Thursday, March 9, 2023 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:00 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For February 23, 2023 Meeting
4. Introduction of Guests: Interim President Frank Kobayashi ; Brandy Worsfold, Fine & Applied Arts Faculty, Daniel Glenn, ESL Faculty.

5. Public Comment Period (3 min) - none

6. President's Report:
   - Transitions happening for the Institutional Effectiveness Council (IEC) and Accreditation Faculty Appointment. Bill Simpson will be stepping down and Jeff Sacha will be stepping in.
   - Academic Senate President and Interim VPI, Dr. Derrick Booth sent a joint email regarding Spring 2023 Commencement. Commencement will take place on Thursday, May 18th, and will be live-streamed. Revert back to our tradition of inviting half of the faculty to attend Commencement. A new list of odd-year and even-year faculty Commencement invitees has been developed (due to the pandemic). More information about this updated list and graduation regalia will soon be available.
   - Due to the recent flooding, the Library Building will be closed for repairs for an expected three-week period beginning Monday, March 13. Support from the Library while the building is closed is still available. Connect with staff via chat or phone. Please check the recent email to everyone on exchange for more details.
   - A new web faculty and staff directory management tool has been launched. All employees are being asked to review their information for accuracy. The original deadline was Friday, March 10th, but our DAS President and LRCFT negotiated for a two-week extension. New deadline is one week after Spring Break (March 24th). [Updated Website Directory](#) link provided on Canvas.
   - We are returning to in-person meetings, after Spring Break, since we are no longer permitted to conduct fully online Zoom meetings.
     - **Option A:** The original Brown Act teleconferencing, which requires that every single participant published their location, where they're attending from, and that you have the ability to allow the public to join you from wherever you are. So if you're in your own personal home, you would have to publish your own personal address and allow members of the public to come to that place, to join in on the meeting, if they wanted to.
     - **Option B:** The new teleconferencing provisions, and we have to meet quorum numbers. Specifications about who can attend remotely and who can't and that

teleconferencing is limited in the situation. Teleconferencing is limited to 3 months or 20% of regular meetings. Senators want to make sure attending 80% of meetings in person.

- Please see [ARC Academic Senate Syncflex Meeting Guidelines for Spring 2023](#) document posted on Canvas. Meeting location will be Student Center Boardroom. Zoom will be available for approved remote attendees. Secretary Lopez will provide a new Zoom link to avoid confusion. To conduct meetings, need to have at least 15 voting members in person, which is our quorum. If we don't have 15 voting members in person, we would not be able to host our Senate meeting. Voting members include alternates that are there in place of a voting member, they count towards quorum.
- Potential technology in the Student Center Board Room that will permit limited forms of remote attendance in certain situations. Hopeful that the OWL technology will permit interaction with those in the room and with remote attendees. There are some caveats, if we discover for whatever reason the technology isn't accessible, or glitchy and doesn't permit people to fully hear what's going on, then the Brown act regulation state that we can't conduct our meetings using that technology. Then most likely would have to go back to just true in-person regular attendance.
- If planning to be remote and under the new guideline, must email Carina and Veronica by 12 pm on the day of the meeting to get added to the remote attendee list. We have to approve by consent everybody who is attending remotely at the start of the meeting. This would give the Senate Exec. team enough time to make sure that we have an updated list. In addition, individuals attending remotely in your email specify whether your request is for a non-emergency or an emergency.
- New Brown Act rules require that Senator's must attend 80% of meetings for the calendar year in person. Roughly have 16 meetings per year, 8 per semester, this allows for 4 allowable instances of remote attendance per year
- Guidance received from our District General Council still requires that we rebuild a robust on-ground presence in order to meet our new legal obligations.
- Guests still welcome to attend either in person or online.

- Question regarding what can be done regarding the recent EdSource article discussing State Auditor's report on misplaced funds in terms of hiring full-time faculty. [California community colleges rely too much on part-time faculty and misspend funds, audit finds](#). Los Rios was identified as one of the districts that cannot explain where monies went, that were supposed to be allocated for hiring a full-time faculty. Faculty have been told that we cannot hire, yet funds were provided for that purpose. A suggestion was to start planning now for Fall hiring cycle, need to advocate for robust and more abundant allocations. Optimism that ARC will have a full process of prioritization for new hires in the Fall. Started conversations between Senate and Intern VPI to begin planning and figuring out our processes, where are we with prioritization?

Consent Items:
- None

Discussion Items: (10 minutes per item) -

7. Resolution on District Leadership Concerns (1st Reading) -
   - Requesting input and providing time for sharing out. Document captures various concerns that have been communicated to Senate. Affirming our Sacramento City colleagues are not alone in their concerns in addition to ARC specific concerns. For example, poor collegial consultation on part of District on matters within Senate's purview granted by Title 5. Perceive a lack of transparency in district decision-making, a push toward centralization that supersedes the institutional planning efforts of each local college, decisions are getting made at the district level without much attempt or respect for what might be happening at each college. There have been previous intervention attempts to help facilitate conversation about how to work better together, a District Academic Senate resolution; ASCC Collegiality in Action visit; there was also IBA mediation process. This is a documented pattern of behavior by the district over time. There was appreciation for the resolution and the work done by Senators, good way to communicate with the Board of Trustees and this can be brought to District Academic Senate. Senators were encouraged to take resolution to their areas for feedback.
   - Question regarding if resolution is presented to the Board of Trustees, do they ever get back to us? Do they provide a response? Or is it just silence and we assume something happened? Need to take a look at our board policies, to see what is specified about what can and can't be requested.

8. Recommendation on Priority Registration Status for Learning Community Students (1st Reading) -
   - This resolution affirms the importance of supporting the success of our learning community students who experience specific course scheduling needs. Recommend that Administration advocates for 0.75 priority registration status to learning community students. Priority registration falls between 0.5 reserved for students who are graduating and/or transferring at the end of the upcoming semester and priority registration 1.0. [Los Rios Priority Registration](). Suggested friendly edit, change "specific" course to "unique" course because talking about addressing students in a cohorted program, their scheduling needs are unique because the cohort takes you out of other possibilities. A couple of learning community coordinators helped inform this resolution.
   - For cohorted students or students who are in a special program, a list needs to be created. That list gets reported to somebody in A&R, who manually then enters the priority registration code/status. A concern is the "list" doesn't get regularly updated. No automatic mechanism for ensuring if a student unenrolls themselves from the Learning Community, if a student goes off priority registration for whatever reason we might need a new process for checking those lists. Senators were asked to please take this back to their Areas for concerns or feeback.

9. Recommendation to DETC on When to Reset Proctorio (1st Reading) -
    ● Proctorial tool needs to be reinstalled because some new features have been added and disabled some of the more problematic features, and those are most of the features that involve privacy invasion. Proctorial needs to be reinstalled in order to ensure that everybody's working with the new updated version district Ed tech committee has come to District Academic Senate for a recommendation on when to do the reinstall. Do we do it now or do it later? Like over summer? Issue with installing now is that it's linked to course materials that have already been set up and there may be some unintended and unknown consequences that could potentially increase workload issues on the faculty-facing side but also the student-facing side, where assignments might be broken or not working properly. Unclear how many ARC faculty would be impacted by the resetting of Proctorial.
    ● June 13th is the end of the 5th year and Proctorio will sunset and we will not be renewing our contract with Proctorio.
    ● Local Senates are being asked when should we "reset" Proctorio.
    ● Question around detecting anything created by artificial intelligence chat, BoT, like ChatGPT. The district at Tech is not recommending any online proctoring. District ED Tech urging faculty to instead move toward authentic assessments. Concerns over infringing upon academic freedom. What support available for faculty transitioning out of Proctorial and how to do online assessments without proctoring? This semester there is paid training opportunities that focus on designing online assessments that faculty might be interested in.
    ● There was some voiced frustration with the committee work faculty were doing to look at all the options, to only discover that Proctorio is the best, as long as you uninstalled the problematic features, to now hear that it is going out. Now faculty don't have anything, again. The constant back and forth and jumping around is frustrating because now have to report back to colleagues that this resource will not be available. Faculty are going to spend time resetting and it's just going to disappear. Faculty not clear why they went through all trouble of trying to find the best option if that option is going to sunset.
    ● Faculty have spent a lot of time restructuring their course material. Math instructors spend a lot of time writing questions that are authentic assessments, that can't be found anywhere else to only find their posted test on Chegg soon after it's released.

Reports: (5 - 10 minutes per item)
    10. HomeBases and Institutional Structure (time certain at 3:05, Interim President Kobayashi)
    ● Faculty received an email with information on some reorganization elements still being considered as part of HomeBase implementation. The HomeBases Summary and Institutional Structure document.
    ● Approach will be a multi-pronged process to get feedback on big-picture elements. Clarified program paths and departments were the primary guiding questions. The goal is to send out detailed information specific to the reorganization. Forums provided an

opportunity to remind the campus of all the decisions that have been made and to get feedback.

- Reports are a springboard to look at our institution and align our organization with the work that we've done in the past.
- Questions regarding department movement of ECE and education/teaching. As it relates to Education/Teaching there isn't a department - this caused some confusion. Recommendation was based on the Clarified Program Path group, which looked at the 8 areas of interest not fully realizing that it's not a particular department. However, there is no interest in moving anything without input from Academic Senate.
- Question regarding evidence of racial consciousness. How race plays into some of these themes, and when is disaggregate data going to inform assessment of HomeBases? Disaggregated data will be coming out by race and outcomes.
- Resource panels have been focused on the relational aspect of HomeBases, and how to move away from the transactional.
- Question regarding large departments such as English, the need might not be having a Dean to oversee 15 different departments, but maybe shifts within the area under that specific HomeBase. Any updates on the counseling department? Work continues to address issues voiced by counselors.
- Question around next steps, what will happen based on feedback. Detailed plans will be submitted to college community for similar feedback sessions. If there are departments that have concerns related to their place within areas of interest, then plans will be made to meet with Senate leadership specifically, Bill Simpson and President Carina Hoffpauir to talk through the issues. This will be an ongoing process throughout the Spring Semester.
- An invitation for any additional feedback, or anything related to the institutional re-organization, please reach out to Academic President Carina Hoffpauir or any members of the Senate Executive team.
- Feedback will be shared with President's executive staff and to the Program Pathways Committee. They will handle some of the unforeseen items that hadn't been thought of during the development of the plan.
- Question about how we caucus in Academic Senate. There has been interest in the past to talk about how we caucus and make sure we are caucusing appropriately. More to come.

11. Council Updates
    a. Institutional Effectiveness Council (Janay Lovering) - posted on Canvas.
    b. Operations Council (Araceli Badilla) - posted on Canvas.
    c. Student Success Council (Veronica Lopez) - No report.

Discussion: (10-15 minutes per item)
12. ChatGPT and Academic Integrity: Sharing Information and Strategies -
    - Questions - How is the availability of Chat Gpt and other AI services impacting your area? What are some equity-minded classroom strategies

for approaching academic integrity?

- There is interest to make sure not approaching issue from a deficit, minded standpoint, but that we're not automatically assuming anything about our students and what they might be doing.
- ITC Panda communication sent out an invitation to participate in a canvas webinar focused on ChatGPT and AI on March 21, 2023 @ 1:00 PM EST Register to Attend the ChatGPT Webinar. Also posted NEw York Times article "Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach" on Canvas.
- Faculty shared how they have restructured their pedagogical approaches and the challenges that ChatGPT is presenting to learning. It was shared that ChatGTP is using the Internet from 2 years ago. Anything that has happened between these 2 years ChatGPT doesn't know about.
- Suggestion was made, maybe as faculty how we best communicate with students about the importance of them doing their own work. How do we talk about this in the syllabus? How do we communicate to students about what's important in our class?
- Another suggestion was to engage with the Student Senate to get their input.

13. Supporting ARC Counselor Needs in HomeBases - discussion was tabled

14. Equivalency to Minimum Qualifications: Piloting an Individual College Approach -
- The interest is to ensure that "equivalency process is consistently and fairly applied for all requests for review from all disciplines Effective practice includes making the equivalency committee a standing or sub-committees of the academic senate. Equivalency committees typically consist of three to five members, each member selected for a term of at least one year, with faculty members appointed by the academic senate. Often, as the committee meets to evaluate each request for equivalency from across the disciplines, a representative from the discipline in question is invited to participate. This ensures at least one discipline expert for each consideration of the committee."
- What are the strengths and potential challenges of this model? Is this something we would support trying at ARC?
- This process may allow for equity to be baked into the process in a deeper way because you have a committee that's basically external to hiring committee. Is steeped in equity because they're not going to be the ones serving on the committee and making decisions about applicants, sole job is to establish whether that candidate meets minimum qualifications or not.
- Are there potential challenges? Might mean departments would potentially give up some control over this process? Are folks ok with this? Is this something that would be supported at ARC?
- A faculty noted having just one specialist is not ideal but several. Feels the whole committee Needs to be in the field to make equivalency decision.
- The current process does not have any kind of vigilance against bias. Literature shows how educators make decisions, how that's affected by things like racial and gender bias,

or even how long a candidate's name is read, and how long it takes to say their name. We don't have an equity rep during the equivalency process to mitigate this. if this option is not attractive, maybe we should be looking at having the equity representatives involved in the equivalency process.

- Concern over the current process is not robust and not equitable. There is interest to standardize that to the best of our ability. Maybe we can put together Senate work group of some sort of folks who might be interested in drafting something about what this could look like and bring it back for further discussion.

15. Report Back (Feedback from College Areas)
    a. Open Issues from any Previous Agenda Item - none

16. Report Out (Information from District Meetings and Other Areas)
    a. District Academic Senate and District Meetings - received legislative updates regarding California Community Colleges (see slides posted on Canvas). Plus an update on strategic enrollment management which focused on Dual Enrollment. Great showing from our Family Workplace resulting in a formal request from a member of the Board of Trustees for a report on why our HR Department is so difficult to navigate. What is happening with district policies and practices making it difficult more difficult for employees to access leave benefits and leave information? Discussion about the non-renewal of Proctorial at the end of the fiscal year. Report on AB 2222, a new law going into effect granting registration priority for student parents. Taking into effect soon, July 2023.

    b. Other areas - None

17. Items from College Areas for Academic Senate Consideration - none

Upcoming meetings and Events:
- District Academic Senate: Tuesday, March 21st, 3:00 PM (LRCCD Spanos Ct. Office)
- ARC Academic Senate: Thursday, March 23rd, 3:00 PM (Student Center Boardroom)

Meeting Adjourned at 5:32 pm

ARC Academic Senate Roster		Updated	2023-03-09	
Area	**Senator**	**Adjunct/FT**	**Term End**	
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tin		Present
Behavioral & Social Sciences	Ellen Bowden	Alternate Adjunct		
Business & Computer Sciences	Damon Antos	Full-time	2023	Present
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present
Business & Computer Sciences	Christian Speck	Adjunct	2023	Present
Business & Computer Sciences	Marc Condos	Alternate Full-Tin		
Business & Computer Sciences		Alternate Adjunct		
Counseling	Kim Herrell (in for Kim Queen)	Full-time	2024	Present
Counseling	Joyce Fernandez	Adjunct	2024	Absent
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2025	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling		Alternate Adjunct		
English	Valerie Bronstein	Adjunct	2023	Absent
English	Robyn Borcz	Full-time	2023	Present
English	Caroline Prieto	Full-time	2024	Present
English	Gina Barnard	Full-time	2025	Present
English	Melissa Diaz	Alternate Full-Tin		
English		Alternate Adjunct		
Fine & Applied Arts	*Unfilled*	Full-time		
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Absent
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	*Unfilled*	Full-time		
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tin		
Fine & Applied Arts		Alternate Adjunct		
Health & Education	Cheri Garner	Full-time	2023	Absent
Health & Education	*Unfilled*	Full-time		
Health & Education	Susan Chou	Full-time	2024	Present
Health & Education	*Unfilled*	Adjunct		
Health & Education		Alternate Adjunct		
Health & Education	John Coldiron	Alternate Full-Tin		
Humanities	Corinne Arrieta	Full-time	2025	Absent
Humanities	Jill Birchall	Full-time	2024	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Andrew Fix	Adjunct	2025	Present
Humanities	Erik Haarala	Alternate Full-Tin		
Humanities		Alternate Adjunct		
Kinesiology & Athletics	Kat Sulivan Torres	Full-time	2025	Absent
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent
Kinesiology & Athletics	*Unfilled*	Full-time		
Kinesiology & Athletics	*Unfilled*	Adjunct		
Kinesiology & Athletics		Alternate Full-Tin		
Kinesiology & Athletics		Alternate Adjunct		
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tin		Present
Mathematics	Deborah Gale	Adjunct	2024	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Adrianne Avila	Full-time	2024	Present
Mathematics	Sonya Reichel	Full-time	2025	Present
Mathematics	Lana Anishchenko	Alternate Full-Tin		Present
Mathematics		Alternate Adjunct		
Workforce/ Work Experience/Apprei	Vivian Dillon	Full-time	2024	Present
Workforce/ Work Experience/Apprei	Carlos Ponce	Adjunct	2024	Absent
Workforce/ Work Experience/Apprei	Jody Johnson	Adjunct	2023	Absent
Workforce/ Work Experience/Apprei	*Unfilled*	Adjunct		
Workforce/ Work Experience/Apprei	Lonetta Riley	Alternate Full-Tin		
Workforce/ Work Experience/Apprei		Alternate Adjunct		
Science & Engineering	Mihaela Badea-Mic	Adjunct	2025	Present
Science & Engineering	Glenn Jaecks	Full-time	2025	Present
Science & Engineering	Charles Thomsen	Full-time	2024	Present
Science & Engineering	Mike Holms	Full-time	2025	Excused
Science & Engineering		Alternate Full-Tin		
Science & Engineering		Alternate Adjunct		
Student Support Services	Judith Valdez	Full-time	2024	Absent
Student Support Services	*Unfilled*	Adjunct		
Student Support Services	Arthur Jenkins	Alternate Full-Tin		
Student Support Services		Alternate Adjunct		

ARC Academic Senate Roster		Updated	2023-03-19		
Area	**Senator**	**Adjunct/FT**	**Term End**		
Technical Education	Chris Moore	Full-time	2024	Absent	
Technical Education	Mikhail Drobot	Adjunct	2023	Present	
Technical Education	Jordan Meyer	Full-time	2023	Present	
Technical Education	*Unfilled*	Full-time			
Technical Education		Alternate Full-Tin			
Technical Education		Alternate Adjunct			
Officers	Carina Hoffpauir		President	Present	
Officers	Brian Knirk		Vice President	Present	
Officers	Veronica Lopez		Secretary	Present	
Officers	Alisa Shubb		Past President	Present	
Liaison	Janay Lovering		Program Review		
Liaison	Kate Williamson		Open Education		
Liaison	Beth Madigan		Classified Senat		
	Roxanne Morgan		Curriculum		
	Bill Simpson		Program Pathw		
Total Senate Seats Available (without Officers)		52			
Unfilled Seats		9			
Total Filled Seats		43			
Quorum (25% of filled seats)		11	(round 0.5 up)		
A = 2023	14				
B = 2024	18				
C = 2025	11				

In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

American River College Academic Senate Regular Meeting AGENDA

Preliminaries
1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items (None)

Decision Items (10 minutes maximum per item)
7. Resolution on District Leadership Concerns (First Reading)
8. Recommendation on Priority Registration Status for Learning Community Students (First Reading)
9. Recommendation to DETC on When to Reset Proctorio (First Reading)

Reports (5-10 minutes per item)
10. HomeBases and Institutional Structure (time certain at 3:05, *President Kobayashi*)
11. Council Updates
    a. Institutional Effectiveness Council (*Janay Lovering*)
    b. Operations Council (*Araceli Badilla*)
    c. Student Success Council (*Veronica Lopez*)

Discussion (10-15 minutes per item)
12. ChatGPT and Academic Integrity: Sharing Information and Strategies
13. Supporting ARC Counselor Needs in HomeBases
14. Equivalency to Minimum Qualifications: Piloting an Individual College Approach
15. Report Back (Feedback from College Areas)
    a. Open Issues from any Previous Agenda Item
16. Report Out (Information from District Meetings and Other Areas)
    a. District Academic Senate and District Meetings
    b. Other areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:
- District Academic Senate: Tuesday, March 21st 3:00 PM (LRCCD Spanos Ct. Office)
- ARC Academic Senate: Thursday, March 23rd 3:00 PM (Student Center Boardroom)

ARC Academic Senate Syncflex Meeting Guidelines for Spring 2023

- **Meeting Location:** Student Center Boardroom for in-person attendees and Zoom for approved remote attendees (Veronica will share a new link)

- **Quorum Requirement:** At least 15 voting members are needed IN-PERSON to conduct the meeting

- **Technology:** We will be using an Owl meeting camera that *should* permit interaction with remote attendees.

- **Remote Attendees:**

  - **If you need to attend remotely, you must email me and Veronica Lopez by noon on the meeting day to be added to the remote attendee list.** (Reason: we have to approve our list of remote attendees by Consent at the start of each meeting).

  - **When you email, please specify whether your request is "Non-Emergency" or "Emergency;"** you do not need to give us information beyond that.

  - Please remember that the new Brown Act rules require that you attend 80% of our meetings for the calendar year in-person. **Given our number of meetings, this amounts to around 4 allowable instances of remote attendance per year.**

- **Guests: Academic Senate guests may attend either in-person or online.**

- **Accessibility:** Accessibility is both a Brown Act requirement and an equity priority for us. We want our meeting to be fully accessible to everyone, so please contact us in advance for help making arrangements. **If the Owl device is not as accessible as we'd hoped, we won't be able to host syncflex meetings. Our first meeting on 3/23 will be a pilot of what we hope we can offer, but we can't fully promise anything yet.**

Resolution on District Leadership Concerns

Whereas, the Academic Senate of American River College affirms that our Sacramento City College colleagues are not alone in their reservations about LRCCD Leadership expressed in their Spring 2022 White Paper;

Whereas, ARC faculty wish to express our own consternation about LRCCD's poor collegial consultation on matters within Academic Senate purview granted by Title 5, a lack of transparency in district decision-making, and a push toward centralization that supersedes the institutional planning efforts of each local college;

Whereas, there has been a documented pattern of these behaviors resulting in previous districtwide intervention efforts such as an ASCCC Collegiality in Action visit, an IBA mediation process, and a Los Rios District Academic Senate resolution committing to a regular formal report on collegial consultation;

Whereas, our current ARC Academic Senate leadership team has observed a number of troubling incidents this academic year. Here are some noteworthy situations in which poor collegial consultation occurred:

- The formulation and development of district initiatives within Academic Senate purview such as Strategic Enrollment Management, Dual Enrollment, and AB 705/1705 implementation
- Faculty hiring allocations and the decision to pause the Faculty Diversity Internship Program
- Manager and classified hiring in roles connected to academic and professional matters within Academic Senate purview (e.g. the Dean of Student Wellness and Support Services).
- Inefficient use of and frequent cancellation of Chancellor's Cabinet meetings.

These recent problems suggest continued dysfunction in the LRCCD organization and our shared governance process.

Resolved, the American River College Academic Senate respectfully urges the Board of Trustees to give its full attention to these concerns, and we urge the Board to investigate the leadership deficiencies that have been identified to ensure the health of our organization and our commitment to shared governance.

Recommendation on Priority Registration for Learning Community Students

ARC's Academic Senate affirms the importance of supporting the success of our Learning Community students, who experience specific course scheduling needs in cohorted programs. To address these scheduling impacts, we recommend that our college administration grant suggested .75 priority registration status to Learning Community students**.**

DETC - 02/21/23

Proctorio

- The Proctorio tool needs to be re-installed to provide the same privileges to all faculty
  - Faculty that were previously using the tool with the recently disabled features can, in some scenarios, maintain the use of the features that increase inequities for some students.
  - This means that there is not equitable access to the tool among faculty across the district and students may have differing experiences depending on their instructor
  - The solution is to re-install the Proctorio tool with our current limited feature set. This will require faculty to re-select the Proctorio options for their quizzes.
  - EdTech is seeking a recommendation from the Academic Senate on when to perform this re-installation

Areas of Interest and HomeBases
Where We Are and How We Got Here

Introduction
ARC decided to become a Guided Pathways college in the spring of 2017. The college created three project teams to make recommendations regarding what needed to be done to achieve that goal. Some of those recommendations led to the creation of Areas of Interest to help students explore potential majors, and to HomeBase pathway communities to support students throughout their academic careers. This report provides a brief history of the events that led to their creation and also describes their evolution over time (summarized in Appendix A). This report is intended to support the college as it completes the final stages of implementing HomeBase pathway communities and integrating them into the college's culture and administrative structure.

College Redesign
Areas of Interest and HomeBases were created in the context of a larger college redesign effort that began several years ago. In 2015, President Greene announced that ARC needed to update its strategic plan, and in the process make changes to the college to address trends in student success data. Up to that time, the college had invested in a number of programs designed to improve overall student success rates, as well as success rates for specific groups of students. While those programs did increase the success rates for a small percentage of students, data showed that the majority of ARC's students were not achieving their educational goals.

