faculty advisors, and current trends in technological tools and online counseling, as well as a chronology of funding patterns and legislative activity to date, that provide a more wide-ranging perspective of how the profession of counseling has evolved—or not—since 1994. The paper provides an introduction to the important work of counseling faculty and their essential contributions to student success. In this time of increased student demand and diminishing resources, this document provides local academic senates with a planning resource to be used when developing policy and implementing recommendations associated with "student preparation and success" (Title 5 §53200 (b)(5)).

The core functions of counseling faculty are detailed in Academic Senate's *Standards of Practice for California Community College Counseling Faculty and Programs* (2008) and have not changed over the past 30 years. Rather, it is the recognition of the relevance and necessity of that role, and how counseling services are delivered, that has evolved.

BACKGROUND

IN 1979, THE BOARD OF GOVERNORS received a Task Force Report on the state of counseling in the California community colleges. That report provided a clear statement of the educational and socio-cultural diversity of the student population and its counseling needs and eloquently described the need for and the complexity of the counseling role in providing support to students making their way through community colleges. A dominant theme of the report was the need for a generalist, trained in counseling skills and familiar with the entire curriculum, to work with students (Hirschinger 1979).

By 1994, beset by the challenges of dramatic growth, a rapidly diversifying student body, variable funding, and legislative imperatives such as the Matriculation Act and AB 1725, California community colleges struggled to provide adequate counseling services to their students. The ensuing effort to meet these imperatives with insufficient resources resulted in an examination of how counseling services were delivered. Some colleges employed paraprofessionals (also called counselor assistants, specialists, information technicians or educational advisors) to meet some of the demands. Still other colleges instituted or expanded the role of the faculty advisor.

In 2003, an increasingly diverse student population, variable funding, and other legislative imperatives were still the norm, yet it was not until the Academic Senate adopted the Consultation Task Force Report on Counseling (2003) that attention was paid to how very little the system had been investing in student support services since the passage of the Matriculation Act in 1986 and AB 1725 in 1988. The report highlights survey results indicating an actual counselor-to-student ratio of 1:1918 in contrast to the recommended ratio of 1:900 which the task force calculated using the Title 5 §58732 formula. The report concludes with the assertion that “California public community college education again confronts a dire lack of fiscal resources. The core of the community colleges, to provide access and equitable opportunity, is threatened by the dissipation of the state budget” (ASCCC, 2003, p. 16). It also confirms, “California community college students need much better access to counseling faculty at community colleges throughout the state” (ASCCC, p. 16) And finally, “The data show when there is access to adequate, comprehensive counseling services, student success is significantly enhanced. The data also show that access to counseling in our community colleges is inadequate by any measure” (ASCCC, p. 16).

Then in 2006, with the unveiling of the Basic Skills Initiative (BSI), the colleges continued attracting the most diverse students, the system was gearing up for higher graduation standards in mathematics and English, and the Legislature’s interest in student success was increasing. The 2007 Basic Skills as a Foundation for Student Success in California Community Colleges outlined the program components necessary for basic skills students to be successful. To no one’s surprise, the research validated the need for mandatory orientation, assessment, and placement, along with substantial and accessible counseling support that is integrated with academic courses and programs. A review of the literature revealed “a strong counseling component is characteristic of successful remedial programs...” and “key to this success is a program that integrates counseling with teaching and has a highly structured, easily accessible, and proactive format” (Center for Student Success, 2007, p. 28). Specifically, the literature pointed out that in a successful model, “counselors move from the role of crisis intervention to that of a more preventative, proactive function” (Center for Student Success, p. 28). Research further suggested that counselors trained specifically to work

with developmental students must be responsible for the counseling of those students. While BSI funding provided the first opportunity since the Matriculation Act of 1986 to financially support select counseling efforts, it involves one time monies restricted for use with basic skills students and therefore is not a feasible source of funds for hiring faculty. Additionally, the BSI funding, as a categorically funded program, is under constant threat of consolidation and defunding.

In 2011-12, California community colleges continue to be one of the most diverse systems of higher education in the nation and face the challenge of more legislative directives aimed to reform community colleges at a time of severe budget decreases. The Board of Governors endorsed the Student Success Task Force Recommendations (2012), which again target the importance of strengthening student support services if colleges are to improve student success. One of the recommendations mandates that every student have an education plan because of the significant improvement in student success of those students who have and follow such a plan. The task force recommendations and other initiatives in the system recognize the significant benefits of quality, comprehensive counseling supplemented with appropriate technology, yet community colleges are still challenged by the costs of providing counseling services in terms of both staffing considerations and technological development to meet student needs. But technology alone is insufficient to deliver counseling services, and the content of any technological tools used by students must be informed and maintained by counseling faculty. Today's students face a myriad of complex academic and personal issues as well as concerns about succeeding in college, and quality counseling programs staffed by professional counseling faculty are critical to ensure that students achieve their educational and career goals. By helping students identify those issues and deal effectively with them through academic, career, and personal counseling, counseling faculty provide a means for students to be successful both academically and personally.

