

# KAPI`OLANI COMMUNITY COLLEGE COUNSELING FACULTY STANDARDS OF PRACTICE

## **Introduction:**

UNIVERSITY OF HAWAII, COMMUNITY COLLEGES, FACULTY CLASSIFICATION PLAN, COUNSELING

*Counseling faculty are both counselors and educators who specialize in students' personal and academic growth and development. Counselors help students to integrate educational and career-life goals by improving student ability at problem-solving, decision-making, interpersonal skills, self-management, and self-expression. In addition, counselors assist students to remove barriers that impede academic progress and to establish and work towards realistic career goals. Counselors facilitate such instructional activities as workshops and seminars to assist students to examine personal, educational, and social values; establish and work towards realistic career goals; and identify appropriate resources to meet individual needs.*

*Counseling faculty must also be sensitive to the needs of a widely diverse student population and to specific groups of students with special needs - for example, immigrants, students with disabilities, persons with limited English proficiency, and adult learners, among others. Counselors must, therefore, be familiar with the stages of student development and with new developments in counseling theory. It is expected that they will constantly refine their skills in interpersonal relations and communication. (July 17, 1992)*

Counseling and Academic Advising Council (CAAC) General Guidelines, Purpose, approved Leon Richards, Chancellor, September 27, 2007

*CAAC (Counseling and Academic Advising Council) has a commitment to improve the counseling and academic advising process for current and potential students at Kapi`olani Community College.*

*CAAC is responsible for discussion, analysis and recommendations on issues related to 1) academic advising; 2) counseling, such as student engagement, development, and success; and 3) collegewide counseling and academic advising professional standards and practices.*

## **Purpose of Standards of Practice:**

These standards are designed to be specific enough to be meaningful, yet general enough to allow flexibility in meeting student needs and college constraints. They should be used in the design, development, and review of counseling policies and practices at Kapi`olani Community College.

Much of this document was derived from Standards of Practice for California Community College Counseling Programs written by The Academic Senate for California Community Colleges and adopted Spring 1997.

Guidance for the development of these standards was from American Counseling Association (ACA) Governing Council 2005 approved Code of Ethics and the National Academic Advising Association (NACADA) Board of Directors endorsed documents:

- Concept of Academic Advising (approved by the Board of Directors in October 2006),
- Statement of Core Values (revised 2005), and
- Council for the Advancement of Standards (CAS) in Higher Education: Standards and Guidelines for Academic Advising (updated 2005)

## **ROLE AND FUNCTION**

To accomplish their mission in providing essential support to community college students, counseling faculty perform a set of core functions through individual and group interactions.

While differences in student populations and departmental priorities may affect the degree of emphases of functions by counseling faculty, nevertheless, these functions are fundamental to the mission of community college counseling.

These core functions are:

- 1) **Academic counseling**, in which the student is assisted in assessing, planning, developing, and implementing immediate and long-range academic goals.
- 2) **Career counseling**, in which the student is assisted in assessing aptitudes, abilities, interests, and values and advised of current and future employment trends.
- 3) **Personal counseling**, in which the student is assisted with personal, family or other social concerns, which impact the student's education.
- 4) **Crisis intervention**, either directly or through cooperative arrangements with other resources on campus or in the community.
- 5) **Diversity counseling**, in which the student is counseled with respect to the student's identity, values, and experiences.
- 6) **Outreach**, to students and community to encourage them to avail themselves of services, focused on maximizing all students' potential to benefit from the academic experience.
- 7) **Consultation and advocacy**, to improve the environment for the intellectual, emotional, and physical development of students.

8) **Program review and research**, to review counseling activities and services with the goal of improving their effectiveness.

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

A review of each function and its related standards follows. 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 community college and counseling faculty should recognize the student as a whole and complex human being with developmental concerns and issues that are not completely distinct or separate; academic issues intertwine with career issues, and with personal life-coping issues. In any given counseling session, counseling faculty should be prepared to provide the combination of services that address the student's particular needs in an integrated fashion.

### **Academic Counseling**

1) Counseling faculty services should include assessments of students' academic abilities, disabilities, strengths, and weaknesses; help in clarifying academic goals and selecting a major; educational planning for transfer, associate degree, and certificate programs; referrals to other support services when indicated; interventions when students' academic performances are at risk; and follow-ups (e.g., academic mentoring, early alert intervention, and probation counseling).

2) Counseling faculty should ensure that their knowledge of the nature and requirements of the various disciplines offered is accurate and current to effectively provide educational planning services for transfer, associate degree, and certificate programs.