Figure 1: Milestone Achievement Over 6 Years
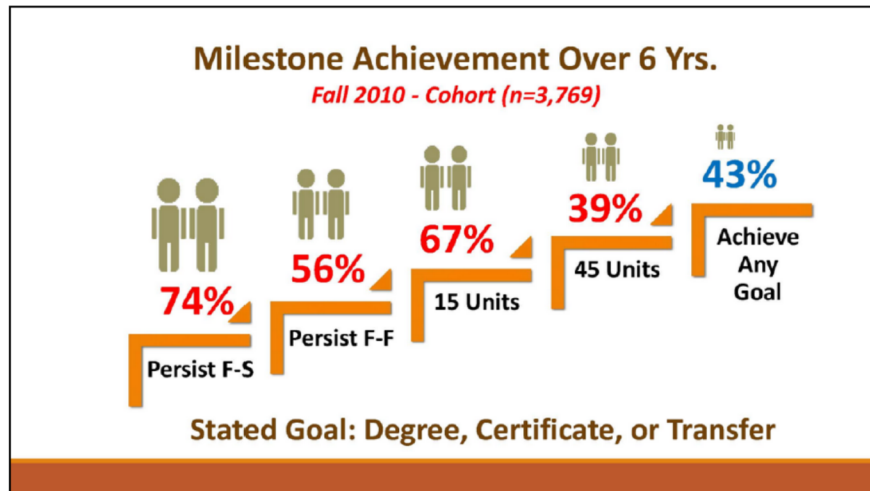
As is shown in figure 1, fall-to-spring and fall-to-fall retention of students was not great, with only 74% of students starting in fall 2010 coming back in the spring and only 56% of those students returning the following fall. In addition, only 67% of students starting in fall 2010 completed 15 units over the next 6 years, and only 39% completed at least 45 units in 6 years. These metrics show that a majority of the students who start at ARC do not stick around to complete a degree or certificate. In fact, only 43% of the students starting in fall 2010 achieved any of their educational goals.

Figure 2: Course Success Rates
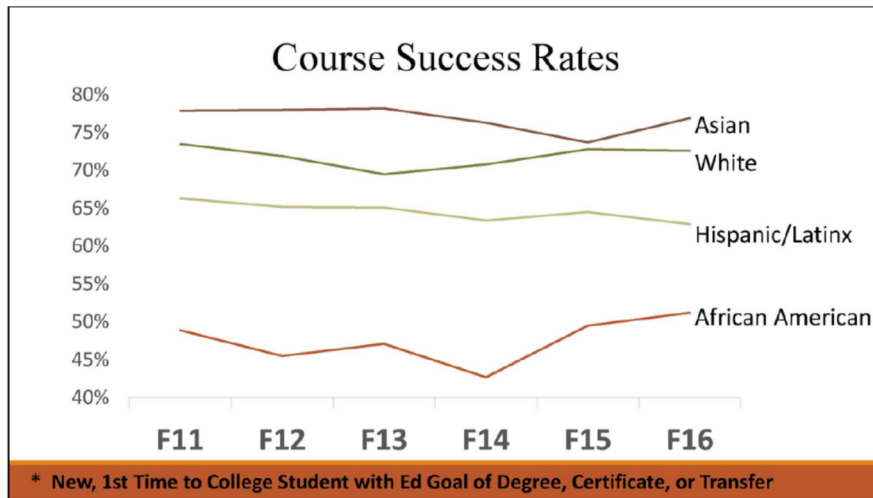
Another metric the college looked at was course success rates from year to year, disaggregated by race and ethnicity (figure 2). There are two important trends in the data. First, each graph is pretty flat, meaning there was no real improvement from year to year. Second, there is a notable difference between the success rates for African American and Hispanic/Latinx students compared to White and Asian students, and that did not change over time either.

President Greene concluded that making incremental changes to the existing college structure did not result in significant improvements in student success or equity, so the college needed to make more drastic changes. The college needed to be redesigned, and that had to start with a new strategic plan. So, instead of making minor tweaks to the existing strategic plan, the college decided to throw it out and start from scratch.

During the 2016-17 academic year, ARC held a number of college-wide events to identify what needed to be changed. The President's Executive Staff took that input and created a strategic plan that is very different from past plans (see Appendix B). In particular, the new plan focuses on equity, puts students first, and is aligned with the principles of Guided Pathways, which is a nationwide movement to redesign colleges to improve student success and equity.

Becoming a Guided Pathways College

At that time, a Guided Pathways pilot project was starting up in California and ARC decided to join it, to become a Guided Pathways college. This would be a major part of redesigning the college to improve student success and equity. Guided Pathways has four pillars, which the college would need to be structured around as part of its redesign (see figure 3). The fourth pillar is already in place at ARC. The college has a robust student learning outcome assessment process. But, the college needed to work on the other three pillars.

Figure 3: Four Pillars of Guided Pathways

In the fall of 2017, ARC redesigned its governance structure, adopting a model with an Executive Leadership Team, governance councils, and project teams (link to ARC governance website). Using that new governance structure, the Student Success Council chartered three project teams – one for each of the three pillars the college needed to work on.

- The *Clarify Program Paths* team was responsible for the first pillar – creating clear paths.
- The *Start Right* team was responsible for the second pillar – helping students find a path.
- And, the *IPaSS* (Integrated Planning and Support for Students) team was responsible for the third pillar – helping students stay on their path.

Each of the teams created a final report, which can be found in IGOR (link to IGOR).

The *Start Right* team recommended that the college create a number of first-term "gateways" to orient students to college. They also recommended implementing career-exploration and needs assessment tools, simplifying campus navigation by relocating services to be near each other, and investing in communication and outreach tools.

The *IPaSS* team recommended a case management model similar to what is used for EOP&S and DSPS, where a team of clerks, counselors, coaches, peer mentors, and others work together to support a group of students. They recommended assigning students to their case management teams based on their Area of Interest. They also recommended using an early alert system to respond to students when they need additional support, creating physical locations where students could drop in for help, and implementing new technologies that would support student success. Examples of those new technologies include Student Experience Lifecycle (SEL) software, a degree planning tool, and a predictive analytics tool.

The *Clarify Program Paths* team recommended creating meta-majors at the college, which would be called Areas of Interest, to organize program information on the college website to make it easier for students to explore potential majors. They also recommended creating program maps for all of the mappable programs at the college, and investing in software to manage all of those maps. Finally, they

recommended creating a Program Paths Committee to maintain and update the Areas of Interest and program maps over time.

The intent of the Areas of Interest was to make it easier for students to sift through the 300+ degrees and certificates offered by the college, to decide what they would like to major in. At that time, it was challenging for students to explore potential majors because the college website presented all of its programs in a long alphabetical list. Areas of Interest would group similar programs together based on a common theme, to provide more structured exploration for students on the website. Areas of Interest were supposed to be a finder's guide and, because some programs at the college could belong to more than one Area of Interest, the boundaries were intentionally fuzzy, allowing programs to be in more than one Area to make it easy for students to find them. The original nine Areas of Interest recommended by the *Clarify Program Paths* team are listed at the top of Appendix C.

Turning Recommendations Into a Plan

In the 2017-2018 academic year, the three project teams did their work and submitted their recommendations to the college. In the fall of 2018, college administrators sorted through those recommendations and began to implement them, renewing the charter for the *Clarify Program Paths* team so it could continue its work creating program maps and incorporating a number of the *Start Right* and *IPaSS* recommendations into the Achieve@ARC program.

With the help of a consultant, college administrators put together an integrated redesign plan that incorporated the recommendations of the project teams. Drafts of that plan were discussed at Executive Leadership team meetings. One version of the redesign plan is in Appendix D. It flows from left to right, with the red bar on the left representing potential students interested in applying to ARC, and the green bar on the right representing students who have successfully completed college.

The left-hand side, shown in figure 4, represents outreach and onboarding. For recent high school graduates, onboarding would be facilitated by Achieve@ARC. Returning and non-traditional students would be handled by another, similar program. In either case, students would use Areas of Interest and program maps to explore their options and pick a major so the college could help them create an initial educational plan.

Figure 4: Outreach & Onboarding
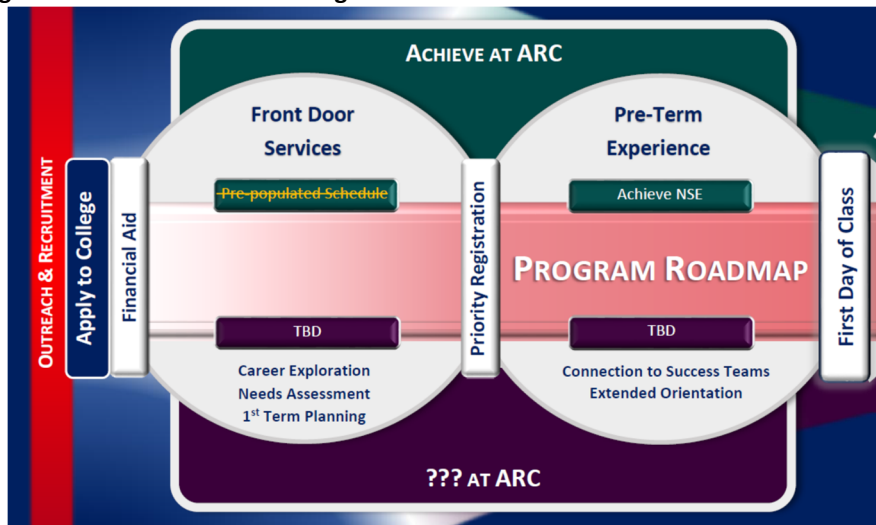
The upper-right part of the graphic (figure 5) depicts the support students would get once they have started college, using a success team model.

Figure 5: Student Support Success Teams
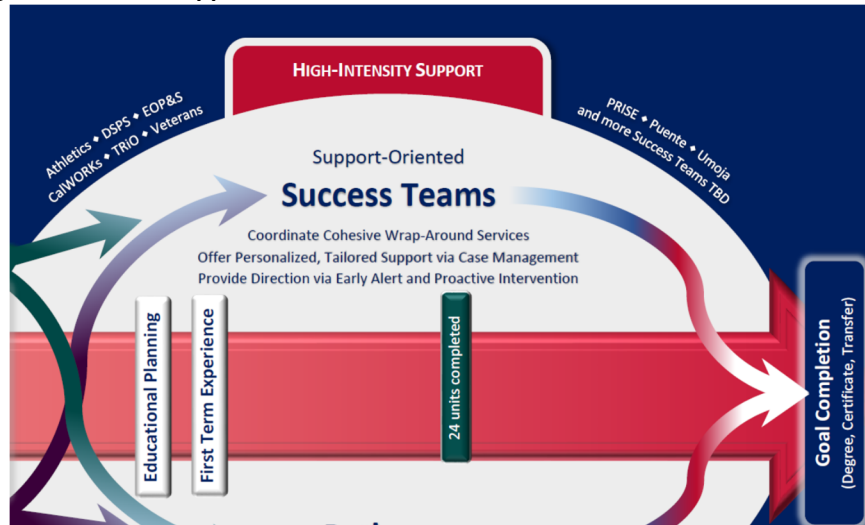
Below that, in the graphic, are pathway communities that offer career and program-oriented activities like field trips and guest speakers (figure 6). Those communities would foster a sense of belonging, and would be based on the Areas of Interest.

Figure 6: Pathways Communities

This design incorporates most of the recommendations made by the three project teams: providing an onboarding experience, student success teams, and a sense of community based on a student's Area of Interest.

Areas of Interest and HomeBases

In the spring of 2019, Areas of Interest were incorporated into the college's website (figure 7).   The following fall, the Program Paths Committee took over for the Clarify Program Paths team and continued creating program maps.   At that time, the college also decided to revisit the Areas of Interest.

Figure 7: Areas of Interest on ARC's Website
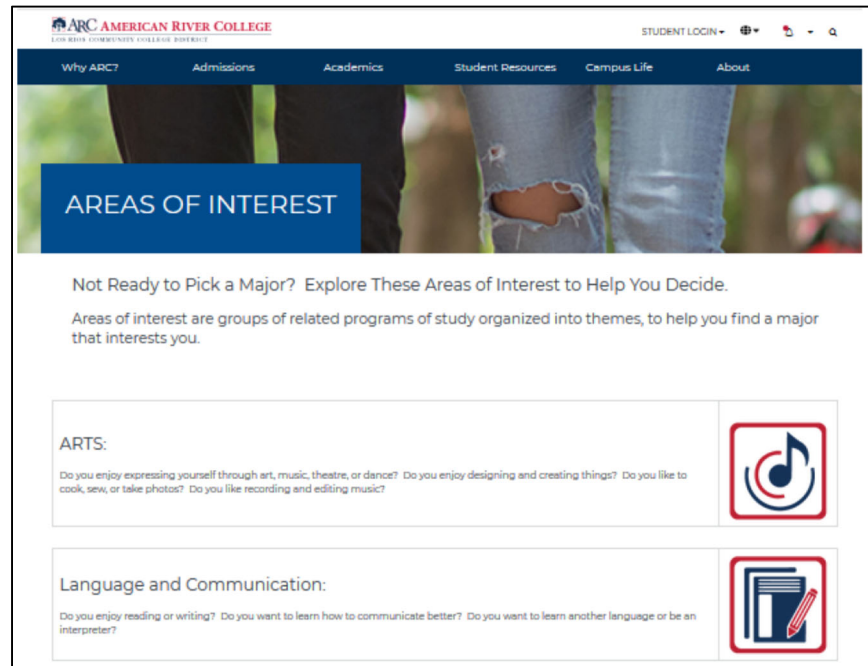
Changes needed to be made to the Areas of Interest to integrate them with other aspects of the college redesign. For example, Areas of Interest were going to be used in the onboarding process to cohort students with similar interests, and they were going to be the basis for the pathway communities. So, the college needed to be able to identify a single Area of Interest for each student based on their program of study, which meant that the fuzzy boundaries used for the original Areas had to be replaced with firmer boundaries where each program belongs to just one Area of Interest.

The college administrators working on this at the time recommended the eight Areas listed in the middle of Appendix C. Using that model, each program belonged in a single Area and, in most cases, all of the programs offered by a particular division of the college also fit into a single Area.

In that same semester, the Student Success Council discussed how to implement pathway communities. They decided to roll the Achieve program, the first-year experience, and the pathway communities together into HomeBases.

In the spring of 2020, after much discussion, the college settled on having six HomeBases for the eight Areas of Interest (see the bottom of Appendix C).

- The Arts, Business, STEM, and Manufacturing, Construction & Transportation areas would each have their own HomeBase.
- The People, Culture & Society and Language & Communication areas would share the Language & People Homebase.
- The Health, Human Services & Well Being and Public Service areas would share the Health & Service HomeBase.

HomeBases then replaced Areas of Interest on the college website. Today, students are encouraged to explore a HomeBase in a similar manner to how they were encouraged to explore an Area of Interest in the past.

Figure 8: HomeBases on ARC's Website

Due to the pandemic, work on Areas of Interest and HomeBases slowed considerably, and the overall design was not changed. ARC currently has six HomeBases that are aligned with its eight Areas of Interest. HomeBases are now used as a finder's guide to organize programs on the college website, replacing the Areas of Interest. Homebases have both a virtual and physical presence, and the Achieve program has been incorporated into the HomeBases.

The college is now trying to integrate HomeBases and Areas of Interest into its administrative structure. Appendix E contains a chart showing the current alignment between HomeBases, Areas of Interest, programs of study, and divisions. It shows that the programs within some divisions fit entirely within a single Area of Interest or HomeBase. However, that is not the case for all programs so some realignment will be needed.

Submitted to the ARC Academic Senate on Oct. 27, 2022 by Bill Simpson, Program Paths Committee chair.

Appendix A: Brief Timeline

2015
- Decided to update ARC's strategic plan, focusing on student success data.

2016-17
- Held college-wide events. Identified what needed to change. Created new strategic plan.

Spring 2017
- Decided to become a Guided Pathways college.

Fall 2017
- Redesigned ARC's governance structure.
- Created three project teams, to work through the 2017-18 academic year.
  - Clarify Program Paths – create clear paths for students
  - Start Right – get students onto a path
  - IPaSS (Integrated Planning and Support for Students) – help students stay on their paths

Spring 2018
- Final reports with lots of recommendations, including:
  - Create nine Areas of Interest, used to organize programs on the ARC website.
  - Create an FYE experience for new students.
  - Create pathways communities for existing students.
  - Create a case management model for supporting students and assign students to their support team based on their Area of Interest.

Fall 2018
- Clarify Program Paths charter renewed.
- Many Start Right and IPaSS recommendations incorporated into Achieve@ARC.
- Redesign plan formulated and discussed at ELT.

Spring 2019
- Areas of Interest implemented on the ARC website.

Fall 2019
- Program Paths Committee took over for Clarify Program Paths team.
- College decided to revisit Areas of Interest, with firmer boundaries and only eight areas.
- Student Success Council discussed how to implement pathway communities.
  - Pull together Achieve, FYE, and pathway communities. Call them HomeBases.

Spring 2020
- Decided on six HomeBases for the eight Areas of Interest.

Fall 2020
- HomeBases replaced Areas of Interest on ARC website.

Spring 2021 – present
- Virtual and physical HomeBases created and staffed.

Appendix B: ARC Strategic Plan 2017-2021

Our Commitment to Social Justice and Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to social justice and equity through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

STRATEGIC GOALS

SG 1   Students First – The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

SG 2   Clear and Effective Paths – The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

SG 3   Exemplary Teaching, Learning & Working Environment – The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

SG 4   Vibrancy and Resiliency – The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

Appendix C: Evolution of Areas of Interest & HomeBases

Original nine (9) Areas of Interest, recommended in spring 2018:

- People, Culture & Society
- Language & Communication
- Arts
- Applied Technology & Digital Arts
- Business, Hospitality & Recreation
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
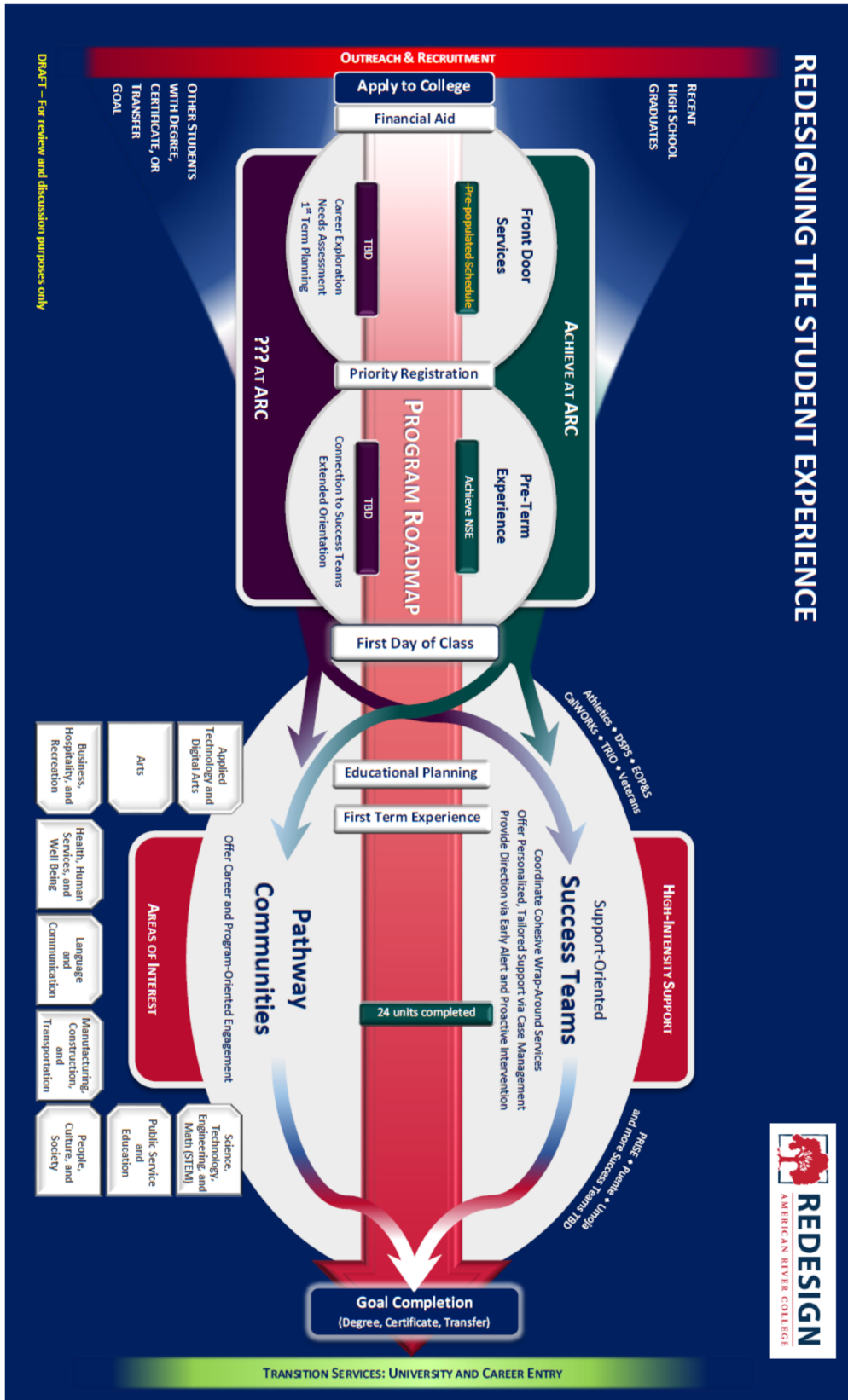- Health, Human Services & Well Being
- Public Service & Education

Current eight (8) Areas of Interest, recommended in fall 2019:

- People, Culture & Society
- Language & Communication
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service

Current six (6) HomeBases:

- Language & People
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health & Service

Appendix D: Draft Design Incorporating Project Team Recommendations

REDESIGNING THE STUDENT EXPERIENCE

DRAFT – For review and discussion purposes only

OUTREACH & RECRUITMENT

RECENT HIGH SCHOOL GRADUATES

OTHER STUDENTS WITH DEGREE, CERTIFICATE, OR TRANSFER GOAL

Apply to College

Financial Aid

Front Door Services
- Pre-populated Schedule
- TBD
- Career Exploration
- Needs Assessment
- 1st Term Planning

ACHIEVE AT ARC

??? AT ARC

Priority Registration

PROGRAM ROADMAP

Pre-Term Experience
- Achieve NSE
- TBD
- Connection to Success Teams
- Extended Orientation

First Day of Class

Athletics • DSPS • EOP&S
CalWORKs • TRIO • Veterans

Educational Planning

First Term Experience

AREAS OF INTEREST

Pathway Communities
Offer Career and Program-Oriented Engagement

Support-Oriented Success Teams
Coordinate Cohesive Wrap-Around Services
Offer Personalized, Tailored Support via Case Management
Provide Direction via Early Alert and Proactive Intervention

HIGH-INTENSITY SUPPORT

PRISE • Puente • Umoja
and more Success Teams TBD

24 units completed

Business, Hospitality, and Recreation

Arts

Applied Technology and Digital Arts

Health, Human Services, and Well Being

Language and Communication

Manufacturing, Construction, and Transportation

Public Service and Education

Science, Technology, Engineering, and Math (STEM)

People, Culture, and Society

Goal Completion
(Degree, Certificate, Transfer)

REDESIGN
AMERICAN RIVER COLLEGE

TRANSITION SERVICES: UNIVERSITY AND CAREER ENTRY

Appendix E: Current Alignment of HomeBases with Areas of Interest, Programs, and Divisions

HomeBase	Area of Interest	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theatre Arts	Fine & Applied Arts
		Theatre Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences
		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
		Speech-Language Pathology	Health & Education
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
		Public Safety	SRPSTC
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosopy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
		World Languages	Humanities

HomeBases: Summary and Future Directions

Executive Summary:

This Spring 2023 Semester we will align the institutional structure with the intended direction of American River College as recommended by the college project teams established through the governance process.

The college initiated project teams including IPaSS, Start Right, and Clarify Program Paths each included broad representation from across the college. Recommendations from project team reports were vetted and approved through the college governance process.

- The IPaSS Project Team emphasized the importance of getting students on a path, through a pathway community that connects them to their academic and career interest areas.

- The Start Right Project Team In 2018 proposed first-term gateways as an organizing framework for the student experience.

- The Clarify Program Paths Project Team recommended that the college create nine areas of interest to assist students in exploring potential majors. The team then evolved its recommendation to eight Areas of Interest.

In response to these recommendations, pathway communities – named HomeBases per student feedback – were rolled out in Fall 2020. The intent of HomeBase was to foster engagement through a pathway-oriented program that supports continuing students as they pursue their educational goals. HomeBases were arranged around areas of interest and were initially launched as virtual communities.

The College's Student Success Council initiated Resource Panels to study HomeBase implementation and provide guidance for future directions. After review, the panels recommended aligning HomeBases with the eight Areas of Interest as originally recommended by the Clarify Program Paths and aligning the college's organizational structure with the Areas of Interest. The Resource Panel also recommended that the HomeBases be intentionally designed to be inclusive and improve outcomes for our disproportionately impacted students. The resource panels included broad representation across the college community, and their reports were vetted and approved through the college governance process.

