

1 The Role of Counseling Faculty and
2 Delivery of Counseling Services
3 in the California Community Colleges

4
5 ADOPTED FALL 1994; REVISED AND ADOPTED SPRING 2012

6
7 Academic Senate for California Community Colleges
8 COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE
9 TRANSFER AND ARTICULATION COMMITTEE 2011-2012

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21
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84 What's New in the 2012 Revision? The original paper, *The Role of Counseling*
85 *Faculty in the California Community Colleges (1994)*, provided principled
86 positions of the Academic Senate regarding the essential function of counselors
87 and the delivery of counseling services in helping students achieve success.
88 The paper concluded with specific guidance on appropriate roles for
89 paraprofessionals, and an appendix addressed the role of faculty advisors.
90 Much of the content from the original paper remains in this version because,
91 nearly thirty years after the 1986 Seymour-Campbell Matriculation Act, it is
92 still compelling and necessary for ensuring quality educational experiences for
93 students and useful for local senates in crafting initiatives to improve student
94 success. Some of the Title 5 regulation language has been removed, as
95 legislation pertaining to matriculation is under revision at this time due to the
96 Board of Governors' 2012 endorsement of the Student Success Task Force
97 Recommendations. Added to the paper is a description of education plans and
98 a section on technology and online counseling, and the sections on
99 paraprofessionals and faculty advisors have been incorporated into the body of
100 the paper rather than included as an appendix. Summary recommendations
101 have also been included in this revision.
102

103 Introduction

104
105 At the fall 1993 Plenary Session of the Academic Senate for California
106 Community Colleges, Resolution 15.1 was adopted, stating,

107
108 Whereas counseling is a distinct faculty discipline within the Faculty
109 Disciplines list, and

110
111 Whereas a counseling discipline ensures professional education and
112 training at the Master's level leading to appropriate counseling
113 knowledge, competencies and skills, and

114
115 Whereas there is no statewide definition of, or limitations on, the role of
116 the counseling/advising paraprofessional, and

117
118 Whereas some districts are replacing counseling faculty with
119 counseling/advising paraprofessionals;

120
121 Therefore be it resolved that the Academic Senate for California

122 Community Colleges direct the Executive Committee in consultation with
123 counseling faculty, to recommend standards for counseling
124 paraprofessionals to the Board of Governors that define the role and
125 scope of persons in paraprofessional counseling positions and ensure
126 that the professional counseling services are not being provided by
127 paraprofessionals.
128

129 Resolution 8.01 in Fall 2011 directed the Academic Senate to update the
130 original paper:
131

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

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

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

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

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

158
159 The purposes of this paper are threefold. First, it clarifies the role of the
160 counseling discipline and provides a description of a comprehensive student
161 education plan in the California Community College system. Second, it
162 provides a foundation for discussion of the uses and restrictions of
163 paraprofessionals in the delivery of counseling services. Third, it offers updates
164 on minimum qualifications, the use of faculty advisors, and current trends in
165 technological tools and online counseling, as well as a chronology of funding
166 patterns and legislative activity to date, that provide a more wide-ranging
167 perspective of how the profession of counseling has evolved—or not—since
168 1994. The paper provides an introduction to the important work of counseling
169 faculty and their essential contributions to student success. In this time of
170 increased student demand and diminishing resources, this document provides
171 local academic senates with a planning resource to be used when developing
172 policy and implementing recommendations associated with "student
173 preparation and success" (Title 5, Section 53200 (b)(5).
174

175 The core functions of counseling faculty are detailed in Academic Senate's
176 *Standards of Practice for California Community College Counseling Faculty and*
177 *Programs (2008)* and have not changed over the past thirty years. Rather, it is
178 the recognition of the relevance and necessity of that role, and how counseling
179 services are delivered, that has evolved.
180

181 Background

182

183 In 1979, the Board of Governors received a Task Force Report on the state of
184 counseling in the California community colleges. That report provided a clear
185 statement of the educational and socio-cultural diversity of the student
186 population and its counseling needs and eloquently described the need for and
187 the complexity of the counseling role in providing support to students making
188 their way through community colleges. A dominant theme of the report was
189 the need for a generalist, trained in counseling skills and familiar with the
190 entire curriculum, to work with students (Hirschinger 1979).
191

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

200 colleges instituted or expanded the role of the faculty advisor.

