

**Resolution: DECLARATION OF SUPPORT FOR THE ROLE OF COUNSELING FACULTY AT Foothill College**

**Whereas**, the Academic Senate for California Community Colleges adopted the newly revised paper, *The Role of Counseling Faculty and Delivery of Counseling Service in the California Community Colleges* at the state level, as proposed and approved most recently by Resolution 8.01 (Spring 2012), and the Foothill College counseling faculty recognizes the need to adopt and apply at the local level all of the recommendations presented by this paper (See Attachment: "Recommendations for Local Senates");

**Whereas**, the California Community College Student Success Task Force recommends that the implementation of all of its strategies requires direct consultation with "appropriate practitioners." Counselors are the "practitioners" who have a wide comprehensive scope of knowledge that can be used toward developing strategies for student success;

**Whereas**, the Student Success Infrastructure Act of 2012 (Fong, AB 1741) "will require the board of governors to incorporate those elements that contribute to increasing student success..." AB 1741 subsequently will also provide additional support necessary to accomplish the recommendations provided by the paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* and *CCC Student Success Task Force*; and

**Whereas**, the Foothill College Counseling Division opposes the use of "paraprofessionals" and "non-counseling faculty advisors" to perform career, academic, and/or personal counseling duties, believing that neither paraprofessionals nor faculty advisors can adequately support the diverse and holistic counseling needs of the California community college student;

**Resolved**, that the Foothill College Academic Senate affirms the importance of the role of community college counseling faculty by adopting at the local level the most recent version of *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*, and strongly urges the deciding bodies of Foothill College to rely on the paper's recommendations when making decisions involving the Foothill College Counseling Division;

**Resolved**, that the Foothill College Academic Senate recognizes the importance of the professional counselor's roles in appropriately implementing the CCC Student Success Task Force Recommendations in order to meet the unique needs of the student at Foothill College; and

**Resolved**, that the Foothill College Academic Senate supports the element of the Student Success Infrastructure Act of 2012 (Fong, AB 1741), which advocates for additional funds to support the increase of the counselor-to-student ratio and restore critical student support services.

723     Recommendations for Local Senates

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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.

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749     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:

6. With their college's 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).
7. With counseling faculty, develop a clear written process for engaging faculty advisors, as well as provide sufficient training for the advisor to be successful.

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.

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