Moving Forward with Certainty:

1. The College will align Areas of Interest, HomeBases, and instructional areas to provide clarity for students per the HomeBase Resource Panel's recommendation. HomeBases will be the singular organizational structure.
2. There will be a total of 8 HomeBases.
    a. Business HomeBase
    b. STEM HomeBase
    c. Arts HomeBase
    d. People, Culture & Society HomeBase
    e. Language & Communication HomeBase
    f. Manufacturing, Construction & Transportation HomeBase
    g. Health, Human Services & Well Being HomeBase
    h. Public Service HomeBase
3. Reporting
    a. HomeBase staff will report to respective HomeBase Dean
    b. Instructional Faculty will report to respective HomeBase Dean

Questions to the College Moving Forward:

1. How could we address HomeBases that have FTE levels or complexity that require more than one Dean (Language & Communications; STEM; Health, Human Service & Well Being)?
2. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of Early Childhood Education, Education/Teaching, Humanities, and Philosophy moving to the Dean of People, Culture, and Society?
3. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of English moving to the Dean of Language & Communications?
4. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of Economics and Legal Studies moving to the Dean of Business?
5. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of Computer Information Science and Mathematics moving under the Dean of STEM?

6. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of Dance, Gerontology, and Kinesiology & Athletics moving under the Dean of Health, Human Services & Well Being?
7. Based on the recommendations of the Clarify Program Paths project team, what are the reporting structure implications of Funeral Service Education and Healthcare Interpreting moving under the Dean of Public Service?

Process Moving Forward During Spring 2023:

- The College will convene facilitated discussions to gather feedback on the "Questions to the College Moving Forward".
- Feedback from facilitated discussions will inform broad reorganization plans for the College.
- Reorganization plans for the College will be presented to the College community.
- The College will convene a facilitated discussion to gather feedback on broad reorganization plans for the College.

The Why:

WHY CHANGE?

Percentage of New, 1st Time to College Students who earned a Degree, Certificate, or transferred in 3 years.

Fall 2015	16.5%
Fall 2016	13.6%
Fall 2017	15%
Fall 2018	14.9%
Fall 2019	10.9%
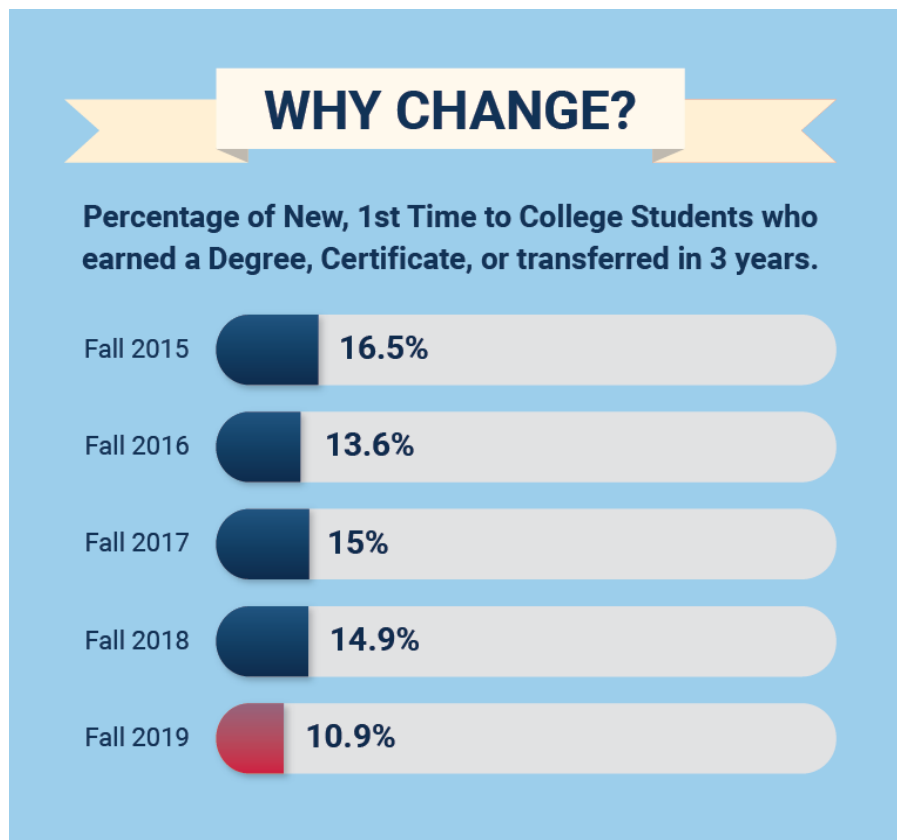
WHY CHANGE?

Percentage of New, 1st Time to College Fall 2019 Students earning a Degree, Certificate, or transferring in 3 years.

10.9% of cohort earned a Degree, Certificate, or Transferred in 3 years.

89.1% of cohort did not

The data shown above and discussed briefly below show that as an institution, we are not fully serving our students. We need to continue to make changes, evaluate those changes, and make iterative adjustments as we receive more data.

- Over the past decade, our outcomes have not significantly changed. When students come to ARC, they arrive with the goal of economic and social mobility, yet only 10.9% to 16.5% of first-year, first-time students who began at ARC from 2015 to 2019 earned a degree, certificate, or transferred within three years.

- On average, less than 15% of our students annually get on a path, stay on a path, and complete their intended goal within three years to improve their economic and social mobility.

IPaSS:

In 2018, the IPaSS Team defined the future student experience as follows:

The Student Experience

Additionally, all students will be part of a "Pathway Community" that connects them to their academic and career interest areas. Pathway Communities will have an online presence through social media, and they'll provide a place where students with shared academic interests can connect with each other and learn about events, activities, and other opportunities related to the majors in their pathway. We envision that each pathway community will be stewarded by a faculty member and a peer.

Goals and Outcomes
We expect that as a result of implementing IPaSS's recommendations, and in conjunction with the work of Start Right and Clarify Program Paths, students will:

- *Find and commit to an academic pathway early in their college career, and understand how that pathway connects to their career and life goals;*
- *Build community with each other;*
- *Make connections with College staff;*
- *Know who to ask for help and feel comfortable seeking help;*
- *Receive personalized help based on their individual needs, from individuals who know them well and who have been trained in techniques such as trauma-informed care*
- *View help-seeking behavior as the norm; and*
- *Be empowered, through user-centered website design, a robust repository of FAQs, and a thoughtful communication strategy, to navigate college processes and find information on their own.*

Start Right:

In 2018, the [Start Right Project Team proposed First-Term Gateways](#) as an organizing framework:

As our team has examined, discussed, and debated first term experiences and how one could be implemented at ARC, we have concluded that not only will one size __not__ fit all students, but that we also have an obligation to incorporate existing first term support programs into our framework in a way that is logical and sensible. Additionally, we feel that approaching our task in this manner can provide variety for our students and flexibility for our institution moving forward.

In order to do this, we have created a unifying framework for existing and proposed programs that relies on a concept that we are terming "gateway" or "first term gateway." Essentially, we define an "ARC Gateway" as any <u>substantive</u> and <u>intentional</u> first term

experience which meets or exceeds the following minimum standards:

1. *Genuinely validates new students and welcomes them into the American River College community.*
2. *Is strongly committed to equity through staff training, self-evaluation, and continuous program improvement.*
3. *Supports new students both academically and personally.*
4. *Helps support and guide new students toward choosing majors and careers.*
5. *Helps connect new students to resources.*
6. *Lasts at least through the first full semester.*
7. *Is permanently supported through the regular assignment of paid personnel (i.e. is not designed to permanently rely on faculty overload pay and/or short-term grant funding).*

*As a unifying concept this would allow ARC to leverage its current strengths while simultaneously building the capacity to eventually serve all new students at scale. In practice the idea would be to identify existing gateways at ARC (see Appendix C, Existing Gateways), create one or more new gateways, and encourage existing programs and/or courses to consider modifications that would qualify them as gateways (see Appendix D, Possible Content and Structure of a Gateway GE Course.) Once at scale all new-to-college students entering ARC would be strongly encouraged to participate in at least one gateway in their first semester. With total new student enrollment at about 3500 for Fall and 1700 for Spring, Start Right estimates that existing gateway capacity only serves approximately 30% of new student enrollment (1070 Fall and 530 Spring). To support **all** new students, capacity is needed for an additional 3600 students per year (2400 Fall and 1200 Spring). All values are approximate.*

Students' selection of appropriate gateways would be done during onboarding using the results of students' needs assessments and in consultation with a counselor or appropriately trained classified staff member. Assignments would also be subject to individual program capacity. During implementation of the process to connect students with a gateway, great care would need to be taken NOT to make it appear that students are being segregated or separated. Instead, students should be presented with a breadth of options and allowed to choose one that fits their needs and interests (again, subject to program capacity).

In addition to matching a student with a first term support system, the added benefit of the system described above is that it will create a purposeful and intentional process whereby students would be exposed to a variety of support opportunities that they might not otherwise

learn about.

Again, as proposed, the ultimate list of ARC gateways would likely include programs that are quite different on their face. Where some might last multiple semesters, others might only last the first semester. Similarly, where some might have dedicated counselors embedded by design (e.g. EOP&S), others might rely on ARC's newly designed Student Success Teams (i.e. case management). To ensure a baseline of quality and consistency, Start Right envisions that some form of oversight body — ideally an existing one — would be responsible for approving the initial list of gateways and for reviewing and approving any future proposed gateways. At this time, the most logical candidate to perform such oversight would be the new Student Success Council.

Most, though not all, of the existing and proposed gateways will likely be centered around a credit bearing class, presenting an excellent opportunity to attach services. In other words, where appropriate and needed, these courses could serve as an excellent "point of administrative connection" with the aforementioned new Student Success Teams being developed by IPASS. The class roster (or rosters) could serve as the basis for creating caseloads, with the instructor of record automatically serving as one of the members of the team.

On this last point it is extremely important to note that integrating a scaled and fully functioning case management system into the gateway framework will not be possible until the college or district adopts an SEL (Student Experience Lifecycle) software package. Without such a product in place it would not be possible to track students and manage information at scale.

Current Structure:

The College's organizational structure is a traditional structure, with a President and three Vice Presidents (Instruction, Student Services, and Administrative Services). Within Instruction, there are three Associate Vice Presidents of Instruction, thirteen Deans, one Associate Dean, and one Director. The Associate Vice Presidents and the Dean of Natomas and McClellan report to the Vice President of Instruction. The remaining Deans report to one of the three Associate Vice Presidents of Instruction.

Each Dean has oversight over department faculty, office staff, and Instructional Assistants.

Dean	Departments

Associate Dean of Apprenticeship*	Carpenters
	Drywall
	Electricians
	Elevators
	Plumbers & Pipefitters
	Ironworkers
Dean of Behavioral Social Science	Anthropology
	Economics
	Gerontology
	History
	Human Services
	Legal Assisting
	Political Science
	Psychology
	Social Justice Studies
	Social Sciences
	Sociology
Dean of Business & Computer Science	Accounting
	Business
	Business Technology
	Computer Science
	Management
	Marketing
	Real Estate
	Technical Communication
Dean of Career Education & Workforce Development*	Work Experience
Dean of English	English Composition
	Creative Writing
	English
	English Education
	Journalism
	Literature

	Professional & Technical Writing
	Reading
	Writing
Dean of Fine & Applied Arts	Art
	Art History
	Art New Media
	Commercial Music
	Fashion
	Hospitality Management
	Interior Design
	Music
	Photography
	Theatre Arts
Dean of Health & Education	Certified Nursing Assistant
	Funeral Service
	Health Care Interpreting
	Health Education
	Human Lactation
	Nursing
	Nutrition
	Paramedic / EMT
	Respiratory Care
	Speech & Language Pathology Assistant
Dean of Humanities	ASL - English Interpreter Preparation
	Deaf Culture & ASL Studies
	Early Childhood Education
	English as a Second Language
	Foreign Languages
	Humanities
	Philosophy
	Speech Communications
Dean of Kinesiology & Athletics	Athletics

	Health Education (CPR/First Aid)
	Physical Education
	Recreation
Dean of Mathematics	Mathematics
	Statistics
Dean of Science & Engineering	Astronomy
	Biology
	Biotechnology
	Chemistry
	Earth Science
	Engineering
	Geography (Cultural & Physical)
	Geographic Info Systems
	Geology
	Health Education / Sciences
	Natural Resources
	Physical Science
	Physics
Dean of Technical Education	Automotive Technology
	Automotive Collision Technology
	Design Technology
	Diesel Technology
	Electronics
	Horticulture
	Welding
Dean of Natomas Center	All Disciplines
Dean of Public Safety	Administration of Justice
	Fire Technology
	Law Enforcement
	Homeland Security
	Public Safety

Clarify Program Paths:

In 2019, the [Clarify Program Paths project team made the following recommendation](#):

Recommendation #1: Create Areas of Interest

The team recommends that the college creates nine areas of interest to assist students in exploring potential majors. (See "Definitions of Areas of Interest" and "Programs in Each Area of Interest" for details.) The team also recommends that the college website be configured to organize program information according to those areas of interest, including program-specific pages within each area that identify potential transfer and/or career options and provide roadmaps that show students how to complete programs in a timely manner.

The Clarify Program Paths team also defined Areas of Interest in 2019 as the following:

1. *Applied Technology and Digital Arts: career and technical programs that provide students with opportunities to apply their skills and knowledge to real-world situations (through work experience, field experience, and hands-on projects) using electronics, computers, and other modern technologies.*
2. *Arts: programs that provide opportunities for students to develop their skills and talents in the visual and performing arts (music, dance, theater, drawing, painting, ceramics, sculpture), as well as the applied arts (design, fashion, culinary arts).*
3. *Business, Hospitality and Recreation: programs that prepare students to work in government, corporate, or small-business environments, in fields such as accounting, management, marketing, sales, customer service, or (non-IT) support roles. Also, programs that contribute to the local economy through hospitality management and recreational opportunities.*
4. *Science, Technology, Engineering and Mathematics (STEM): science, technology, engineering and math programs designed for students planning to transfer to a four-year college or university and pursue a bachelor's degree (or higher) in a STEM field.*
5. *Health, Human Services and Well Being: programs that focus on the health of the mind and body.*
6. *People, Culture and Society: programs that study human beings and their interactions, as well as the human condition.*
7. *Language and Communication: programs focusing on language acquisition, textual analysis and interpretation, and the use of language to communicate ideas clearly.*
8. *Public Service and Education: programs that prepare students to work in jobs serving the public, such as education, police, fire, public health, and sign language interpreting.*

9. *Manufacturing, Construction and Transportation: programs that prepare students to work in the manufacturing, construction, and transportation sectors. This may include design, engineering, construction, manufacturing, and repair.*

Areas of Interest:

In 2019, the [College's Executive Leadership Team approved the following Recommended Areas of Interest](#):

Highlights indicate Departments that would experience a shift in reporting to a different Dean.

People, Culture & Society
- Anthropology
- Art History
- Early Childhood Education
- Education/Teaching
- History
- Humanities
- International Studies
- Philosophy
- Political Science
- Psychology
- Social Justice Studies
- Social Science
- Sociology

Language & Communication
- ASL-English Interpreter Preparation
- Deaf Culture & ASL
- English
- English as a Second Language
- Foreign Languages
- Journalism
- Speech

Arts
- Art
- Art New Media
- Fashion

- Hospitality Management
- Interior Design
- Music
- Music Recording/Business
- Theatre Arts
- Theatre Arts: Film

Business
- Accounting
- Business
- Business Technology
- Economics
- Legal Studies
- Management
- Marketing
- Real Estate
- Technical Communication

Manufacturing, Construction & Transportation
- Apprenticeship
- Automotive Collision Technology
- Automotive Technology
- Design & Engineering Technology
- Diesel/Clean Diesel Technology
- Electronics
- Horticulture
- Welding

STEM
- Astronomy
- Biology
- Chemistry
- Computer Information Science
- Engineering
- Geography
- Geographic Information Systems
- Geology
- Mathematics
- Natural Resources

- Physical Science & Physics

Health, Human Services & Well Being
- Dance
- General Science
- Gerontology
- Human Lactation
- Human Services
- Kinesiology and Athletics
- Nursing and Allied Health
- Nutrition
- Paramedic and EMT
- Recreation
- Respiratory Care
- Speech-Language Pathology

Public Service
- Administration of Justice
- Fire Technology
- Funeral Service Education
- Healthcare Interpreting
- Homeland Security
- Public Safety

HomeBases:

HomeBase Pathway Communities were implemented in Fall 2020. Building upon the successful Achieve program for new students, the intent of HomeBase is to foster engagement through a pathway-oriented program that supports continuing students as they pursue their educational goals. HomeBases were arranged around areas of interest and were initially launched as virtual communities.

HomeBase Pathway Communities are organized in alignment with the Areas of Interest. However, the HomeBase model has combined the People, Culture & Society and Language & Communication Areas of Interest into a singular Language & People HomeBase in addition to combining the Health, Human Services & Well Being and Public Service Areas of Interest into a singular Health and Service HomeBase. Presently, there are six HomeBase Pathway Communities.

1. Business HomeBase

2. STEM HomeBase
3. Arts HomeBase
4. Language & People HomeBase
5. Health and Service HomeBase
6. Manufacturing, Construction, & Transportation HomeBase

The six HomeBase Pathway Communities are staffed with six Student Support Specialists. The Student Support Specialists report to the Dean of Dean of Outreach, First Year Experience, and Pathways. Each HomeBase Pathway Communities will include one .20 FTE Faculty Liaison. The Faculty Liaisons report to the Dean of Behavioral Social Sciences, who serves as a Tri-Chair for the HomeBase Pathway Communities. Each HomeBase Pathway Community is staffed with Counselors, who report to the Dean of Counseling.

[HomeBase Resource Panel 1:](#)

One of the realizations of the Resource Panel at the midpoint of their work was the need to provide the College community with a greater understanding of HomeBases, the work being done, and the future of HomeBases. A second realization was HomeBases in their current form are a "bolt on" to our current organizational structure.

The Resource Panel recommended investigation into how the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities.

[HomeBase Resource Panel 2:](#)

The Resource Panel recommended aligning HomeBases with the eight Areas of Interest as originally recommended by Clarify Program Paths and aligning the College's organizational structure with the Areas of Interest.

Highlights of ASCCC Equivalence to the Minimum Qualifications Paper adopted 2016: https://asccc.org/sites/default/files/equivalency_paper.pdf

The goal of any equivalency policy should be to ensure the transparent and fair determination of equivalency for applicants that possess qualifications at least equal to the minimum qualifications. The process should be documented and justifiable so that a determination of equivalency is understandable, clear, and supported upon review.

Determination of equivalency is a faculty responsibility through the academic senate.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistently and fairly applied for all requests for review from all disciplines. Effective practice includes making the equivalency committee a standing or sub-committees of the academic senate. Equivalency committees typically consist of three to five members, each member selected for a term of at least one year, with faculty members appointed by the academic senate. Often, as the committee meets to evaluate each request for equivalency from across the disciplines, a representative from the discipline in question is invited to participate. This ensures at least one discipline expert for each consideration of the committee.

The benefits to having a breadth of discipline representatives on the equivalency committee include the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any external agency or future senate leader when more faculty voices are involved.
- • Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

Recommendations

1. Equivalency determinations should be made by an equivalency committee that is a subcommittee or standing committee of the academic senate.
2. The equivalency committee should include representatives appointed by the academic senate to ensure that the process is consistent and fair.
3. Equivalency should be determined with input from discipline faculty.
4. Equivalency processes for part-time faculty and "emergency hires" should be no different from equivalency for full-time faculty.
5. Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
6. Academic senates should assure consistency of the equivalency process.

7. Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).
8. The determination of equivalency should be documented and justifiable to an external review.
9. Claims of equivalence must include how both general education, specialization and experience are met.
10. Human resources offices should not screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.
11. Local senates must never allow equivalency to be delegated to administration or classified staff or to allow determinations to degenerate into becoming a gathering of signatures without discussion.
12. Equivalency policies should be reviewed regularly.
13. Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.
14. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs

Standards of Practice for California Community College Counseling Faculty and Programs

Standards of Practice for California Community College Counseling Faculty and Programs

Adopted Spring 1997; Revised and adopted Fall 2008

Counseling and Library Faculty Issues Committee 2006-2007
Greg Granderson, Chair, Santa Rosa Junior College
Joseph Friedman, Library Science, Santa Rosa Junior College
Laura Mathis, Counseling, San Diego Mesa College
Audrey Moore, Counseling, Antelope Valley College
Cheryl Stewart, Library Science, Coastline College
Chris Sugiyama, Counseling, Cerritos College

Counseling and Library Faculty Issues Committee 2007-2008
Michelle L. Pilati, Chair, Rio Hondo College
Kevin Bontenbal, Library Science, Cuesta College
Stephanie Dumont, Counseling, Golden West College
Maria Elena Gressel, Counseling, Evergreen Valley College
Angel Lujan, Counseling, Mount San Antonio College
Char Perlas, Counseling, Mission College
Chris Sugiyama, Counseling, Cerritos College
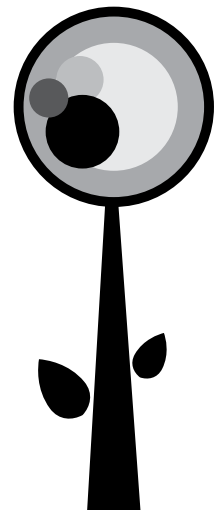
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Introduction

Counseling programs in the California community colleges play a key role in helping students succeed. Over the years, the functions counseling departments perform have increased significantly, further exacerbating the ever-present pressure to serve more students in cost-effective ways. As a result of the expansion of services absent the resources to ensure the provision of such services, the question has arisen as to what roles counseling faculty should play in the delivery of services to students. To clarify these roles, the Academic Senate for California Community Colleges (Academic Senate) developed a policy paper, *The Role of Counseling Faculty in the California Community Colleges*, which was adopted at its Spring 1995 Plenary Session. This paper provides useful background on counseling in the California community colleges. The reader is also referred to a paper adopted by the Academic Senate in 2003, *Consultation Council Task Force on Counseling*, which provides further discussion of the role of counseling faculty, the importance of counseling faculty in facilitating student success, and information on perceptions of the state of counseling in our system.

While *The Role of Counseling Faculty in the California Community Colleges* described the range of activities of counseling faculty, it did not set out standards for how those roles were to be performed. Specific standards for some elements of counseling services have appeared in regulation, accreditation guidelines, and ethics statements; but nowhere had these standards been collected, reviewed, and presented systematically to the community college counseling field until the first version of this paper, *Standards of Practice for California Community College Counseling*, was developed and adopted by the Academic Senate in 1997. The original paper and this revision outline effective practices, by addressing the issue of standards of practice and service for California community college counseling faculty and programs. This revision serves as an update, reflecting changes that have transpired in the student services area and incorporating philosophical changes in approaches to counseling. The document has also been renamed to recognize that counseling faculty and counseling programs are separate entities; there are services that a counseling program may provide but that may not be specifically a function of counseling faculty.

This paper was developed by the Counseling and Library Faculty Issues Committee of the Academic Senate, with assistance from others in the field. The Academic Senate is dedicated to fostering the effective participation of all faculty in academic and professional matters and is directed in its activities by resolutions proposed by community college faculty throughout the state and considered for adoption by representatives of the various colleges. This paper, and the one that precedes it, were developed to address needs recognized by means of the Academic Senate for the California Community College's resolution process. Faculty seeking to effect change are encouraged to use their local senate, as well as the Academic Senate, to facilitate improvements in how we serve our students.

This paper asserts that there should be a set of universal standards of practice for all community college counseling programs, regardless of institutional or departmental size or fiscal constraints. Complying with these standards requires both adequate staffing and support. These standards are set out in six areas:

A. Core Functions,

B. Ethical Standards,

C. Organization and Administration,

D. Human Resources,

E. Physical Facilities, and

F. New Technologies.

These standards have been developed by counseling and other faculty through review of current practice, policy, and legislation; study of national standards for the counseling discipline; and projection of needs for future practice. They are designed to be specific enough to be meaningful, yet general enough to allow flexibility in meeting local needs and constraints. They are intended to be used in the design, development, and review of counseling department policies and practices.

A. Core Functions

To accomplish their mission in providing essential support to community college students, counseling programs perform a set of core functions through individual and group interactions, as well as classroom instruction. While differences in student populations and institutional priorities may affect the resources dedicated to these functions within individual counseling programs, nevertheless, these functions are so fundamental to the mission of community college counseling that every program, whether general, categorical, or aimed at specific populations, should perform them. These functions are derived from Title 5 Regulations and from materials from the American Counseling Association.

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 advised concerning 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) Crisis intervention, either directly or through cooperative arrangements with other resources on campus or in the community.

5) Conducting outreach to students and the community to encourage them to avail themselves of services, focused on maximizing all students' potential to benefit from the academic experience.

6) Participating in the college governance process and advocating to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.

7) Researching and reviewing counseling programs and services with the goal of improving their effectiveness.

8) Training and professional development for counseling staff, interns, and others in the college community.

A detailed review of each function and its related standards follows this introduction. Although the first three core functions—academic, career, and personal counseling—are described below as separate and distinct functions, in practice they are often inextricably related. The structure of community college counseling programs should be based on the recognition of the student as a whole and complex human being with concerns and issues that are not completely distinct or separate; academic issues intertwine with career issues, and with personal life-coping issues.

An overarching principle that underlies all counseling activities is an appreciation of and respect for the diversity of the student population. All students must be counseled with a respect for their

origins and cultural values. Counseling faculty need to be aware of how their own unique cultural backgrounds and experiences may influence their attitudes, values, and biases about students' psychological processes.

Counseling faculty need to develop knowledge about how oppression, discrimination, and stereotyping affect them personally and influence their work; and how such attitudes and behaviors might impinge upon the lives of their students. Counseling faculty should actively seek out educational and life experiences that enrich their cross-cultural knowledge, understanding, and skills in order to provide more culturally sensitive and effective counseling.