3) Counseling faculty services should include assisting new, transfer, and returning students in transitioning to college through pre-enrollment advising.

4) Counseling faculty should assist students through the process of transferring into Kapi`olani Community College including helping students understand the transcript evaluation process and implications for graduation and transfer to other institutions.

5) Counseling faculty services should include assisting students in transitioning to other institutions through such activities as transfer workshops, admissions application workshops, university/college representative visitations, and "college day" events. These transfer services should be offered through discipline activities as well as through the transfer center.

6) Counseling faculty should work with instructional faculty to ensure that the college's articulation agreements reflect the needs of students.

7) Counseling faculty should work closely with the college's matriculation program, especially in the areas of academic counseling and advising services.

8) Counseling faculty should assist students through courses and workshops to develop

skills needed for academic success, such as study skills, note taking, and time management.

## **Career Counseling**

1) Counseling faculty and a career center should guide students through the career development process and emphasize its importance in setting and achieving academic and life goals.

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

3) Counseling faculty should deliver career services in a variety of ways, including online, individual and group counseling, workshops, and college courses.

4) Counseling faculty should assist 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 faculty through a career center should provide up-to-date information on career research, labor market, educational programs, and all aspects of the career development process that includes clarifying career goals in various formats including online resources. Technical assistance should be available to assist students to access and understand this information.

6) Counseling faculty should reach out to all students including those who are unclassified and undecided and assist them in setting academic and career goals.

7) Counseling faculty should serve on program advisory committees for the purpose of staying current on local labor market trends and employment demands.

8) Counseling faculty should assist students with job placement services through a job placement center. Services should include job development and placement, and assistance with the job search process, including instruction in resume preparation and interviewing skills.

## **Personal Counseling**

1) Counseling faculty should possess the skills and knowledge of resources to assist students whose personal life issues interfere with their academic success. Assistance includes individual and group counseling, crisis intervention, support groups, and workshops on personal life issues (e.g., self-esteem, stress management, and substance abuse prevention). While counseling faculty should have the skills and experience to assist students, consultation with and referrals to mental health or other professionals should be made, as appropriate.

2) Counseling faculty may help develop curriculum that could be infused into 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 faculty should have knowledge of current information on community resources and should refer students to appropriate services as needed.

### **Crisis Intervention**

The college should have a widely distributed, clearly written policy of who has authority to make determinations and specific procedures to follow when a student is a potential danger to self or others.

1) Counseling faculty and their respective departments should support administration and outside agencies to ensure that the needs of students in crisis are met and that personnel appropriate to such situations are available.

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

### **Diversity Counseling**

1) Counseling faculty should be aware of how their own backgrounds and experiences may influence their attitudes, values, and biases toward students.

2) Counseling faculty should develop knowledge about how oppression, discrimination, and stereotyping affect them personally and influence their work; and how these problems impinge upon the lives of their students.

3) Counseling faculty should acquire specific knowledge about the characteristics of the groups with which they work. They should develop an understanding of how race, culture, ethnicity, gender, sexual orientation, age, socioeconomic status, disability status, and the like affect personality formation, career choices, learning styles, help-seeking behavior, and the appropriateness of counseling approaches.

4) Counseling faculty should actively seek educational and life experiences that enrich their knowledge, understanding, and skills in order to provide effective counseling.

### **Outreach**

1) Counseling faculty working with departments and campus initiatives should reach out to potential students and to those who may otherwise not avail themselves of needed services or who might be better served by nontraditional methods.

2) Counseling faculty should respond to the diversity of the student body and to any particular group in need that can be identified. In particular, students from backgrounds different from the majority of the student body should be sought out, as should undeclared, academically underprepared, and probationary students. Groups receiving focused outreach efforts include students who are the first generation in their family to attend college, single parents and displaced homemakers, Native Hawaiians, and those who are economically disadvantaged.

## **Consultation and Advocacy**

- 1) Counseling faculty should assume an active role in interpreting and advocating the needs of students to administrators, faculty, and staff. Such advocacy should include curriculum, academic policies and practices, and student rights and responsibilities.
- 2) Counseling faculty should provide consultation in articulation and curriculum development.
- 3) Counseling faculty should provide consultation regarding students as needed to other faculty and appropriate campus staff within the limits of confidentiality. See ethics section for more information on confidentiality.
- 4) Counseling faculty should provide consultation with parents, spouses, and agencies that bear some responsibility for particular students within the limits of confidentiality and with the student's consent.