201
202 In 2003, an increasingly diverse student population, variable funding, and
203 other legislative imperatives were still the norm, yet it was not until the
204 Academic Senate adopted the Consultation Task Force Report on Counseling
205 (2003) that attention was paid to how very little the system had been investing
206 in student support services since the passage of the Matriculation Act in 1986
207 and AB 1725 in 1988. The report highlights survey results indicating an
208 actual counselor-to-student ratio of 1:1918 in contrast to the recommended
209 ratio of 1:900 which the task force calculated using the Title 5 §58732 formula.
210 The report concludes with the assertion that “California public community
211 college education again confronts a dire lack of fiscal resources. The core of
212 the community colleges, to provide access and equitable opportunity, is
213 threatened by the dissipation of the state budget.” It also confirms, “California
214 community college students need much better access to counseling faculty at
215 community colleges throughout the state.” And finally, “The data show when
216 there is access to adequate, comprehensive counseling services, student
217 success is significantly enhanced. The data also show that access to
218 counseling in our community colleges is inadequate by any measure.”

219
220 Then in 2006, with the unveiling of the Basic Skills Initiative (BSI), the colleges
221 continued attracting the most diverse students, the system was gearing up for
222 higher graduation standards in mathematics and English, and the legislature’s
223 interest in student success was increasing. The 2007 *Basic Skills as a*
224 *Foundation for Student Success in California Community Colleges* outlined the
225 program components necessary for basic skills students to be successful. To
226 no one’s surprise, the research validated the need for mandatory orientation,
227 assessment, and placement, along with substantial and accessible counseling
228 support that is integrated with academic courses and programs. A review of
229 the literature revealed “a strong counseling component is characteristic of
230 successful remedial programs...” and “key to this success is a program that
231 integrates counseling with teaching and has a highly structured, easily
232 accessible, and proactive format.” Specifically, the literature pointed out that
233 in a successful model, “counselors move from the role of crisis intervention to
234 that of a more preventative, proactive function.” Research further suggested
235 that counselors trained specifically to work with developmental students must
236 be responsible for the counseling of those students. While BSI funding
237 provided the first opportunity since the Matriculation Act of 1986 to financially
238 support select counseling efforts, it involves one time monies restricted for use
239 with basic skills students and therefore is not a feasible source of funds for
240 hiring faculty. Additionally, the BSI funding, as a categorically funded
241 program, is under constant threat of consolidation and defunding.

242

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

266

267 Education Plans

268

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

281

- 282 • Consideration of and planning for multiple layers of student goals,
283 e.g. associate degree to transfer to professional school

- 284 • Recommended course sequencing that reflects a balanced course load
- 285 based on a student's strengths, scheduling patterns, and course
- 286 requirements with prerequisites built in
- 287 • Student support referrals to services both on and off campus
- 288 • Information about auxiliary requirements to meet a student's
- 289 educational goals, e.g. testing, Advanced Placement (AP) scores,
- 290 minimum GPA, and deadlines
- 291 • Planning for and prioritizing multiple transfer institutions
- 292 • Recommendations of courses to increase a student's competitiveness
- 293 for admission, if transfer is intended
- 294 • Distinction of catalog rights and options for selecting a catalog year
- 295 • Professional knowledge of programs, e.g. the difference between Photo
- 296 Journalism as a Bachelor of Fine Arts under "Art" or as a
- 297 Communications/Journalism "photojournalism" degree; differences
- 298 between programs at different institutions (Psychology at a UC vs.
- 299 CSU)
- 300 • Evaluation of transcripts from other institutions

301
302 Because of their diversity in abilities and sophistication, a segment of
303 community college students may appear self-directed and thus may achieve
304 success by guiding themselves with a catalog, advisement sheets, and access to
305 technology. This group of students may have success navigating the complex
306 process of educational planning without the need for comprehensive counseling
307 support. Yet even these more savvy students can benefit from professional
308 counseling services and often seek counseling to have their decisions and
309 pathways affirmed by counselors.

310
311 The vast majority of community college students can benefit from career,
312 academic, or personal counseling during their time on campus. But with
313 continued lack of sufficient funding for classes and counseling appointments,
314 increased use of paraprofessionals, supplanting comprehensive counseling
315 with technology, and requiring students to declare a major before they are
316 ready to make an informed decision in order to maintain enrollment priority,
317 students may experience greater stress and aggravation while attempting to
318 steer their academic careers. The higher the stakes, the more students will
319 want access to counselors, which underscores the need for more counselors in
320 the colleges, especially full-time counselors. The role of counseling faculty is
321 unique among the faculty of community colleges. The counselor's role is even
322 more crucial to student success when we consider that it is not just likely that
323 students at community colleges will encounter difficulties; it is, in most cases,
324 inevitable.

325

326 Minimum Qualifications and Other Roles

327

328 The *Minimum Qualifications for Faculty and Administrators in California*
329 *Community Colleges* adopted by the Board of Governors specify that counseling
330 faculty must hold a "Master's in counseling, rehabilitation counseling, clinical
331 psychology, counseling psychology, guidance counseling, educational
332 counseling, social work, career development, marriage and family therapy, or
333 marriage, family and child counseling, or the equivalent. Note: A license as a
334 Marriage and Family Therapist (MFT) is an alternative qualification for this
335 discipline, pursuant to Title 5 §53410.1" The professional education and
336 training required of community college counseling faculty enable them to play a
337 variety of roles and offer a range of activities to meet students' counseling
338 needs.