Counseling faculty should acquire specific knowledge about the characteristics of the student populations with which they work, as well as in the community as a whole. They should develop an understanding of how race, culture, ethnicity, gender, sexual orientation, age, physical or mental disability, religion, marital status, socioeconomic status and the like affect personality formation, career choices, learning styles, help-seeking behavior, and the appropriateness of counseling approaches. An understanding of the impact of unique life experiences, such as serving in the armed services or having been incarcerated, should also guide counseling faculty in their interactions with students.

In any given counseling session, counseling faculty use their understanding of human and student development, as well as counseling theories, to provide the combination of services that address each student's particular needs in an integrated fashion. In recognition of the complexity of student needs and life circumstances, counseling services should be delivered in a variety of ways, including online and face-to-face individual and group counseling, workshops, and college courses.

Academic Counseling

1) Academic counseling services include assessment using multiple measures and diagnosis of students' academic abilities, disabilities, strengths and weaknesses; help in clarifying academic goals and selecting a program of study; educational planning for transfer, associate degree, and certificate programs; assisting with clarifying choices and actions, as well as decision-making, planning, and transitioning; making referrals to other support services when a need is indicated; intervening when students' academic performance is at risk; and providing follow-up (e.g., academic mentoring, early alert processes, and probation counseling).

2) Counseling faculty must ensure that their knowledge of the nature and requirements of the various disciplines offered at their college is accurate and current by establishing strong links

3) with other faculty, in order to effectively provide educational planning services for transfer, career preparation, degree completion, and certificate programs.

4) Counseling faculty assist students in transitioning to college through pre-enrollment advising during high school, and through re-entry and community outreach.

5) Counseling program services should include assisting students in transitioning to baccalaureate-granting institutions through such services as transfer workshops, university application workshops, university representative visitations, "college day" events, and courses taught by counseling faculty. These transfer services should be offered through regular counseling departmental activities as well as by transfer centers. It is important that transfer counseling be an integral part of the counseling program services and not relegated solely to the transfer center on each college campus. Minimum program standards for transfer centers are established by Title 5 § 51027 and include the provision of academic planning for transfer, supporting and monitoring the progression of transfer students, and the provision of "a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information."

6) Counseling faculty should work closely with articulation officers to ensure that their college's articulation reflects the needs of students. Colleges should ensure that faculty articulation officers are given enough reassigned time to perform their function. Counseling faculty must have ready access to accurate, up-to-date articulation agreements established between their college and neighboring four-year colleges and universities.

7) Counseling faculty must stay current on transfer requirements, including admission, general education, and major requirements for the transfer institutions in their region. Counseling faculty need to regularly participate in transfer conferences and workshops, such as those conducted by the University of California, California State University, and the Association of Independent Colleges and Universities.

8) Counseling programs must work closely with their college's matriculation program, especially in the areas of assessment interpretation, application of multiple measures, orientation program development, academic counseling and advising services, follow-up, and prerequisite and corequisite implementation.

9) Counseling faculty assist students through the processes of transcript valuation/ interpretation, and general education transfer certification.

10) Counseling faculty should develop curriculum and offer courses and workshops that teach the skills needed for student development and academic success, such as study skills, note taking, and time management. In addition, counseling faculty and faculty in other departments should collaborate to develop discipline-specific academic success courses.

11) Counseling faculty should introduce students to Internet resources and software related to college services (i.e., registration, grade access), transfer, and career options in order to assist them in becoming more self-reliant, critical, and independent researchers and learners.

Career Counseling

1) Counseling faculty teach the career development process and its importance in setting and achieving academic and life goals.

2) The career development process should be taught as holistic and lifelong. Counseling faculty teach students to examine their lives as a whole—values, interests, aptitudes, and life circumstances. Students need to be made aware that career skills learned now, such as career search and decision-making methods, may be useful throughout a lifetime.

3) Career counseling services should be delivered in a variety of ways, including online and face-to-face individual and group counseling, workshops, and college courses.

4) Career counseling services include assisting students in clarifying career goals, through intake interviews and administration and interpretation of career assessment instruments; instruction in career exploration using the latest technology and methods; and instruction in career goal-setting and decision-making.

5) Counseling departments should include a career center that houses up-to-date information on career research, labor market, educational programs, and all aspects of the career development process. Technical assistance, electronic resources, and equipment need to be available to help students access this information.

6) Services should include assistance with job placement and the job search process, including instruction in resume preparation and interviewing skills.

7) Career counseling services should reach out to students who have not declared a major to assist them in setting academic and career goals.

8) Counseling faculty should serve on career technical education (CTE) program advisory committees and create on-going partnerships with CTE faculty for the purpose of staying current on local labor market trends and employment demands.

9) Counseling programs should establish liaison relationships with other career-related programs, such as Regional Occupational Centers and Programs (ROCPs), work experience programs, job-training programs, school-to-work initiatives, intersegmental projects, and private industry councils.

Personal Counseling

1) Personal counseling services must be available to students whose personal life issues interfere with their academic success. These include, but need not be limited to individual and group counseling, crisis intervention, support groups, and courses or workshops on personal life issues (e.g., dealing with self-esteem issues, stress management, and substance abuse prevention). While counseling faculty should be prepared to provide some of these services, referrals to mental health professionals should be made as needed.

2) Counseling faculty should develop curriculum and offer courses and workshops that encourage the holistic development of the student as a functioning member of society (e.g., courses in personal development and life-coping skills).

3) Counseling programs should maintain up-to-date information on college and community resources and should refer students to appropriate services as needed.

Crisis Intervention

1) As part of their mission to provide assistance with personal life issues, counseling programs should have a system that assists students in acute emotional distress, including an intervention plan for students in personal crisis who require immediate attention.

2) For situations when a student is a potential danger to self or others, districts should have a clear policy of who has authority to make such determinations, and specific procedures to be followed. Counseling faculty should verify that such policies exist and, if not, be a catalyst for policy development.

3) Counseling faculty should work closely with administration and outside agencies to ensure that the needs of students in crisis are met and that personnel appropriate to assist in such situations are available.

4) Counseling faculty should participate in the creation and implementation of campus-wide crisis intervention efforts.

5) Counseling faculty should be familiar with district disaster plans, and be prepared to assist students in the event of a disaster on campus.

Outreach

Counseling programs should make proactive efforts to reach out to both current and potential students. Such outreach should respond to the diversity of race, culture, ethnicity, gender, sexual orientation, life experiences, age, physical or mental disability, religion, marital status, and socioeconomic status among students, and to any groups in need that can be identified, such as undeclared, basic skills, and at-risk students. Counseling faculty may be involved in making visits to local schools to promote college-going, as well as on-campus activities that introduce primary students and community members to the college and its diverse educational opportunities. Extra effort should be made to identify and make contact with community members who may otherwise not avail themselves of needed services or who might be better served by nontraditional methods.

Participation and Advocacy

1) Consultation regarding students should be provided as needed to other faculty and other appropriate campus staff, within the limits of confidentiality, as defined by the Family Educational Right to Privacy Act (FERPA).

2) Consultation with parents, spouses, and agencies that bear some responsibility for particular students should be provided within the limits of confidentiality, as defined by FERPA.

3) Counseling programs should play an active role in interpreting and advocating the needs of students to administrators, faculty, and staff. Such advocacy should include, but not be limited to curriculum, academic policies and practices, and student rights and responsibilities. Counseling faculty should participate actively in campus, regional and state governance processes to carry out such advocacy.

4) Counseling faculty should provide leadership in articulation and curriculum development through consultation with other faculty.

Program Review and Research

1) Counseling programs must undergo regularly scheduled reviews. Each review should be performed a minimum of once per accreditation cycle and should be linked to the college program review, budgetary planning, and student learning outcomes processes. General information on accreditation, student learning outcomes, and the role of faculty can be found in various Academic Senate documents, such as *Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges* and *The 2002 Accreditation Standards: Implementation.*

2) Data for the review process should be gathered from students, faculty, classified staff and administration. At a minimum, data should include numbers of students served per year; types of services delivered and perceived quality of services; timeliness of student access to counseling; counseling curriculum; counseling faculty participation in campus decision making; and clarity and accuracy of counseling information.

3) Student learning outcomes for counseling programs should be developed by counseling faculty and measurement data should be used to improve the effectiveness of services, increase student success, and advocate for needed resources.

4) Assistance in determining the appropriate methods for collecting, compiling and analyzing the data should be provided by campus research professionals.

5) After being collected and analyzed, counseling program data should be reviewed by all counseling personnel.

6) Counseling program strengths and weaknesses should be documented, shared, and integrated with campus-wide student learning outcomes and planning. Staffing needs and resources

should also be communicated. A plan for program improvements to address weaknesses should be developed.

7) Plans should be reviewed annually to encourage progress toward counseling program goals.

8) Other research, whether to improve local programs or to further the goals of the counseling program, should be encouraged and supported.

Training and Professional Development

1) Counseling faculty and counseling programs share a responsibility to provide competent academic, career, personal, and crisis intervention counseling services to students. Therefore, programs must ensure that professional development activities are made available to all counseling faculty.

2) Each program should assess its counseling faculty's knowledge and skills in the core functions, particularly academic, career, personal counseling and crisis intervention, as well as in multicultural/diversity awareness and use of technology. The program should provide opportunities to enhance knowledge and skills in each of those areas that need strengthening.

3) Counseling programs need to provide formal orientation and training for all new counseling faculty, full or part-time, temporary or permanent, to ensure that they possess the essential knowledge to perform their counseling roles

4) If a counseling program uses paraprofessionals, it should follow the guidelines articulated in the paper *The Role of Counseling Faculty in the California Community Colleges*:

> While the specific qualifications for a given position might differ, three crucial issues must be considered: first, that the competencies expected of paraprofessionals need to be defined explicitly, with the full participation of the counseling faculty; second, that paraprofessionals need to be trained and supervised carefully with full participation of the counseling staff; and last that paraprofessionals not be expected to perform tasks beyond their qualifications. (ASCCC, 1995, p.8)

5) If a counseling program accepts graduate interns, they should be provided training and close supervision during their internship to ensure quality service to students. Interns should be closely screened to determine their knowledge and readiness before they see students outside the presence of a counseling faculty member.

6) If a counseling program uses student workers, the same precautions listed in items 3, 4, and 5 above should apply to an even greater degree. Students should be selected carefully, provided intensive training as to their role and limitations, and continuously supervised.

7) When programs use interns, paraprofessionals, or student workers in the delivery of services, all staff should wear identification or otherwise indicate their positions, in order to avoid confusion on the part of students.

8) Where colleges use faculty advisors who are not counseling faculty, counseling programs should provide training and maintain a close linkage with these faculty members in order to assure a high quality in information dissemination to students, and to clarify the differing roles of counseling and advising. Faculty advisors who are not counseling faculty should exercise great caution in providing guidance in areas in which they lack training, although students should be encouraged to seek guidance from a wide range of both counseling and discipline faculty members.

9) Counseling programs should offer training and development opportunities for counseling department classified staff, to improve their skills and knowledge in providing quality services to students.

10) All faculty and staff, including interns, student workers, and paraprofessionals, should receive training about confidentiality and the proper maintenance of records.

11) Counseling faculty should offer in-service training to the larger college community about counseling programs, services, and student experiences.

B. Ethical Standards

Professional ethical practice forms the cornerstone of high quality counseling services. As ethical and legal issues arise in the course of providing counseling services, it is no easy task to determine the legal requirements that pertain to each situation, to interpret those laws, or operationalize them within a counseling program. Thus, it is important that there be regular communication among the counseling faculty, the program administrator, and the district's legal counsel about these matters.

Counseling faculty must know the laws and regulations relevant to their work, and should follow scrupulously the obligations and limitations these laws create. The counseling administrator, in particular, is responsible to see that the policies and procedures of a program follow both the law and the ethical standards of the profession.

Counseling faculty and staff should maintain strict adherence to the ethical code of the American Counseling Association (ACA), as adopted in 2005 and subsequently adopted by the California Counseling Association. The full text of the code has been reproduced as an appendix to this document. The ACA document delineates standards in eight areas of practice:

> A. The Counseling Relationship
>
> B. Confidentiality, Privileged Communication, and Privacy
>
> C. Professional Responsibility
>
> D. Relationship with Other Professionals
>
> E. Evaluation, Assessment, and Interpretation
>
> F. Supervision, Training, and Teaching
>
> G. Research and Publication
>
> H. Resolving Ethical Issues

The following highlights some of the standards that have particular applicability to community college counseling practice.

The Counseling Relationship

One of the great strengths of the community colleges is the diversity of populations that they serve. Counseling faculty need to be mindful of the individuality and value of each person who seeks educational services. Therefore, counseling faculty must not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status.

Counseling faculty must actively attempt to understand the diverse backgrounds of the students with whom they work. This should include, but not be limited to, learning how the counselor's own cultural/ethnic and racial identity impacts her/his values and beliefs about the counseling process.

Counseling faculty should be mindful of their professional limitations, and the limitations of their counseling program's services. If they determine that they, or their program, are unable to be of professional service, they must not abandon or neglect their students. Counseling faculty should make appropriate, informed referrals to alternative resources.

Counseling faculty are professionals and must maintain an appropriate professional relationship with all students. Counseling faculty must not engage in any type of sexual activity with those that they counsel. They should be cognizant of their positions of power, and thus should avoid dual relationships, such as business, personal, or familial relationships, that might impair their judgment or increase the risk of harm to students.

CONFIDENTIALITY, PRIVILEGED COMMUNICATION, AND PRIVACY

Counseling faculty should keep confidential any information related to a student's use of counseling services, avoiding unwarranted disclosure of information. However, there are exceptions. The rule of confidentiality does not apply when "disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed." (ACA, 2005, p. 7) . Counseling faculty should consult with other professionals, the counseling program administrator, and legal counsel when in doubt as to the validity of an exception. Counseling faculty have the obligation to ensure that confidentiality is maintained by all support staff as well. The counseling program's procedures should provide for confidentiality in creating, securing, accessing, transferring and disposing of all counseling records. Counselors should, to the degree possible, make students aware of circumstances in which the confidentiality of their communication may not be protected.

PROFESSIONAL RESPONSIBILITY

Counseling faculty have the responsibility of maintaining their professional competence by engaging in continuing education activities. Counseling faculty must not use their place of employment in the community college as a means of recruiting clients for their private practice. They must not use their professional positions to seek unjustified personal gain, sexual favor, or unearned goods and services. Counseling faculty must be mindful of the boundaries of their competence, referring students to other service providers as needed.

RELATIONSHIP WITH OTHER PROFESSIONALS

Counseling faculty should establish appropriate agreements with administrators, colleagues, and other staff regarding counseling relationships, confidentiality, and adherence to professional standards. Counseling faculty must not engage in practices that are illegal or unethical.

Evaluation, Assessment, and Interpretation

Counseling faculty should provide only those assessment services for which they are competent. In particular, psychological testing should be conducted only by qualified personnel. Counseling faculty should apply professional standards in the selection of test instruments, administration of the tests, security of the tests, scoring, and interpretation. Before an assessment is conducted students need to be informed of its nature and purpose and use of the results. Accurate interpretation should be provided to the student after every assessment and accompany the release of assessment results.

Supervision, Training, and Teaching

Counseling faculty must be knowledgeable about the ethical, legal, and regulatory aspects of their profession and should be skilled in applying that knowledge in their training of others. They should serve as role models of professional behavior. Counseling faculty who supervise the counseling services of others, such as interns, should take reasonable steps to ensure that the services provided are professional. They should clearly state in advance to the individuals they train, the levels of competency and responsibility expected, the appraisal methods, and the timing of evaluations.

Research and Publication

Counseling faculty should seek consultation and observe stringent safeguards to protect the rights of students and research participants. Information obtained from students or other research participants must be kept strictly confidential.

Resolving Ethical Issues

Counseling faculty have the responsibility of upholding the standards of their profession. As part of that responsibility, when counseling faculty possess reasonable cause to believe that a fellow counseling faculty member may not be acting in an ethical manner, appropriate action must be taken, which may include direct consultation with the counseling faculty member, others knowledgeable about professional ethics, administrators, legal advisors, and professional organizations.

C. Organization and Administration

The organization and administration of a counseling program has great impact on its effectiveness. Therefore, the following standards should be applied:

1) A specific individual should be designated by the institution to administer the counseling program. The administrator should possess the minimum qualifications of the counseling discipline.

2) The administrator should be skilled in leadership, research, fiscal management, interpersonal relations, cultural sensitivity, staff selection and training, planning, public relations, and evaluation. He or she should also possess a thorough knowledge of student development theory and practice, as well as of the California Community College System.

3) The counseling faculty should have a primary role in developing the job description and in the hiring of their administrators.

4) The administrators of counseling programs should be positioned in the administrative structure to effectively interact with other administrators, as well as with the chief student services and chief instructional administrators.

5) Specific responsibilities of counseling programs need to be clearly delineated, published, and disseminated to the entire college community.

6) Counseling services should be defined and structured primarily by the counseling faculty who provide these services to ensure that those who are most knowledgeable about these issues will have the major role in making decisions that directly affect service delivery to students.

7) Counseling program services should be organized in a way that provides for the direct and ongoing interaction of counseling faculty with other faculty, staff, and administrators.

8) Counseling services should be scheduled and funded adequately in order to accommodate the needs of students, including evening, weekend, and online students. Services should also be scheduled to meet fluctuations in student demand. Accommodation should be made, however, to allow counseling faculty to participate in staff development activities offered to other faculty and staff.

9) Counseling sessions need to be of appropriate length to allow students to fully discuss plans, programs, courses, academic progress, and other subjects related to their educational progress.

10) Counseling services should be delivered by a variety of methods, including individual sessions, group sessions, workshops, online, and course offerings.

11) Adequate and equitable resources should be made available to counseling programs in order to implement quality services.

D. Human Resources

The quality of a counseling program is dependent upon the level of staffing and the qualifications of the professionals providing services. Districts must hire an adequate number of counseling faculty who are trained to handle the wide variety of concerns that affect community college students; as well as sufficient support staff to operate the program efficiently. The number of counseling faculty should be sufficient to provide students with suitable access to professional counseling services. In the 2003 document, *Consultation Council Task Force on Counseling*, the Academic Senate recommends a counselor/student ratio of 1:370 (ASCCC, 2003, p. 22).

1) Counseling faculty must meet the minimum qualifications of the California community college counseling discipline as published in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Their education and abilities should be those that are described in detail in the Academic Senate document, *The Role of Counseling Faculty in the California Community Colleges*.

2) Sufficient counseling faculty should be available to meet student needs and state mandates. Ideally, staffing will be sufficient to ensure that students have access to non-emergency counseling services within one week of requesting such services. In addition, students should be able to obtain answers to brief questions within one day.

3) In concert with other appropriate campus personnel, counseling faculty trained in crisis management should be available to respond to crisis situations within one hour.

4) Counseling programs should, whenever possible, ensure that the counseling faculty reflect the cultural and ethnic diversity of the local community. Whenever possible, counseling faculty and classified staff who speak the primary languages of local populations should be available.

5) There should be sufficient numbers of full-time counseling faculty to allow for active counseling faculty participation in college, regional, and state governance, as well as in professional development and professional organization activities, without disruption of a program's services to students.

6) There should be standardized and consistent hiring and training for all counseling faculty, regardless of full- or part-time status or assignment to a specific program. This training should include familiarization of all counseling faculty with all college programs and services, issues of student equity, specific campus populations, the campus student data system, and, as appropriate, instructional techniques.

7) Sufficient support staff should be available to maintain student records, organize resource materials, receive students, make appointments, and handle other operational needs. Information technology staff should be available for research, data collection, systems development, and maintenance of electronic equipment and software to support the delivery of quality on campus and online services.

E. Physical Facilities

Counseling services should be readily accessible and visible to all students, including those who are physically challenged and those attending classes at off-site centers. Counseling programs should be located where students will feel at ease when seeking services; physically separate from administrative offices and campus police. Wherever counseling services are offered, including outreach and off-site centers, these minimum standards should be met:

1) Each full-time faculty member should be provided with a private office, in order to assure student confidentiality. Part-time counseling faculty should be allowed use of private offices when they are counseling students. Each office should have a telephone with messaging capabilities, a computer with access to student records and other pertinent online information, an ergonomically designed desk and chair, and secure hard copy and electronic file storage. Overall, counseling faculty offices should create an inviting environment for students and a professional, safe, and functional work site which is accessible to all.

2) Counseling programs should have up-to-date computers, peripherals, copiers, and other equipment to support record keeping, research, and publication activities. Technical resources for media presentations should also be available.

3) The reception area should provide a welcoming waiting area for students.

4) In order to ensure confidentiality, student records in hard copy should be maintained in a secure location where only authorized staff have access.

5) Where district demographics warrant, information and assistance should be available, by phone, electronically, and in hard copy, not only in English but other languages as well.

6) The counseling area should have informational resources that include appropriate professional journals, books, and electronic resources. A collection of current occupational and career information should be readily accessible to counseling personnel and students in hard copy and electronically.

7) An area suitable for individual and group testing should be available. The space allocated for this purpose should be designed to eliminate noise and visual distractions.

8) Counseling programs should maintain, or have ready access to, space suitable for group counseling sessions, classes, and staff meetings.

9) A written disaster plan should be displayed outlining procedures for emergency evacuations for both crime and natural disasters. A personal security system should be in place where police can be notified immediately in case of emergencies.

10) All offices, reception areas, work sites, and classrooms must be compliant with the Americans with Disabilities Act.

F. New Technologies

It is essential that counseling faculty be provided with new technologies for continual adoption and use in doing their jobs. Counseling is by nature an interpersonal activity rather than an interaction between human and machine. While computers will never replace the skills of a counseling professional, nevertheless, computers have the capacity to dramatically improve access and accuracy in the delivery of information. Computers and printers are valuable and necessary tools needed for counseling faculty to be effective and efficient. Counseling programs need to take advantage of emerging technologies to meet the needs and expectations of students. Therefore, counseling faculty need to take the initiative to develop technology plans that add to the counseling relationship, rather than detract from it. Counseling faculty should 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.

Technology use practices should incorporate the following principles:

1) Counseling programs should select only those technologies which enhance the delivery of services to students. Electronic access to student educational plans, articulation information, transcripts, petitions, and the like should be provided.

2) To supplement on-campus student contacts, counseling programs should provide online services (e.g. counseling and orientation) as appropriate, in order to increase access and accommodate distance education, remotely located, disabled, and other students who may not seek assistance during regular business hours. Distance education courses offered by counseling faculty should also be available.

3) Counseling faculty should use technology, when appropriate, to communicate directly with students concerning the clarification of goals, decision making, and academic and life planning.

4) Counseling programs should use technology to enhance communication within the counseling department, as well as to the college and to the community.

5) Counseling programs should use technology to accurately and efficiently document student use of services. Such data are needed for program review, accreditation, and matriculation reporting purposes.

6) Counseling technology plans should be developed with significant input from users of the plans (i.e., counseling faculty and personnel, counseling administrators, and students) in collaboration with external technology experts and information technology staff.

7) Counseling technology plans should be reviewed regularly in order to assess the need for updating computers and other electronic equipment and resources. Counseling technology plans should be closely integrated with college and district technology plans and should ensure the provision of all necessary support.

8) There should be adequate information technology support for maintenance of current technology and development and implementation of new technologies.

9) Policies and procedures to maximize technology use and access, while ensuring safety of records and appropriate confidentiality, should be developed and implemented. Electronic records should be secured with passwords and permissions.

10) Communicating with students on the Internet should be done so on an encrypted site to help ensure confidentiality. Counselors, however, should be aware of and advise students that despite reasonable measures, there is some possibility that security could be compromised.

11) As counseling services require greater use of technology, appropriate time, staff development, and on-going support must be provided for personnel to acquire and maintain skills to fully use these technologies.

12) Counseling faculty should be involved in ensuring that the information provided on all departmental Web pages is accurate and up-to-date.

13) All students should have access to counseling faculty when they need counseling, whether on campus or in an online environment. Technology should enhance and increase student access to counseling.

14) Counseling faculty should have access to classrooms equipped for multi-media instructional presentations.

15) Students enrolled through distance education must be afforded the same level of counseling and support services available to other students. The services should adhere to all the standards contained in this document.

16) All computer equipment, software, and online pages used by counseling faculty and available to students must be barrier free and compliant with the American with Disabilities Act and Section 504 and 508 guidelines of the Rehabilitation Act.

Review of Standards

Although these standards should stand for a number of years, they should be revisited periodically to address new developments in the field. Therefore, the Counseling and Library Faculty Issues Committee of the Academic Senate should review these standards at least every six years.

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Appendix: American Counseling Association Code of Ethics

Included with permission (Approved by the ACA Governing Council, 2005)

Available at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

ACA Code of Ethics Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross- cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose

The *ACA Code of Ethics* serves five main purposes:

1. The *Code* enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of the association.
3. The *Code* establishes principles that define ethical behavior and best practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The *Code* serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The *ACA Code of Ethics* contains eight main sections that address the following areas:

Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, and Privacy
Section C: Professional Responsibility
Section D: Relationships With Other Professionals
Section E: Evaluation, Assessment, and Interpretation
Section F: Supervision, Training, and Teaching
Section G: Research and Publication
Section H: Resolving Ethical Issues

Each section of the *ACA Code of Ethics* begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the *ACA Code of Ethics*.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application.

Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop.

A brief glossary is given to provide readers with a concise description of some of the terms used in the *ACA Code of Ethics*.

Section A
The Counseling Relationship

Introduction

Counselors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process.

Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono publico).

A.1. Welfare of Those Served by Counselors

A.1.a. Primary Responsibility

The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

A.1.b. Records

Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errors are made in client records, counselors take steps to properly note the correction of such errors according to agency or institutional policies.
(See A.12.g.7., B.6., B.6.g., G.2.j.)

A.1.c. Counseling Plans

Counselors and their clients work jointly in devising integrated counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients.
(See A.2.a., A.2.d., A.12.g.)

A.1.d. Support Network Involvement

Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.1.e. Employment Needs

Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interest, culture, and the welfare of clients, employers, and/or the public.

A.2. Informed Consent in the Counseling Relationship
(See A.12.g., B.5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)

A.2.a. Informed Consent

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements.

Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity

Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent

When counseling minors or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others

When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm

Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values

Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that

are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients
(See F.3., F.10., G.3.)

A.5.a. Current Clients
Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitive in some way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)
Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. *(See A.5.d.)*

A.5.d. Potentially Beneficial Interactions
When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where

unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. *(See A.5.c.)*

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include

1. changing from individual to relationship or family counseling, or vice versa;
2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa;
3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and
4. changing from a counselor to a mediator role, or vice versa.

Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy
Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to

improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients
When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately. *(See A.8.a., B.4.)*

A.8. Group Work
(See B.4.a.)

A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. End-of-Life Care for Terminally Ill Clients

A.9.a. Quality of Care
Counselors strive to take measures that enable clients

1. to obtain high quality end-of-life care for their physical, emotional, social, and spiritual needs;
2. to exercise the highest degree of self-determination possible;
3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and
4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to

end-of-life decisions, counselors may choose to work or not work with terminally ill clients who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality

Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. *(See B.5.c., B.7.c.)*

A.10. Fees and Bartering

A.10.a. Accepting Fees From Agency Clients

Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees

In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. Nonpayment of Fees

If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering

Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts

Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client's motivation for giving the gift, and the counselor's motivation for wanting or declining the gift.

A.11. Termination and Referral

A.11.a. Abandonment Prohibited

Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.11.b. Inability to Assist Clients

If counselors determine an inability to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors should discontinue the relationship.

A.11.c. Appropriate Termination

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services

When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Technology Applications

A.12.a. Benefits and Limitations

Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments and other communication devices.

A.12.b. Technology-Assisted Services

When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services

When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.

A.12.d. Access

Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes

Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance

Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent

As part of the process of establishing informed consent, counselors do the following:

1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users

including family members and fellow employees who have access to any technology clients may use in the counseling process.

4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.

5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible.

6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.

7. Inform clients if and for how long archival storage of transaction records are maintained.

8. Discuss the possibility of technology failure and alternate methods of service delivery.

9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.

10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.

11. Inform clients when technology-assisted distance counseling services are not covered by insurance. *(See A.2.)*

A.12.h. Sites on the World Wide Web

Counselors maintaining sites on the World Wide Web (the Internet) do the following:

1. Regularly check that electronic links are working and professionally appropriate.

2. Establish ways clients can contact the counselor in case of technology failure.

3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.

4. Establish a method for verifying client identity.

5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.

6. Strive to provide a site that is accessible to persons with disabilities.

7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations.

8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

Section B

Confidentiality, Privileged Communication, and Privacy

Introduction

Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations

Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy

Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality

Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. *(See A.2.b.)*

B.2. Exceptions

B.2.a. Danger and Legal Requirements

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. *(See A.9.c.)*

B.2.b. Contagious, Life-Threatening Diseases

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure

When subpoenaed to release confidential or privileged information without a client's permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure

To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates

Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. *(See F.1.c.)*

B.3.b. Treatment Teams

When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings

Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers

Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information

Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. *(See A.12.g.)*

B.3.f. Deceased Clients

Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families

B.4.a. Group Work

In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Couples and Family Counseling

In couples and family counseling, counselors clearly define who is considered "the client" and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual's right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients

When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians

Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information

When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

B.6. Records

B.6.a. Confidentiality of Records

Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.

B.6.b. Permission to Record

Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.c. Permission to Observe

Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.d. Client Access

Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance With Records

When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.f. Disclosure or Transfer

Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. *(See A.3., E.4.)*

B.6.g. Storage and Disposal After Termination

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regards to handling of such records or documents. *(See A.1.b.)*

B.6.h. Reasonable Precautions

Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death. *(See C.2.h.)*

B.7. Research and Training

B.7.a. Institutional Approval

When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guidelines

Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research

Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner.

They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. *(See G.2.e.)*

B.7.d. Disclosure of Research Information
Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. *(See G.2.a., G.2.d.)*

B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. *(See G.4.d.)*

B.8. Consultation

B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual's rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information
When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclo-sure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. *(See D.2.d.)*

Section C
Professional Responsibility

Introduction
Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a non-discriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards
Counselors have a responsibility to read, understand, and follow the *ACA Code of Ethics* and adhere to applicable laws and regulations.

C.2. Professional Competence

C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. *(See A.9.b., C.4.e., E.2., F.2., F.11.b.)*

C.2.b. New Specialty Areas of Practice
Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. *(See F.6.f.)*

C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education
Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment

and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. *(See A.11.b., F.8.b.)*

C.2.h. Counselor Incapacitation or Termination of Practice

When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or "records custodian" a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials

Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others

Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment

Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices.

C.3.e. Products and Training Advertisements

Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. *(See C.6.d.)*

C.3.f. Promoting to Those Served

Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, coun-

selor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications

C.4.a. Accurate Representation

Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. *(See C.2.a.)*

C.4.b. Credentials

Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees

Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence

Counselors clearly state their highest earned degree in counseling or closely related field. Counselors do not imply doctoral-level competence when only possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in counseling or related field.

C.4.e. Program Accreditation Status

Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership

Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association must clearly differentiate between professional membership, which implies the possession of at least a master's degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination

Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference,

socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility

C.6.a. Sexual Harassment

Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either

1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or
2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred.

Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties

Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. *(See B.3., E.4.)*

C.6.c. Media Presentations

When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that

1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the *ACA Code of Ethics,* and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others

Counselors do not exploit others in their professional relationships. *(See C.3.e.)*

C.6.e. Scientific Bases for Treatment Modalities

Counselors use techniques/procedures/ modalities that are grounded in

theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as "unproven" or "developing" and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. *(See A.4.a., E.5.c., E.5.d.)*

C.7. Responsibility to Other Professionals

C.7.a. Personal Public Statements
When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D

Relationships With Other Professionals

Introduction
Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches
Counselors are respectful of approaches to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients, keep the focus on how to best serve the clients.

They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. *(See A.1.a.)*

D.1.d. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. *(See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.)*

D.1.e. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.f. Personnel Selection and Assignment
Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action
Counselors take care not to harass or dismiss an employee who has acted in a responsible and ethical manner

to expose inappropriate employer policies or practices.

D.2. Consultation

D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. *(See C.2.a.)*

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. *(See A.2.a., A.2.b.)*

Section E

Evaluation, Assessment, and Interpretation

Introduction
Counselors use assessment instruments as one component of the counseling process, taking into account the client personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, psychological, and career assessment instruments.

E.1. General

E.1.a. Assessment

The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare

Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. *(See A.12.)*

E.2.b. Appropriate Use

Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients

Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client's personal or cultural context, the level of the client's understanding of the results, and the impact of the results on the client. *(See A.2., A.12.g., F.1.c.)*

E.3.b. Recipients of Results

Counselors consider the examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. *(See B.2.c., B.5.)*

E.4. Release of Data to Qualified Professionals

Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data. *(See B.1., B.3., B.6.b.)*

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis

Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity

Counselors recognize that culture affects the manner in which clients' problems are defined. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders. *(See A.2.c.)*

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology

Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis

Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information

If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. *(See A.9.b., B.3.)*

E.6.c. Culturally Diverse Populations

Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. *(See A.2.c., E.5.b.)*

E.7. Conditions of Assessment Administration

(See A.12.b., A.12.d.)

E.7.a. Administration Conditions

Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration

Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments

Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring,

counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions

Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/ Diversity in Assessment

Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. *(See A.2.c., E.5.b.)*

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting

In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments

Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

E.9.c. Assessment Services

Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. *(See D.2.)*

E.10. Assessment Security

Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results

Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/ or review of records. Counselors are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F
Supervision, Training, and Teaching

Introduction

Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients. *(See A.2.b.)*

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. *(See A.2.b., B.1.d.)*

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. *(See C.2.a., C.2.f.)*

F.2.b. Multicultural Issues/Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.3. Supervisory Relationships

F.3.a. Relationship Boundaries With Supervisees

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment. *(See C.6.a.)*

F.3.d. Close Relatives and Friends

Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships

Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of postdegree counselors encourage these counselors to adhere to professional standards of practice. *(See C.1.)*

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

F.5.a. Evaluation

Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations

Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. *(See C.2.g.)*

F.5.c. Counseling for Supervisees

If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. *(See F.3.a.)*

F.5.d. Endorsement

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.6. Responsibilities of Counselor Educators

F.6.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. *(See C.1., C.2.a., C.2.c.)*

F.6.b. Infusing Multicultural Issues/ Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.6.c. Integration of Study and Practice

Counselor educators establish education and training programs that integrate academic study and supervised practice.

F.6.d. Teaching Ethics

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. *(See C.1.)*

F.6.e. Peer Relationships

Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.

F.6.f. Innovative Theories and Techniques

When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as "unproven" or "developing" and explain to students the potential risks and ethical considerations of using such techniques/procedures.

F.6.g. Field Placements

Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

F.6.h. Professional Disclosure

Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. *(See A.2.b.)*

F.7. Student Welfare

F.7.a. Orientation

Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program's expectations:

1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. program training goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.

F.7.b. Self-Growth Experiences

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities

F.8.a. Standards for Students

Counselors-in-training have a responsibility to understand and follow the *ACA Code of Ethics* and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. *(See C.1., H.1.)*

F.8.b. Impairment

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. *(See A.1., C.2.d., C.2.g.)*

F.9. Evaluation and Remediation of Students

F.9.a. Evaluation

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students

with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. *(See C.2.g.)*

F.9.c. Counseling for Students

If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

F. 10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships

Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment. *(See C.6.a.)*

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

F.10.d. Nonprofessional Relationships

Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services

Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

F.10.f. Potentially Beneficial Relationships

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counselor educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity

Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G
Research and Publication

Introduction

Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities

G.1.a. Use of Human Research Participants

Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation From Standard Practice

Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers

When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

G.1.d. Precautions to Avoid Injury

Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. Principal Researcher Responsibility

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.1.f. Minimal Interference

Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Considerations in Research

When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants

(See A.2, A.7.)

G.2.a. Informed Consent in Research

Individuals have the right to consent to become research participants. In seeking consent, counselors use language that

1. accurately explains the purpose and procedures to be followed,
2. identifies any procedures that are experimental or relatively untried,
3. describes any attendant discomforts and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably expected,
5. discloses appropriate alternative procedures that would be advantageous for participants,
6. offers to answer any inquiries concerning the procedures,
7. describes any limitations on confidentiality,
8. describes the format and potential target audiences for the dissemination of research findings, and
9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

G.2.b. Deception

Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

G.2.c. Student/Supervisee Participation

Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one's academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.d. Client Participation

Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information

Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

G.2.f. Persons Not Capable of Giving Informed Consent

When a person is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.g. Commitments to Participants

Counselors take reasonable measures to honor all commitments to research participants. *(See A.2.c.)*

G.2.h. Explanations After Data Collection

After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.i. Informing Sponsors

Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgement.

G.2.j. Disposal of Research Documents and Records

Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. *(See B.4.a, B.4.g.)*

G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships

Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants

Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants

Researchers do not condone or subject research participants to sexual harassment.

G.3.d. Potentially Beneficial Interactions

When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results

G.4.a. Accurate Results

Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results

Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors

If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.

G.4.d. Identity of Participants

Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data is adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies

Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.5. Publication

G.5.a. Recognizing Contributions

When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

G.5.b. Plagiarism

Counselors do not plagiarize, that is, they do not present another person's work as their own work.

G.5.c. Review/Republication of Data or Ideas

Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors

Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgement that will be received.

G.5.f. Student Research

For articles that are substantially based on students course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

G.5.g. Duplicate Submission

Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

G.5.h. Professional Review

Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and use care to avoid personal biases.

Section H
Resolving Ethical Issues

Introduction

Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld.

Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law
(See F.9.a.)

H.1.a. Knowledge

Counselors understand the *ACA Code of Ethics* and other applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a

defense against a charge of unethical conduct.

H.1.b. Conflicts Between Ethics and Laws

If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations

H.2.a. Ethical Behavior Expected

Counselors expect colleagues to adhere to the *ACA Code of Ethics.* When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action. *(See H.2.b., H.2.c.)*

H.2.b. Informal Resolution

When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. Reporting Ethical Violations

If an apparent violation has substantially harmed, or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation

When uncertain as to whether a particular situation or course of action may be in violation of the *ACA Code of Ethics,* counselors consult with other counselors who are knowledgeable about ethics and the *ACA Code of Ethics,* with colleagues, or with appropriate authorities

H.2.e. Organizational Conflicts

If the demands of an organization with which counselors are affiliated pose a conflict with the *ACA Code of Ethics,* counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *ACA Code of Ethics.* When possible, counselors work toward change within the organization to allow full adherence to the *ACA Code of Ethics.* In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints

Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

H.2.g. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

H.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics.* Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the *ACA Policy and Procedures for Processing Complains of Ethical Violations* and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics.*

Glossary of Terms

Advocacy – promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.

Assent – to demonstrate agreement, when a person is otherwise not capable or competent to give formal consent (e.g., informed consent) to a counseling service or plan.

Client – an individual seeking or referred to the professional services of a counselor for help with problem resolution or decision making.

Counselor – a professional (or a student who is a counselor-in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities such as counselor educators, researchers, supervisors, practitioners, and consultants.

Counselor Educator – a professional counselor engaged primarily in developing, implementing, and supervising the educational preparation of counselors-in-training.

Counselor Supervisor – a professional counselor who engages in a formal relationship with a practicing counselor or counselor-in-training for the purpose of overseeing that individual's counseling work or clinical skill development.

Culture – membership in a socially constructed way of living, which incorporates collective values, beliefs, norms, boundaries, and lifestyles that are cocreated with others who share similar worldviews comprising biological, psychosocial, historical, psychological, and other factors.

Diversity – the similarities and differences that occur within and across cultures, and the intersection of cultural and social identities.

Documents – any written, digital, audio, visual, or artistic recording of the work within the counseling relationship between counselor and client.

Examinee – a recipient of any professional counseling service that includes educational, psychological, and career appraisal utilizing qualitative or quantitative techniques.

Forensic Evaluation – any formal assessment conducted for court or other legal proceedings.

Multicultural/Diversity Competence – a capacity whereby counselors possess cultural and diversity awareness and knowledge about self and others, and how this awareness and knowledge is applied effectively in practice with clients and client groups.

Multicultural/Diversity Counseling – counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts.

Student – an individual engaged in formal educational preparation as a counselor-in-training.

Supervisee – a professional counselor or counselor-in-training whose counseling work or clinical skill development is being overseen in a formal supervisory relationship by a qualified trained professional.

Supervisor – counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.

Teaching – all activities engaged in as part of a formal educational program designed to lead to a graduate degree in counseling.

Training – the instruction and practice of skills related to the counseling profession. Training contributes to the ongoing proficiency of students and professional counselors.

LEGISLATIVE UPDATE

Presented to Los Rios Community College District Board of Trustees

Strategic Education Services – March 8, 2023

END OF 2021-22 LEGISLATIVE SESSION

- 5,129 Total Bills, Constitutional Amendments, and Resolutions

- Nearly 2,100 total bills signed into law

- Significantly more vetoes in 2022 than in 2021 due to budget constraints

- 2021 saw fewer total bills due to COVID restrictions on hearing schedules

CAL GRANT UPDATES IN 2022

- Assemblymember Jose Medina made several attempts in 2021-22 legislative session to enact the Cal Grant Reform Act (AB 1456 + AB 1746) – one vetoed, one held

- AB 183 Higher Education TBL enacted the Cal Grant Reform Act, set to begin in the 2024-25 academic year if funding is included in the annual Budget Act

- Establishes the Cal Grant 2 award specifically for students at California Community Colleges

CAL GRANT UPDATES IN 2022 ctd…

- Cal Grant 2 Awards
    - Eligibility requirements include CA resident status, FAFSA or Dream Act applicant, maintain satisfactory progress as at least a half-time student, and qualify based on income status
    - Award amounts based on 2020-21 maximum per-student awards, adjusted by annual CPI
    - Intent is to cover the total cost of attendance at a California Community College, including housing, food, books, transportation, and tuition/fees.

NOTABLE LEGISLATION IN 2021-22 (CHAPTERED)

- SB 641 (Skinner) – CalFresh for College Students Act

- SB 1141 (Limon) – Exemption from Payment of Nonresident Tuition

- AB 102 (Holden) – CCAP Partnerships: County Offices of Education

- AB 927 (Medina) – Statewide Baccalaureate Degree Program

- AB 1111 (Berman) – Common Course Numbering System

- AB 1187 (Irwin) – Community Colleges: Tutoring

- AB 1491 (McCarty) – Adult Education Consortia: Carryover of Allocated Funds

- AB 1705 (Irwin) – Matriculation: Assessments

- AB 2449 (Rubio) – Open Meetings: Teleconferences

2023-24 LEGISLATIVE SESSION

- 40 newly elected officials between Assembly and Senate

- Democrats hold super-majority in both houses

- Assembly Speaker Designee Robert Rivas takes over in July 2023

- 2,633 total bills introduced by February 17 deadline

- Leadership tempering member expectations due to budget constraints

2023-24 ASSEMBLY SPEAKER TRANSITION

- Speaker of the Assembly is typically elected for a two-year term at the beginning of each legislative session.

- Assemblymember Robert Rivas previously called for a mid-session vote in May 2022, but failed to garner enough votes from Democratic Caucus members.

- Current Speaker, Anthony Rendon, has agreed to transition out of the leadership position on June 30, 2023, at which point Speaker-Designee Robert Rivas takes over.

- What does that mean for Assembly Committee Chairs and Assignments?

2023 ASSEMBLY COMMITTEES

- Assembly Budget Subcommittee on Education Finance
  - Asm. Kevin McCarty* (Chair) – D-Sacramento
  - Asms. Alvarez, Cervantes, Dahle, Fong, Muratsuchi, Sanchez

- Assembly Higher Education Committee
  - Asm. Mike Fong (Chair) – D-Monterey Park
  - Asms. Ta, Addis, Arambula, Gabriel, Irwin, Low, Ortega, Sanchez, Santiago, Wallis, Weber

- Assembly Appropriations Committee
  - Asm. Chris Holden (Chair) – D-Pasadena
  - Asms. Dahle, Bryan, Carrillo, Dixon, Fong, Calderon, Hart, Lowenthal, Mathis, Papan, Pellerin, Rivas, Sanchez, Weber, Wilson*

*Denotes local representative

2023 SENATE COMMITTEES

- Senate Budget Subcommittee on Education Finance
  - Sen. John Laird (Chair) – D-Monterey
  - Sens. Min, Ochoa-Bogh, Smallwood-Cuevas

- Senate Education Committee
  - Sen. Josh Newman (Chair) – D-Fullerton
  - Sens. Ochoa-Bogh, Cortese, Glazer, McGuire, Smallwood-Cuevas, Wilk

- Senate Appropriations Committee
  - Sen. Anthony Portantino (Chair) – D-Glendale
  - Sens. Jones, Ashby*, Bradford, Seyarto, Wahab, Wiener

*Denotes local representative

2023 NOTABLE LEGISLATION – FINANCIAL AID & STUDENT LOANS

- SB 1 (Glazer), SB 25 (Skinner), SB 220 (Budget), AB 26 (Fong), AB 35 (Budget) Personal Income Tax Law: Exclusions: Student Loan Forgiveness
  - All three bills state the intent of the Legislature to exclude from Personal Income Tax calculations certain student loan amounts that are forgiven or discharged between 2020 and 2026.

- AB 25 (McCarty) – Postsecondary Education: Debt-Free College
  - Currently intent language, however conversations with author's staff indicate intent to enact legislation that targets additional resources towards students from middle-income families

2023 NOTABLE LEGISLATION – BASIC NEEDS

- Student Housing
  - AB 358 (Addis) – Community College Districts: Student Housing
    - Requires DGS to approve plans for campus residential housing projects upon request

- Food Insecurity
  - AB 928 (Reyes) – CalFresh Data Dashboard: Students
    - Increases certain reporting requirements of the State Department of Social Services related to monitoring of student access to CalFresh at institutions of higher education

- Mental Health
  - AB 1575 (Irwin) – Postsecondary Education: Student Mental Health
    - Currently intent language relating to student mental health at California Community College campuses
    - LRCCD Student Lobby Day in February focused heavily on this subject.

2023 NOTABLE LEGISLATION – DUAL ENROLLMENT

- AB 359 (Holden) – Pupil Instruction: Dual Enrollment: CCAP Partnerships
  - Requires the CA Department of Education and the CCC Chancellor's Office to provide technical support and services for CCAP partnerships; and adds reporting requirements for the CCAP partnerships entered into by K-12 LEAs and CCCs.

- AB 368 (Holden) – CCAP Partnerships
  - Establishes priority enrollment for community college courses based on CCAP partnership programs; and adds reporting requirements by the Chancellor's Office.

2023 NOTABLE LEGISLATION – WORKFORCE DEVELOPMENT

- AB 1370 (Ta) – California Community Colleges Economic and Workforce Development Program

  - This bill, in its current form, makes various changes to the current Economic and Workforce Development Program. Additional amendments are forthcoming.

  - The California Community Colleges Chancellor's Office is primary sponsor/supporter, currently engaging in outreach efforts to community college advocacy groups.

COMPETING EDUCATION BOND BILLS

- AB 247 (Muratsuchi)
  - Similar to AB 75 (O'Donnell) in 2021-22
  - Provides $____ billion for K-14 education facilities

- SB 28 (Glazer)
  - Similar to SB 22 (Glazer) in 2021-22
  - Provides $____ billion for K-12, CCC, CSU, and UC
  - Higher Ed funding intended for health facility uses

QUESTIONS?

David Neben, CEO
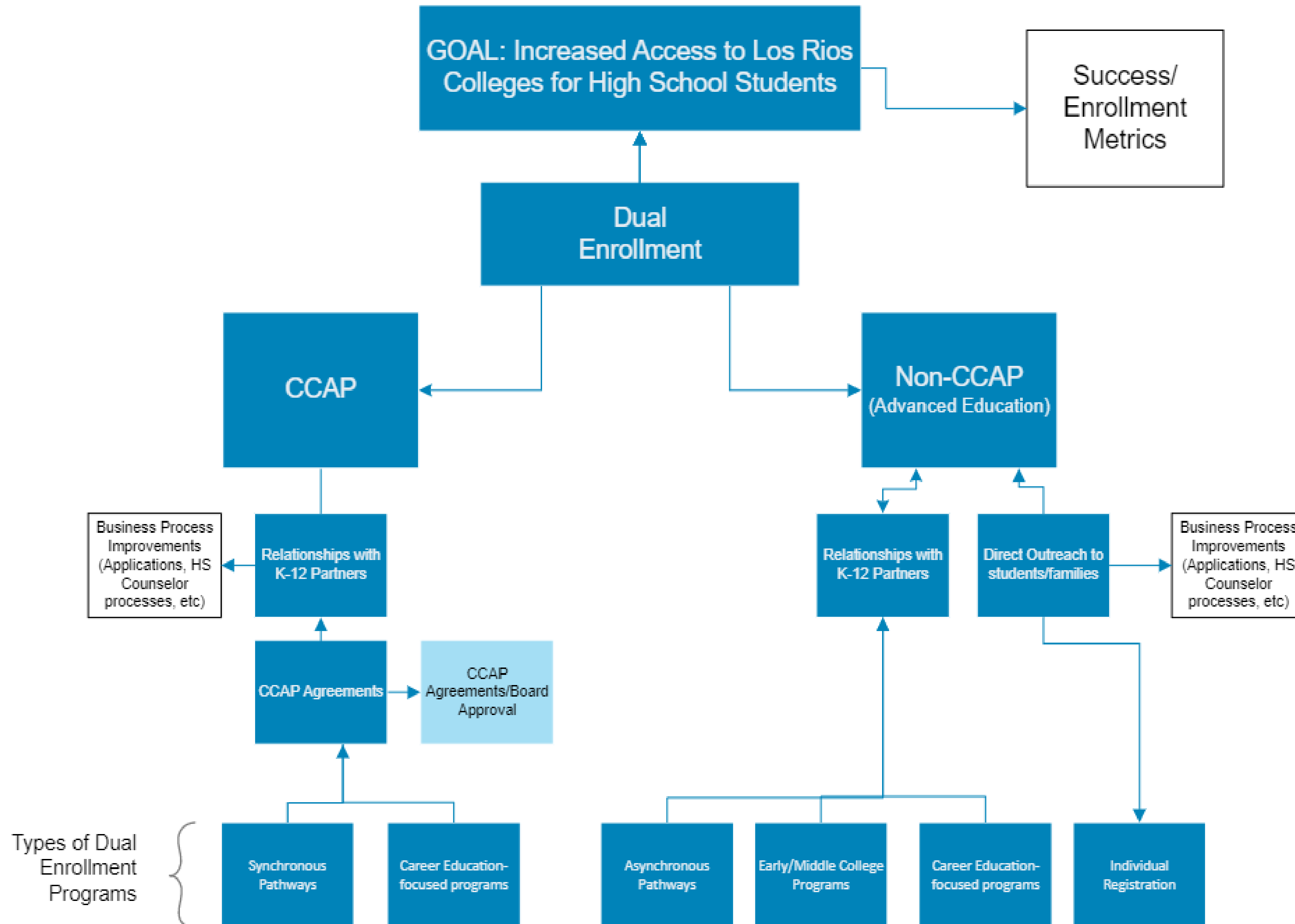
Strategic Education Services

dneben@strategicadvocates.com

1. Current and In-Progress MOUs with School Districts and Charter Schools

2. Enrollment and Success Data

3. College Plans

GOAL: Increased Access to Los Rios Colleges for High School Students

Success/ Enrollment Metrics

Dual Enrollment

CCAP

Non-CCAP (Advanced Education)

Business Process Improvements (Applications, HS Counselor processes, etc)

Relationships with K-12 Partners

Relationships with K-12 Partners

Direct Outreach to students/families

Business Process Improvements (Applications, HS Counselor processes, etc)

CCAP Agreements

CCAP Agreements/Board Approval

Types of Dual Enrollment Programs

Synchronous Pathways

Career Education-focused programs

Asynchronous Pathways

Early/Middle College Programs

Career Education-focused programs

Individual Registration

Current and In-Progress MOUs with Unified School Districts

- **ARC**
  - Center Joint Unified
  - Natomas Unified
  - San Juan Unified
  - Twin Rivers Unified
- **CRC**
  - Elk Grove Unified
- **FLC**
  - El Dorado Union High
  - Folsom-Cordova Unified
- **SCC**
  - Davis Joint Unified
  - Sacramento City Unified (In Progress)
  - Washington Unified (Spring 2023)
- **Districtwide**
  - Sacramento County Office of Education

LOS RIOS COMMUNITY COLLEGE DISTRICT

Current and In-Progress MOUs with Charter Schools

- **ARC**
  - Aspire Alexander Twilight Secondary Academy
  - Capital College & Career Academy
  - Gateway Community Charters
  - Marconi Learning Academy
  - Natomas Charter School
  - Natomas Pacific Pathways Preparatory*
  - Westlake Charter School*

- **SCC**
 - Sacramento Charter High School
  - The MET*

- **Districtwide**
  - Visions in Education

*Denotes "dependent" charter school. A "dependent" charter operates like any other charter under state Ed Code, but they are managed and governed by the authorizing district's school board and subject to that district's collective bargaining agreements. Whereas "Independent" charters are *authorized* by school boards, but managed by third party independent organizations, and are not required to follow all of the policies of the authorizing district.