## **Program Review and Research**

- 1) Counseling faculty should participate in regularly scheduled reviews of counseling services. Each review should be performed a minimum of once per accreditation cycle and should be linked to the college program review process and strategic and tactical plans.
  - a. Data for the review process should be gathered from students, faculty, classified staff, and administration. Because of the varying nature of counseling services, data may include numbers of students served per year; types of services delivered and perceived quality of services; timeliness of student access to counseling; counseling faculty participation in campus decision making; and clarity and accuracy of counseling information.
  - b. Assistance in determining the appropriate methods for collecting, compiling, and analyzing the data should be sought from campus research professionals.
  - c. After being collected and analyzed, counseling services data should be assessed by all appropriate counseling and departmental personnel.
  - d. Counseling services strengths and weaknesses should be documented. A plan to address weaknesses should be developed.
  - e. Plans should be reviewed annually to encourage progress toward goals.
- 2) Other research, whether to improve local programs or to further the goals of the profession, should be encouraged and supported.

## **Training and Professional Development**

- 1) Counseling faculty and their respective departments share a responsibility to provide funding and opportunities for professional development to increase competencies in academic, career, personal, and crisis intervention counseling services to students including online services.
- 2) Counseling faculty should be current in their knowledge and skills in the core functions, particularly academic, career, personal, and crisis intervention counseling, as well as in diversity awareness. The academic units and departments should provide opportunities to enhance knowledge and skills in each of those areas that need strengthening.

- 3) Counseling faculty should participate in formal orientation and training to ensure that they possess the essential knowledge to perform their responsibilities including academic, career, personal, and crisis intervention counseling.
- 4) Counseling faculty using graduate interns should provide training and close supervision 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.
- 5) Counseling faculty using student workers should provide intensive training and continuous supervision regarding the student workers' roles and limitations.
- 6) Instructional faculty advisors should be selected carefully. Counseling faculty 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.
- 7) All faculty and staff, including interns, student workers, and paraprofessionals, should receive training about confidentiality and the proper maintenance of records.

## **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 laws that pertain to each situation, to interpret those laws, or operationalize within counseling. Thus, it is important that there be regular communication among the counseling faculty, the administration, and as appropriate, the University of Hawai'i legal counsel about these matters.

- 1) Counseling faculty should know the laws relevant to their work. The college administration, in particular, is responsible to see that the college's policies and procedures follow both the law and the ethical standards of the profession.
- 2) Counseling faculty should adhere to the National Academic Advising Association (NACADA) Board of Directors endorsed documents:
  - Concept of Academic Advising (approved by the Board of Directors in October 2006),
  - Statement of Core Values (revised 2005), and
  - Council for the Advancement of Standards (CAS) in Higher Education: Standards and Guidelines for Academic Advising (updated 2005);the American Counseling Association (ACA) Governing Council 2005 approved Code of Ethics; and other statements from relevant professional associations.

These standards 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 should be mindful of the individuality and value of each

person who seeks educational services. Therefore, counseling faculty should not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status.

- 1) Counseling faculty should actively attempt to understand the diverse backgrounds of the students with whom they work. This should include learning how the counselor's own background and identity impacts values and beliefs about the counseling process. In addition, counseling faculty should communicate information in ways that is both developmentally and culturally appropriate.
- 2) Counseling faculty recognize that support networks hold various meanings in the lives of their students and should consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with the student's consent.
- 3) Counseling faculty when counseling with technology should follow the appropriate transmission of information using technology and sensitive information guidelines.
- 4) Counseling faculty should be mindful of their professional limitations and the limitations of their counseling services. If they determine that they are unable to be of professional service, they should not abandon or neglect their students. Counseling faculty should make appropriate and informed referrals to alternative resources.
- 5) Counseling faculty should not engage in any type of sexual activity with their students. They should be cognizant of their positions of power over their students 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 their students.
- 6) Counseling faculty should maintain records necessary for providing effective services to students.

## **Confidentiality**

- 1) Counseling faculty should ensure that the counseling process takes place only in an environment where confidentiality can be assured as in an individual office.
- 2) Counseling faculty should keep confidential any information related to a student's use of counseling services and the nature of those services. Unwarranted disclosure of information should be avoided. However, there are exceptions. The rule of confidentiality does not apply when disclosure is required to prevent clear and imminent danger to the student or others, or when legal requirements demand that confidential information be revealed, in which case an effort should be made to release the minimum amount of information required. To the extent possible, students should be informed before confidential information is disclosed. Counseling faculty should consult with other professionals, department heads, and legal counsel when in doubt as to the validity of an exception.
- 3) Counseling faculty when consulting with colleagues should not disclose confidential information that reasonably could lead to the identification of a student unless they have

obtained the prior consent of the student or the disclosure cannot be avoided. Counseling faculty should disclose information only to the extent necessary to achieve the purposes of the consultation.