339

340 The nation's graduate programs in counseling have gone to great lengths to
341 standardize the competencies expected of degree recipients. The list of
342 competencies below has been drawn from materials supplied by California
343 State University graduate programs in counseling. Although not meant to be
344 an exhaustive list, it begins to define the specialized skills of counseling
345 professionals:

346

- 347 -knowledge of human development, both normal and abnormal
- 348 -understanding of the theories of counseling and personality
- 349 -knowledge of and sensitivity to social, cultural, and ethnic issues
- 350 -knowledge of ethical and legal aspects of counseling
- 351 -knowledge of the learning process
- 352 -knowledge of decision making and transition models
- 353 -ability to diagnose student problems
- 354 -ability to help students form and clarify their educational values and
355 goals
- 356 -ability to help students learn problem-solving and decision-making
357 skills
- 358 -ability to work with students to develop optimal student education
359 plans
- 360 -ability to facilitate groups and workshops
- 361 -ability to develop effective curriculum
- 362 -knowledge of effective instructional methods and strategies
- 363 -ability to teach counseling courses effectively
- 364 -ability to provide crisis intervention and support
- 365 -ability to identify the need for mental health counseling and referral to
366 community resources

- 367 -knowledge of career development methods, techniques, and
- 368 instruments
- 369 -knowledge of changes taking place in the economy and the job market
- 370 -knowledge of the use and misuse of assessment instruments and test
- 371 data
- 372 -knowledge of educational programs and their requirements
- 373 -knowledge of the structure and institutional relationships of higher
- 374 education
- 375 -ability to develop and coordinate service programs
- 376 -ability to provide effective consultation to students, teachers, peers,
- 377 administrators, and community members.
- 378

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

- 384
- 385 1. Academic counseling, in which the student is assisted in assessing,
- 386 planning and implementing his or her immediate and long-range
- 387 academic goals.
- 388
- 389 2. Career counseling, in which the student is assisted in assessing his or
- 390 her aptitudes, abilities, and interests and is advised concerning the
- 391 current and future employment trends.
- 392
- 393 3. Personal counseling, in which the student is assisted with personal,
- 394 family or other social concerns, when that assistance is related to the
- 395 student's education.
- 396
- 397 4. Coordination with the counseling aspects of other services to students
- 398 which may exist on the campus, including, but not limited to, those
- 399 provided in programs for students with special needs, skills testing
- 400 programs, financial assistance programs, and job placement services.
- 401

402 These distinctions are somewhat arbitrary in light of the mix of concerns
403 students present to counseling faculty in a single session. For example, a
404 request for transfer information commonly evolves into a session about
405 handling intense parental pressure or doubts about career direction. Student
406 disclosures of substance abuse or sexual abuse may occur in sessions
407 ostensibly dealing with career decision-making. And sessions about academic
408 difficulties may uncover learning disabilities. These examples illustrate the
409 complex needs students bring to counselors in the community colleges. These

410 problems require counseling faculty to respond with an array of professional
411 skills, sensitivities, and counseling techniques, all grounded in an
412 understanding of human development. Most interactions with students
413 regarding academic matters require sensitive counseling evaluations and are
414 not, as some believe, simply the provision of curriculum information.
415

416 When access to career counseling is reduced, students may spend more time in
417 college and more effort than necessary wrestling with career decisions, remain
418 longer as undeclared majors, take a number of courses without a sense of
419 purpose, lose motivation and drop out, or, in fact, obtain a degree without a
420 clear career goal. A counselor's guidance through this natural struggle is
421 paramount. As long ago as in 1987 Vincent Tinto, recognized leader in student
422 success research, noted that 75% of students will experience uncertainty with
423 stated educational goals, both academic and occupational, and data from the
424 2011 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities
425 Survey Summary Report reveal that community college students rank
426 counseling and academic advising as important or very important and student
427 satisfaction is tied to effective academic advising services.
428

429 Personal counseling is also critical to ensure the success of many of our
430 students. Young students experiencing the stress of their transition into
431 adulthood and re-entry students balancing the burdens of work, family and
432 academics are both certain to face times of conflict and confusion where their
433 goals are undermined by their personal conflicts. Today community colleges
434 are flooded with veterans from 21st century wars in the Middle East, and
435 counseling faculty are responding by increasing their knowledge of post-
436 traumatic stress disorder, traumatic brain injuries, and other issues unique to
437 veterans. Other students with psychological disabilities, protected under the
438 Americans with Disabilities Act, must also receive support. These students
439 and others who experience crisis situations while taking courses at our colleges
440 need additional special services to cope. Personal counseling benefits many
441 students, helping them manage their difficult life situations while they progress
442 in college. Counseling should be provided in the context of the student's
443 individual educational needs and other areas that contribute to academic
444 success. When a student's need for counseling extends beyond academic or
445 career counseling, and in some cases requires resources outside the scope of
446 services of the counseling department, counseling faculty are trained to make
447 appropriate referrals.
448