LOS RIOS COMMUNITY COLLEGE DISTRICT

LRCCD SPRING FIRST CENSUS ENROLLMENT
Advanced Education and Dual Enrollment Students
Spring 2019 through Spring 2023
March 2023

LRCCD Advanced Education/Dual Enrollment Students Spring First Census Enrollment: Spring 2019 through Spring 2023
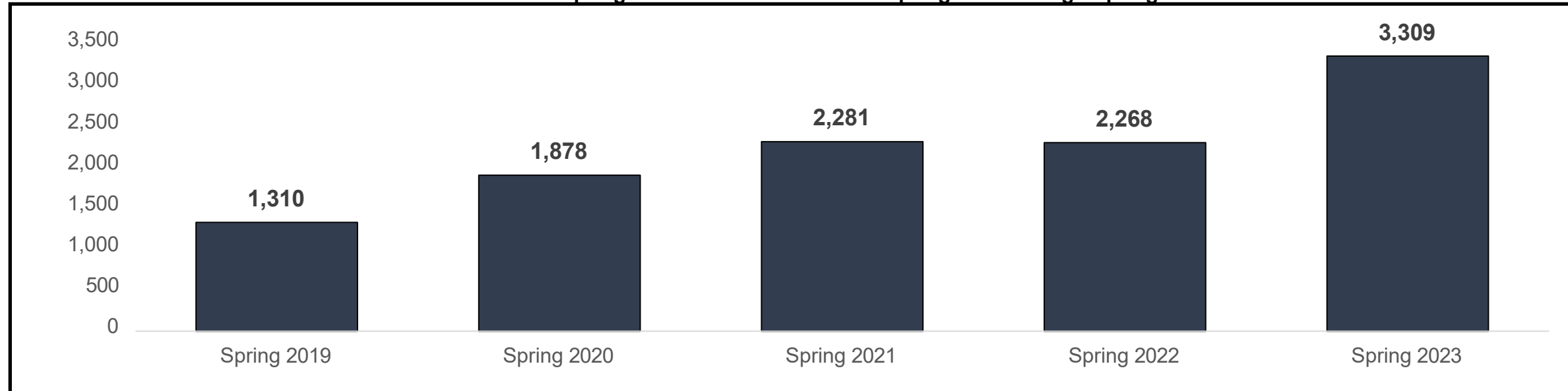

	LRCCD	Annual % Change
Spring 2019	1,310	
Spring 2020	1,878	43.4
Spring 2021	2,281	21.5
Spring 2022	2,268	-0.6
Spring 2023	3,309	45.9

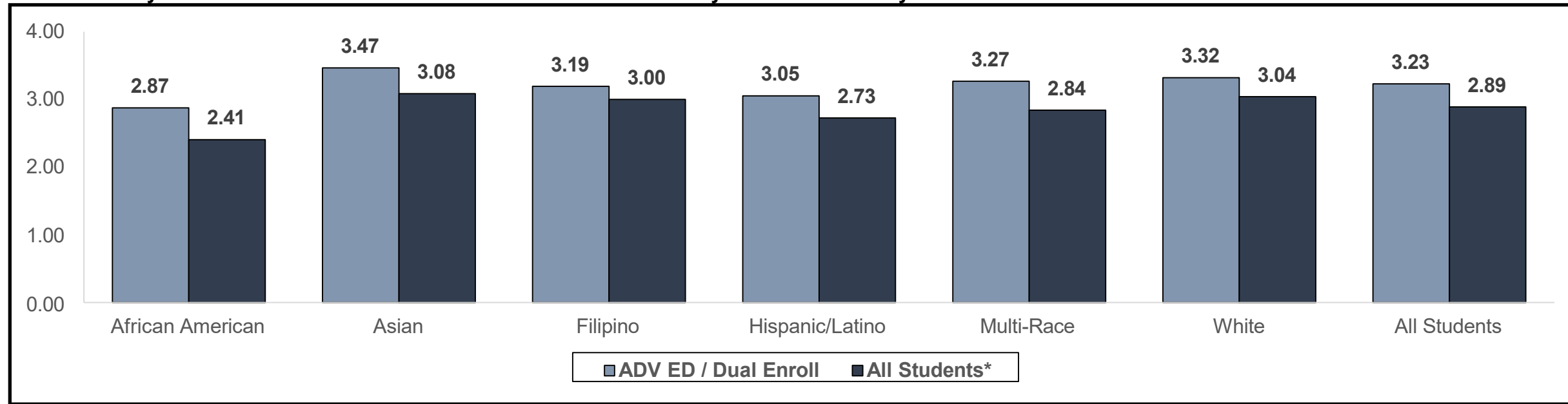**LRCCD Advanced Education/Dual Enrollment Students First Census Enrollment by Race and Ethnicity: Spring 2023**
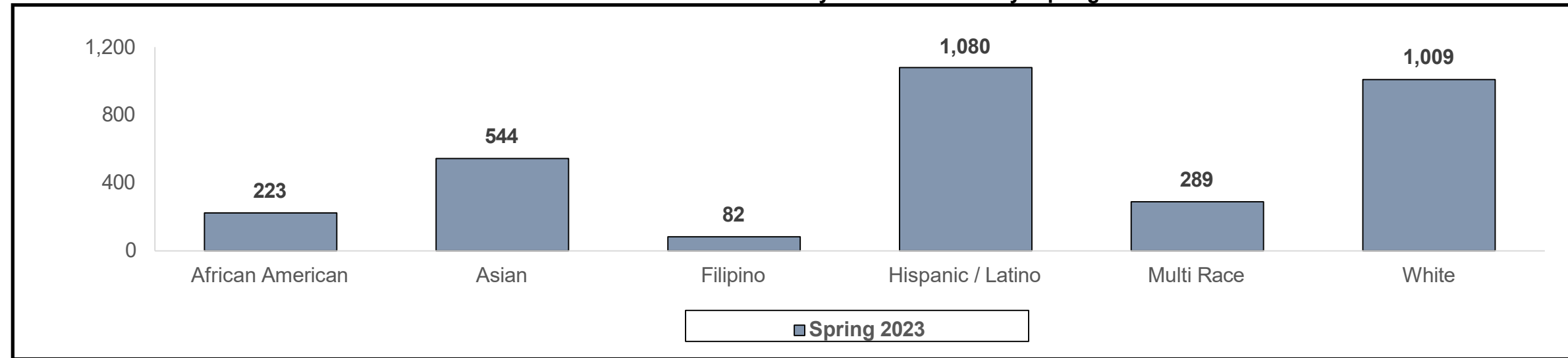
	African American	% Annual Change	Asian	% Annual Change	Filipino	% Annual Change	Hispanic / Latino	% Annual Change	Multi-Race	% Annual Change	White	% Annual Change
Spring 2019	78		211		34		333		96		529	
Spring 2020	99	26.9	283	34.1	41	20.6	545	63.7	142	47.9	607	14.7
Spring 2021	151	52.5	362	27.9	55	34.1	666	22.2	214	50.7	755	24.4
Spring 2022	185	22.5	383	5.8	56	1.8	745	11.9	183	-14.5	663	-12.2
Spring 2023	223	20.5	544	42.0	82	46.4	1,080	45.0	289	57.9	1,009	52.2

LRCCD Advanced Education/Dual Enrollment Students and All Students Enrollment by Race and Ethnicity (percent of total enrollment): Spring 2023 First Census
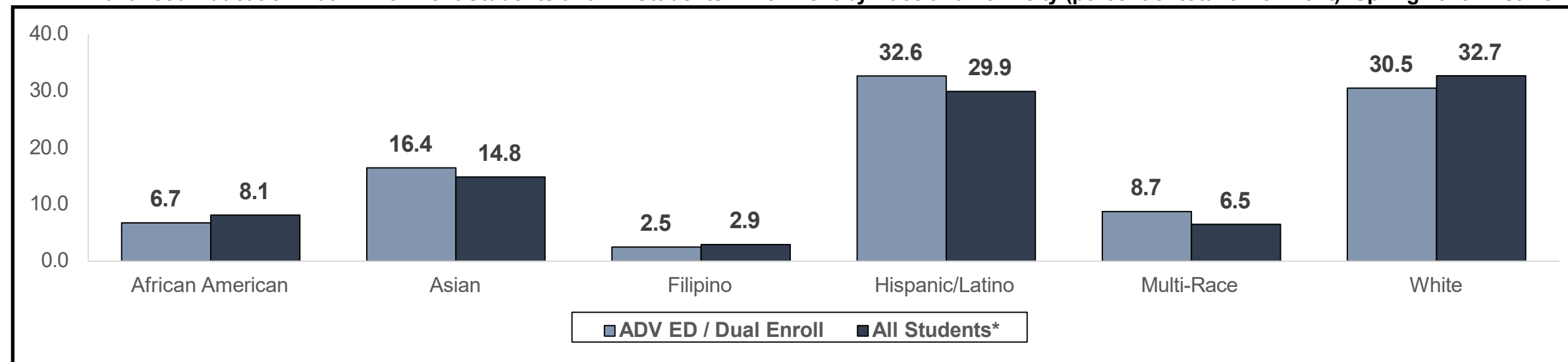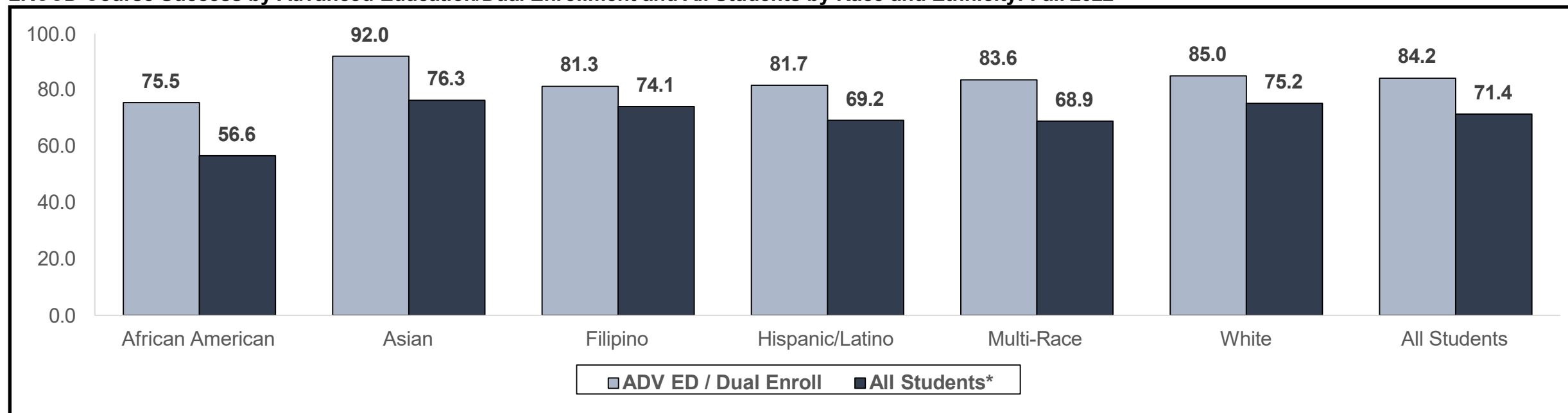

*All student enrollment proportions based excludes Advanced Education and Dual Enrollment students.
Data does not include Pacific Islander and unknown race/ethnicity as such proportions may not total 100%

LRCCD GPA by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	2.87	2.41
Asian	3.47	3.08
Filipino	3.19	3.00
Hispanic/Latino	3.05	2.73
Multi-Race	3.27	2.84
White	3.32	3.04
All Students	3.23	2.89

LRCCD Course Success by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	75.5	56.6
Asian	92.0	76.3
Filipino	81.3	74.1
Hispanic/Latino	81.7	69.2
Multi-Race	83.6	68.9
White	85.0	75.2
All Students	84.2	71.4

Technical Notes:
Advanced Education and Dual Enrollment student enrollment counts based on Enrollment Status ='Special Admit". Data includes all Special Admit students (Advanced Education, Dual Enrollment which includes those students in CCAP programs/courses).
Spring data based on First Census. Fall 2022 Outcomes based on End of Semester Data
Enrollment for "all students' excludes Advanced Education/Dual Enrollment students
Source:
LRCCD Research Database (Spring first census and Fall end of semester)

Advanced Education and Dual Enrollment Students (Fall 2022)
**By Asian Ethnicity Categories**
March 2023

CCCApply Ethnicity	Unduplicated Headcount	Average of Unit Load	Average of Units Completed	Course Success %	Average of Term GPA
Asian	636	4.45	4.14	92.03%	3.46
Hmong	117	4.51	4.02	88.95%	3.14
Vietnamese	93	4.27	4.15	97.42%	3.73
Afghan	42	4.24	3.60	87.10%	3.38
Pakistani	31	4.41	4.41	100.00%	3.48
Hawaiian	25	3.65	2.92	72.73%	2.77
Other Asian	24	5.25	4.21	82.50%	3.36
Laotian	20	4.60	3.95	87.50%	3.08
Fijian	13	3.62	3.08	80.00%	3.04

- Data reflect NEW students who completed CCCApply after Fall 2019 when the question was first added to the application.
- The new ethnicity question on CCCApply is two-tiered; students first select a general category, for example Asian; students can then choose to select from multiple ethnicity categories. A student can choose NOT to select from the ethnicity categories (they would be counted as Asian) *OR* students can select multiple categories; so a *student may be counted more than once* depending on their selection choice.
- Data reflect those categories where there are at least ten students; date reflect those students who selected Asian *and* Pacific Islander ethnicity categories.

Source: LRCCD End of Semester Research Database

AMERICAN RIVER COLLEGE SPRING FIRST CENSUS ENROLLMENT
Advanced Education and Dual Enrollment Students
Spring 2019 through Spring 2023
March 2023

ARC Advanced Education/Dual Enrollment Students Spring First Census Enrollment: Spring 2019 through Spring 2023
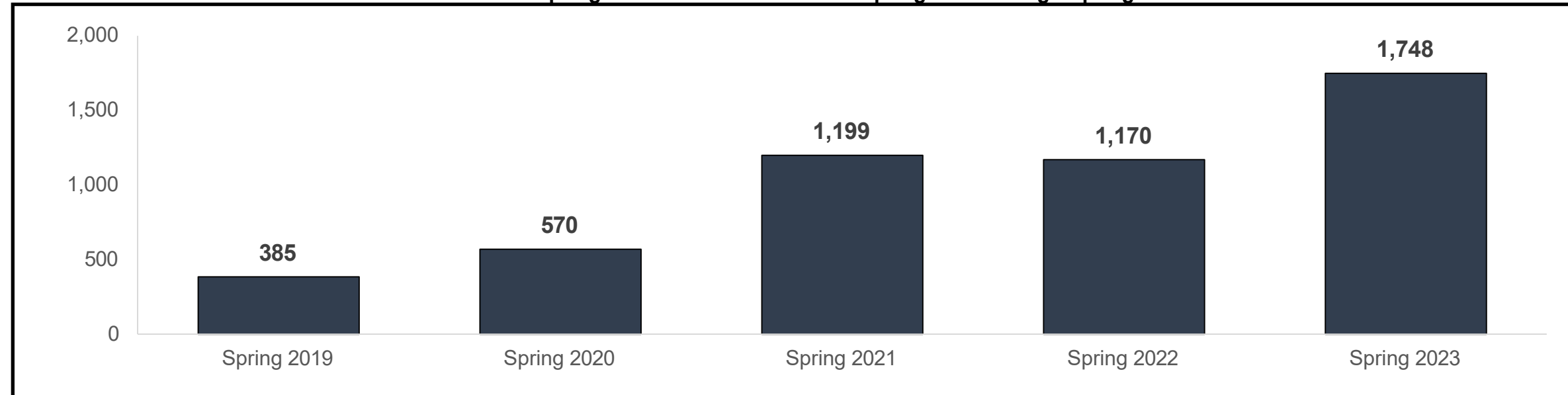

	ARC	Annual % Change
Spring 2019	385	
Spring 2020	570	48.1
Spring 2021	1,199	110.4
Spring 2022	1,170	-2.4
Spring 2023	1,748	49.4

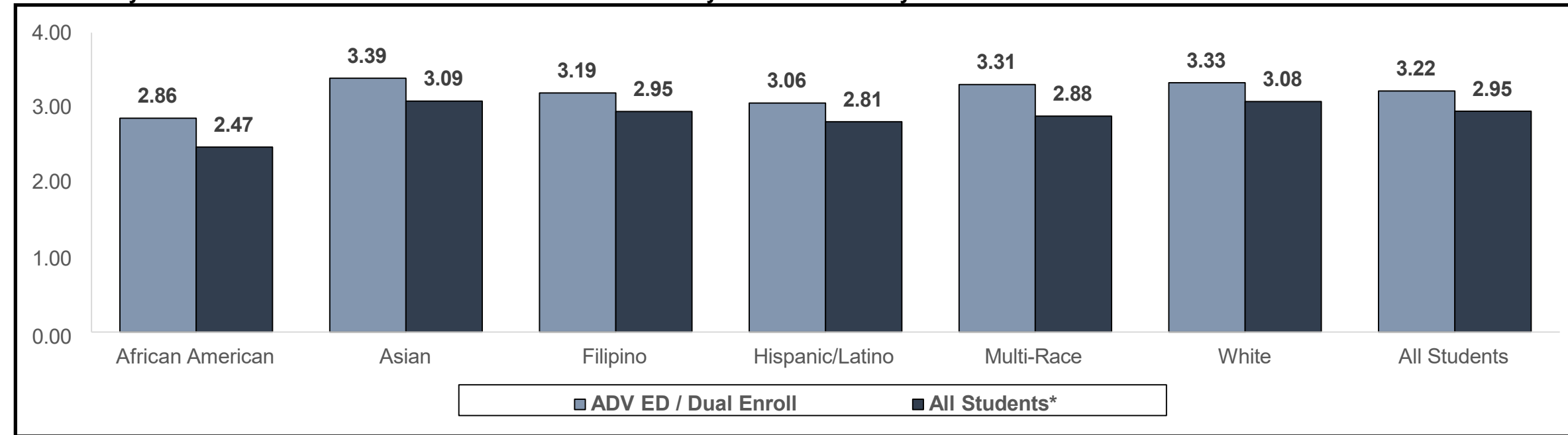**ARC Advanced Education/Dual Enrollment Students First Census Enrollment by Race and Ethnicity: Spring 2023**
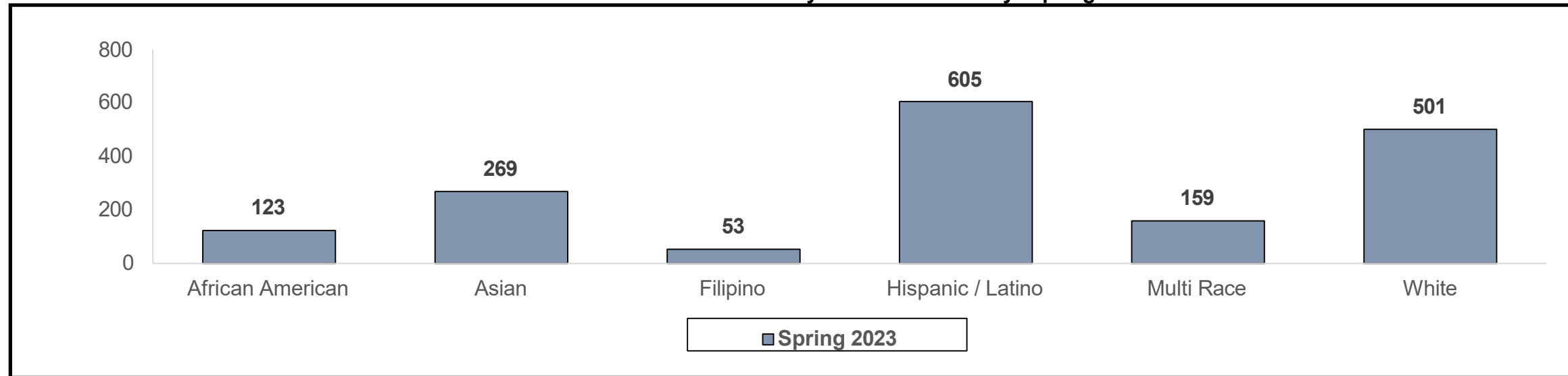
	African American	% Annual Change	Asian	% Annual Change	Filipino	% Annual Change	Hispanic / Latino	% Annual Change	Multi-Race	% Annual Change	White	% Annual Change
Spring 2019	22		52		16		99		30		158	
Spring 2020	32	45.5	51	-1.9	21	31.3	165	66.7	39	30.0	216	36.7
Spring 2021	75	134.4	174	241.2	32	52.4	415	151.5	117	200.0	347	60.6
Spring 2022	76	1.3	206	18.4	39	21.9	426	2.7	91	-22.2	308	-11.2
Spring 2023	123	61.8	269	30.6	53	35.9	605	42.0	159	74.7	501	62.7