EDUCATION PLANS

COUNSELING FACULTY ARE PROFESSIONALLY TRAINED TO diagnose the difficulties students face in pursuing and achieving their educational goals, to prescribe solutions for those difficulties, and to support students as they inch or stride toward success. Crucial to performing these services effectively is the counselor's understanding of the students' stated goals within the context of human development and the inevitable changes that occur as students progress through a college education. Even when students articulate clear initial goals, counseling faculty understand that students' lives and goals change as a result of their unfolding educational experiences or personal situations. The common and beneficial outcome of professional academic counseling is the student education plan (see Appendix A for examples of education planning tools) that includes but is not limited to the following:

- Consideration of and planning for multiple layers of student goals, e.g. associate degree to transfer to professional school.
- Recommended course sequencing that reflects a balanced course load based on a student's strengths, scheduling patterns, and course requirements with prerequisites built in.

- ▶ Student support referrals to services both on and off campus.
- ▶ Information about auxiliary requirements to meet a student’s educational goals, e.g., testing, Advanced Placement (AP) scores, minimum GPA, and deadlines.
- ▶ Planning for and prioritizing multiple transfer institutions.
- ▶ Recommendations of courses to increase a student’s competitiveness for admission, if transfer is intended.
- ▶ Distinction of catalog rights and options for selecting a catalog year.
- ▶ Professional knowledge of programs, e.g., the difference between Photo Journalism as a Bachelor of Fine Arts under “Art” or as a Communications/Journalism “photojournalism” degree; differences between programs at different institutions (Psychology at a UC vs. CSU).
- ▶ Evaluation of transcripts from other institutions.

Because of their diversity in abilities and sophistication, a segment of community college students may appear self-directed and thus may achieve success by guiding themselves with a catalog, advisement sheets, and access to technology. This group of students may have success navigating the complex process of educational planning without the need for comprehensive counseling support. Yet even these more savvy students can benefit from professional counseling services and often seek counseling to have their decisions and pathways affirmed by counselors.

The vast majority of community college students can benefit from career, academic, or personal counseling during their time on campus. But with continued lack of sufficient funding for classes and counseling appointments, increased use of paraprofessionals, supplanting comprehensive counseling with technology, and requiring students to declare a major before they are ready to make an informed decision in order to maintain enrollment priority, students may experience greater stress and aggravation while attempting to steer their academic careers. The higher the stakes, the more students will want access to counselors, which underscores the need for more counselors in the colleges, especially full-time counselors. The role of counseling faculty is unique among the faculty of community colleges. The counselor’s role is even more crucial to student success especially considering that it is not just likely that students at community colleges will encounter difficulties; it is, in most cases, inevitable.

MINIMUM QUALIFICATIONS AND OTHER ROLES

THE MINIMUM QUALIFICATIONS FOR FACULTY AND Administrators in California Community Colleges adopted by the Board of Governors specifies that counseling faculty must hold a “Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, or the equivalent. Note: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 §53410.1” (CCCCO, 2012, p. 17). The professional

education and training required of community college counseling faculty enable them to play a variety of roles and offer a range of activities to meet students' counseling needs.

Over time the nation's graduate programs in counseling have standardized competencies expected of degree recipients. Although not meant to be an exhaustive list, the following competencies help to define the specialized skills of counseling professionals and continue to be emphasized in present day counseling programs:

- › knowledge of human development, both normal and abnormal
- › understanding of the theories of counseling and personality
- › knowledge of and sensitivity to social, cultural, and ethnic issues
- › knowledge of ethical and legal aspects of counseling
- › knowledge of the learning process
- › knowledge of decision making and transition models
- › ability to diagnose student problems
- › ability to help students form and clarify their educational values and goals
- › ability to help students learn problem-solving and decision-making skills
- › ability to work with students to develop optimal student education plans
- › ability to facilitate groups and workshops
- › ability to develop effective curriculum
- › knowledge of effective instructional methods and strategies
- › ability to teach counseling courses effectively
- › ability to provide crisis intervention and support
- › ability to identify the need for mental health counseling and referral to community resources
- › knowledge of career development methods, techniques, and instruments
- › knowledge of changes taking place in the economy and the job market
- › knowledge of the use and misuse of assessment instruments and test data
- › knowledge of educational programs and their requirements
- › knowledge of the structure and institutional relationships of higher education
- › ability to develop and coordinate service programs
- › ability to provide effective consultation to students, teachers, peers, administrators, and community members.