449 Roles and Uses of Paraprofessionals and Faculty Advisors

450 451 Paraprofessionals

452
453 Paraprofessionals (also called counselor assistants, information technicians,
454 educational advisors, or specialists) have for some time been employed by
455 universities, where student needs are less varied and goals are more uniform,
456 and now there is a call for wider use of these paraprofessionals in California
457 community college counseling departments. Use of paraprofessionals continues
458 to grow despite on-going concern they might be pressed into roles beyond their
459 job duties and for which they may not be qualified. Paraprofessionals can
460 support counseling faculty and students, just as instructional assistants help
461 instructional faculty in the classroom, provided paraprofessionals are
462 performing functions within the scope of their defined roles.
463

464 The amount of education or experience required of paraprofessionals has not
465 been established at the state level. Districts hiring paraprofessionals have
466 historically set their own standards. These standards have varied with the
467 nature of the tasks required of the position. Frequently, the paraprofessional is
468 someone who possesses an associate or bachelor's degree and may have
469 student services experience. Paraprofessionals might also be community
470 college or university students. While the specific qualifications for a given
471 position might differ, three crucial issues must be considered when developing
472 a job description: first, that the competencies expected of paraprofessionals
473 need to be defined explicitly, with the full participation of counseling faculty;
474 second, that paraprofessionals need to be trained and supervised carefully with
475 full participation of counseling faculty; and last, that paraprofessionals not be
476 expected or allowed to perform tasks beyond their job duties and specified
477 qualifications.
478

479 To identify the appropriate roles of paraprofessionals, colleges must clarify the
480 activities that do not require the minimum qualifications of the counseling
481 discipline. The following is a list of such potential activities:
482

483 (1) Assisting at registration by providing information and referring
484 students to campus offices and services. This information might include
485 important dates and deadlines, how to read a class schedule, or how to
486 navigate an enterprise software system. Paraprofessionals can also
487 assist students in scheduling classes once the student education plan
488 has been developed by counseling faculty.
489

490 (2) Providing information about program requirements: Many
491 counseling departments prepare materials about college programs to
492 help students plan their schedules. Paraprofessionals could disseminate
493 this information.
494

495 (3) Facilitating and supporting activities: There are many useful
496 activities that paraprofessionals could provide in Transfer Centers,
497 Career Centers, Assessment Centers, Disabled Student Programs,
498 Veteran's Resource Centers and Extended Opportunity Programs. They
499 might assist students in using reference materials or electronic career
500 information, coordinate university tours or visits by university
501 representatives, design and organize advertising for counseling center
502 activities, make classroom presentations to students about the services
503 of various campus offices and programs, disseminate placement test
504 results as long as interpretation of the results is left to counseling
505 faculty, or assist with community outreach such as visits to high
506 schools.

507
508 Counseling faculty must clarify the limits on the use of paraprofessionals in
509 order to protect the integrity of the counseling discipline. When activities with
510 students go beyond providing specific requested information and migrate into
511 the areas of goal setting, planning, and decision-making, the student needs to
512 be referred to a counseling faculty member. What may have begun with a
513 routine question about a course may quickly lead to the explanations for the
514 choice, the career goals associated with that choice, or the appropriateness of
515 the major, program, or transfer institution. The responsibility for addressing
516 these situations is within the scope of the established minimum qualifications
517 for counseling faculty and is beyond not only the job duties of
518 paraprofessionals but also often beyond their competencies and qualifications.

519
520 Institutions must ensure that paraprofessionals are not allowed to venture into
521 academic counseling where they would be called upon to interpret, advise, or
522 judge the appropriateness of a student's course or program choice, since these
523 activities are beyond the scope of their jobs. For this reason, paraprofessionals
524 should not advise undeclared students or students on probation, nor should
525 they produce student education plans.

526
527 Furthermore, interpreting assessment results for students or weighing multiple
528 measures for course placement are also not appropriate activities for
529 paraprofessionals. Such interpretations require knowledge of assessment
530 methods and the use of professional judgment, which belong properly with
531 faculty trained to perform these functions.