ARC Advanced Education/Dual Enrollment Students and All Students Enrollment by Race and Ethnicity (percent of total enrollment): Spring 2023 First Census
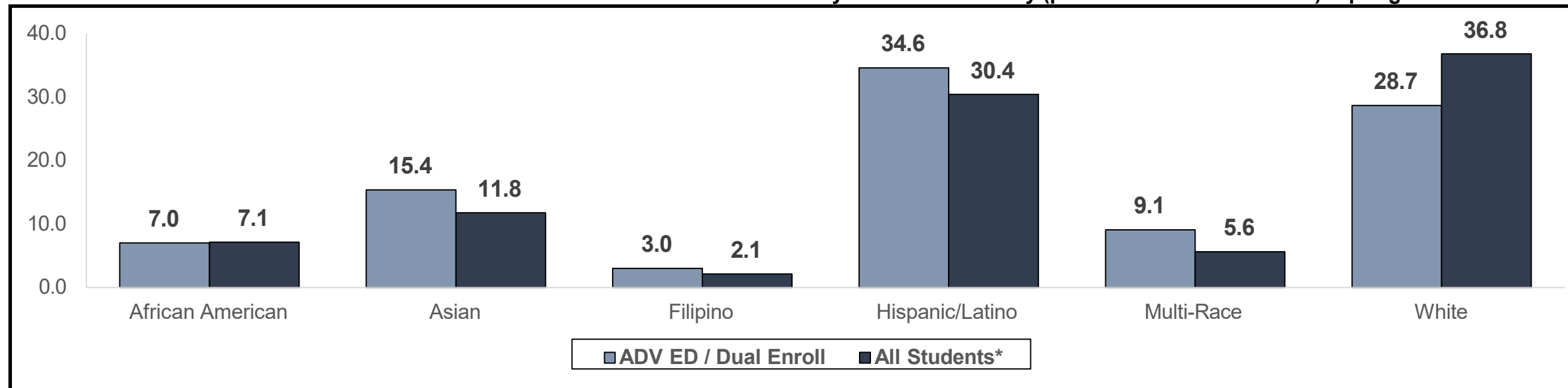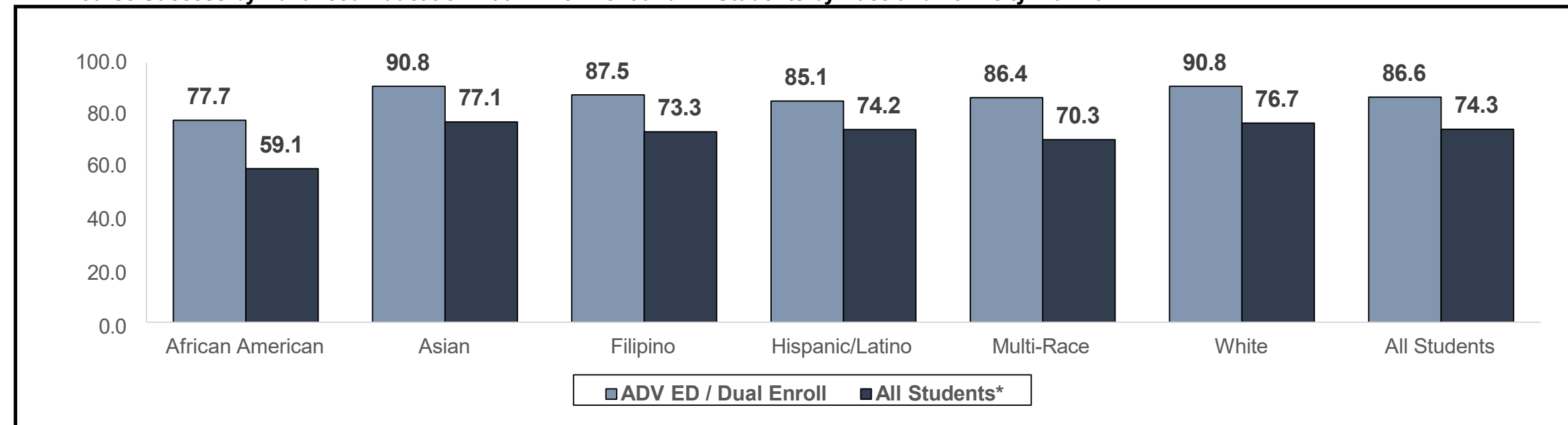

*All student enrollment proportions based excludes Advanced Education and Dual Enrollment students.
Data does not include Pacific Islander and unknown race/ethnicity as such proportions may not total 100%

ARC GPA by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	2.86	2.47
Asian	3.39	3.09
Filipino	3.19	2.95
Hispanic/Latino	3.06	2.81
Multi-Race	3.31	2.88
White	3.33	3.08
All Students	3.22	2.95

ARC Course Success by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	77.7	59.1
Asian	90.8	77.1
Filipino	87.5	73.3
Hispanic/Latino	85.1	74.2
Multi-Race	86.4	70.3
White	90.8	76.7
All Students	86.6	74.3

Technical Notes:
Advanced Education and Dual Enrollment student enrollment counts based on Enrollment Status ='Special Admit". Data includes all Special Admit students (Advanced Education, Dual Enrollment which includes those students in CCAP programs/courses).
Spring data based on First Census. Fall 2022 Outcomes based on End of Semester Data
Enrollment for "all students' excludes Advanced Education/Dual Enrollment students
Source:
LRCCD Research Database (Spring first census and Fall end of semester)

COSUMNES RIVER COLLEGE SPRING FIRST CENSUS ENROLLMENT
Advanced Education and Dual Enrollment Students
Spring 2019 through Spring 2023
March 2023

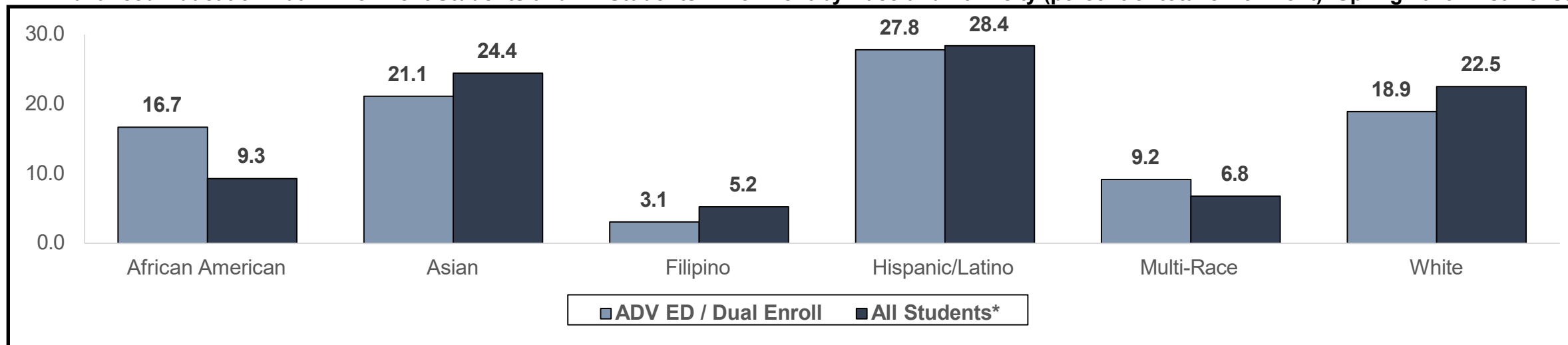**CRC Advanced Education/Dual Enrollment Students Spring First Census Enrollment: Spring 2019 through Spring 2023**
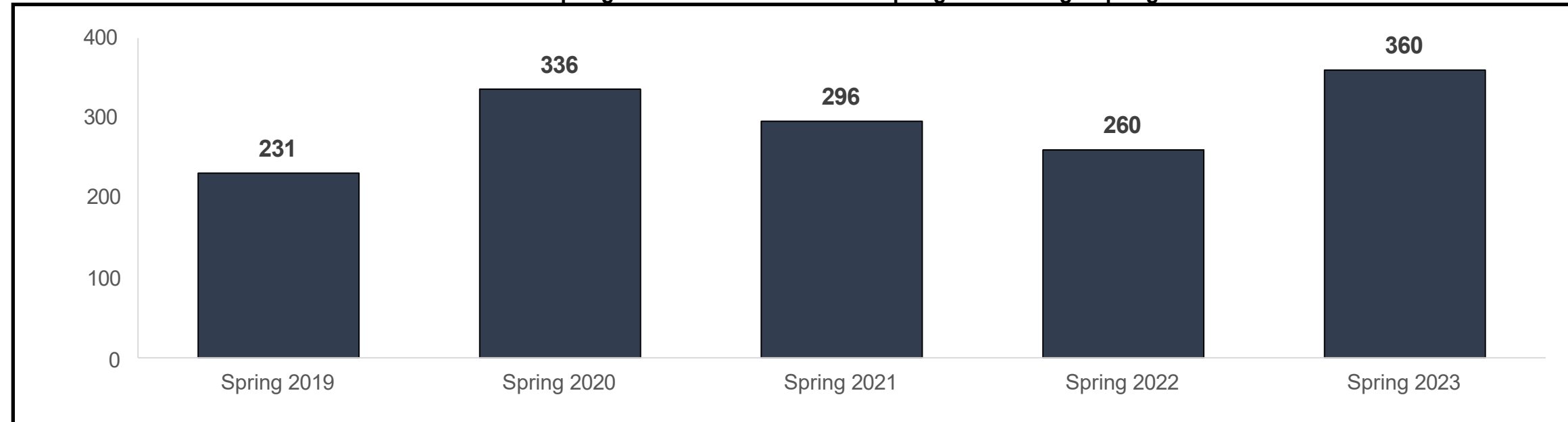
	CRC	Annual % Change
Spring 2019	231	
Spring 2020	336	45.5
Spring 2021	296	-11.9
Spring 2022	260	-12.2
Spring 2023	360	38.5

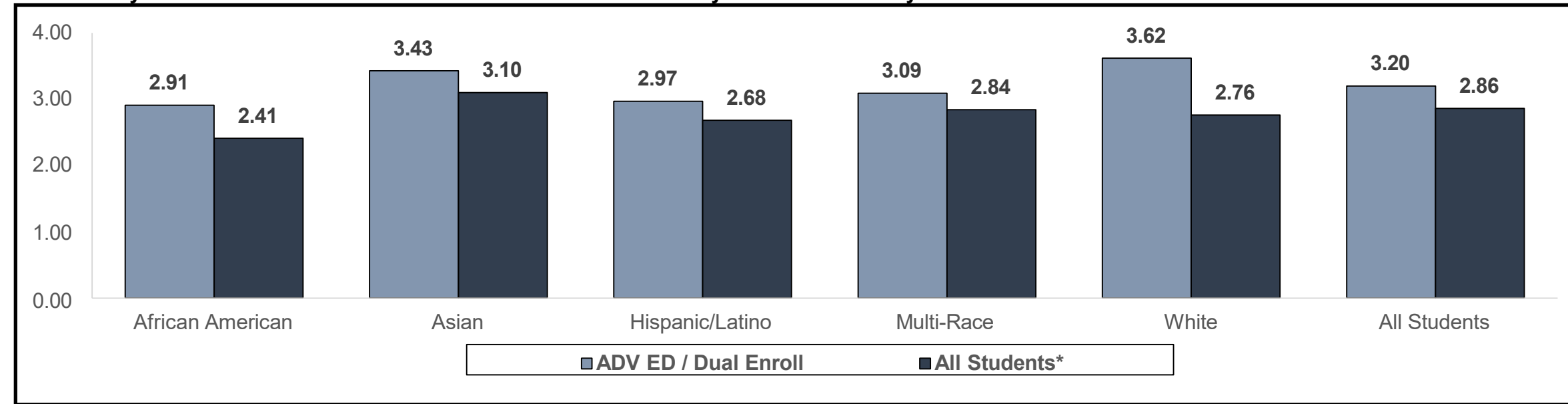**CRC Advanced Education/Dual Enrollment Students First Census Enrollment by Race and Ethnicity: Spring 2023**
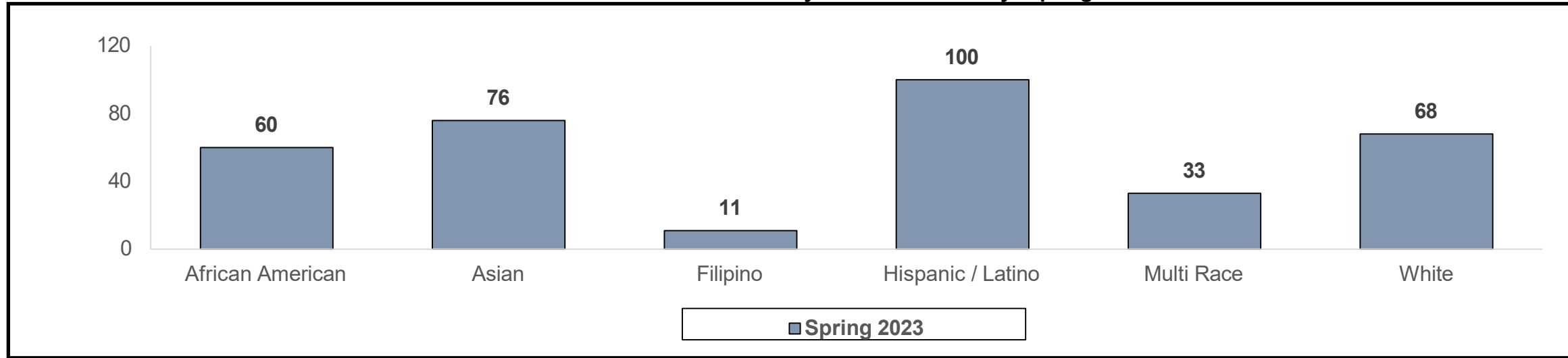
	African American	% Annual Change	Asian	% Annual Change	Filipino	% Annual Change	Hispanic / Latino	% Annual Change	Multi-Race	% Annual Change	White	% Annual Change
Spring 2019	28		64		9		54		20		53	
Spring 2020	42	50.0	86	34.4	11	22.2	82	51.9	28	40.0	56	5.7
Spring 2021	47	11.9	61	-29.1	10	-9.1	71	-13.4	25	-10.7	72	28.6
Spring 2022	62	31.9	46	-24.6	9	-10.0	73	2.8	25	0.0	38	-47.2
Spring 2023	60	-3.2	76	65.2	11	22.2	100	37.0	33	32.0	68	78.9

CRC Advanced Education/Dual Enrollment Students and All Students Enrollment by Race and Ethnicity (percent of total enrollment): Spring 2023 First Census
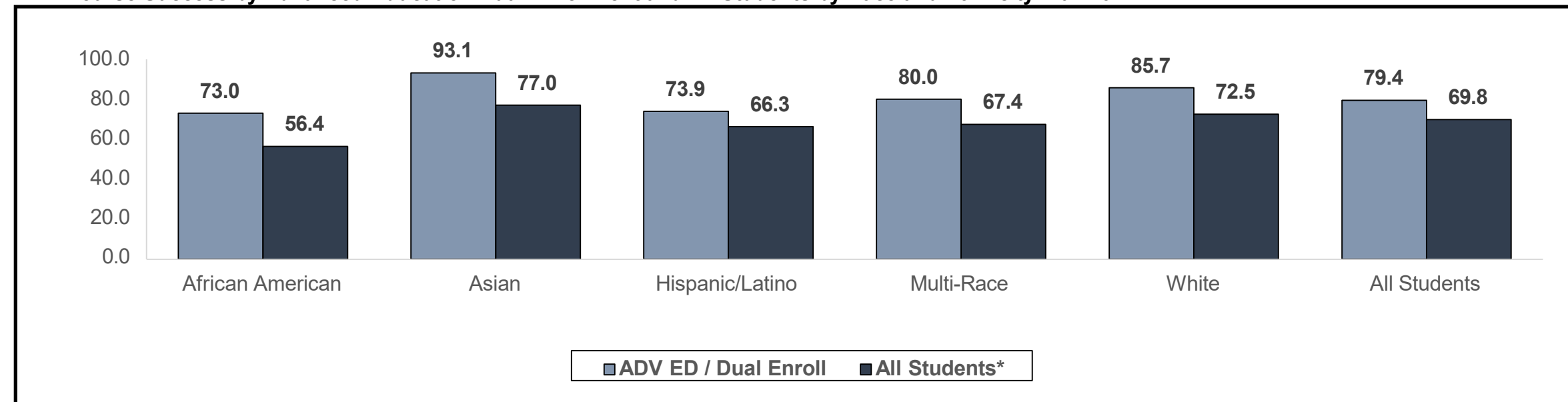

*All student enrollment proportions based excludes Advanced Education and Dual Enrollment students.
Data does not include Pacific Islander and unknown race/ethnicity as such proportions may not total 100%

CRC GPA by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	2.91	2.41
Asian	3.43	3.10
Hispanic/Latino	2.97	2.68
Multi-Race	3.09	2.84
White	3.62	2.76
All Students	3.20	2.86

CRC Course Success by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	73.0	56.4
Asian	93.1	77.0
Hispanic/Latino	73.9	66.3
Multi-Race	80.0	67.4
White	85.7	72.5
All Students	79.4	69.8

Outcome data not provided for Filipino students due to small cell size

Technical Notes:
Advanced Education and Dual Enrollment student enrollment counts based on Enrollment Status ='Special Admit". Data includes all Special Admit students (Advanced Education, Dual Enrollment which includes those students in CCAP programs/courses).
Spring data based on First Census. Fall 2022 Outcomes based on End of Semester Data
Enrollment for "all students' excludes Advanced Education/Dual Enrollment students
Source:
LRCCD Research Database (Spring first census and Fall end of semester)

FOLSOM LAKE COLLEGE SPRING FIRST CENSUS ENROLLMENT
Advanced Education and Dual Enrollment Students
Spring 2019 through Spring 2023
March 2023

FLC Advanced Education/Dual Enrollment Students Spring First Census Enrollment: Spring 2019 through Spring 2023

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
	302	305	333	288	432
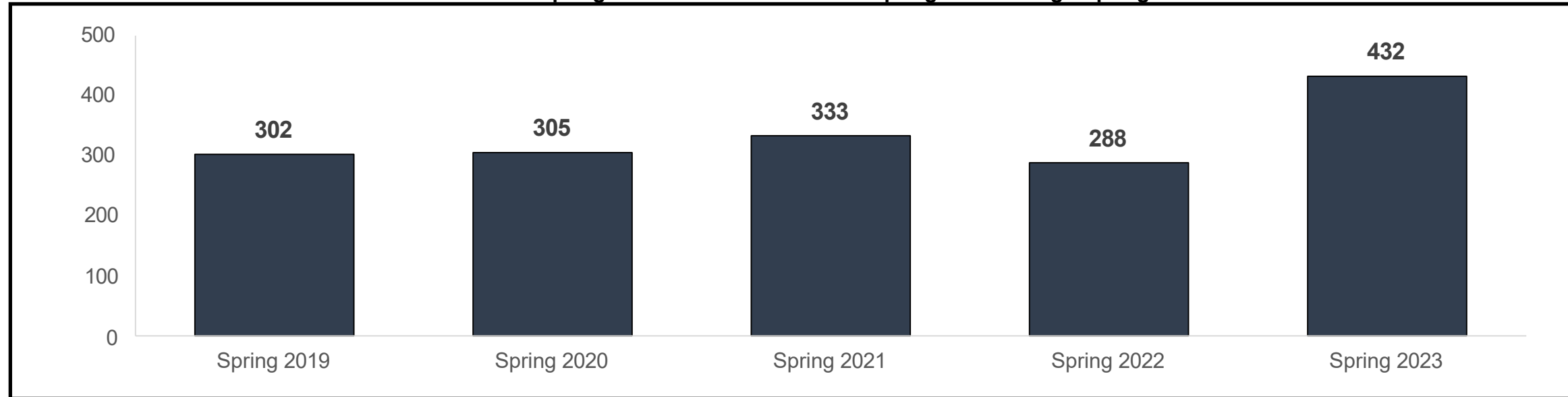
	FLC	**Annual % Change**
Spring 2019	302	
Spring 2020	305	1.0
Spring 2021	333	9.2
Spring 2022	288	-13.5
Spring 2023	432	50.0

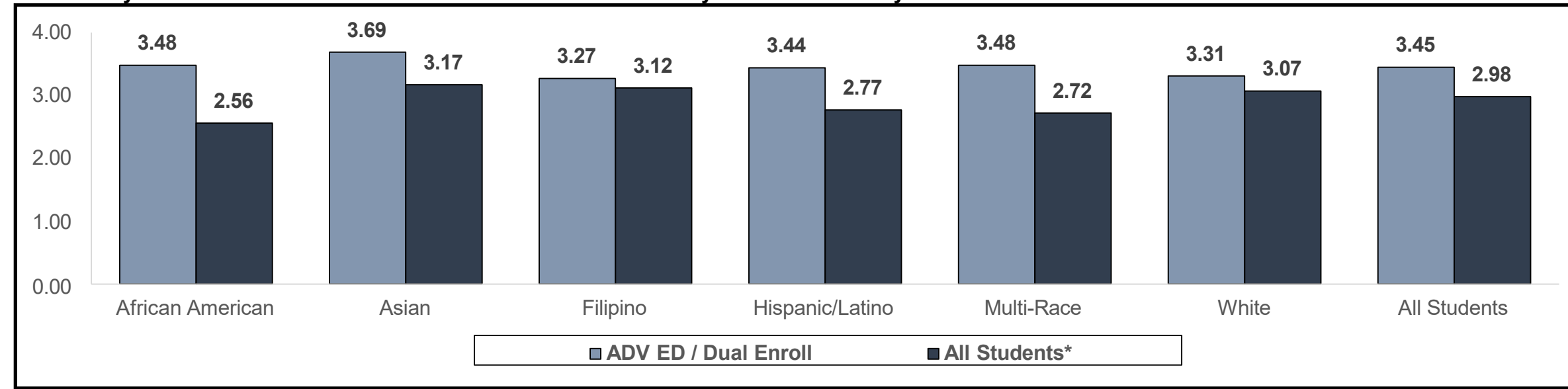**FLC Advanced Education/Dual Enrollment Students First Census Enrollment by Race and Ethnicity: Spring 2023**
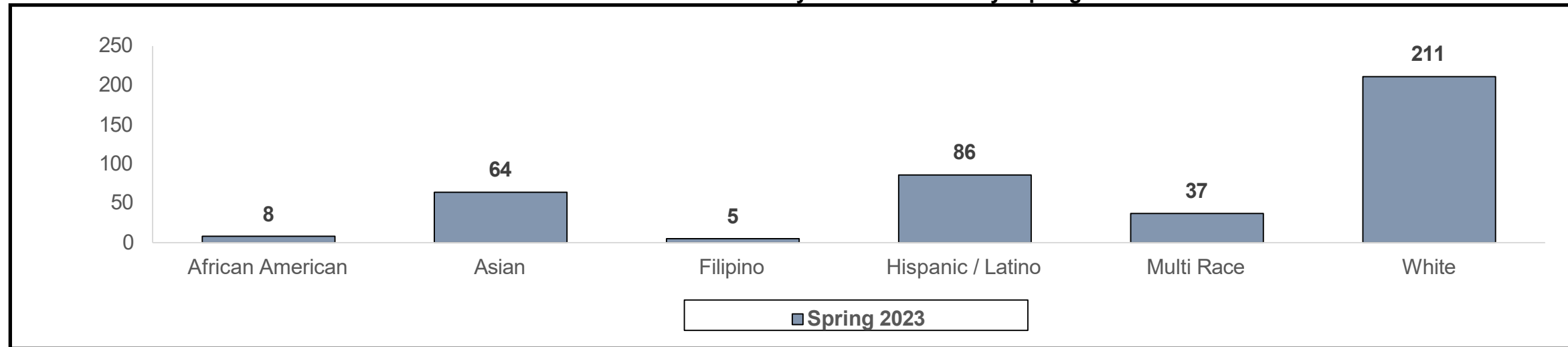
	African American	% Annual Change	Asian	% Annual Change	Filipino	% Annual Change	Hispanic / Latino	% Annual Change	Multi-Race	% Annual Change	White	% Annual Change
Spring 2019	2		31		2		40		20		197	
Spring 2020	2	0.0	36	16.1	1	-50.0	40	0.0	25	25.0	170	-13.7
Spring 2021	3	50.0	44	22.2	4	300.0	47	17.5	27	8.0	192	12.9
Spring 2022	10	233.3	36	-18.2	3	-25.0	35	-25.5	27	0.0	168	-12.5
Spring 2023	8	-20.0	64	77.8	5	66.7	86	145.7	37	37.0	211	25.6

FLC Advanced Education/Dual Enrollment Students and All Students Enrollment by Race and Ethnicity (percent of total enrollment): Spring 2023 First Census
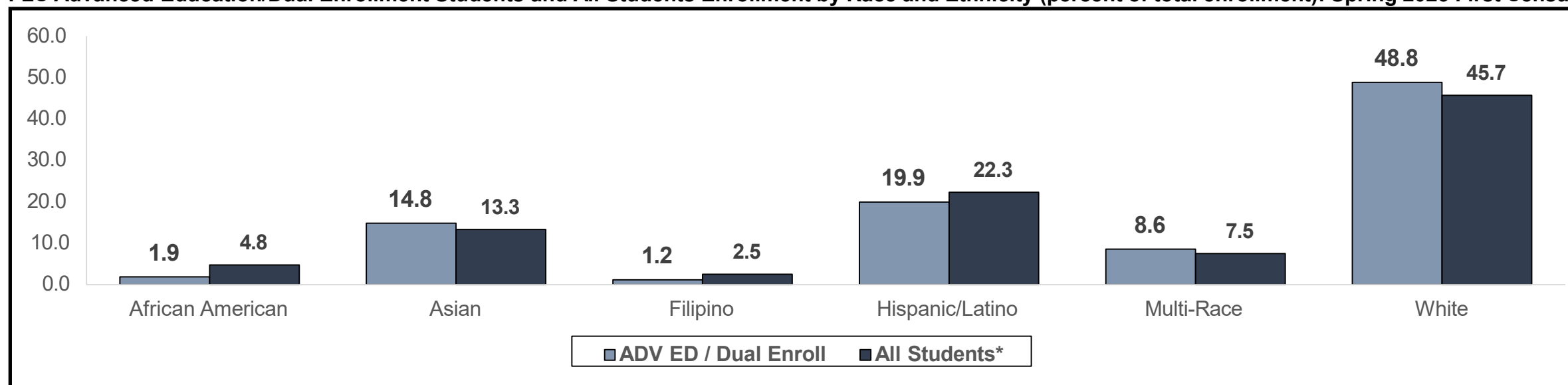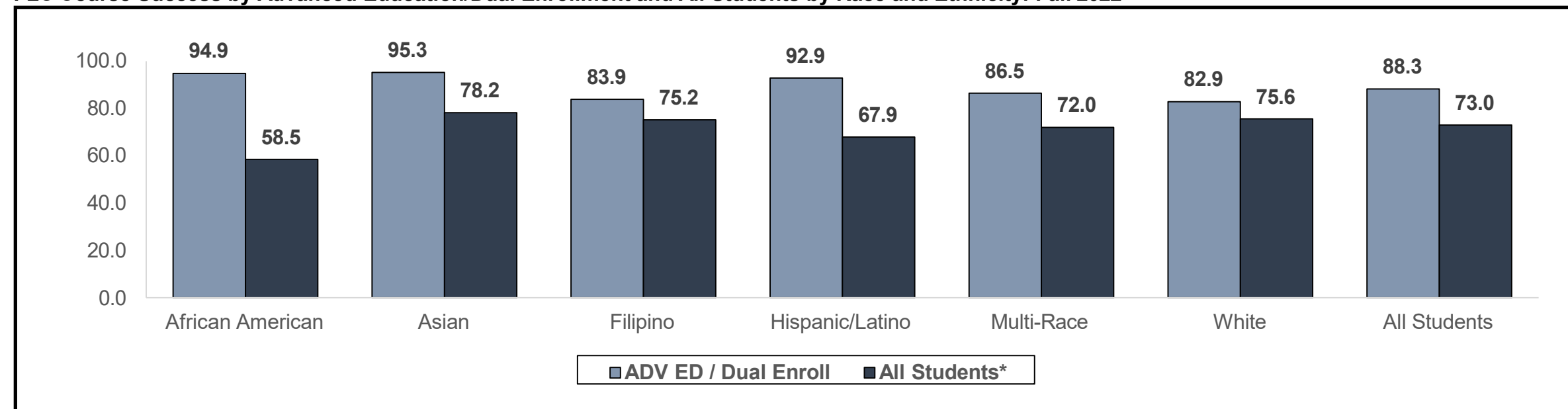