The Education Code's definition of the role of counseling faculty reiterates the critical responsibility of the counselor to support student success in such areas as student self-assessment, decision-making, goal setting, and goal implementation. Title 5 §51018 lists the following four functions for counseling programs:

1. Academic counseling, in which the student is assisted in assessing, planning and implementing his or her immediate and long-range academic goals.
2. Career counseling, in which the student is assisted in assessing his or her aptitudes, abilities, and interests and is advised concerning the current and future employment trends.
3. Personal counseling, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student's education.
4. Coordination with the counseling aspects of other services to students which may exist on the campus, including, but not limited to, those provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

These distinctions are somewhat arbitrary in light of the mix of concerns students present to counseling faculty in a single session. For example, a request for transfer information commonly evolves into a session about handling intense parental pressure or doubts about career direction. Student disclosures of substance abuse or sexual abuse may occur in sessions ostensibly dealing with career decision-making. And sessions about academic difficulties may uncover learning disabilities. These examples illustrate the complex needs students bring to counselors in the community colleges. These problems require counseling faculty to respond with an array of professional skills, sensitivities, and counseling techniques, all grounded in an understanding of human development. Most interactions with students regarding academic matters require sensitive counseling evaluations and are not, as some believe, simply the provision of curriculum information.

When access to career counseling is reduced, students may spend more time in college and more effort than necessary wrestling with career decisions, remain longer as undeclared majors, take a number of courses without a sense of purpose, lose motivation and drop out, or, in fact, obtain a degree without a clear career goal. A counselor's guidance through this natural struggle is paramount. As long ago as in 1987, Vincent Tinto, recognized leader in student success research, noted that 75% of students will experience uncertainty with stated educational goals, both academic and occupational, and data from the 2011 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey Summary Report reveal that community college students rank counseling and academic advising as important or very important and student satisfaction is tied to effective academic advising services.

Personal counseling is also critical to ensure the success of many of our students. Young students experiencing the stress of their transition into adulthood and re-entry students balancing the burdens of work, family and academics are both certain to face times of conflict and confusion where their goals are undermined by their personal conflicts. Today community colleges are flooded with veterans from 21st century wars in the Middle East, and counseling faculty are responding by increasing their knowledge of post-traumatic stress disorder, traumatic brain injuries, and other issues unique to veterans. Other students with psychological disabilities, protected under the Americans with Disabilities Act, must also receive support. These students and others who experience crisis situations while taking courses at our colleges need additional special services to cope. Personal counseling benefits many students, helping them manage their difficult life situations while they progress in college. Counseling should be provided in the context of the student's individual educational

needs and other areas that contribute to academic success. When a student's need for counseling extends beyond academic or career counseling, and in some cases requires resources outside the scope of services of the counseling department, counseling faculty are trained to make appropriate referrals.

ROLES AND USES OF PARAPROFESSIONALS AND FACULTY ADVISORS

PARAPROFESSIONALS

Paraprofessionals (also called counselor assistants, information technicians, educational advisors, or specialists) have for some time been employed by universities, where student needs are less varied and goals are more uniform, and now there is a call for wider use of these paraprofessionals in California community college counseling departments. Use of paraprofessionals continues to grow despite ongoing concern they might be pressed into roles beyond their job duties and for which they may not be qualified. Paraprofessionals can support counseling faculty and students, just as instructional assistants help instructional faculty in the classroom, provided that paraprofessionals are performing functions within the scope of their defined roles.

The amount of education or experience required of paraprofessionals has not been established at the state level. Districts hiring paraprofessionals have historically set their own standards. These standards have varied with the nature of the tasks required of the position. Frequently, the paraprofessional is someone who possesses an associate or bachelor's degree and may have student services experience. Paraprofessionals might also be community college or university students. While the specific qualifications for a given position might differ, three crucial issues must be considered when developing a job description: first, with the full participation of counseling faculty, the competencies expected of paraprofessionals need to be explicitly defined; second, paraprofessionals need to be trained and supervised carefully with full participation of counseling faculty; and last, that paraprofessionals not be expected or allowed to perform tasks beyond their job duties and specified qualifications.

To identify the appropriate roles of paraprofessionals, colleges must clarify the activities that do not require the minimum qualifications of the counseling discipline. The following is a list of such possible activities:

1. Assisting at registration by providing information and referring students to campus offices and services. This information might include important dates and deadlines, how to read a class schedule, or how to navigate an enterprise software system. Paraprofessionals can also assist students in scheduling classes once the student education plan has been developed by counseling faculty.
2. Providing information about program requirements: Many counseling departments prepare materials about college programs to help students plan their schedules. Paraprofessionals could disseminate this information.
3. Facilitating and supporting activities: There are many useful activities that paraprofessionals could provide in Transfer Centers, Career Centers, Assessment Centers, Disabled Student Programs, Veteran's Resource Centers, and Extended Opportunity Programs. They might assist students in using

reference materials or electronic career information, coordinate university tours or visits by university representatives, design and organize advertising for counseling center activities, make classroom presentations to students about the services of various campus offices and programs, disseminate placement test results as long as interpretation of the results is left to counseling faculty, or assist with community outreach such as visits to high schools.