532
533 The following ASCCC adopted resolutions support counseling faculty in their
534 insistence that paraprofessional hiring follow senate sponsored guidelines:

- 535
536 FA93 15.01 Counseling Service Standards
537 SP98 8.01 Use of Paraprofessionals to Perform Counseling Activities

538 SP99 8.02 Appropriate Uses of Paraprofessionals
539 SP01 8.01 Use of Paraprofessionals
540 SP10 8.01 Commitment to Established Principles and Guidelines Regarding
541 Use of Paraprofessionals
542 SP11 8.01 Title 5 Change to Clarify the Role of Advisors and
543 Paraprofessionals in Counseling
544 FA11 8.01 Update Senate Paper on the Role of Counseling Faculty in
545 California Community Colleges
546
547 The Rostrum article “When Are Counseling Paraprofessionals Appropriate? A
548 Friendly Reminder” (March 2010) also serves to remind interested parties of the
549 strong positions taken by the Academic Senate.

550

551 Non-Counseling Faculty Advisors

552

553 One well-published key to retention is a student's sense that the institution is
554 interested in his or her success. Non-counseling faculty can play an important
555 advising role and serve as a vehicle to express that interest, provided the
556 advising does not expand to functions reserved for counseling faculty. Faculty
557 advisors should have the minimum qualifications to teach in the subject area
558 in which they provide advising and should exhibit the following competencies:

559

560 -ability to interact non-judgmentally with students using effective helping
561 skills

562

563 -interest in serving as an advisor (no one should be assigned advising
564 responsibilities automatically).

565

566 Activities within the scope of faculty advisors are the following:

567

568 (1) Providing information regarding programs, career opportunities, and
569 course selection in their disciplines.

570

571 (2) Referring students to appropriate services. The faculty advisor can
572 provide a link for the student with other essential services: counseling,
573 financial aid, career center, veteran’s resource center, services for
574 students with disabilities, tutoring center, health center, etc. Faculty
575 advisor training must include learning to recognize when referrals back
576 to counseling are necessary.

577

578 (3) Coordinating with counseling departments: non-counseling faculty
579 are excellent resources for discipline-related information; counseling
580 faculty can provide comprehensive training on skills and strategies

581 necessary for successful advising. Instructors who advise and the
582 counselors who train them share the responsibility to make faculty-
583 advising activities a supplement to, rather than a replacement for,
584 counseling services.
585

586 Counseling departments should develop a clear written process for engaging
587 faculty advisors as well as provide sufficient training for the advisor to be
588 successful. All parties must understand the following distinctions between
589 counseling and advising and understand that faculty advisors are clear about
590 circumstances under which they must refer a student to a counselor:
591

- 592 • **Advising** focuses on giving students the information they need to reach their stated goals.
593 Advisors explain and clarify this information for students and present their material in a
594 manner sympathetic to the needs and situation of the student. Advising responds to
595 student requests for discipline-specific information.
596
- 597 • **Counseling** is required when the student needs more than just specific information.
598 When goals are not yet set, when decisions are not yet made, or when the problem goes
599 beyond a need for data, the student needs counseling. In this context, advisors should not
600 advise undecided or probationary students who, by the nature of their situation, require
601 counseling. Nor is it appropriate for advisors to be called counselors. This practice only
602 adds to the confusion of students about the roles of the individuals serving them.
603

604 Technological Tools and Online Counseling

605

606 *Standards and Practices of California Community College Counseling Faculty and*
607 *Programs (2008)* succinctly describes the healthy balance between the use of
608 technology and the role of a counselor. Technological tools have the capacity to
609 improve access and accuracy in the delivery of information and can help
610 colleges meet the needs and expectations of students. Technology, however,
611 cannot replace the human interaction and complex task of properly counseling
612 students. The paper goes on to outline principles for technology use which
613 should be included in any technology plan, the availability of electronic student
614 education plans, online counseling, and online orientations. Counselors must
615 take the lead on development, implementation, and application of technology
616 plans designed to increase student access to support services.
617

618 As technologies continue to emerge and develop, student support services,
619 including counseling, are faced with the task and responsibility of integrating
620 these emerging technologies into their delivery of services. Despite many
621 students' familiarity and comfort with conducting day-to-day tasks using
622 technology and communicating online or through smartphone applications, the
623 digital divide still exists. Faculty should be comprehensive when integrating

624 and expanding into the online realm to ensure that students have access to
625 reliable and formal information from the college in several different forms and
626 mediums:

627
628 Social Networking: social networking mediums represent a common
629 gathering area for students. Individual colleges, counseling faculty, and
630 student services departments may strive to make their presence known on
631 these networking sites as another means of outreach and marketing.

632
633 Electronic Messaging: students have an expectation of immediacy that
634 includes how they receive information. Twitter and other instant messaging
635 technologies are increasing in popularity, and counseling departments
636 should discuss how to best integrate instant messaging into their services.