4) Counseling faculty have the obligation to ensure that confidentiality is maintained by all support staff as well. The college's procedures should provide for confidentiality in creating, securing, accessing, transferring, and disposing of all counseling records. Counseling faculty should ensure that records are kept in a secure location.

### **Professional Responsibility**

Counseling faculty should only counsel within the parameters of their level of competence based on their education, experience, and supervised training.

1) Counseling faculty should evaluate their effectiveness and take steps to improve when necessary. Counseling faculty have the responsibility of maintaining their professional competence by engaging in continuing education activities. Counseling faculty with questions about ethical obligations should consult with other counseling faculty and approach administrators, legal advisors, and professional organizations, as appropriate.

2) Counseling faculty who feel an inability to competently perform professional responsibilities due to physical, mental, or emotional causes should limit, suspend, or terminate services until it is determined to safely return to work. Counseling faculty who deem a colleague to be showing signs of impairment should intervene, as appropriate, to protect the student.

3) 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.

4) Counseling faculty must 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:

- a. is unwelcome, is offensive, or creates a hostile workplace or learning environment, or
- b. 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.

### **Relationship with Other Professionals**

1) Counseling faculty should have an understanding with supervisors, colleagues, and subordinates regarding counseling relationships, confidentiality, and adherence to professional standards.

2) Counseling faculty should be respectful of the differing viewpoints and counseling approaches of their colleagues.

3) Counseling faculty should not engage in practices that are illegal or unethical.

4) Counseling faculty who possess reasonable cause to believe that a colleague may not be acting in an ethical manner, should take appropriate action. The first step is to informally approach the colleague about the matter. If the issue is not resolved or where confidentiality would be breached, the counseling faculty should consult with other counseling faculty and approach administrators, legal advisors, and professional organizations, as appropriate.

### **Evaluation, Assessment, and Interpretation**

Counseling faculty should provide assessment services for which they have been trained and are competent. Counseling faculty should apply professional standards in the selection of test instruments, administration of the tests, security of the tests, scoring, and interpretation.

1) Counseling faculty should carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments. Counseling faculty should be cautious when selecting assessments for students from diverse backgrounds to avoid the use of instruments that lack appropriate psychometric properties for the student population.

2) Counseling faculty conducting assessments should apprise students about the nature, purpose, and use of the results. Accurate interpretation should be provided to the student after every assessment and accompany the release of assessment results. Counseling faculty need to consider the student's culture, level of understanding of the results, and the impact of the results on the student.

3) Counseling faculty should not use data or results from assessments that are obsolete or outdated for the current purpose.

### **Training and Supervision**

Counseling faculty should 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 should be kept strictly confidential.

### **Resolving Ethical Issues**

Counseling faculty are responsible for upholding the standards of their profession and should consult with other counseling faculty and approach administrators, legal advisors, and professional organizations, as appropriate.

## **HUMAN RESOURCES**

The quality of counseling services is dependent upon the level of staffing and the qualifications of the professionals providing services. The college should 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.

- 1) Counseling faculty must meet the minimum qualifications and related desirable qualifications of the University of Hawai'i Community College established standards.
- 2) Sufficient counseling faculty should be available to meet student and college needs. Students should have access to counseling services within one week of requesting such services.
- 3) The college, whenever possible, should ensure that the counseling faculty reflect the diversity of the community.
- 4) Counseling faculty level of staffing should allow for active participation in services to the community, college, department, and discipline. Professional development is integral to the delivery of these services.
- 5) There should be standardized and consistent hiring and training for all counseling faculty, regardless of full or part-time status or specific program. The training should include familiarization of all counseling faculty, with all programs and services, issues of student equity, specific campus populations, confidentiality, and student and counseling faculty rights and responsibilities.
- 6) Sufficient support staff should be available to maintain student records, organize resource materials, receive students, make appointments, and handle other operational needs. Technical and computer support staff should be available for research, data collection, systems development, and maintenance of electronic equipment and software.