Counseling faculty must clarify the limits on the use of paraprofessionals in order to protect the integrity of the counseling discipline. When activities with student go beyond providing specifically required information and migrate into the areas of goal setting, planning, and decision-making, the student needs to be referred to a counseling faculty member. What may have begun with a routine question about a course may quickly lead to the explanations for the choice, the career goals associated with that choice, or the appropriateness of the major, program, or transfer institution. The responsibility for addressing these situations is within the scope of the established minimum qualifications for counseling faculty and is beyond not only the job duties of paraprofessionals but also often beyond their competencies and qualifications.

Institutions must ensure that paraprofessionals are not allowed to venture into academic counseling where they would be called upon to interpret, advise, or judge the appropriateness of a student's course or program choice, since these activities are beyond the scope of their jobs. For this reason, paraprofessionals should not advise undeclared students or students on probation, nor should they produce student education plans.

Furthermore, interpreting assessment results for students or weighing multiple measures for course placement are also not appropriate activities for paraprofessionals. Such interpretations require knowledge of assessment methods and the use of professional judgment, which belong properly with faculty trained to perform these functions.

The following Academic Senate adopted resolutions support counseling faculty in their insistence that paraprofessional hiring follow academic senate sponsored guidelines:

15.01 F93 Counseling Service Standards

8.01 S98 Use of Paraprofessionals to Perform Counseling Activities

8.02 S99 Appropriate Uses of Paraprofessionals

8.01 S01 Use of Paraprofessionals

8.01 S10 Commitment to Established Principles and Guidelines Regarding Use of Paraprofessionals

8.01 S11 Title 5 Change to Clarify the Role of Advisors and Paraprofessionals in Counseling

8.01 F11 Update Senate Paper on the Role of Counseling Faculty in California Community Colleges

The Rostrum article "When Are Counseling Paraprofessionals Appropriate? A Friendly Reminder" (March 2010) also serves to remind interested parties of the strong positions taken by the Academic Senate.

NON-COUNSELING FACULTY ADVISORS

One well-published key to retention is a student's sense that the institution is interested in his or her success. Non-counseling faculty can play an important advising role and serve as a vehicle to express that interest, provided the advising does not expand to functions reserved for counseling faculty. Faculty advisors should

have the minimum qualifications to teach in the subject area in which they provide advising and should exhibit the following competencies:

- ▶ ability to interact non-judgmentally with students using effective helping skills
- ▶ interest in serving as an advisor (no one should be assigned advising responsibilities automatically).

Activities within the scope of faculty advisors are the following:

1. Providing information regarding programs, career opportunities, and course selection in their disciplines.
2. Referring students to appropriate services: the faculty advisor can provide a link for the student with other essential services: counseling, financial aid, career center, veteran's resource center, services for students with disabilities, tutoring center, health center, etc. Faculty advisor training must include learning to recognize when referrals back to counseling are necessary.
3. Coordinating with counseling departments: non-counseling faculty are excellent resources for discipline-related information; counseling faculty can provide comprehensive training on skills and strategies necessary for successful advising. Instructors who advise and the counselors who train them share the responsibility to make faculty-advising activities a supplement to, rather than a replacement for, counseling services.

Counseling departments should develop a clear written process for engaging faculty advisors as well as provide sufficient training for the advisor to be successful. All parties must understand the following distinctions between counseling and advising and understand that faculty advisors are clear about circumstances under which they must refer a student to a counselor:

- ▶ **Advising** focuses on giving students the information they need to reach their stated goals. Advisors explain and clarify this information for students and present their material in a manner sympathetic to the needs and situation of the student. Advising responds to student requests for discipline-specific information.
- ▶ **Counseling** is required when the student needs more than just specific information. When goals are not yet set, when decisions are not yet made, or when the problem goes beyond a need for data, the student needs counseling. In this context, advisors should not advise undecided or probationary students who, by the nature of their situation, require counseling. Nor is it appropriate for advisors to be called counselors. This practice only adds to the confusion of students about the roles of the individuals serving them.

TECHNOLOGICAL TOOLS AND ONLINE COUNSELING

STANDARDS AND PRACTICES OF CALIFORNIA COMMUNITY College Counseling Faculty and Programs (ASCCC, 2008) succinctly describes the healthy balance between the use of technology and the role of a counselor. Technological tools have the capacity to improve access and accuracy in the delivery of information and can help colleges meet the needs and expectations of students. Technology, however, cannot replace the human interaction and complex task of properly counseling students. The paper goes on to outline principles for technology use which should be included in any technology plan, the availability of electronic student education plans, online counseling, and online orientations. Counselors must take the lead on development, implementation, and application of technology plans designed to increase student access to support services.