637
638 Video Communication: a live chat feature in a program such as Skype™
639 allows for text based conversations as well as interactive, yet private,
640 communication.

641
642 Posting Documents, Wikis, etc: society's increased presence online has also
643 resulted in the expansion of user-generated and readily accessible Internet
644 content. With resources ranging from complex documents found on various
645 websites in portable document file (PDF) format to community generated
646 and managed reference information (wikis), students have grown
647 accustomed to searching and gathering information online at their
648 convenience. Counseling faculty and student services must meet this
649 expectation and demand for Internet-based information for student
650 accessibility and retrieval.

651
652 Online counseling's emergence and growth in California Community Colleges is
653 directly related to the commonplace nature of the Internet in the daily lives of
654 students, as well as the Title 5 mandate and accreditation standards requiring
655 colleges to provide comparable services for students whether taking courses
656 face-to-face or via distance education. In the early 1990s as more campuses
657 began exploring and implementing distance education courses, counseling
658 faculty saw an influx of counseling related questions. The continued growth of
659 online counseling at California Community Colleges is directly tied to the
660 demand for counseling services not only by students taking courses solely
661 online, but at the same time by a general student population growing more
662 technologically literate and expecting to have services available online. This
663 interest necessitates an organized, streamlined approach to manage the
664 increase in counseling inquiries potentially originating from anyone who has
665 internet access, an e-mail account, and a college's website. As the Internet has
666 become interwoven with daily life, online counseling programs have become

667 more commonplace and increasingly accessed by students at community
668 colleges. And while colleges must meet students where they are technologically,
669 they must equally be mindful of those students who have limited access to
670 technology. Colleges must include traditional means of communication to
671 ensure all students have access to essential information.

672
673 Just as colleges must distinguish between counseling and faculty advising, it is
674 equally critical to discern online counseling from online advising. Online
675 counseling primarily describes communication between counseling faculty and
676 students taking place outside the confines of the traditional office setting.
677 These communications may be facilitated by any number of Internet and
678 online-based technologies that will allow transmission of information used by
679 students in making decisions related to academics, careers, and, on occasion,
680 minor personal concerns or issues. Online counseling closely mirrors many of
681 the interactions, topics discussed, and interventions prescribed in a traditional
682 in-person counseling appointment, and online advising addresses a much more
683 limited scope of topics in less depth and breadth than possible via counseling.
684 Such advising topics may include registration assistance, information
685 regarding program requirements, assistance in using reference materials or
686 electronic records systems, etc.

687
688 Various state-funded and campus-based initiatives like CCC Confer,
689 ASSIST.org, the Transfer Counselor Website, and campus-based degree audit
690 systems serve as powerful online resources to fuel and streamline the delivery
691 of online services and are examples of the many online tools counseling faculty
692 regularly use to supplement face-to-face counseling.

693
694 Counselors conducting online counseling and individuals providing online
695 advising must be knowledgeable and competent in the delivery of online
696 services. Counseling departments should schedule regular training sessions
697 for counseling faculty and paraprofessionals interested in participating in
698 online counseling and advising.

699

700 Conclusion

701
702 From before even setting foot on campus to the day a student graduates,
703 transfers, or fulfills his or her academic goals, more community college
704 students need professional counseling throughout their educational experience
705 to achieve success. Research on retention and success indicates that students
706 perform better when guided by counseling faculty in their academic planning
707 and career discovery, research, and decision-making and with personal
708 concerns that may interfere with their education. Concerns related to financial

709 expediency must not lead colleges to assign a counselor’s role to others less
710 qualified to perform the work or to technology-based solutions secured to
711 substitute for the professionals trained to assist students. Computerized
712 information systems and streamlined registration processes do not replace the
713 need for the personal connection between counseling faculty and students.
714 With the guidance of counseling faculty, advisors and paraprofessionals can
715 contribute, when appropriate, to the services and information provided to
716 students, and students should always be reminded to speak directly with a
717 counselor for details and current information regarding transfer and degree
718 and certificate requirements. Colleges must look for ways to integrate
719 instruction and student services to better serve all cohorts of students at the
720 college and recognize the important role played by counseling faculty in
721 achieving student success.

722

723 Recommendations for Local Senates

724

725 In the area of education plans, local senates must:

726 1. Understand the comprehensive education plan which includes but is not
727 limited to the following:

728 • Consideration of and planning for multiple layers of student goals,
729 e.g. associate degree to transfer to professional school

730 • Recommended course sequencing that reflects a balanced course load
731 based on a student’s strengths, scheduling patterns, and course
732 content with prerequisites built in

733 • Student support referrals to services both on and off campus

734 • Information about auxiliary requirements to meet a student’s
735 educational goal, e.g. testing, Advanced Placement (AP) scores,
736 minimum GPA, and deadlines

737 • Planning for and prioritizing multiple transfer institutions

738 • Recommendations of courses to increase a student’s competitiveness
739 for admission, if transfer is intended

740 • Distinction of catalog rights and options for selecting a catalog year

741 • Professional knowledge of programs, e.g. the difference between Photo
742 Journalism as a Bachelor of Fine Arts under “Art” or as a
743 Communications / Journalism “photojournalism” degree; differences
744 between programs at different institutions (Psychology at a UC vs.
745 CSU)

746 • Evaluation of transcripts from other institutions

747 2. Ensure that education plans are only developed by counseling faculty.