## **PHYSICAL FACILITIES**

Counseling faculty should be readily accessible and visible to all students, including those who are physically challenged. Wherever counseling services are offered, including outreach centers, these minimum standards should be met:

- 1) Each full-time counseling faculty member should be provided with an office, in order to ensure student confidentiality. Part-time counseling faculty should be allowed use of an office when they are counseling students. Each office should have a telephone with messaging capabilities, a computer with access to student records and other pertinent information, and secure file storage. Overall, offices should create an inviting environment for students and a safe and functional work site for counseling faculty.
- 2) Counseling faculty should have up-to-date computers, copiers, and other equipment to support record keeping, research, and publication activities. Technical resources for media presentations should also be available.

- 3) Counseling faculty with reception areas should provide a welcoming waiting area for students.
- 4) Counseling faculty student records should be maintained in a secure environment to ensure confidentiality.

## **ORGANIZATION AND ADMINISTRATION**

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

- 1) Counseling faculty should have a specific individual designated by the institution to oversee the counseling activities of the college. This administrator should possess the minimum qualifications of the counseling discipline.
  - a. This administrator should be skilled in leadership, fiscal management, interpersonal relations, cultural sensitivity, staff selection and training, planning, and evaluation.
  - b. The administrator should possess a thorough knowledge of student development theory and practice and of the community college mission and philosophy.
  - c. The administrator should be positioned in the administrative structure to effectively interact with other administrators.
- 2) Counseling faculty should have a major role in developing the job description and in the hiring of the administrator.
- 3) Counseling faculty responsibilities should be clearly delineated, published, and disseminated to the entire college community.
- 4) Counseling faculty services should be defined and structured primarily by the counseling faculty who provide these services, to ensure that those who are most knowledgeable will have the major role in making decisions that directly affect services and their delivery to students.
- 5) Counseling faculty represented by the Counseling and Academic Advising Council (CAAC) should be consulted when the college considers changes to counseling services including counseling job descriptions and organization of counselors to ensure changes improve the counseling and academic advising process for current and potential students.
- 6) Counseling faculty services should be organized in a way that provides for the direct and ongoing interaction of counseling faculty with other faculty, staff, and administrators.
- 7) Counseling faculty services should be scheduled and funded adequately in order to accommodate the needs of students including online, evening, and weekend students. Services should also be scheduled to meet fluctuations in student demand. Accommodation should be made, however, to allow counseling faculty to participate in professional development activities.
- 8) Counseling faculty sessions should be of appropriate length to allow students to fully

discuss plans, programs, courses, academic progress, and other subjects related to their educational progress.

9) Counseling faculty services should be delivered by a variety of modes including individual sessions, group sessions, online, and workshops.

10) Counseling faculty should have adequate and equitable resources in order to implement quality services.

\_\_\_\_\_(date)\_\_\_\_\_ approved by Kapi`olani Community College counseling faculty  
and by signature affirmed by the Counseling and Academic Advising Council chair  
\_\_\_\_\_(signature of CAAC chair)\_\_\_\_\_

## APPENDIX

1) American Counseling Association (2005). ACA Code of Ethics. Alexandria, VA: Author. Retrieved - September 22, 2009 from

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>,

excerpts:

*"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."*

2) National Academic Advising Association:

a. National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved - September 22, 2009 from

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>,

excerpts:

*"Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising)."*

b. NACADA. (2005). NACADA statement of core values of academic advising. Retrieved - September 17, 2009-from the NACADA Clearinghouse of Academic Advising Resources Web site:

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>,

excerpts:

*"The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.*

*NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society."*

- c. Council for the Advancement of Standards (CAS). (2005). Academic Advising: CAS Standards and Guidelines. Retrieved - September 17, 2009 from [http://www.nacada.ksu.edu/Clearinghouse/Research\\_Related/CASStandardsForAdvising.pdf](http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf), excerpts:

*"The primary purpose of the Academic Advising Program (AAP) is to assist students in the development of meaningful educational plans.*

*AAP must incorporate student learning and student development in its mission. AAP must enhance overall educational experiences. AAP must develop, record, disseminate, implement, and regularly review its mission and goals. Its mission statement must be consistent with the mission and goals of the institution and with the standards in this document. AAP must operate as an integral part of the institution's overall mission.*

*The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees."*

White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement. Retrieved - September 17, 2009 from the NACADA Clearinghouse of Academic Advising Resources Web site:

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm>, excerpts:  
*"CAS Standards are used as a template for establishing or assessing an academic advising program on a campus or in a particular department. For those seeking to establish an academic advising program the CAS Standards and Guidelines provide a template for implementing and addressing the necessary components to run a quality academic advising program. These standards often serve as the primary mechanism to attain acceptable standards of practice or to self assess either for self-initiated improvement or to meet requirements for various accrediting agencies, be they discipline or regionally-based.*