As technologies continue to emerge and expand, student support services, including counseling, are faced with the task and responsibility of integrating these emerging technologies into their delivery of services. Despite many students' familiarity and comfort with conducting day-to-day tasks using technology and communicating online or through smartphone applications, the digital divide still exists. Faculty should think comprehensively when integrating and expanding into the online realm to ensure that students have access to reliable and formal information from the college in several different forms and media:

Social Networking: social networking media represent a common gathering area for students. Individual colleges, counseling faculty, and student services departments may strive to make their presence known on these networking sites as another means of outreach and marketing.

Electronic Messaging: students have an expectation of immediacy that includes how they receive information. Twitter™ and other instant messaging technologies are increasing in popularity, and counseling departments should discuss how to best integrate instant messaging into their services.

Video Communication: a live chat feature in a program such as Skype™ allows for text based conversations as well as interactive, yet private, communication.

Posting Documents, Wikis, etc: society's increased presence online has also resulted in the expansion of user-generated and readily accessible Internet content. With resources ranging from complex documents found on various websites in portable document file (PDF) format to community generated and managed reference information (wikis), students have grown accustomed to searching and gathering information online at their convenience. Counseling faculty and student services must meet this expectation and demand for Internet-based information for student accessibility and retrieval.

Online counseling's emergence and growth in California community colleges is directly related to the commonplace nature of the Internet in the daily lives of students, as well as the Title 5 mandate and accreditation standards requiring colleges to provide comparable services for students whether taking courses face-to-face or via distance education. In the early 1990s as more campuses began exploring and implementing distance education courses, counseling faculty saw an influx of counseling related questions.

The continued growth of online counseling at California community colleges is directly tied to the demand for counseling services not only by students taking courses solely online, but at the same time by a general student population growing more technologically literate and expecting to have services available online. This interest necessitates an organized, streamlined approach to manage the increase in counseling inquiries potentially originating from anyone who has Internet access, an e-mail account, and a college's website. As the Internet has become interwoven with daily life, online counseling programs have become more commonplace and increasingly accessed by students at community colleges. And while colleges must meet students where they are technologically, they must equally be mindful of those students who have limited access to technology. Colleges must include traditional means of communication to ensure all students have access to essential information.

Just as colleges must distinguish between counseling and faculty advising, it is equally critical to discern online counseling from online advising. Online counseling primarily describes communication between counseling faculty and students taking place outside the confines of the traditional office setting. These communications may be facilitated by any number of Internet and online-based technologies that will allow transmission of information used by students in making decisions related to academics, careers, and, on occasion, minor personal concerns or issues. Online counseling closely mirrors many of the interactions, topics discussed, and interventions prescribed in a traditional in-person counseling appointment, and online advising addresses a much more limited scope of topics in less depth and breadth than possible via counseling. Such advising topics may include registration assistance, information regarding program requirements, assistance in using reference materials or electronic records systems, etc.

Various state-funded and campus-based initiatives like CCCConfer, ASSIST.org, the Transfer Counselor Website, and campus-based degree audit systems serve as powerful online resources to fuel and streamline the delivery of online services and are examples of the many online tools counseling faculty regularly use to supplement face-to-face counseling.

Counselors conducting online counseling and individuals providing online advising must be knowledgeable and competent in the delivery of online services. Counseling departments should schedule regular training sessions for counseling faculty and paraprofessionals interested in participating in online counseling and advising.

CONCLUSION

FROM BEFORE EVEN SETTING FOOT ON campus to the day a student graduates, transfers, or fulfills his or her academic goals, more community college students need professional counseling throughout their educational experience to achieve success. Research on retention and success indicates that students perform better when guided by counseling faculty in their academic planning and career discovery, research, and decision-making and with personal concerns that may interfere with their education. Concerns related to financial expediency must not lead colleges to assign a counselor's role to others less qualified to perform the

work or to technology-based solutions secured to substitute for the professionals trained to assist students. Computerized information systems and streamlined registration processes do not replace the need for the personal connection between counseling faculty and students. With the guidance of counseling faculty, advisors and paraprofessionals can provide services and information to students, and students should always be reminded to speak directly with a counselor for details and current information regarding transfer and degree and certificate requirements. Colleges must look for ways to integrate instruction and student services to better serve all cohorts of students at the college and recognize the important role played by counseling faculty in achieving student success.

RECOMMENDATIONS FOR LOCAL SENATES

In the area of education plans, local senates must:

1. Understand the comprehensive nature of an education plan which includes but is not limited to the following:
 - Consideration of and planning for multiple layers of student goals, e.g., associate degree to transfer to professional school
 - Recommended course sequencing that reflects a balanced course load based on a student's strengths, scheduling patterns, and course content with prerequisites built in
 - Student support referrals to services both on and off campus
 - Information about auxiliary requirements to meet a student's educational goal, e.g., testing, Advanced Placement (AP) scores, minimum GPA, and deadlines
 - Planning for and prioritizing multiple transfer institutions
 - Recommendations of courses to increase a student's competitiveness for admission, if transfer is intended
 - Distinction of catalog rights and options for selecting a catalog year
 - Professional knowledge of programs, e.g., the difference between Photo Journalism as a Bachelor of Fine Arts under "Art" or as a Communications / Journalism "photojournalism" degree; differences between programs at different institutions (Psychology at a UC vs. CSU)
 - Evaluation of transcripts from other institutions
2. Ensure that education plans are only developed by counseling faculty.