748

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

- 750 1. Work with counseling faculty to establish competencies expected of
751 paraprofessionals.
- 752 2. Support and insist on counseling faculty supervision of all training for
753 paraprofessionals working in the counseling department.
- 754 3. Clarify the limits for the use of paraprofessionals in order to protect the
755 integrity of the counseling discipline. When activities with students go
756 beyond providing specific requested information--into the areas of goal
757 setting, planning, and decision-making--the student needs to be referred
758 to a counseling faculty member.
- 759 4. Help ensure that local policies and practices restrict paraprofessionals in
760 the counseling area to appropriate assignments (i.e. not advise
761 undeclared students or students on probation, nor should they produce
762 student education plans).
- 763 5. Ensure that interpretation of assessment results for students or weighing
764 multiple measures for course placement are conducted by counseling
765 faculty. Such interpretations require knowledge of assessment methods
766 and the use of professional judgment, which belong properly with
767 counseling faculty trained to perform these functions.
768

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

- 770 6. With their college's counseling faculty, ensure that faculty advisors have
771 the minimum qualifications to teach in the subject area in which they
772 provide advising and exhibit the following competencies: ability to
773 interact non-judgmentally with students using effective helping skills,
774 interest in serving as an advisor (no one should be assigned advising
775 responsibilities automatically).
- 776 7. With counseling faculty, develop a clear written process for engaging
777 faculty advisors, as well as provide sufficient training for the advisor to
778 be successful.
779

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

- 782 8. Ensure that counseling programs take advantage of emerging
783 technological tools to meet the needs and expectations of students and
784 that counseling faculty take the initiative to develop technology plans
785 that add to the counseling relationship rather than detract from it.
- 786 9. Ensure that counseling faculty take an active role in the development
787 and implementation of campus and program technology plans in order to
788 advocate for student data systems and features that will provide the
789 information needed for counselors and students, in a user-friendly
790 manner.
- 791 10. Ensure that counselors conducting online counseling and/or advising
792 are knowledgeable and competent in the delivery of online services.

793 Counseling departments should schedule regular training sessions for
794 counseling faculty interested in participating in online counseling and/or
795 advising.
796 11. Be mindful of the distinctions between counseling and advising and
797 online counseling and online advising when developing and
798 implementing policies and procedures related to counseling services.
799

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878 Appendix A
 879 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.

Ed Plan Rev. 2/12

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				
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				
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				
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				
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				
Human Development	Any CSU/GE (Psychology 118 preferred)			

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

Child and Adolescent Development Major Requirements				
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				
Lib Studies 300 (no upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			
English/Ling 208	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 - 9 units		CIP	IP	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred) <i>Comm 100</i>	B	<input checked="" type="checkbox"/>	
Group 2: Writing	English 100	C	<input checked="" type="checkbox"/>	
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)		<input checked="" type="checkbox"/>	

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

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

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

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

Campus Specific Multiple Subjects Credential Program Prerequisites		CIP	IP	N
Education EDEL 315A/B	Education 102, 103, and 200 - 5 units			<input checked="" type="checkbox"/>
	Psych 118			<input checked="" type="checkbox"/>

Child and Adolescent Development Major Requirements		CIP	IP	N
CAS 101	Psych 118 at GWC			<input checked="" type="checkbox"/>
CAS 201	HMDV 190 at OCC or take at CSUF			<input checked="" type="checkbox"/>
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF			<input checked="" type="checkbox"/>
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			<input checked="" type="checkbox"/>
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 109 recommended) plus Math 104 or take at CSUF			<input checked="" type="checkbox"/>

Liberal Studies Major Requirements		CIP	IP	N
Lib Studies 300 (No upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			<input checked="" type="checkbox"/>
English/Ling 206	Anthro 190 at OCC or take at CSUF			<input checked="" type="checkbox"/>
English Literature	English 150, 155, 270, or 275			<input checked="" type="checkbox"/>
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF <i>or GWC</i>			<input checked="" type="checkbox"/>
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 109 recommended) plus Math 104 or take at CSUF			<input checked="" type="checkbox"/>