*The CAS Standards and Guidelines for Academic Advising contain the following thirteen standards: Mission, Program; Leadership, Organization, and Management; Human Resources; Financial Resources; Facilities, Technology and Equipment; Legal Responsibilities; Equity and Access; Campus and External Relations; Diversity; Ethics; and Assessment and Evaluation. **Each standard establishes the criteria that every institution of higher education is expected and able to reach with reasonable effort and diligence.** For example, one of the Mission standards is that an institution must have a clearly written statement of philosophy pertaining to academic advising, including program goals and advisor and advisee responsibilities."*

## RELATED DOCUMENTS

- 1) Counseling and Academic Advising Council (CAAC) General Guidelines, approved Leon Richards, Chancellor, September 27, 2007

2) Core Principles of Academic Advising, Summer 2004 (Hallmarks Revised Fall 2006), Kapi`olani Community College, excerpts:

### **Academic Advising Hallmarks**

*"The core of academic advising is the belief in the personal and inherent value of the individual student. It nurtures hope within students towards their success and maximizes their potential. With an appreciation for diversity, the philosophy of academic advising recognizes, respects, honors, and celebrates each student's unique being and worth.*

*Academic advising is a transformative, developmental learning process that utilizes a holistic approach to assist students in clarifying their life and career goals. It is an ongoing, multifaceted, and collaborative relationship between students and advisor from entry to exit. This shared process and relationship empowers students to "Kulia i ka nu`u," or to strive for the highest in all realms related to their individual growth and development. The advisor serves as a facilitator of learning experiences, communications, academic decisions, and life/career planning. The advisor is an advocate for student learning and connects students to support services, co-curricular programs, and other resources. Through personalized and quality interactions the advisor:*

- 1. Fosters self-awareness and personal growth through accessible and student-focused advising services.*
- 2. Promotes accountability for choices by encouraging conscious awareness of thoughts/actions and the application of this awareness to the problem-solving and decision-making process.*
- 3. Empowers students to realize their potentials by facilitating transition and integration to college and bridging to future learning and life/career goals."*

*Approved: July 15, 2004 (Academic Advising Council)*

*Updated: July 18 and October 10, 2006 (Academic Advising Council)*

### **Student Responsibilities for Academic Advising**

*"As a student, you are responsible for:*

- 1. Taking the time to identify and clarify your academic values and goals*
- 2. Reading carefully and understanding all the information you receive from the college by mail, email and MyUH Portal*
- 3. Communicating regularly and keeping appointments with your counselor/advisor*
- 4. Being familiar with important deadlines, academic policies, college regulations, program requirements, and course descriptions, which can be found in the Kapi`olani Community College Catalog, the Schedule of Classes, the academic calendar and website*
- 5. Complying with academic deadlines and policies*
- 6. Understanding academic requirements and monitoring progress toward achieving your degree or educational goal*
- 7. Asking questions early enough to take action.*
- 8. Maintaining a personal academic file of notes and copies of forms submitted for processing*
- 9. Taking the initiative to learn about and use the college services and resources available to you*
- 10. Informing your counselor/advisor immediately when a serious problem or concern*

*interferes with your academic progress such as your ability to attend classes or focus on course work"*

*Approved: February 3, 2005 (Academic Advising Council)*

## **Counselor/Advisor Responsibilities for Academic Advising**

*"As a counselor/advisor I am responsible for:*

- 1. Assisting students to identify their academic values and goals, consistent with their capabilities, interests, and educational backgrounds*
- 2. Clarifying pertinent information and discussing the implications toward students' academic success*
- 3. Being accessible and available to students to respond to their questions and concerns*
- 4. Clarifying academic policies, college regulations, program requirements, procedures, and other college information*
- 5. Maintaining professional integrity, confidentiality, respect, and sensitivity in advising*
- 6. Helping students define and develop educational plans; assisting in the selection of appropriate course work and opportunities to achieve students' goals*
- 7. Respecting students' individual needs and diversity*
- 8. Assisting students to independently monitor their progress toward achieving their educational and career goals*
- 9. Being knowledgeable about, promoting and referring students to appropriate campus and community resources and services*
- 10. Informing students of the roles and responsibilities of the advisor/student relationship*
- 11. Maintaining currency in academic advising trends and techniques through professional development"*

*Approved April 7, 2005 (Academic Advising Council)*