In the area of paraprofessionals, local senates should do the following:

1. Work with counseling faculty to establish competencies expected of paraprofessionals.

2. Support and insist on counseling faculty supervision of all training for paraprofessionals working in the counseling department.
3. Clarify the limits for the use of paraprofessionals in order to protect the integrity of the counseling discipline. When activities with students go beyond providing specific requested information—into the areas of goal setting, planning, and decision-making—the student needs to be referred to a counseling faculty member.
4. Help ensure that local policies and practices restrict paraprofessionals in the counseling area to appropriate assignments (i.e., not advise undeclared students or students on probation, nor should they produce student education plans).
5. Ensure that interpretation of assessment results for students or weighing multiple measures for course placement are conducted by counseling faculty. Such interpretations require knowledge of assessment methods and the use of professional judgment, which belong properly with counseling faculty trained to perform these functions.

In the area of faculty advisors, local senates should do the following:

1. With counseling faculty, ensure that faculty advisors have the minimum qualifications to teach in the subject area in which they provide advising and exhibit the following competencies: ability to interact non-judgmentally with students using effective helping skills, interest in serving as an advisor (no one should be assigned advising responsibilities automatically).
2. With counseling faculty, develop a clear written process for engaging faculty advisors, as well as provide sufficient training for the advisor to be successful.

In the area of technology and online counseling, local senates should do the following:

1. Ensure that counseling programs take advantage of emerging technological tools to meet the needs and expectations of students and that counseling faculty take the initiative to develop technology plans that add to the counseling relationship rather than detract from it.
2. Ensure that counseling faculty take an active role in the development and implementation of campus and program technology plans in order to advocate for student data systems and features that will provide the information needed for counselors and students, in a user-friendly manner.
3. Ensure that counselors conducting online counseling and/or advising are knowledgeable and competent in the delivery of online services. Counseling departments should schedule regular training sessions for counseling faculty interested in participating in online counseling and/or advising.
4. Be mindful of the distinctions between counseling and advising and online counseling and online advising when developing and implementing policies and procedures related to counseling services.

REFERENCES

- Academic Senate for California Community Colleges (1994). *The role of counseling faculty in California community colleges*. Sacramento, A: Author. Retrieved September 13,2012 from <http://www.asccc.org/node/174835>.
- Academic Senate for California Community Colleges (2008). *Standards of practice for California community college counseling programs*. Sacramento, CA: Author. Retrieved September 4, 2012, from <http://www.asccc.org/node/174836>.
- Board of Governors of the California Community Colleges (1992, July). The basic agenda: Policy directions and priorities for the nineties. Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved September 4, 2012, from ERIC ED351070.
- California Education Code, §§78210-8.
- Center for Student Success. (2007). Basic skills as a foundation for success in California community colleges. Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved September 4, 2012, from <http://www.cccbsi.org/publications>.
- California Community College Chancellor's Office (2003). Consultation task force report on counseling. Sacramento, CA: Author. Retrieved September 4, 2012, from <http://asccc.org/sites/default/files/ConsultationCouncil.pdf>.
- California Community College Chancellor's Office (CCCCO). (2012). Minimum qualifications for faculty and administrators in California community colleges. Sacramento, CA: Author. [http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_\(MB2\)_020212.pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf).
- Froehlich, R. A. (1992). A survey of full-time, generalist California community college counselors. Mission Viejo, CA: Author.
- Hirschinger, J., Farland, R., et al. (1979). *Community college counseling services in California: A report by the statewide task force on counseling with commentary and recommendations provided by staff*. Presented to the Board of Governors September 28, 1979.
- Lorimer, S. (1994, January). Report on the Results of the 1992-93 Statewide Counseling and Advising Services Survey. *California Community College Counselors Association*. Retrieved September 13, 2012 from ERIC ED365396.
- Noel-Levitz (2011). Student satisfaction inventory and institutional priorities survey summary report. Coralville, IA: Author. Retrieved September 4, 2012, from https://www.noellevitz.com/documents/gated/Papers_and_Research/2011/National-SSI-Reports/SSI_com%20col%20report%20A-3_0711%20indd.pdf?code=912130214201236.

Senate Bill 1456 (Lowenthal, 2012), The Seymour-Campbell Student Success Act of 2012.

Student Success Task Force (2012). Advancing student success in the California community colleges: Recommendations of California community colleges student success task force. Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved September 4, 2012, from http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf.