Comments		Total Units
*Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for		Units Completed
Area BA		Units In Progress
<i>Math 030 - 2 attempts already, and more remaining.</i>		Subtotal
<i>Academic Renewal FA 09 - evaluating ENGL 110</i>		Units Needed
<i>" " BA 08 @ OCC - Evaluating ENGL 100</i>		Apply For: <i>None</i>
<i>AA Degree: DSD</i>		Transfer: <i>160</i>
<i>Eligible once overall GPA = 2.00.</i>		Student Signature
<i>Return for course sequencing ASAP.</i>		Counselor Signature
<i>A</i>		Date

Counseling Department

COURSE SEQUENCING GUIDE

Name: Last _____ First _____

ID #: Birth Date: _____

Fall _____ Units _____ Intercession _____ Units _____

Spring 12 _____ Units _____

Summer 12 _____ Units _____

Psyc 100 3

(3) Math 030 4

3

4

11/15/2014

Fall 12 _____ Units _____ Intercession _____ Units _____

CHEST

Math 104 3

ED 102 1

ED 103 2

Psyc 118 3

Art 100, Phys 101 or Trak 1002-101 3

12

11/15/2014

Fall 13 _____ Units _____ Intercession _____ Units _____

Math 115 4

Phys Sci 100 4

PSI 180 or Hist 170 ② 3

ENGL 150 or 270 3

11

Spring 14 _____ Units _____

PSI 180 or Hist 170 3

Anth A 190 @ ace 3

Phon 100 or 101 @ ace 3

9

Summer 14 _____ Units _____

CHEST - Subst

CS 101

FA-N

10

Math 100 or 101

10/15/2014

10/15/2014

10/15/2014

Comments: ① Can swap semesters if ED 102 not offered in FA-12. ② Change on SEP to HIST 170 only

③ Please level II Fresh placement ASAP.

Return each semester for following.

Revised 05/21/2004

Student _____

Counselor _____

Date _____

Student Educational Plan / SEP

Last Name: _____ First Name: _____ SWS Student ID: _____ Birth Date: _____
 Educational Goal: Career Certificate AA Degree AA + Transfer Transfer Only Transfer to: CSULB
 AA Major / Area of Emphasis: _____ Transfer Major: Bio / Physio

Other Colleges Attended: _____

Area A: Communication in English Language	Area B: Physical Universe and Life Forms	Area C: Arts and Humanities	Area D: Social, Political, Econ. Institutions
A1. _____	B1. <u>AP credit</u>	C1. _____	D1. _____
A2. English G100/100H	B2. <u>Bio 180</u>	C2. <u>Art 170 or 175</u>	D2. _____
A3. _____	B3. Laboratory Component	C3. _____	D3. _____
Area B: Physical Universe and Life Forms			
Area C: Arts and Humanities			
Area D: Social, Political, Econ. Institutions			
Area E: Lifelong Understanding			
History G170 or G175 _____ Political Science G180/G380H _____ Area E: Lifelong Understanding _____			

Area 1: English Communication	Area 2: Mathematical Concepts	Area 3: Arts and Humanities	Area 4: Social and Behavioral Sciences
1A. English G100	2A. _____	3A. _____	4A. _____
1B. English G110	2B. _____	3B. _____	4B. _____
1C. Canon G130 (CSU Only)	2C. _____	3C. _____	4C. _____
Area 5: Physical and Biological Sciences			
5A. _____ 5B. _____ Laboratory Component _____			
History G170 or G175 _____ Political Science G180/G180H _____			

Area 1: English Communication	Area 2: Mathematical Concepts	Area 3: Arts and Humanities	Area 4: Social and Behavioral Sciences
AP credit (some of 5 in 4)	Calc AB + BC	Chemistry	Stats
Psych	Masso Educ		
Bio 180 + RZ Bio 183 Chem 180 + 185 * Math 180 + 185 * Phys 120 + 125 OR 185 + 280			

Notes: AP Calc BC (score = 5) = 6 CSU units
* omitted in calculation of CSULB transfer credit
AP Calc covers 2 semesters major. Also should
5's on AP Chem, Stats, Psych, Masso
educ.

This SEP identifies requirements for the student's educational goal. Coursework must be an approved list at the time taken. Availability of coursework is subject to change.

Student Signature: _____ Date: _____
 Counselor Signature: _____ Date: _____

B

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/interest/culture
 Improve basic skills
 Other: F2-Vietnam

Partial Plan Only (see notes)

ACADEMIC PLANNING NOTES/COURSE SEQUENCING

SEMESTER	COURSE	CREDIT
FA 2011	Phys 185 (56052)	4 (WL)
	COBM 100 (55822)	3 (WL)
	MWR 101 (55051)	3 (M)
	Hist 175 (58282)	3 (WL)
SEMESTER	PSY 180 (55355)	3 (WL)
	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.