*All student enrollment proportions based excludes Advanced Education and Dual Enrollment students.
Data does not include Pacific Islander and unknown race/ethnicity as such proportions may not total 100%

FLC GPA by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	3.48	2.56
Asian	3.69	3.17
Filipino	3.27	3.12
Hispanic/Latino	3.44	2.77
Multi-Race	3.48	2.72
White	3.31	3.07
All Students	3.45	2.98

FLC Course Success by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	94.9	58.5
Asian	95.3	78.2
Filipino	83.9	75.2
Hispanic/Latino	92.9	67.9
Multi-Race	86.5	72.0
White	82.9	75.6
All Students	88.3	73.0

Technical Notes:
Advanced Education and Dual Enrollment student enrollment counts based on Enrollment Status ='Special Admit". Data includes all Special Admit students (Advanced Education, Dual Enrollment which includes those students in CCAP programs/courses).
Spring data based on First Census. Fall 2022 Outcomes based on End of Semester Data
Enrollment for "all students' excludes Advanced Education/Dual Enrollment students
Source:
LRCCD Research Database (Spring first census and Fall end of semester)

SACRAMENTO CITY COLLEGE SPRING FIRST CENSUS ENROLLMENT
Advanced Education and Dual Enrollment Students
Spring 2019 through Spring 2023
March 2023

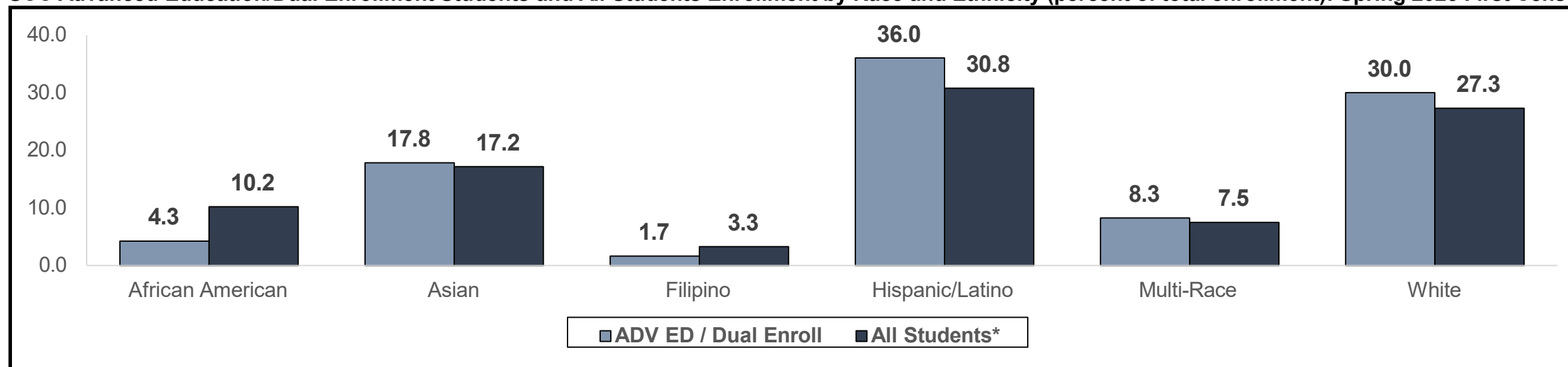**SCC Advanced Education/Dual Enrollment Students Spring First Census Enrollment: Spring 2019 through Spring 2023**
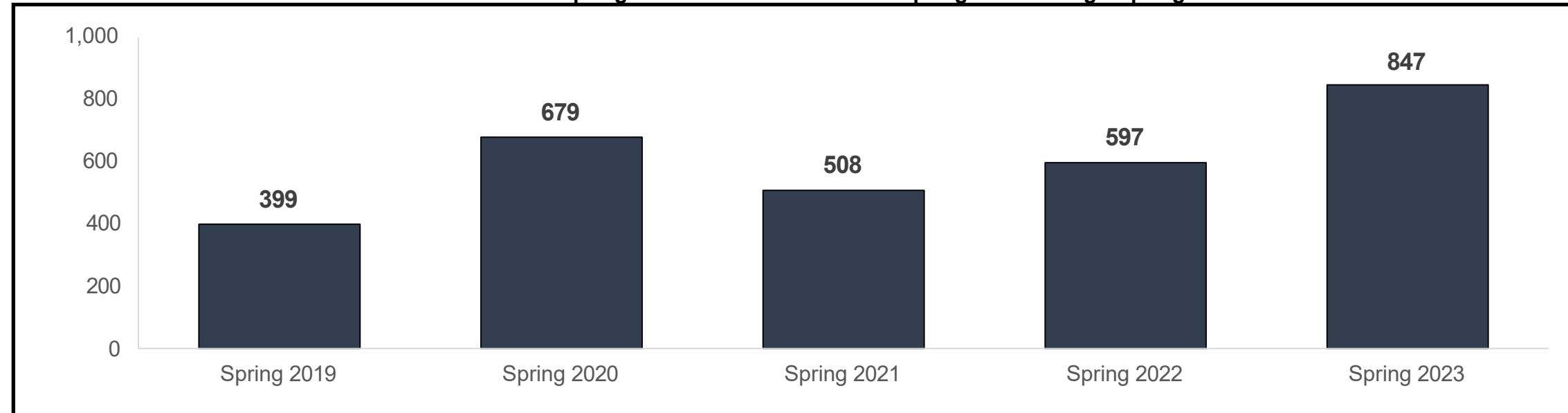
	SCC	Annual % Change
Spring 2019	399	
Spring 2020	679	70.2
Spring 2021	508	-25.2
Spring 2022	597	17.5
Spring 2023	847	41.9

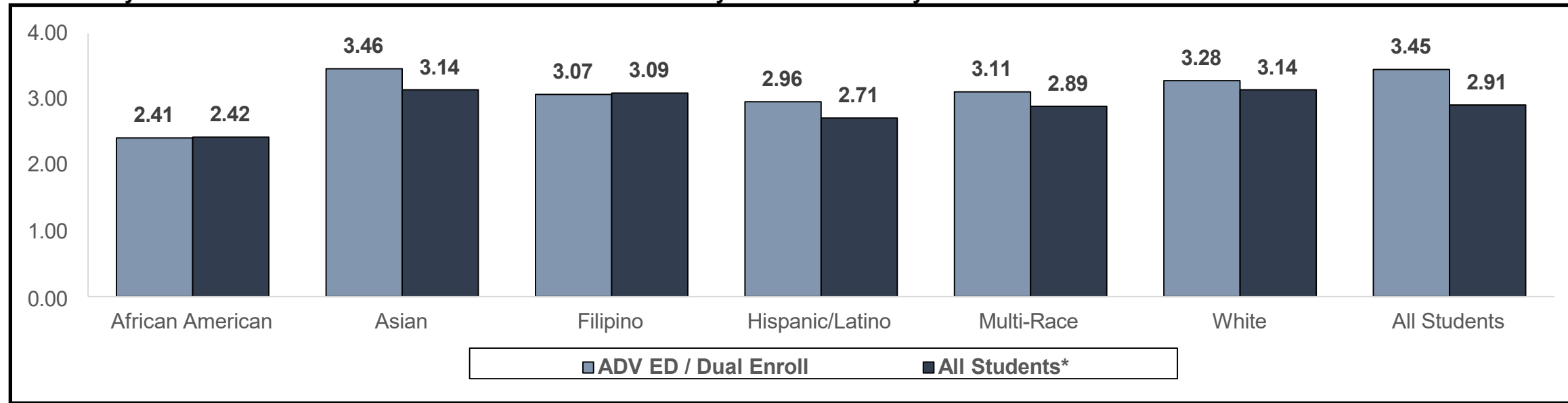**SCC Advanced Education/Dual Enrollment Students First Census Enrollment by Race and Ethnicity: Spring 2023**
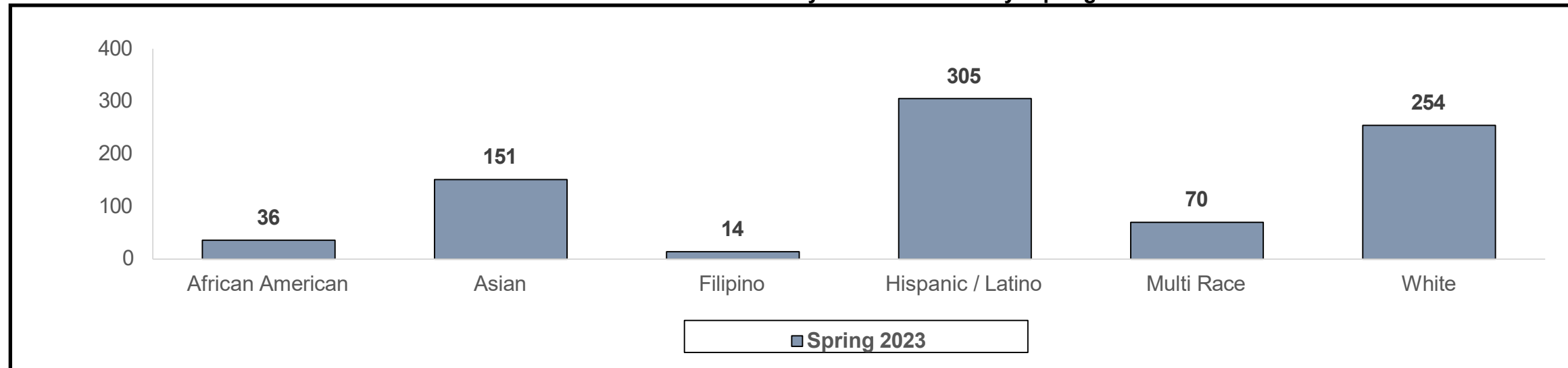
	African American	% Annual Change	Asian	% Annual Change	Filipino	% Annual Change	Hispanic / Latino	% Annual Change	Multi-Race	% Annual Change	White	% Annual Change
Spring 2019	26		64		7		143		26		125	
Spring 2020	23	-11.5	113	76.6	8	14.3	264	84.6	50	92.3	168	34.4
Spring 2021	27	17.4	97	-14.2	9	12.5	143	-45.8	51	2.0	166	-1.2
Spring 2022	43	59.3	103	6.2	6	-33.3	221	54.5	44	-13.7	166	0.0
Spring 2023	36	-16.3	151	46.6	14	133.3	305	38.0	70	59.1	254	53.0

SCC Advanced Education/Dual Enrollment Students and All Students Enrollment by Race and Ethnicity (percent of total enrollment): Spring 2023 First Census
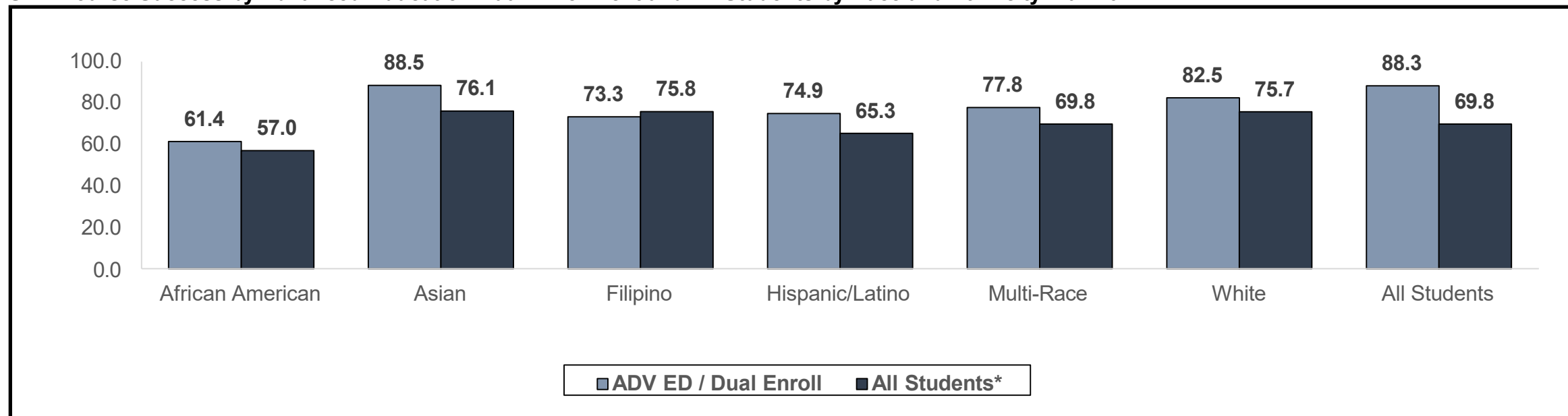

*All student enrollment proportions based excludes Advanced Education and Dual Enrollment students.
Data does not include Pacific Islander and unknown race/ethnicity as such proportions may not total 100%

SCC GPA by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	2.41	2.42
Asian	3.46	3.14
Filipino	3.07	3.09
Hispanic/Latino	2.96	2.71
Multi-Race	3.11	2.89
White	3.28	3.14
All Students	3.45	2.91

SCC Course Success by Advanced Education/Dual Enrollment and All Students by Race and Ethnicity: Fall 2022

Race/Ethnicity	ADV ED / Dual Enroll	All Students*
African American	61.4	57.0
Asian	88.5	76.1
Filipino	73.3	75.8
Hispanic/Latino	74.9	65.3
Multi-Race	77.8	69.8
White	82.5	75.7
All Students	88.3	69.8

Technical Notes:
Advanced Education and Dual Enrollment student enrollment counts based on Enrollment Status ='Special Admit". Data includes all Special Admit students (Advanced Education, Dual Enrollment which includes those students in CCAP programs/courses).
Spring data based on First Census. Fall 2022 Outcomes based on End of Semester Data
Enrollment for "all students' excludes Advanced Education/Dual Enrollment students
Source:
LRCCD Research Database (Spring first census and Fall end of semester)

American River College

- Overview of Model
    - Face to Face Classes (Inderkum High School)
    - CTE Classes (Highlands High School and San Juan High School)
    - Online Classes with Support at High School (at Scale)

Successes

- Served 1,748 students in Spring 2023
- Top local feeder High Schools
  - Inderkum High School (198)
  - Bella Vista High (127)
  - Del Campo High (122)
  - Rio Linda High (108)
  - Highlands High (69)
  - Grant Union High (67)
- Exemplary Dual Enrollment School

Plans for Expanding Dual Enrollment

- Grow Enrollment
- Strengthen Transitions For Students

Current and Emerging Work/Ideas

CRC Opportunities

- Assigned CRC Dual Enrollment Outreach
  Support through onboarding process
  Timely reminders
- Tutoring and Academic Support including DSPS
- Zero-Cost Textbook

EGUSD Opportunities

- Homeroom (Support for students during the school day)
- Dual credit and GPA benefits
- Technology Support
- Identify a point person for CE and GE dual enrollment

Early Successes in Dual Enrollment
34-Unit CalGETC General Education Pathways: Grades 9-10

Grade	Course	Units	CalGETC*	DE
9	DANCE 386 - Dance History OR ARTH 300 - Art Appreciation	3	3A - Arts	100%
9	HUM 332 - American Humanities	3	3B - Humanities	100%
10	COMM 301 - Intro to Public Speaking	3	1C - English Communication	100%
10	ETHNS 300 - Intro to Ethnic Studies	3	7 - Ethnic Studies	100%

Potential to complete more than 1 year of GE requirements
before starting college!

* Example. CalGETC is still under development with implementation planned for Fall '25.

Dual Enrollment 34-Unit CalGETC General Education Pathway: Grades 11-12

Grade	Course	Units	CalGETC*	DE
10/11 - Summer	PSYC 340 - Abnormal Psychology OR PSYC 356 - Human Sexuality OR SOC 310 - Marriage and the Family	3	4 - Soc & Beh Sci	100%
11	GEOG 300 - Physical Geography	3	5A - Physical Science	100%
11	BIOL 308 - Contemporary Biology	3	5B - Biological Science	100%
11	GEOG 301 - Physical Geography Lab OR BIOL 309 - Contemporary Biology Lab	1	5C - Laboratory	100%
11/12 Summer	POLS 301 - Intro to Poli Sci OR HIST 311 - History of US (1865 - present) OR HIST 321 - History of US (African Amer Emphasis)	3	4 - Soc & Beh Sci	100%
12	ENGWR 300 - College Composition	3	1A - English Communication	100%
12	ENGWR 302 - Adv Comp and Critical Thinking (prerequisite of ENGWR 300)	3	1B - English Communication	100%
12	MATH 300 - Intro to Math Ideas OR ECON 310 - Stats for Business and Econ	3	2 - Math Concepts and Quant Reasoning	100%

Future Plans and Expansion

- Fall 22 CRC president and team met with each comprehensive high school principal

- Late fall held 2nd joint executive team meeting with EGUSD

- Established parallel workgroups headed by EGUSD Deputy Superintendent Mark Cerutti and CRC VPI Dr. Robert Montanez

- March 22 & 29 joint workgroup will convene to review district and college dual enrollment challenges, barriers, opportunities and outreach strategies

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COSUMNES
RIVER COLLEGE

FLC: Current Dual Enrollment Model

- Offer a variety of career and college-oriented classes in hybrid and online.

- Prioritize Advanced Education while the college expands Dual Enrollment.

- Targeted Outreach to partnership high schools that include Folsom-Cordova USD, El Dorado Union HSD, Visions in Education and Pacific Crest Academy.

FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

FLC: Early Successes

- Expanded Dual Enrollment from 8 sections in fall 2022 to 10 sections in spring 2023.

- Courses offered include Allied Health, College Success, Sociology, Computer Information Systems, and Humanities.

- Expanded the partnership with El Dorado Union and Folsom-Cordova School Districts.

FLC: Plans for Expanding Dual Enrollment

- Broaden the partnerships by offering more online (asynchronous) and hybrid courses.

- Double the number of dual enrollment courses spring 2024.

- Imbed staff at the high schools to provide wrap around services for students.

- Offer College Success (HCD) at three high schools for fall 2023.

- Work with schools to strategically identify and offer more Career Education (CE) Programs.

Sacramento City College

- Current Model:
  - HSI Title V Grant
  - Targeted Outreach and Enrollment
  - Wrap-around student support services of matriculation, registration, orientation with imbedded student support specialists in classes
  - Professional development opportunities for high-school partners and for SCC employees

SACRAMENTO
CITY COLLEGE
EST. 1916

Early Successes:

- Received HSI Title V grant focused on dual enrollment, providing staffing for efforts

- Current offering for CSU/UC transfer pathways with courses that support inclusivity such as Ethnic Studies commonly requested by high schools

- Warm handoffs from high school to SCC

- Strong community partnerships with high schools (DJUSD)

- Culturally-responsive partnerships with families

  - Information delivered in Spanish

  - Involving family in onboarding—info nights

SACRAMENTO CITY COLLEGE EST. 1916

Plans for Expanding:

- Finalizing MOUs with Washington Unified and Sac City Unified
- Expanding course offerings with existing districts/high schools to include more career education classes
- Creating a middle college high school on the main SCC campus

SACRAMENTO CITY COLLEGE
EST. 1916

Thank You

District EdTech - 02/23/23

Online Proctoring

During the LMS Coordinators meeting, the faculty reaffirmed the decision to not renew the Proctorio contract for the 23/24 academic year. The decision was brought forth to the EdTech committee and was again supported by the faculty.

The tool is inequitable in its design and none of the alternatives explored from the proctoring workgroups meet the criteria. The following is the timeline of online proctoring discussions supporting the decision.

2020

- October
  - Test Proctoring Feedback Survey At CRC - 76% of faculty respondents were aware of equity issues with online proctoring
- November
  - [DETC Report to DAS discussed establishing proctoring workgroup](#)

2021

- January
  - [DETC Report to DAS established Proctoring Workgroup](#)
  - Sought faculty participation for the workgroup to evaluate proctoring needs in Los Rios
- Test Proctoring Workgroup established to review current & possible alternatives for online proctoring. Made up of faculty from each college and a student representative
- Evaluation of the following online proctoring providers
  - [Proctorio](#)(current provider)
  - [Proctor U](#)
  - [Examsoft](#)
  - [Honorlock](#)
  - [ProctorFree](#)
  - [MonitorEDU](#)
  - Honorlock & Proctorio are put forth as recommended possibilities if an online proctoring solution is needed
- Discussion within LMS Coordinators & District EdTech continue on the need for proctoring and the inequities of the tools.
- Through discussions and review, Honorlock was eliminated as they were unable to utilize students' preferred names.

2022

- January - April

- - - Continued discussion ultimately culminating in the decision by the LMS Coordinators to move forward with no online proctoring service due to no viable option that met the criteria in an equitable manner
  - May 2022 - LMS Coordinators forward a message to District to notify faculty of the decision - no message was forwarded.
  - September 2022 - [DETC Report to DAS mentions sunsetting Proctorio in June 2023](#)
  - October - December
    - DETC Reports to Academic Senate include updates on continued discussions for removal of Proctorio
    - Conversations shift to include deactivation of some features of Proctorio to bring it to a more equitable state for Spring 2023

2023

- Features of Proctorio were disabled that mitigated several of the inequities such as room scanning.
  - Equity issues persist as the tool only works with the Chrome browser with an extension installed.
- Proctorio can still be fully utilized by a small subset of faculty
- Discussion brought to Senate about a Proctorio "reset" that would make sure all faculty have access to the same features

Local POCR Data Report

Data was presented showing the variance of success rates in online courses that went through the Local Peer Online Course Review (POCR) process. Success rates for the courses pre and post POCR were quite high. There was discussion around the data selection process, including how courses occurring during the pandemic should be handled. No statistical models were presented. A request was made to see the selection process of the data as well as any statistical models used.
There was a brief discussion on what Local POCR may look like moving forward with no guarantee of funds.

Artificial Intelligence (AI) and ChatGPT-like large language models

Brief discussion around identifying issues that tools like ChatGPT may present to faculty. A suggestion was made to work to identify those issues at a college level and bring them forth to EdTech to craft a uniform "best practices" with regards to AI tools so students across the district have the same policies.

Los Rios CCD
Proposed Regulatory Changes:
Student Parents

Presentation to

Los Rios District Academic Senate

March 7, 2023

Compliance: Student Parent Priority

- R-2211 is amended to add P-0 registration for student parents pursuant to AB2881.
  - A student parent is defined in education code as, "a student who has a child or children under 18 years of age who will receive more than half of their support from that student."
  - Per education code, Districts are required to implement by July 1st, 2023.

Family Resource Webpages

- [AB2881](#) also required districts to develop and implement webpage(s) with resources for students with children by February 1, 2023.
  - CRC already had an existing page we used as the model
  - Launched 2/1/23
  - [ARC Family Resources](#)
  - [CRC Family Resources](#)
  - [FLC Family Resources](#)
  - [SCC Family Resources](#)

LOS RIOS COMMUNITY COLLEGE DISTRICT

Proposed Regulation Review Timeline

- DESSC reviewed 2/27/23
- DAS update 3/7/23
- DAS first read of regs 3/21/23
- DAS 2nd read April 4, 2023
- Chancellor's Cabinet April 17, 2023
- Legislative deadline to implement by July 1, 2023
  - Priority reg for summer: March 6 & 7
  - Priority reg for fall: April 17-20

LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Other regulatory updates:

- Dual enrollment clean-up of language in ancillary regulations (spring 2023)

- Begin review and discussion of other regulatory updates:
  - Academic renewal for students impacted by AB705 (fall 2023)
  - Other title 5 changes (example, EW's, P/NP)

LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Closing Comments/Next Steps

- *Feedback on proposed regs welcomed*
    - *Sonia Ortiz-Mercado, AVC of Ed Services & Student Success*
    - *Jason Ralphs, DIrector of Admissions & Records*