San Francisco State University (2012). Graduate Program in Counseling. Retrieved September 13, 2012 from <http://counseling.sfsu.edu/cspcCoun.aspx#skills>.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. University of Chicago Press.

APPENDIX A: SAMPLE EDUCATION PLANS

Transfer _____
 Univ/College: _____ Major: _____
 General Ed Pattern: _____

Fall 2012	Units
Total Units	

Spring 2013	Units
Total Units	

Summer 2013	Units
Total Units	

Fall 2013	Units
Total Units	

Spring 2014	Units
Total Units	

Summer 2014	Units
Total Units	

Fall 2014	Units
Total Units	

Spring 2015	Units
Total Units	

Summer 2015	Units
Total Units	

Fall 2015	Units
Total Units	

Spring 2016	Units
Total Units	

Summer 2016	Units
Total Units	

I am planning to transfer: Fall _____ Winter _____ Spring _____
I must complete minimum admission requirements* by end of: Fall _____ Winter _____ Spring _____ Sum _____
The appropriate application period for me is: Oct. 1 - Nov. 30 _____ Aug. 1-31 _____ Other _____

Comments / Referrals:

*** It is the student's responsibility to read, understand and keep updated on ALL transfer admission requirements and deadlines. (____) initials**
Check the college/university website and/or admissions office for campus specific admission criteria.

Notes: Certification of General Ed. is not automatic. Students must request certification from the XXX College Admissions Office.

Multiple Subject Student Educational Plan (SEP)

Last Name _____ First Name _____ MI _____ College ID # _____ Birthdate _____

General Education Recommendations for CSET Preparation

Area A: Communication in the English Language and Critical Thinking -- 9 units		C	P	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred)			
Group 2: Writing	English 100			
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)			

Area B: Physical Universe and Its Life Forms		C	P	N
Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)			
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)			
Group 4: Mathematics	Any CSU/GE Math course (Math 104 preferred)*			

Area C: Arts, Literature, Philosophy, and Foreign Language -- 9 units		C	P	N
Group 1: Arts	Any CSU/GE (Art 100/Hum 102, Mus 101, Thea Arts 100, or 101 preferred)			
Group 2: Literature	Any CSU/GE (English 150, 155, 270, or 275 preferred)			
Group 2: World History	Any CSU/GE (History 161 preferred)			

Area D: Social, Political, and Economic Institutions -- 9 units		C	P	N
Group 5: Geography	Any CSU/GE (Geography 100 preferred)			
Group 6: US History	History 170 or 175 (Hist 170 preferred)			
Group 3: Political Science	Political Science 180			

Area E: Lifelong Understanding and Self-Development -- 3 units		C	P	N
Human Development	Any CSU/GE (Psychology 118 preferred)			

Campus Specific Multiple Subjects Credential Program Prerequisites		C	P	N
Education EDEL 315A/B	Education 102, 103, and 200 -- 6 units			
	Psych 118			

Child and Adolescent Development Major Requirements		C	P	N
CAS 101	Psych 118 at GWC			
CAS 201	HMDV 190 at OCC or take at CSUF			
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

Liberal Studies Major Requirements		C	P	N
Lib Studies 300 (No upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			
English/Ling 205	Anthro 190 at OCC or take at CSUF			
English Literature	English 150, 155, 270, or 275			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

*Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for Area B4		Units Completed	
		Units in Progress	
		Subtotal	
		Units Needed	
		AA Degree:	
		Transfer:	
		Student Signature	
		Counselor Signature	
		Date	

Multiple Subject Student Educational Plan (SEP)

Last Name _____ First Name _____ MI _____ College ID # _____ Birthdate _____

General Education Recommendations for CSET Preparation

Area A: Communication in the English Language and Critical Thinking - 8 units		C	IP	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred) <i>Comm 100</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 2: Writing	English 100	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area B: Physical Universe and Its Life Forms		C	IP	N
Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 4: Mathematics	Any CSU/GE Math course (Math 104 preferred)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area C: Arts, Literature, Philosophy, and Foreign Language - 9 units		C	IP	N
Group 1: Arts	Any CSU/GE (Art 100/Hum 102, Mus 101, Thea Arts 100, or 101 preferred)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 2: Literature	Any CSU/GE (English 150, 155, 270, or 275 preferred) <i>span 180</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 2: World History	Any CSU/GE (History 161 preferred) <i>Hist 170 or 175</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Area D: Social, Political, and Economic Institutions - 9 units		C	IP	N
Group 5: Geography	Any CSU/GE (Geography 100 preferred)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 6: US History	History 170 or 175 (Hist 170 preferred) <i>PSYC 100</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Group 8: Political Science	Political Science 180	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Area E: Lifelong Understanding and Self-Development - 3 units		C	IP	N
Human Development	Any CSU/GE (Psychology 118 preferred)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus Specific Multiple Subjects Credential Program Prerequisites		C	IP	N
Education EDEL 315A/B	Education 102, 103, and 200 - 6 units	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Psych 118	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Child and Adolescent Development Major Requirements		C	IP	N
CAS 101	Psych 118 at GWC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAS 201	HMDV 190 at OCC or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Liberal Studies Major Requirements		C	IP	N
Lib Studies 300 (No upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English/Ling 206	Anthro 190 at OCC or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
English Literature	English 150, 155, 270, or 275	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF or GWC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments	Total Units
*Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for Area B4	Units Completed
Area B4	Units In Progress
Math 030 - 2 attempts already, and more remaining.	Subtotal
Academic Renewal FA-09 including ENGL 110	Units Needed
" " FA-08 @ OCC including ENGL 100	Apprv For: <i>150</i>
Religious one course GPA = 2.00.	AA Degree: <i>150</i>
Return for course sequencing AS AP.	Transfer: <i>150</i>
	IEG CODE:
	Student Signature
	Counselor Signature
	Date

Counseling Department

COURSE SEQUENCING GUIDE

Name: Last _____ First _____

ID #: _____ Birth Date: _____

Fall _____ Units _____ Intercession _____ Units _____

Spring 12 Units _____
 Psyc 100 3

Summer 12 Units _____
 Math 030 4

14 CSU units

Fall 12 Units _____
 Math 104 3

Spring 13 Units _____
 Geol 104 4

① ED 102 1
 ② ED 103 2
 Psyc 118 3

① ED 300 3
 ENGR 143 3
 Geol 100 3

Bio 100 4

① 100, 102, 101 or TRK 100-101 3
 ② 12

34 CSU units

Fall 11 Units _____
 Math 115 4
 Phys Sci 100 4

Spring 14 Units _____
 PSC 180 or Hist 170 3
 Math A 190 @ ocr 3
 Hum 100 or 101 @ ocr 3

Summer 11 Units _____
 CREST - Subject

② 3
 ENGR 150 or 170 3
 11

9
 @ CSUF
 FA-14

*Math 100 or 101
 14 CSU units*

Comments: ① Can save semester if ED 100 not offered in FA-12. ② Change on SEP to Hist 170 only
 ③ Update Level II with placement AS AP
 Return each semester for following.

Revised 01/21/2008

Student

Counselor

Date

ACADEMIC, CAREER PLANNING AND FOLLOW UP

STUDENT INFORMATION

Name: _____
 Last First MI
 Address: _____
 Phone () _____
 Student ID No. _____
 Birth Date: _____

EDUCATIONAL GOALS

Major: Bio/Physio
 Transfer CSULB
 Associate of Arts Degree
 Certification of Achievement
 Discover career interests/goals
 Prepare for new career
 Advance in my current job/career
 Personal development/success/culture
 Improve basic skills
 Other FI-Vietnam

Partial Plan Only (see notes)

ACADEMIC PLANNING NOTES/COURSE SEQUENCING

SEMESTER	COURSE	CREDIT
FA 2011	PHYS 185 (54052)	4 (WL)
	COBM 100 (55822)	3 (WL)
	MMA 101 (55051)	3 (M)
	HIST 175 (58282)	3 (WL)
	PSY 180 (55355)	3 (M)
	HEO 100 (54841)	3 (WL)

COMMENTS: due to AP credit and student arriving late to registration, all course selection recommendations are wait list.
Return in Oct for course sequencing. SPR registration is in Nov.

Student

WHITE • Counseling

Counselor

YELLOW • Student

Date

Counseling Department
COURSE SEQUENCING GUIDE

Name: _____ Last _____ First _____
 ID #: _____ Birth Date: _____

Fall	11	Units	Interession	Units	Spring	12	Units	Summer	12	Units
HLED 100		3			ENGL 100		3			
Phys 185		4			Comp in Stat/His (AL)		3			
PSY 180		3			BIO 180		5			
TRNG 100		3			(Hist 170 or 175) or (Area C1 or C2)		3			
		13								

21 CSU units

Fall	12	Units	Interession	Units	Spring	13	Units	Summer	13	Units
Critical Think (A3)		3	(ENGL 110)		PRO 183		4			
BIO 182		4			Chem 185		5			
Phys 280		4	(Applied FA Eng)				9			
(Hist 170 or 175) or (Area C1 or C2)		3								
		14								

21 CSU units

Apply Oct 1 - Nov 30, 2012 www.csum.edu/for-educ

Fall	13	Units	Interession	Units	Spring	Units	Summer	Units
@ CSULB								

21 AP units

Return each semester for following.
 Check student to see pre-professional counselor.

Comments: received reply from CSULB Articulation - verified 3 + on Calc BC student earned subject credit for Math 122 + 123 (Math 6180 + 6185); also earned subject credit for Chem 111A (Chem 6180) for a 5 on AP Chem.

Student _____ Counselor _____ Date _____

